

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## COURSE OUTLINE

**COURSE TITLE:** Interpersonal Communications and Helping Skills in Fitness

**CODE NO. :** FIT101 **SEMESTER:** 1

**PROGRAM:** Fitness and Health Promotion

**AUTHOR:** Tania Hazlett

**DATE:** Sept. 2008 **PREVIOUS OUTLINE DATED:** N/A

**APPROVED:** "Marilyn King"

\_\_\_\_\_  
**CHAIR, HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 3 credits

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours/week

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*For additional information, please contact the Chair, Health Programs*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2689*

**I. COURSE DESCRIPTION:**

In this course students will learn the interpersonal communication skills necessary to become effective communicators in the fitness and health promotion fields. Students will develop the skills required to be effective when helping individuals to make healthy lifestyle changes. Students will also develop motivational techniques to increase client adherence. Effective interviewing will also be practiced and applied to appropriate workplace scenarios. The helping relationship and qualities that enhance this relationship will be discussed and practiced.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: assessment, development and application skills (1,2,3), communication skills (1,3,4,11), promotion skills (3,7). It addresses the Generic Skills Learning Outcomes 1, 2, 6, 13.

Upon successful completion of this course, the student will demonstrate the ability to:

1. Define factors that influence communication.

Potential Elements of the Performance:

- Explain the principles of communication
- Define and explain communication competence
- Explain the relationship of attitudes, beliefs and values with effective communication
- Define and explain self-concept and self esteem
- List and explain listening styles and barriers
- Explain non-verbal communication
- Define culture and diversity and identify factors that enhance effective communication with varied populations

2. Demonstrate effective interviewing skills.

Potential Elements of the Performance:

- Conduct an initial Physical Activity readiness interview
- Peer and personally critique assigned interviews and reflect on skill improvement
- Demonstrate ability to communicate openness and attentiveness in a verbal and non-verbal manner

3. Demonstrate effective interpersonal communication skills as they relate to roles in the fitness industry.

Potential Elements of the Performance:

- Define counselling as helping; as a process; as problem solving
- Explain the process of CPAFLA counseling
- List and explain the styles of counseling and limitations in the fitness industry
- Explain the Seven Step communication approach to CPAFLA
- Define the principles of customer satisfaction
- Identify the skills that are necessary to deal with customer dissatisfaction

4. Demonstrate critical thinking skills.

Potential Elements of the Performance:

- Participate and reflect on group problem-solving activity
- Reflect on and integrate information presented in class with experiences in the community

5. Define the helping relationship and demonstrate qualities that positively influence this relationship.

Potential Elements of the Performance:

- Explain the terms empathy, sympathy, pity, identification.
- Explain the elements that characterize healing communication
- Explain stress management and the importance in healing professions

6. Integrate the philosophy of wellness/active living through its appropriate application to clients.

Potential Elements of the Performance:

- Define health behaviours
- Explain health behaviour theories
- Explain the principles of effective health education
- Identify and define key leadership and presentation skills that enhance the effectiveness of wellness/active living messaging

**III. TOPICS:**

1. The Process and Elements of communication
2. Self Concept and Self Esteem
3. Health Behaviour and Effective Education
4. Becoming an Effective Leader
5. Helping Relationships
6. Team Work
7. Customer Satisfaction
8. Cultural Sensitivity/Working with Special Populations
9. Personal Productivity and Stress Management

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Human Relations – Interpersonal, Job-Oriented Skills (3<sup>rd</sup> Edition)  
Authors: Andrew Dubrin, Terri Geerink  
Publisher: Pearson

Recommended Resource:  
Interpersonal Communication - Relating to Others (4<sup>th</sup> Edition)  
Authors: Steven Beebe et.al  
Publisher: Pearson

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Midterm 15%
2. Learning Activities 20%
3. Interviews 15% + personal reflection 5%
4. Presentations 15% + personal reflection 5%
5. Final Exam 25%

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<b><u>Grade Point Equivalent</u></b>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.