

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

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

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

**PROGRAM:** Fitness and Health Promotion

**AUTHOR:** Tania Hazlett

**DATE:** Sept. 11 **PREVIOUS OUTLINE DATED:** Sept. 10

**APPROVED:** "Marilyn King" July 2011

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**CHAIR**

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**DATE**

**TOTAL CREDITS:** 3 credits

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours

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*School of Health and Community Services*

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**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
- Define personality and identify eight major personality factors and traits
- Define learning styles and explain the importance to interpersonal communication
- Identify strategies to deal with different personalities
- Describe perception and the perception process
- Explain factors that influence perception
- List barriers to accurate perception
- List and explain listening styles and barriers
- Define and explain verbal and non-verbal communication
- Discuss strategies to improve non-verbal communication

2. Describe and demonstrate effective interviewing skills.

Potential Elements of the Performance:

- Describe elements of a skilled interview process
- Conduct an initial Physical Activity readiness interview
- Critique assigned interviews and reflect on skill improvement
- Demonstrate ability to communicate openness and attentiveness in a verbal and non-verbal manner
- Discuss strategies to improve listening and responding skills

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

Potential Elements of the Performance:

- Explain the process of CPAFLA counseling
- List and explain the styles of counseling and limitations in the fitness industry
- Explain the Activity Counselling Model
- Define motivation and explain techniques to improve client adherence to a healthy lifestyle
- Define the principles of customer satisfaction
- Identify the skills that are necessary to deal with customer dissatisfaction
- Discuss the advantages and disadvantages of working in teams
- Explain personal productivity and stress management and their importance in healing professions

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
- Define culture and diversity and identify factors that enhance effective communication with varied populations
- Contrast the attitudes and actions of nurturing and toxic people
- Explain coaching skills and techniques for helping difficult people

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

Potential Elements of the Performance:

- Define and explain the Stages of Change Theory
- 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. Effective Interviewing and Counselling
5. Developing Leadership Skills
6. Team Work

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

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

The Canadian Physical Activity, Fitness & Lifestyle Approach (CPAFLA):  
 CSEP-Health & Fitness Program's Health-Related Appraisal and Counselling  
 Strategy (3<sup>rd</sup> edition)

Client-Centred Exercise Prescription (2<sup>nd</sup> Edition)  
 Author: John C. Griffin  
 Publisher: Human Kinetics

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

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.
  - Midterm 15%
  - Learning Activities 20%
  - Interview 15% + personal reflection 5%
  - Group Presentation 15% + personal reflection 5%
  - Final Exam 25%
2. All test/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### **VI. SPECIAL NOTES:**

##### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.