



## COURSE OUTLINE: FIT0101 - HELP SKILLS/FITNESS

Prepared: Lisa Folz

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	FIT0101: COMMUC & HELPING SKILLS-FITNESS FOR CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN 3040: FITNESS AND HEALTH
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	In this course CICE students, with the assistance of a Learning Specialist, will learn the interpersonal communication skills necessary to become effective communicators in the fitness and health promotion fields. CICE students, with the assistance of a Learning Specialist, 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 practised and applied to appropriate workplace scenarios. The helping relationship and qualities that enhance this relationship will be discussed and practised.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	FIT0153
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3040 - FITNESS AND HEALTH</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Conduct assessments of fitness, well-being, and lifestyle for clients and effectively communicate assessment results.
	VLO 2 Prescribe appropriate physical activity, fitness, active living, and lifestyle programs to enhance health, fitness, and well-being of clients.
	VLO 3 Utilize appropriate interviewing and counselling skills to promote or enhance health, fitness, active living, and well-being of clients.
	VLO 4 Collaborate with individuals in the selection and adoption of strategies that will enable them to take control of and improve their health, fitness, and well-being.
	VLO 9 Implement strategies and plans for ongoing personal and professional growth and development.
	VLO 11 Interact effectively with clients, staff, and volunteers in health and fitness programs, activities and facilities.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3 Execute mathematical operations accurately.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Physical Activity Training for Health (CSEP-PATH) by Canadian Society for Exercise Physiology  
 Publisher: Canadian Society for Exercise Physiology Edition: 2  
 ISBN: 9781896900407

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Describe factors that influence communication and practice communication techniques to possible client situations.	1.1 Define the principles of communication. 1.2 Explain the relationship of attitudes, beliefs and values with effective communication. 1.3 Define and explain self-concept and self esteem. 1.4 Define personality and identify the major personality factors and traits. 1.5 Define learning styles and explain the importance to interpersonal communication. 1.6 Identify strategies to deal with different personalities and utilize relevant communication styles appropriate to different personalities and various age groups. 1.7 Describe perception and the perception process. 1.8 Explain factors that influence perception. 1.9 List and explain listening styles and barriers. 1.10 Define and explain verbal and non-verbal communication and discuss strategies to improve verbal and non-verbal communication.
Course Outcome 2	Learning Objectives for Course Outcome 2

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



	2. Describe and demonstrate effective interviewing skills.	2.1 Establish rapport and a supportive environment. 2.2 Describe elements of a skilled interview process. 2.3 Conduct an initial interview. 2.4 Critique assigned interviews and reflect on skill improvement. 2.5 Demonstrate ability to communicate openness and attentiveness in a verbal and non-verbal manner. 2.6 Discuss strategies to improve listening and responding skills.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Discuss effective interpersonal communication skills as they relate to roles in the fitness industry.	3.1 Explain the process of CSEP-PATH counseling. 3.2 List and explain the styles of counseling and limitations in the fitness industry. 3.3 Discuss motivational techniques to improve client adherence to a healthy lifestyle. 3.4 Determine the needs, wants, abilities, and limitations of the client for goal setting. 3.5 Discuss the advantages and disadvantages of working in teams.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Demonstrate critical thinking skills through case study evaluation.	4.1 Participate and reflect on group problem-solving activity.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Identify and demonstrate qualities of the helping profession that positively influence relationships.	5.1 Explain the terms empathy, sympathy. 5.2 Define culture and diversity and identify factors that enhance effective communication with varied populations. 5.3 Contrast the attitudes and actions of nurturing and toxic people. 5.4 Explain coaching skills and techniques for helping difficult people.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>	
6. Integrate the philosophy of wellness/active living through its appropriate application to clients.	6.1 Define the stages of change for physical activity and apply the content to various client lifestyles. 6.2 Identify and define key leadership and presentation skills that enhance the effectiveness of wellness/active living messaging.	

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	100%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.

2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.

3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.

3. Transcribe the student's verbal answer.

4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.

2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format

2. Propose a reduction in the number of references required for an assignment

3. Assist with groups to ensure that student comprehends his/her role within the group

4. Require an extension on due dates due to the fact that some students may require additional time to process information

5. Formally summarize articles and assigned readings to isolate main points for the student

6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:** September 3, 2020

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554