

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: Lisa Maida, Tania Hazlett

DATE: Sept. 16 **PREVIOUS OUTLINE DATED:** Sept. 15

APPROVED: *"Marilyn King"* *June, 2016*

CHAIR, HEALTH PROGRAMS **DATE**

TOTAL CREDITS: 3 credits

PREREQUISITE(S): None

HOURS/WEEK: 3 hours

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For additional information, please contact Marilyn King, Chair, Health Programs
School of Health Wellness and Continuing Education
(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. Students will also begin to establish their own personal and professional strategies to develop skills necessary for placement and the workforce.

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. Describe factors that influence communication and practice communication techniques to possible client situations.

Potential Elements of the Performance:

- Define the principles of communication
- Explain the relationship of attitudes, beliefs and values with effective communication
- Define and explain self-concept and self esteem
- Define personality and identify the major personality factors and traits
- Define learning styles and explain the importance to interpersonal communication
- Identify strategies to deal with different personalities and utilize relevant communication styles appropriate to different personalities and various age groups.
- 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 and discuss strategies to improve verbal and non-verbal communication

2. Describe and demonstrate effective interviewing skills.

Potential Elements of the Performance:

- Establish rapport and a supportive environment
- Describe elements of a skilled interview process
- Conduct an initial 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 CSEP-PATH counseling
- List and explain the styles of counseling and limitations in the fitness industry
- Explain the Activity Counselling Model
- Discuss motivational techniques to improve client adherence to a healthy lifestyle
- Determine the needs, wants, abilities, and limitations of the client for goal setting.
- Discuss the advantages and disadvantages of working in teams

4. Demonstrate critical thinking skills through case study and real life evaluation.

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. Identify and demonstrate qualities of the helping profession that positively influence relationships.

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 the stages of change for physical activity and apply the

- content to various client' lifestyles.
- Identify and define key leadership and presentation skills that enhance the effectiveness of wellness/active living messaging

7. Establish reasonable and realistic personal and professional goals to enhance work performance

Potential Elements of the Performance:

- Apply effective time management skills and personal organization abilities to all aspects of work
- Utilizes strategies for effectively adapting to stress and a variety of stressors
- Present one's self using a portfolio to identify personal skills, knowledge, and experience.
- Meet requirements for maintaining and improving professional goals
- Access and use appropriate resources and self-care strategies to enhance personal growth

III. TOPICS:

2 Hour Communication Lecture	1 hour Professionalism Lecture
• Communication principles	• Professionalism Contract
• Self-Esteem and Self Concept	• Professionalism in the role of a Fitness and Health personnel
• Personality	• College services
• Behavior theories	• Time Management & Organization
• Motivational Interviewing Techniques	• Adapting to stress
• Interviewing Skills	• Self-Care
• Perception	• Portfolio Development
• Culture and diversity	• Inter-professional relationships
• Leadership	• Conflict Resolution
• Physical Activity Barriers	• Customer Service
• Listening	• Placement Opportunities

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

CSEP-PATH: Physical Activity Training for Health

Portfolio

V. EVALUATION PROCESS/GRADING SYSTEM:

In the two hour Communication lecture, a combination of quizzes 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 semester.

- Weekly Learning Assignments – 50%
- Interview – 40%
- Quizzes – 10%

In the one hour Professionalism lecture, an S (Satisfactory) or U (unsatisfactory) grade will be used to evaluate student achievement of the course. A “U” grade in this portion will mean automatic failure of the entire course. To achieve an “S” grade, the student must;

- Attend 87% of the lectures (missing no more than 2 full lectures)
- Submit a personal portfolio, meeting the instructor’s guidelines
- Complete and hand in all necessary placement requirements (FIRST AID/CPR (Level C), WHIMS, 2 Step TB Skin Test, Immunizations, and preparation for CPIC).

Note: Missed Tests and Late Assignments

If you miss a written test/quiz, you must call/email your instructor **BEFORE** the test to explain your absence. Only medical emergencies and extreme circumstances will warrant the opportunity to write the missed test at a later date. Official supporting documentation, such as a physician’s certificate, may be required as confirmation of your illness. Arrangements with your instructor must be made as soon as you resume attendance at Sault College. Failure to comply with this policy will result in a zero grade for the missed test.

Written assignments must be submitted on the date and time specified. If the student is unable to do so, the teacher must be notified 24 hours prior to the due date and time. Failure to request an extension or requesting an extension later than 24 hours prior to the due date, will result in a zero grade for the assignment. For example; if the due date is on September 16, anything submitted after the 16th, will be counted as 0 grade. Similarly, if the assignment is due on September 16th by 5pm, anything submitted after 5pm will be considered late and will receive a 0 grade. 1% per day of extension (with permission) will be deducted from the assignment for up to three academic days. For example, if an assignment has been granted a three day extension, there will be a 1% penalty each day it is late (total of 3%).

The request for an extension does not necessarily result in an extension. The final decision to permit an extension resides with the professor. The professor may choose to discuss the situation with the coordinator and/or dean of the program.

In the event of extenuating circumstances (i.e. death, acute illness, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the assignment on the due date an extension will be granted without penalty. The student is obliged to notify the teacher within 24 hours of the due date and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

Please see additional expectations for this course on your course syllabus.

Instructor's Name: Lisa Maida

Instructor's Phone #: 759-2554, Ext. 2629

Instructor's email: lisa.maida@saultcollege.ca

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 in D2L and on the portal form part of this course outline.