

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
- Identify strategies to deal with different personalities
- Define identity management
- 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 skillful interview process
- 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
- 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:

- 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
- Discuss the advantages and disadvantages of working in teams
- Describe guidelines for using problem solving and brainstorming groups
- 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
- Explain the elements that characterize healing communication
- Define culture and diversity and identify factors that enhance effective communication with varied populations
- Contrast the attitudes and actions of nurturing and toxic people
- Define the terms mentor and protégé
- 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 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 (3rd 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 (3rd edition)

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%
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:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

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:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

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

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.