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Counselling career  
starts **here.***



**RHODES**  
WELLNESS COLLEGE



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## WELCOME TO RHODES WELLNESS COLLEGE

Established in 1996, Rhodes Wellness College has graduated hundreds of successful students. While theory and knowledge have always been a core component of the college's programs, Rhodes College specializes in teaching you how to apply and practice the theory and knowledge you learn in your life, your workplace and with your clients.

It is what you do with your knowledge that is the true measure of success.

### WHY STUDY AT RHODES COLLEGE?

#### RAPID RESULTS

Rhodes College is a skills based career training college that prepares you for a career in the coaching or counselling field in as little as three months. Due to the intensity and immersive nature of the college's programs, you will learn both theory and its application within the classroom environment so that you are job ready and able to produce results immediately upon graduation.

The speed of the training will save you time and money as you quickly learn marketable skills and are able to return to the work force far sooner than traditional academic programs which can take four to six years.

#### PEOPLE TRAINING, NOT CLINICAL TRAINING

Those wishing to provide clinical diagnosis and medical intervention may spend five to ten years in post-secondary education. While these professionals provide a valuable service, clinical diagnosis and medical intervention make up just a small portion of the expansive and growing coaching, counselling and wellness industries.

By focusing on the applied skills, you will learn what you need to know in order to work with clients, enabling you to produce excellent results. Many students with extensive academic backgrounds enroll in programs at Rhodes College in order to learn specific vocational skills.



#### MODULAR AND FLEXIBLE PROGRAMS

Rhodes College offers both diploma and certificate programs that range from 12 weeks to 18 months. Operating on a four semester per year schedule, you may start your studies in any semester and then work your way to a diploma through the successful completion of a variety of courses and certificates.

#### PROFESSIONAL ACCREDITATION

Rhodes College works with professional accreditation bodies that recognize the importance of skills based training and professional practice standards. By ensuring that professionals adhere to a code of conduct and invest in upgrading their skills through continuing professional education, governing bodies ensure that graduates keep up to date with skills, information and professional practice standards.

Professional accreditation is an important component of graduate success. Graduates who go on to achieve professional accreditation in coaching or counselling have greater employment opportunities. Studies consistently show that clients expect their coaches and counsellors to have some form of professional accreditation.

## ABOUT THE COLLEGE

At Rhodes College, all of our diploma programs are recognized by professional associations. Graduates of the Life Skills Coach Certificate, Life Coach Diploma, Addiction Counsellor Diploma, Wellness Counsellor Diploma and Professional Counsellor Diploma program can have their coaching education recognized by the International Coach Federation. Additionally, graduates of the Wellness Counsellor Diploma and Professional Counsellor Diploma programs can have their counselling training Recognized by the Canadian Professional Counsellors Association.

Rhodes College assists graduates with providing the documentation needed to complete professional accreditation applications and provides low cost or free professional practice supervision to students working towards their Registered Professional Counsellor designation.

### FULLY ACCREDITED AND RECOGNIZED

Rhodes College is an institution “designated” by the Provincial Government’s Ministry of Advanced Education - Private Training Institutions Branch. This regulatory agency is set up to ensure high quality educational standards and protect student investment in their education.

As a designated institution, Rhodes College meets the highest standard of private college regulation in the province. Being designated also means that students of Rhodes College may qualify for government student loans and grants.

### RECOGNIZED SKILLS TRAINING IN A UNIQUE ENVIRONMENT

While Rhodes College teaches industry – leading curriculum recognized by professional, regulatory and government bodies, it does so in a unique environment that emphasizes personal growth applied practice.



Rhodes College is also unique because of its groundbreaking holistic approach to personal development. By incorporating wellness training into your education, you will learn how to create healthy and successful environments for yourself and your clients, even if you never plan to practice as a Wellness Counsellor.

### TRAINING THAT PREPARES YOU FOR A SUCCESSFUL CAREER

Diploma students at Rhodes College receive training in multiple disciplines within the coaching and counselling fields. By building a broad understanding of coaching and counselling concepts, you will be able to master your own area of expertise, understand the context of your training and career and continually improve and upgrade your skill set to meet the ever changing needs of your clients.

### COMPREHENSIVE TRAINING

Diploma Programs at Rhodes College are designed to help you to grow and challenge yourself throughout your learning experience. Your admissions advisor will work with you to help you determine the best path for your career goals and skill development.

### WHAT TO EXPECT AS A STUDENT

At Rhodes College you receive significantly more classroom time and training over the course of a semester than you would at a public institution. A full-time student at Rhodes College will typically receive between 24 and 30 hours of classroom training and direct supervision per week. A full-time student at a public institution will receive about 15 hours of classroom hours and direct supervision.

### EXPERIENTIAL LEARNING

Unlike many educational institutions which focus almost exclusively on academic teaching, Rhodes College focuses primarily on experiential learning. Students are exposed to lesson content and are given an opportunity to practice their skills until they reach competency. This unique and effective teaching method is the reason why many students choose Rhodes College. If you want to be effective and employment ready in a short period of time, if you have chosen an alternate life path and need real skills, or if you have an academic background

but need experience in your field to jump start your career, experiential learning with Rhodes College is perfect for you. Our graduates are employment ready because they “learn by doing.”

### **QUALIFIED GUIDANCE**

All of our admissions staff are trained career adviser or financial aid administrators’. They will help you to clarify your career path and quickly handle any questions or concerns about your student loan or funding so that you can focus on your learning.

### **EXCELLENT EMPLOYMENT OUTCOMES**

We collect feedback from all practicum hosts and potential employers quarterly. The courses are then evaluated and modified as needed to meet changes in the industry, giving you the confidence that your skills are current and meet the demands of today’s job market.

We have a job placement coordinator on site who is in contact with potential employers. The job placement coordinator monitors available positions to assist students with their job search. This leads to quicker placement into your new career.

On average, our graduate employment rate within twelve weeks of graduation is over 80%.

### **A CHALLENGING AND MEANINGFUL EDUCATION**

Rhodes College believes there is a greater value to education than just skill development. Education has the power to transform lives. The programs at Rhodes College are designed to challenge you to achieve success and become a healthier and more complete person within a diverse community of peers and colleagues.

## ACCREDITATION

Your education is one of the most important investments you can make in your future. That is why the provincial government of British Columbia regulates private colleges to ensure you are protected.

As a PTIB Designated institution, Rhodes College meets the highest standards for private colleges in the province.

### PROFESSIONAL BODIES RECOGNIZE RHODES WELLNESS COLLEGE

While a college provides training and knowledge by teaching high levels of competency in recognized skills, professional bodies ensure that members continuously apply and develop their competencies in a professional and ethical way.

By creating ongoing standards of service for the public and employers, membership with professional bodies improves career outcomes for our graduates. This is why Rhodes College works with the following professional bodies to facilitate and support our graduates to meet industry standards and gain professional accreditation.

#### REGISTERED PROFESSIONAL COUNSELLOR



**Canadian  
Professional  
Counsellors  
Association**



CANADIAN PROFESSIONAL COUNSELLORS ASSOCIATION

[www.CPCA-RPC.ca](http://www.CPCA-RPC.ca)

Founded in 1990, the Canadian Professional Counsellors Association (CPCA) has been dedicated to the promotion of public confidence and trust in the profession in Canada. CPCA members meet rigorous standards for education and training and are held to the highest ethical standards of the profession before they can use the Registered Professional Counsellor (RPC) designation.



Curriculum in the Wellness Counsellor Diploma and Professional Counsellor Diploma programs meet the CPCA's rigorous academic criteria and students in these programs may write the RPC examination after completing their program.

Students working towards the Canadian Professional Counsellors Association's (CPCA) Registered Professional Counsellor designation (RPC) receive extensive support from Rhodes College.

The Professional Practice and Ethics course (PROF210) is an advanced course that includes examination specific information and preparation. Rhodes College schedules and provides testing facilities for students to write the Registered Professional Counsellor (RPC) examination as required at the end of this unit.

Students who successfully write their RPC examination must also complete two years of supervised practice before receiving their full RPC designation.

To help students receive their professional designation, Rhodes College provides low cost supervision for Wellness Counsellor Diploma program graduates and free supervision for Professional Counsellor Diploma program graduates.\*

\* Note: To qualify for free supervision, students must work within the Lower Mainland, be able to attend Rhodes Wellness College for monthly meetings and meet other CPCA supervision criteria. Contact the Admissions Department for more information.

### ASSOCIATE CERTIFIED COACH



INTERNATIONAL COACH FEDERATION  
[www.coachfederation.org](http://www.coachfederation.org)

The International Coach Federation (ICF) is renowned for offering the only globally recognized, independent credentialing program which has existed for more than a decade. If you are serious about building and excelling in your coaching business and care about being part of a well respected, self regulating coaching profession, you will be interested in gaining an ICF Credential.

The Life Skills Coach Certificate has been approved by the International Coach Federation as an ACSTH coaching program. Graduates of the Life Skills Coach Certificate program, as well as the Life Coach Diploma, Addiction Counsellor Diploma, Wellness Counsellor Diploma, and Professional Counsellor Diploma programs, can apply for their Associate Certified Coach designation from the International Coach Federation through the portfolio application process.

Rhodes College works with students pursuing this designation by providing guidance and documentation to facilitate their professional designation application.

### LIFE SKILLS COACH

CANADIAN ALLIANCE OF LIFE SKILLS COACHES AND ASSOCIATIONS

[www.calsca.com](http://www.calsca.com)

The Canadian Alliance of Life Skills Coaches and Associations recognizes Rhodes College as a trainer of Life Skills Coaches.

### HOW DOES THE APPLICATION PROCESS WORK?

Planning your career and choosing the education that is right for you can be a difficult task. At Rhodes College, we have developed a personalized application process to help you make this decision. We will work with you to ensure that the program you choose is right for you. We are here to help.

Our students have diverse backgrounds and qualifications. Over the years, we have found that this diversity improves the learning outcomes of our graduates. Whether you meet the minimum entrance requirements as a high school graduate or equivalent, or have completed multiple post-secondary degrees, the experiential approach and unique program design allows everyone to excel.

The first step in the application process is to meet with a member of the Admissions Department. This is an informal meeting and we strive to make sure you are as comfortable as possible. We will discuss your goals and objectives and work with you to determine whether Rhodes College is right for you. You will also receive a tour of the school and more detailed information about the programs or courses that best meet your needs.

If you decide that the courses and programs at Rhodes College are right for you, our admissions staff will work with you to develop a personal pre-education plan to prepare you for returning to college.

For students who will be using public or private student loans, or those seeking other forms of government funding such as HRSDC, WCB or First Nations, our staff can assist you in preparing your applications.

To schedule an admissions consultation, or to learn more, please call Rhodes College at (604) 708-4416 or 1-877-708-4416 between 9:00AM and 5:00PM from Monday to Friday. Alternatively, you can email [admissions@rhodescollege.ca](mailto:admissions@rhodescollege.ca) to ask additional questions or schedule your consultation.

If you live outside of Vancouver and or are not able to visit the school in person, we are happy to make alternate arrangements. We can conduct the admissions process over the telephone or Skype.

### MINIMUM ENTRANCE REQUIREMENTS

- Successful completion of the Rhodes College application process and entrance interview
- Successful completion of high school or mature student status
- 19+ years of age (or 18 with the consent of parent or guardian)

### FINANCING YOUR EDUCATION

If you are like many students, financing your education may be the most challenging part of pursuing career training. At Rhodes College, we will work with you to develop a tuition and funding plan that works for you. We will help you schedule your tuition payments to match the sources and timing of your funding.

Even if you believe that you cannot afford to go to school, we recommend that you come in for an admissions consultation so that we can discuss some of the numerous sources of funding that may be available to you.

There are numerous government programs in place for students with low income, dependents, or who are in need of career re-training for a variety of reasons. As a PTIB Designated Institution our students can qualify for the same government funding, student loans and grants as students attending public colleges and universities.

At Rhodes College you receive significantly more classroom time and training over the course of a semester than you would at a public institution. This intense training means that you will finish faster and be more qualified to make an immediate impact in the work force.

## **BURSARIES**

Rhodes College sets aside funds each year to assist students in need. Bursaries are generally awarded to students who have pursued all other avenues of funding and still have unmet need. Generally, to qualify for a bursary, you must also be receiving government student loans or other forms of public or private funding.

## **SCHOLARSHIPS**

Rhodes College offers a number of different scholarships to assist and encourage students with specific skills or experience to attend. Additional information and application forms are available from the Admissions Department. Some of the scholarships currently available at Rhodes College are:

### ***ADDICTIONS TREATMENT AND RECOVERY EMPLOYEE SCHOLARSHIP***

This scholarship program was created to help addictions treatment and recovery facility employees receive accredited skills training. In giving back to this critically important community, Rhodes College hopes to help those on the front lines of addiction deal with increasingly complex medical, structural and social challenges

### ***HEALTHCARE WORKER WELLNESS SCHOLARSHIP***

This scholarship program was created to help healthcare workers. Rhodes College encourages graduates who qualify for this scholarship to re-enter the healthcare field as wellness professionals, using their experience, skills and expertise to create positive changes that benefit both patients and workers.

### ***FITNESS PROFESSIONALS SCHOLARSHIP***

This scholarship program was created to help fitness professionals. As leaders in the field of personal health, fitness professionals are expanding upon their traditional business models by incorporating coaching, wellness and lifestyle management into

their practices.



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**APPLICATION PROCESS**

**DIPLOMA PROGRAMS**

## **DIPLOMA PROGRAMS**

In addition to providing an academic credential, diploma programs provide excellent employment outcomes for graduates because of their combination of academic training, applied skill practice and workforce exposure.

Diploma programs from Rhodes Wellness College will set you on the path to achieving your professional designations in coaching and counselling.

All diploma programs at Rhodes Wellness College include COAC 100 - Life Skills Coaching, an ACSTH approved course with the International Coach Federation (“ICF”). Successful completion of this course, along with meeting other ICF specific requirements, will allow you to make a portfolio application to receive your Associate Certified Coach designation.

The Wellness Counsellor Diploma and Professional Counsellor Diploma programs have both been approved by the Canadian Professional Counsellors Association as meeting their academic requirements. Graduates of these two programs can write the Registered Professional Counsellor examination and can receive low-cost or free professional supervision during their probationary period.

If you have any questions about the Rhodes Wellness College diploma programs, professional accreditation or how they can help you achieve the career you desire, please contact our Admissions Department.

### **PROFESSIONAL COUNSELLOR DIPLOMA**

FULL – TIME (82 Weeks)

The Professional Counsellor Diploma is designed for those who want to master their own personal and professional development. The program consists of certification in both life skills coaching and counselling, as well as comprehensive training and experience facilitating counselling services for individuals and groups.

Since the Professional Counsellor Diploma program includes training in wellness, graduates of this program are able to differentiate themselves and offer extensive services in the areas of physical, mental, emotional and spiritual wellness.

During the Professional Counsellor Diploma program, students engage in professional and practical community and workplace based projects, building experience and career networks. Students graduate with a comprehensive portfolio of transferrable skills. Students will develop their own wellness related project – seminar or retreat. They will design a complete program and prepare presentations with the assistance of advanced technical skills. This is a leadership program, so graduates are prepared to assume senior positions with organizations or run their own counselling, coaching, or consulting business.

The Professional Counsellor Diploma program includes the following courses:

- COAC 100 Life Skills Coaching
- COAC 210 Coaching for Excellence
- COUN 100 Basic Counselling
- COUN 101 Employment Counselling
- COUN 102 Family and Couples Counselling
- COUN 103 Youth Counselling
- COUN 104 Sexual Abuse & Trauma Counselling
- COUN 105 Addictions Counselling
- COUN 109 Clinic Weeks (Counselling)
- COUN 210 Special Topics in Counselling
- COUN 220 Human Development – Theory & Practice
- COUN 230 Mental Health Counselling
- COUN 240 Advanced Counselling
- WELL 110 Physical Wellness
- WELL 120 Spiritual Wellness
- WELL 130 Emotional Wellness
- WELL 140 Mental Wellness
- WELL 220 Lifestyle Management & Program Planning
- PRAC 101 Supervised Practicum
- PROF 210 Professional Practice and Ethics
- PROF 220 Group Leadership
- PROF 230 Supervised Clinical Practice (Business)
- PROF 231 Supervised Clinical Practice (Personal)

## **WELLNESS COUNSELLOR DIPLOMA**

FULL – TIME (57 Weeks)

Wellness counsellors contract with individuals or agencies to provide knowledge and assistance in setting up personal and corporate wellness plans. Wellness includes balance in physical, mental, emotional and spiritual aspects of self.

In addition to spending six months learning the fundamentals of coaching and counselling, students will spend six months learning and assimilating wellness principles, integrating them into their own life before providing wellness counselling to others. This revolutionary program requires a high degree of commitment and a desire to be an agent of change to individuals and groups.

The most unique aspect of our program is its design. Helpers, healers, coaches, counsellors and educators are most effective if they are operating from their own wisdom. Our wellness program is designed to assist people to find their own optimum level of wellness. An additional benefit of this type of training is the degree to which participants will experience their own transformation. They will begin to set high standards for their own life - expecting and receiving love, relationships, creativity and vibrant health.

Wellness counsellors create daily activities that promote emotional, physical, mental and spiritual healing. For example, while studying the wellness components of this diploma, you will start many days with body work including Yoga, Spiritual Practice, Core Conditioning and other activities.

In this program we will provide instruction and activities designed to teach you how to facilitate wellness. We will teach you how to set up comprehensive wellness plans for yourself and others.



This Wellness Counsellor Diploma program includes the following courses:

- COAC 100 -Life Skills Coaching
- COAC 110 Personal Coaching
- COUN 100 Basic Counselling
- COUN 101 Employment Counselling
- COUN 102 Family and Couples Counselling
- COUN 103 Youth Counselling
- COUN 104 Sexual Abuse & Trauma Counselling
- COUN 105 Addictions Counselling
- COUN 109 Clinic Weeks (Counselling)
- WELL 110 Physical Wellness
- WELL 120 Spiritual Wellness
- WELL 130 Emotional Wellness
- WELL 140 Mental Wellness
- PRAC 100 Supervised Practicum
- PROF 110 Business Development

## **ADDICTIONS COUNSELLOR DIPLOMA**

FULL – TIME (44 Weeks)

Addictions counsellors help clients suffering from substance abuse problems and other addictions such as gambling, sex and internet addiction. Addictions Counsellors assist clients to develop recovery programs and coping strategies to avoid relapse. They also provide therapy to family members and friends of the addict.

In this cutting edge program we learn the basics of individual counselling as well as working with related issues in addiction such as trauma and abuse, families and couples and youth counselling. In addition, students will study life skills coaching and learn to teach self development lessons to the client and facilitate groups. Students will study case management and assessment and relapse prevention.

## DIPLOMA PROGRAMS

Candidates to this program must demonstrate excellent emotional and mental stability, maturity, compassion and also have well formed boundaries. The intensive nature of the training allows the individual counsellor an opportunity to explore their own personal beliefs and values while learning concrete techniques for working with the addicted or compulsive client.

This Addiction Counsellor Diploma program includes the following courses:

- COAC 100 Life Skills Coaching
- COAC 110 Personal Coaching
- COUN 100 Basic Counselling
- COUN 101 Employment Counselling
- COUN 102 Family & Couples Counselling
- COUN 103 Youth Counselling
- COUN 104 Sexual Abuse & Trauma Counselling
- COUN 105 Addiction Counselling
- COUN 109 Clinic Weeks (Counselling)
- COUN 210 Special Topics in Counselling
- COUN 220 Human Development – Theory & Practice
- WELL 220 Lifestyle Management & Program Planning
- PRAC 101 Supervised Practicum
- PROF 210 Professional Practice and Ethics
- PROF 230 Supervised Clinical Practice (Business)

### LIFE COACH DIPLOMA

FULL – TIME (32 Weeks)

The Life Coach Diploma Program is a 32 week full time program designed to provide comprehensive skills training in the areas of personal coaching, group coaching, counselling, human services and life skills program delivery. This course has been designed in cooperation with employers in the field.

This exciting program is designed to provide you with the fundamental knowledge and skills you need to effectively coach individuals and groups as well as deliver basic counselling services.

While many coach training programs do not include any counsellor training, Rhodes Wellness College believes that this is an important component of any complete coaching program.

Counsellor training at Rhodes Wellness College stresses personal development and allows coaches to have a broader and more marketable skill set. This training helps coaches identify when coaching clients face blocks and challenges that may require counselling, rather than coaching, to overcome.

The Life Coach Diploma program includes the following courses:

- COAC 100 Life Skills Coaching
- COAC 110 Personal Coaching
- COUN 100 Basic Counselling
- COUN 101 Employment Counselling
- COUN 102 Family and Couples Counselling
- COUN 103 Youth Counselling
- COUN 104 Sexual Abuse & Trauma Counselling
- COUN 105 Addictions Counselling
- COUN 109 Clinic Weeks (Counselling)
- PRAC 100 Supervised Practicum
- PROF 110 Business Development

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## **CERTIFICATE PROGRAMS**

### **LIFE SKILLS COACH CERTIFICATE**

FULL TIME (12 weeks)

This intensive full time program is designed to train and certify qualified individuals to conduct life skills programs and provide personal coaching. Life skills are communication and problem solving skills.

A life skills coach is a trained group facilitator, able to bring clients to competency in five areas of life responsibility including self, relationship, family, education and employment, leisure and community. Our program is based on the Saskatchewan NewStart model and stresses cultural awareness.

Personal coaching is an interactive process that helps individuals and groups take action toward realizing their goals and fulfilling their destiny. Coaches provide structure and support and use a process of personal inquiry, discovery and feedback to build the client's level of awareness. Coaches believe that their clients are naturally creative and resourceful. The coach's job is to develop skills that enhance the client's own inherent gifts.

The Life Skills Coach program is a comprehensive competency based full-time program requiring intensive work with both groups and individuals.

The Life Skills Coaching program (COAC 100) is an approved International Coach Federation ACSTH coaching course. Graduates of this program may apply for the ICF professional designation through the portfolio process.

The Life Skills Coach Certificate program includes the following course:

COAC 100 Life Skills Coaching

### **LIFE SKILLS COUNSELLOR CERTIFICATE**

FULL TIME (12 weeks)

A life skills counsellor is trained in basic counselling techniques, employment counselling, youth counselling, family and couples counselling, sexual abuse and trauma counselling and addictions counselling.

Through a structured professional curriculum divided into academic and experiential components, students are exposed to a wide range of counselling theories. The Life Skills Counsellor Certificate program stresses the importance of each student's personal development as a counsellor and provides opportunities for assessment of interpersonal abilities. Note that this counselling program does not cover clinical diagnosis or medical intervention.

The Life Skills Counsellor Certificate program includes the following courses:

COUN 100 Basic Counselling  
COUN 101 Employment Counselling  
COUN 102 Family and Couples Counselling  
COUN 103 Youth Counselling  
COUN 104 Sexual Abuse & Trauma Counselling  
COUN 105 Addictions Counselling  
COUN 109 Clinic Weeks (Counselling)

## CERTIFICATE PROGRAMS

### **LIFE COACH CERTIFICATE (PART – TIME)**

PART TIME (21 weeks)

Life Coaching is the practice of assisting and supporting an individual or group achieve personal or professional goals. Coaching is considered to be one of the fastest growing industries in North America. Life Coaches are not therapists or consultants. They have specific training in listening and questioning to assist individuals move forward in their lives.

A life coach is a trained professional. Training must involve all aspects of 11 core competencies required by the International Coach Federation.

The Life Coach Certificate (Part – Time) program includes the following course:

COAC 310 Life Coach Certificate (Part – Time)



[www.rhodescollege.ca](http://www.rhodescollege.ca)

## COURSE DESCRIPTIONS

### COAC 100 – LIFE SKILLS COACHING

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 360

PREREQUISITES: NONE

OTHER REQUIREMENTS: NONE

This course is designed to train and certify qualified individuals as Life Skills Coaches. A coach is a trained instructor and group facilitator, qualified to bring clients to competency in a specific range of problem-solving skills for use in the following areas: self, relationships and family, education and employment, leisure and community.

Based on the Saskatchewan NewStart Model of Life Skills, coaches use structured lessons in combination with group dynamics to provide students with the necessary skills to both coach individuals and deliver community life skills programs. Training can be divided into four major areas of competence:

1. Creative Problem Solving
2. Structured Human Relations Training
3. Coaching Techniques
4. Life Skills Course Content

This course also incorporates Personal Coaching. The students will practice their skills in all of the Core Competencies as defined by the International Coach Federation (ICF). Students will learn about ethics, establishing agreements (contracts, guidelines, etc.), creating trust and mutual respect, and how to open and close a coach/client relationship.

#### **COURSE OBJECTIVES**

The principle objective of the Life Skills Coaching course is to facilitate students' acquisition of the life skills required to develop and deliver programs in the community. Students must demonstrate voluntary use of these required skills

and the ability to transfer them into real life situations. Specific competencies include:

#### **THEORY AND KNOWLEDGE**

- Ability to define Life Skills
- Understanding the theory, principles and methods of Life Skills
- The ethics of coaching

#### **HUMAN RELATIONS AND BASIC COMMUNICATION SKILLS**

- Becoming aware of one's effect on others
- Displaying the ability to express and share feelings
- Displaying the ability to self – disclose appropriately
- Demonstrating a positive self – concept
- Distinguishing own needs from those of others
- Remaining accountable for one's own feelings, attitudes and beliefs
- Displaying fairness and lack of prejudice
- Recognizing own limits

#### **INDIVIDUAL COACHING**

- Assisting clients to enhance self – concept and self – esteem
- Helping clients adjust to change
- Detecting lack of understanding
- Identifying and resolving interpersonal problems
- Encouraging independence and self – confidence
- Facilitating resolution of clients' issues
- Demonstrating skills using real – life problems
- Transfer skills to everyday life

#### **GROUP DYNAMICS**

- Understanding and dealing with group dynamics effectively
- Planning group activities
- Delegating responsibility

## COURSE DESCRIPTIONS

### ***LESSON PREPARATION AND PRESENTATION***

- Understanding individual learning styles
- Communicating at the learners' level
- Motivating group members
- Presentation of lessons in the five – phase format
- Sequencing lessons appropriately
- Adapting lessons to different groups
- Selecting appropriate techniques and learning aids
- Setting behavioral objectives

### ***EVALUATION SKILLS***

- Defining goals and expected outcomes
- Explaining evaluation process
- Analyzing student progress
- Terminating inappropriate trainees
- Assisting learners to devise self – evaluation strategies

### **COAC 110 – PERSONAL COACHING**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 1 WEEK

COURSE HOURS: 30

PREREQUISITES: COAC 100

OTHER REQUIREMENTS: REGISTRATION IN A DIPLOMA PROGRAM

This Program is designed to provide students with coaching competencies, matching the current demands of the Coaching industry. The course will focus on the direct application of coaching skills. Students will be able to identify individual coaching strengths and barriers. Students will understand the different types of clients and their needs and develop a niche in a competitive market. Students will review coaching ethics and demonstrate full competency in coaching skills in order to take these skills into the marketplace.

### ***COURSE OBJECTIVE***

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- The ability to differentiate between coaching, counselling, consulting, and mentoring
- Knowledge of Coaching Ethics
- Recognition of own individual coaching strengths
- An awareness of how to work with all clients
- Understanding the different kinds of listening
- Ability to ask clients powerful questions
- The ability to develop their niche in a competitive market
- Knowledge of how to challenge and empower clients
- Knowledge of a Welcome Package

### **COAC 210 – COACHING FOR EXCELLENCE**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COAC 100

OTHER REQUIREMENTS: ENROLLMENT IN PROFESSIONAL COUNSELLOR DIPLOMA OR SPECIAL PERMISSION FROM THE ADMISSION DEPARTMENT

This course is designed to provide students with high level coaching knowledge and abilities. Students will learn how to energize and invigorate clients, while challenging them to move through barriers and stumbling blocks. The course is designed to improve leadership skills and provide tools to teach and inspire. The course will aid in communication enhancement and personal effectiveness. Students will be trained in competency in a range of high level coaching skills, relevant to personal and corporate clients.

***COURSE OBJECTIVES***

This course provides students in the helping professions with knowledge of theory and experiential practice in the skills of coaching a diverse clientele. Students will develop and demonstrate competency in a range of coaching skills that are immediately transferable into real life situations.

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- The ability to energize clients
- The ability to recognize and challenge non – effective client behaviours
- Guide clients to acquire and integrate new behaviours
- Highly skilled empathic listening
- Define and describe life coaching
- How to inspire and teach clients to achieve high levels of personal achievement and growth
- Enhance personal communication skills
- Understand ‘niche’ coaching
- Develop a strong and concise code of ethics
- Recognize and set personal limits and guidelines
- Understands International Coach Federation criteria for membership

**COAC 310 – LIFE COACH**

COURSE TYPE: EVENINGS (PT)  
 COURSE LENGTH: 21 WEEKS  
 COURSE HOURS: 127  
 PREREQUISITES: NONE  
 OTHER REQUIREMENTS: NONE

This Program is designed to train and certify qualified individuals as Professional Life Coaches. A life coach is an individual trained and certified to provide personal coaching to a variety of clients. Students will learn and practice their skills in all of the 11 Core Competencies as defined by the International Coach Federation (ICF). Students will understand professional ethics, establishing agreements (contracts, guidelines, etc.), creating

trust and mutual respect, and how to open and close a coach/client relationship.

***COURSE OBJECTIVES***

- Coaching Foundation skills: Listening, questioning, checking for understanding, feelings and empathy, feedback, ethics and standards of conduct, maintaining records
- Coaching Essential skills: Coaching conversations, goal setting and action planning, problem solving and organizing, implementing change, history and evolution of coaching
- Coaching Relationship skills: Trust, direct communication use of language including metaphor and analogy, intuition, use of humour
- Coaching in Practice skills: Life design, expanding thinking and possibility, values, models of motivation and change, resistance and self - sabotage, creation of a welcome package and practice of coaching sessions.

**COUN 100 – BASIC COUNSELLING**

COURSE TYPE: DAYTIME (FT)  
 COURSE LENGTH: 2 WEEKS  
 COURSE HOURS: 60  
 PREREQUISITES: NONE  
 OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

This introductory course is a pre-requisite for all students in diploma programs. In this course we present the information and skills needed to provide individual counselling, including client interviewing, clinical assessment, and referral. This course combines counselling theory and skills practice. Course content is built on humanistic theory developed by Carl Rogers, and uses The Egan Model (Gerald Egan) as its foundation. Each participant is required to demonstrate competency in empathizing, responding and assessing needs.

***COURSE OBJECTIVES***

This course provides students intending to enter the helping profession with knowledge of theory and practice skills related to client problem

## COURSE DESCRIPTIONS

management and opportunity development. Using the Egan Model students will come to a better understanding of the importance of developing professional behaviour and effective interpersonal communication skills.

Students will examine the role of personal, social, and professional values, ethical codes of conduct, and the ethics of decision-making in the helping professions.

Students learn how to open, conduct and close a client interview. Attention is given to effective listening styles, giving and receiving feedback, elements of verbal and non-verbal communication, and the structuring of information and questioning techniques during an interview situation.

Through role – playing, simulated interviews, presentations, group discussions and case analysis, opportunities are provided to explore, challenge, and evaluate a broad range of basic interviewing and problem management skills appropriate for helpers.

Before the end of this course, students will demonstrate:

- The theory and principles of the Egan Model
- Stages and steps of problem management with the Egan Model and how they apply to the helping profession
- The basic communication and counseling skills of attending, listening, active listening, empathy, probing, challenging, problem specification, goal setting, action planning, confrontation, and anger diffusion
- The challenging side of the helping profession; resistance, reluctance, inertia and apathy
- Ethics and ethical dilemmas within the helping profession

### **COUN 101 – EMPLOYMENT COUNSELLING**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 1 WEEK

COURSE HOURS: 30

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

This course presents introductory theory and concepts of counselling individuals to make informed career choices. Participants are guided through assessments, career exploration, and job search. This course is designed to assist counsellors to provide basic job placement for clients.

#### ***COURSE OBJECTIVE***

This course provides students with knowledge related to assisting people in making decisions about their choice of employment. Students will explore barriers to employment that the individual may encounter. Students will come to and understand the basics of the labour market.

Before the end of this course, students will demonstrate the following:

- An understanding of the uses of employment counselling skills, the methodologies and techniques in assisting clients facing either voluntary or involuntary career change, and the challenges of those facing barriers to employment
- Knowledge of the phases people pass through when facing unemployment or career change
- An understanding of the external factors that effect employment and unemployment
- Competence in guiding individuals through a process of self – discovery, self – esteem building, goal setting and action planning
- Knowledge of career assessments available to the counsellor, and an understanding of the limitations of testing

- Strategies for use in building an alliance with the resistant or discouraged client
- Strategies for supporting client entry into the workplace and managing problems of transition both for the client and the client's employer

**COUN 102 – FAMILY AND COUPLES COUNSELLING**

COURSE TYPE: DAYTIME (FT)  
 COURSE LENGTH: 1 WEEK  
 COURSE HOURS: 30  
 PREREQUISITES: COUN 100  
 OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

Participants learn how to assess family systems and define problematic couple and family dynamics. The course emphasizes and identifies techniques in the application of systemic/structural and narrative approaches to family therapy and develops an awareness of the verbal and nonverbal messages that tend to dominate patterns of family interaction. The course provides skill development opportunities for learning a variety of assessment and intervention techniques.

***COURSE OBJECTIVES***

This course provides students with academic and experiential learning opportunities. This approach will enable them to engage families and couples in a therapeutic process facilitating positive change and growth.

Through the development of a comprehensive understanding of family of origin issues, health and deficits students will learn to assess problem areas and to intervene accordingly. Students will learn the developmental aspects essential for personal growth and self-actualization.

Particular attention will be paid to issues of enmeshment, disengagement and self-defeating internal scripts lingering from childhood. Intervention strategies for the healing of unresolved losses, low self-worth, suicidal ideation

and family dysfunction will be discussed and demonstrated.

In order to successfully complete this course, students will demonstrate the following:

- Core assessment and counselling techniques for working effectively with couples and families
- An understanding of theoretical frameworks as they relate to intervening effectively with couples and families
- A knowledge of the indicators and characteristics of historical patterns of dysfunction, attachment theory and how early development affects relational interacting
- Knowledge and application of the healing and forgiveness principles in resolving childhood trauma impacting current health and functioning
- Application of techniques of reframing, various family therapy techniques and development of awareness and compassion
- Knowledge and understanding of the concepts of triangulation, enmeshment, differentiation and disengagement

**COUN 103 – YOUTH COUNSELLING**

COURSE TYPE: DAYTIME (FT)  
 COURSE LENGTH: 1 WEEK  
 COURSE HOURS: 30  
 PREREQUISITES: COUN 100  
 OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

Participants learn the fundamentals of normal development related to children and youth. The course focuses on issues that impact healthy development and which may result in the onset of problematic behavior in childhood and adolescence. The importance of developing rapport, mutual trust and respect when working with young clients is highlighted throughout the course.

## COURSE DESCRIPTIONS

Family issues, peer culture, puberty, respect and responsibility, drug and alcohol issues and high-risk behavior and aggression are considered. Therapeutic approaches for working with young people are addressed, and assessment and screening tools and their application will be examined. Students will be provided with the tools necessary to assist youth to navigate the challenging path leading to adulthood and therefore assist them to become healthy, productive and contributing participants in the community.

### ***COURSE OBJECTIVES***

This course provides students with academic and experiential learning opportunities. This approach will enable them to practice and strengthen their skills to successfully engage adolescents and youth in a therapeutic process facilitating positive change and growth.

Through the development of a comprehensive understanding of issues specific to youth and youth at risk, students will learn to assess problem areas and crisis situations and to intervene accordingly. Students will continue to learn the developmental aspects essential for personal growth and self – actualization particular to youth.

Particular attention will be paid to high-risk patterns of behavior including self-harm, suicide and aggression toward others. Issues of connectedness with peers, gender identity, criminal involvement, abuse, drug and alcohol use, and school refusal and leaving will be discussed. Providing youth with strategies for the healing of unresolved losses, low self-worth, depression and family dysfunction will be taught and demonstrated.

In order to successfully complete this course, students will demonstrate the following:

- Competence in the areas of assessment and counselling techniques applicable to working effectively with youth

- An understanding of theoretical approaches as they relate to intervening effectively and supporting youth to resolve their own crises and developmental tasks
- Knowledge of the factors essential to build resilience in young people in order to diminish inappropriate behavior, establish adequate boundaries with peers, and find positive ways to relate to family and peers
- Knowledge and application of the healing and compassion necessary in resolving childhood trauma
- Awareness of indicators of suicidal ideation, self – harm behavior and clinical depression, and development of the capacity to demonstrate the ability to collaborate with the family to assure the safety of a child or youth

### **COUN 104 – SEXUAL ABUSE AND TRAUMA COUNSELLING**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 2 WEEKS

COURSE HOURS: 60

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

This course focuses on the effects of sexual abuse and other psychological traumas on individuals, families and communities. It will further provide an understanding of the different types of offenders and factors which may have facilitated the individual becoming an offender. Participants will understand the nature of post – traumatic stress and assist clients to begin their recovery. Sexual abuse/assault, victimization of vulnerable populations including children exploited in residential schools and other forms of abuse resulting in the traumatization of victims will be examined, and specific skills including screening and assessment and referral procedures

will be provided for working with survivors and their families.

***COURSE OBJECTIVES***

This course provides students entering the helping professions with a broad-based understanding of the theory and best practice issues related to the onset and treatment of trauma. Included in the course materials will be a consideration of the abuse of power and authority that occur including the physical, emotional and sexual abuse of children, adults and the elderly.

Students will develop and practice the appropriate listening and support skills to provide clients with a non- judgmental, compassionate and accepting environment in which to begin to heal and rebuild their lives and their relationships.

Through an examination of the course materials students will be able to demonstrate:

- Knowledge of healthy developmental processes and the impact of the disruption of this task due to sexual, emotional/physical abuse
- Knowledge of the theoretical framework necessary to understand the underlying issues and impact of sexual abuse/assault
- Knowledge of the observable indicators/symptoms of the various forms of abuse and trauma
- Knowledge of the mental health issues related to trauma defined by the DSM-IV
- Knowledge of containment issues for processing painful material for clients, and vicarious traumatization concerns for counsellors
- Knowledge of disclosure and reporting requirements including child protection, legal and court proceedings
- Knowledge of factors facilitating the development of offending behavior

- Knowledge of counselling and support skills, referral processes and community resources

**COUN 105 – ADDICTIONS COUNSELLING**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 2 WEEKS

COURSE HOURS: 60

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS

COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

This course provides students with the skills necessary to identify the addictive process and to counsel clients in various stages of the process of change. The many forms of addictions will be examined, and the skills needed to assist clients will be demonstrated and practiced. The focus of the course is the development of a thorough understanding of the Stages of Change Model. The course will provide insight into the use and mis – use of psychoactive drugs in the human body including information on neurobiology and pharmacology. Students are asked to identify their own habits/addictions and asked to examine what effects they may have on their lives, keeping a journal of their personal experience of withdrawal. This course provides theory and practice in methods of counselling in the process of recovery and rehabilitation. Self-regulation Theory, reduction of enabling behavior, and the appropriate/responsible use of intervention strategies will be examined.

***COURSE OBJECTIVES***

This course provides students intending to enter the helping professions with extensive knowledge of the theoretical frameworks and concepts related to all forms of addictions and substance mis-use. Issues of compulsion, physical and psychological dependence, tolerance and basic pharmacology will be addressed. Students will learn to identify how addictions can control and diminish people’s lives, and how to work with client’s fears and resistant behavior. Using the Prochaska and DiClemente model, students will come to a better understanding of the biopsychosocial elements of addiction and the

## COURSE DESCRIPTIONS

processes related to positive behavioral changes.

Before the end of this course, students will demonstrate:

- Knowledge of basic addiction concepts including physical and psychological dependence, tolerance and withdrawal
- Knowledge of the various theories of addiction as they relate to all forms of addiction
- Knowledge of basic pharmacology including sources of psychoactive drugs, drug classifications, drug effects on the central nervous system, methods of administration and drug interactions
- An understanding of the theory and principles of the Prochaska and DiClemente model for Stages of Change
- An understanding of the underlying emotional/development issues which may create and maintain addictive/self – soothing destructive behavior

### **COUN 109 – CLINIC WEEKS**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 3 WEEKS

COURSE HOURS: 90

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN LIFE SKILLS COUNSELLOR CERTIFICATE OR ANY DIPLOMA PROGRAM

Clinic weeks provide opportunities for students to practice their counselling skills in an applied setting and engage in counselling based career exploration and development.

### **COUN 210 – SPECIAL TOPICS IN COUNSELLING**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN ADDICTION COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSIONS DEPARTMENT

This course provides students in the helping professions with knowledge of theory and experiential practice in selected topics in counseling. Our focus is on working with the addicted or troubled client.

### ***COURSE OBJECTIVE***

By the end of the course, students will be able to demonstrate the following knowledge and skills to work with individuals, couples, and families in the area of:

- Co-occurring disorders
- Sex and relationship addictions
- Gambling addictions
- Internet addiction
- HIV/AIDS
- Eating disorders
- Grief, loss, and bereavement
- Youth and addictions
- Women and addictions
- Cross cultural issues in addictions
- Introduction to Criminal Justice System

### **COUN 220 – HUMAN DEVELOPMENT – THEORY AND PRACTICE**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN ADDICTION COUNSELLOR DIPLOMA, PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSIONS DEPARTMENT

This course provides students in the helping professions with knowledge of theory and experiential practice in human development. Our focus on this course is with the troubled or addicted client.

### ***COURES OBJECTIVES***

This course provides students in the helping professions with knowledge of theory and experiential practice in developmental theory and

practice with a focus on the addicted or troubled client. By the end of the program, students will be able to demonstrate the following knowledge and skills:

- Define Developmental Theory
- Understand case illustration of developmental issues in recovery
- Developmental issues in recovery
- Recovery as a developmental trauma and recovery
- Family recovery as a developmental process
- Intergenerational issues in recovery
- Developmental issues for professional

**COUN 230 – MENTAL HEALTH COUNSELLING**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: REQUIRES ENROLLMENT IN WELLNESS COUNSELLOR DIPLOMA, PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSIONS DEPARTMENT

***COURSE OBJECTIVES***

This course provides an overview of the assessment and treatment of mental health disorders. DSM-V diagnostic criteria for specific mental health disorders will be introduced, along with models of recovery and treatment. This course will examine the nature, causes, and prevalence of mental illness, as well as treatment options, including medication, psycho-social rehabilitation and mental health counselling interventions such as cognitive behavioural therapy and motivational interviewing. This course will provide experiential opportunities for students to demonstrate their assessment and counselling skills in the treatment of mental health disorders.

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- Understand the nature, causes and prevalence of mental illness

- Demonstrate familiarity with DSM-V diagnostic criteria for anxiety disorders, depressive disorders, bi-polar and related disorders, schizophrenia spectrum and other psychotic disorders, and personality disorders
- Define the key principles of psycho-social rehabilitation
- Understand the nature and purpose of BC’s Mental Health Act
- Demonstrate awareness of resources and treatment options available to clients who are suffering from a mental health disorder
- Demonstrate appropriate interventions for a variety of mental health concerns
- Demonstrate the use of humanistic approaches, cognitive behavioural therapy and motivational interviewing

**COUN 240 – ADVANCED COUNSELLING**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSION DEPARTMENT

This course is designed to provide the skilled counsellor with the knowledge and skills to work with clients by using different types of therapy. Specifically, a minimum of two therapies will be presented and explored. Students will explore the use of these therapies working with individuals, couples and families in the area of:

- Relationship problems
- Depression and anxiety
- Career problems and transitions
- Past trauma, including post – traumatic stress
- Compulsive behaviours
- Marital problems
- Family disturbances
- Grief and loss
- Financial problems

## COURSE DESCRIPTIONS

- Other problem areas

### ***COURSE OBJECTIVES***

By the end of this course, students will be able to demonstrate the following knowledge and skills:

- Define advance therapies as distinct therapeutic approaches
- Explain theoretical backgrounds including concepts that originate from or build on concepts from:
  - Post Modern Theory
  - Psychodynamic Theory
  - Resiliency Theory
- Articulate key principles of practice
- Link theory to practice
- Explore client problem areas (assessment)
- Engage in depth analysis

### **PRAC 100 – SUPERVISED PRACTICUM**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 4 WEEKS

COURSE HOURS: 80 – 160

PREREQUISITES: ENROLLMENT IN LIFE COACH DIPLOMA OR WELLNESS COUNSELLOR DIPLOMA

OTHER REQUIREMENTS: MUST MEET GENERAL PRACTICUM CRITERIA AND BE APPROVED BY RHODES WELLNESS COLLEGE ADMINISTRATION

The supervised practicum is designed to maximize student work experience and networking opportunities in the labour force. Students choose

their own practicum placement with assistance from the Career Services Coordinator. Rhodes Wellness College also provides a number of independent supervised practicum options for students who are self – employed or engaged in professional practice development.

### **PRAC 101 – SUPERVISED PRACTICUM**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 5 - 6 WEEKS

COURSE HOURS: 120 - 240

PREREQUISITES: ENROLLMENT IN ADDICTION COUNSELLOR

DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA  
OTHER REQUIREMENTS: MUST MEET GENERAL PRACTICUM CRITERIA AND BE APPROVED BY RHODES WELLNESS COLLEGE ADMINISTRATION

The supervised practicum is designed to maximize student work experience and networking opportunities in the labour force. Students choose their own practicum placement with assistance from the Career Services Coordinator. Rhodes Wellness College also provides a number of independent supervised practicum options for students who are self – employed or engaged in professional practice development.

### **PROF 110 – BUSINESS DEVELOPMENT**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 1 WEEKS

COURSE HOURS: 30

PREREQUISITES: NONE

OTHER REQUIREMENTS:REGISTRATION IN LIFE COACH DIPLOMA OR WELLNESS COUNSELLOR DIPLOMA PROGRAMS.

This course is designed to provide students with business development competencies, matching the current demands of the business industry. The course will focus on the direct application of basic business startup skills. Students will be able to identify individual business goals, business development plans, SWOT, business packages, business strengths and barriers. Students will demonstrate full competency in business development in order to take this into their personal business.

### ***COURSE OBJECTIVE***

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- Understanding S.W.O.T
- Understanding how to set up fees
- Develop business plan strategy
- Website domains, liability insurance and other requirements of small businesses

**PROF 210 – PROFESSIONAL PRACTICE AND ETHICS**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: REQUIRES ENROLLMENT IN ADDICTION COUNSELLOR DIPLOMA, PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSIONS DEPARTMENT

***COURSE OBJECTIVES***

This course is designed to provide students in the helping professions with the knowledge of theory and experiential practice in the development of ethical business practices. Students will prepare to participate in the Canadian Professional Counselling Association and The Canadian Addiction Counsellors Certification Federation.

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- Explore personal beliefs and values to elevate sincerity and authenticity of character
- Lay a strong foundation for an ethically sound business
- Cultivate trust, respect, fairness and caring in business
- Knowledge of confidentiality and moral business values
- Recognize unethical behaviours
- Distinguish particular strengths or needs in business practices
- Amalgamate specific ethical target milestones for completion or development of business campaigns
- Prepare for professional membership
- Uphold a professional reputation for honesty, competence and confidentiality

**PROF 220 – GROUP LEADERSHIP**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN PROFESSIONAL COUNSELLOR DIPLOMA PROGRAMS OR SPECIAL PERMISSION FROM THE ADMISSION DEPARTMENT

The course is designed to provide students with an extended skill set for effective small group facilitation. The course focuses on facilitator confidence, managing group dynamics, and unique challenges facilitators are likely to encounter. Students will achieve competency in running groups as a basic or developmental facilitator.

***COURSE OBJECTIVES***

This course provides students in the helping professions with knowledge of theory and experiential practice in the facilitation of groups. By the end of the program, students will be able to demonstrate the following knowledge and skills:

- Creating safety and openness in group
- Giving and receiving effective feedback
- Facilitative roles
- Personality and facilitation style
- Encouraging participation
- Basic vs. development facilitation
- Stages of group development
- Managing and promoting group energy
- Working under pressure
- Working through distractions
- Using humor
- Managing difficult group members
- Managing conflict
- Mediation techniques
- Using language effectively
- Co – facilitation

## COURSE DESCRIPTIONS

### **PROF 230/231 – SUPERVISED CLINICAL PRACTICE**

COURSE TYPE: DAYTIME (PT)

COURSE LENGTH: 12 WEEKS (24 WEEKS COMBINED)

COURSE HOURS: 48 (96 COMBINED)

PREREQUISITES: COUN 100

OTHER REQUIREMENTS: ENROLLMENT IN THE ADDICTION COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM

This course is designed to provide students with the practical skills to design and run a Professional Counselling or Coaching Practice. The specific areas of studies include: time management, professionalism, report writing and documentation, marketing, networking, ethics, success groups and practical training with clients while under supervision.

#### ***COURSE OBJECTIVES***

- Demonstrating practical knowledge of working with clients
- Knowledge of time management, report writing, documentation
- Understanding of Canadian Professional Counselling Association Ethics and International Coach Federation Ethics
- Understanding of the Coach/Counsellor – Client relationship
- Knowledge of how to start and end a session
- Knowledge of 12 steps involved in setting up a business
- Practical and thorough understanding of mind mapping for success
- Knowledge of setting up a success group
- Demonstrating networking and marketing

### **WELL 110 – PHYSICAL WELLNESS**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 6 WEEKS

COURSE HOURS: 180

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN THE WELLNESS

COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAMS

Physical Wellness provides students with basic knowledge of a balanced physical lifestyle for optimum health, longevity, and the prevention of disease. Specific areas of study include: relationship to our body, stages of change, physical lifelines, nutrition, fitness, breathing techniques, personal relationships and posture. Students will study the use of creative and expressive arts for healing and growth.

#### ***COURSE OBJECTIVES***

Students will explore their own path to wellness by establishing where they would like to make changes in their own physical lives. They will coach each other through the process of change.

Students will also learn to identify and link physical pain, muscle tension, and postural misalignment with state of mind, demonstrating that suppressed emotions can block energy flow and cause physical distress.

Before the end of Physical Wellness component, students will demonstrate:

- An accurate and informed understanding of a healthy physical lifestyle
- An understanding of clients experiences in a wide range of wellness practices and the ability to support their client in meeting their goals
- The ability to “see outside the box” when confronting their own physical challenges
- Basic skills and understanding of postural alignment and breathing techniques
- Application of Creative Arts principles for use with clients
- Knowledge and understanding about the effects of body image
- Basic understanding of Eating Disorders
- Understanding the importance of physical exercise

- Knowledge and understanding of a healthy relationship

**WELL 120 – SPIRITUAL WELLNESS**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 6 WEEKS

COURSE HOURS: 180

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN THE WELLNESS COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAMS

This course introduces the practices of freedom from social conditioning, recognizing our true essence, stepping into our power, the Laws of Spirit, and surrender to reality as it is. These practices bring hope to our lives, aid us in the search for individual purpose, and empower us to shape a greater future for ourselves, and our clients. Once discovered, they set us on a journey of discovery and participation with the great Mystery and unfold in us the Power that enables us to impeccably fulfill our purpose.

This course serves as an introduction to the teachings of the Masters, providing many tools and techniques that up until a few short years ago were carefully guarded. The regular study of these teachings and practice of the techniques can radically transform any individual.

**COURSE OBJECTIVES**

The principal objective of the Spiritual Wellness course is to provide individuals with information and skills to assess and improve their own and others’ spiritual health and wellness. Specific competencies include:

- Understanding the importance and value of a life lived with purpose and deep meaning
- Introduction to non – violent communication
- Actively participate in the evolution of consciousness
- Experience meditation, relaxation, and the expansion of awareness

- Understand and respect differing views of the world
- Reach a deeper level of honesty and acceptance of reality
- Understand the stages on the path to mastery and be on that path in at least one area of their lives
- Cultivate love, peace, and gratitude
- Accept and transform the dark side/shadow into strengths and greater awareness
- Introduction to the use of Transpersonal Therapy for use with clients
- Develop a wellness plan based on each individual’s unique path
- Understanding the effects of “Being of Service”
- An understanding of clients experiences in a wide range of wellness practices and the ability to support their client in meeting their goals

**WELL 130 – EMOTIONAL WELLNESS**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 6 WEEKS

COURSE HOURS: 180

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN THE WELLNESS COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAMS

This course is designed to teach participants aspects of emotional wellness including identifying, taking ownership and expressing feelings, articulating past issues including personal family dynamics, identifying needs, and understanding the origin and techniques of dealing with positive and negative emotions. Participants will learn techniques for clearing emotions and creating healthy relationships.

**COURSE OBJECTIVES**

The principle objective of the emotional wellness course is to provide individuals with information and skills to assess and improve their own and others’ emotional health and wellness. Specific

## COURSE DESCRIPTIONS

competencies include:

- Able to identify, label and take ownership of feelings
- Able to express feelings appropriately
- Able to articulate past issues
- Able to identify needs
- Using Psychodrama and other methods to facilitate clearing of past issues
- Can articulate effects of family dynamics on self and others
- Can complete a clinical life assessment on a client
- Complete a genogram on family of origin
- Understanding of the Wellness Wheel
- Knowledge of what sacred space is
- Understanding of why people do not heal and how they can
- Skills and knowledge of one on one counselling on deeper issues
- Understanding of how shame, guilt, and anger can effect and create patterns for clients

### **WELL 140 – MENTAL WELLNESS**

COURSE TYPE: DAYTIME (FT)

COURSE LENGTH: 6 WEEKS

COURSE HOURS: 180

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN THE WELLNESS COUNSELLOR DIPLOMA OR PROFESSIONAL COUNSELLOR DIPLOMA PROGRAMS

This course is designed to teach participants aspects of mental wellness, including increasing conscious awareness, analysis of beliefs, identifying thought patterns, the mind body connection, and personal mental wellness care.

#### ***COURSE OBJECTIVES***

The principle objective of the mental wellness course is to provide individuals with information and skills to assess and improve their own and other's mental health and wellness. Specific competencies include:

- Introduction to Meta – Cognition
- Increasing conscious awareness

- Identifying the connection between beliefs, thoughts, feelings, and behaviours
- Identifying and shifting cognitive distortions
- Using mood logs with clients
- The use of cognitive therapy to assist clients to achieve mental wellness
- Introduction to Schema Therapy
- Introduction to Narrative Therapy
- Skills and knowledge of identifying, de – constructing and re – constructing beliefs
- Knowledge in Mindfulness exercises
- Identifying the difference between fear, worry, and anxiety and how to work with each one

### **WELL 220 – LIFESTYLE MANAGEMENT AND PROGRAM PLANNING**

COURSE TYPE: EVENING (PT)

COURSE LENGTH: 12 WEEKS

COURSE HOURS: 48

PREREQUISITES: NONE

OTHER REQUIREMENTS: ENROLLMENT IN ADDICTION COUNSELLOR DIPLOMA, PROFESSIONAL COUNSELLOR DIPLOMA PROGRAM OR SPECIAL PERMISSION FROM THE ADMISSIONS DEPARTMENT

This course is designed to provide students with high level Lifestyle Management and Leadership competencies, matching the current demands of the wellness industry. The course focuses on the direct application of leadership consultation and coaching skills in all areas of lifestyle management. Students will acquire and demonstrate full competency in leadership in order to take this training into the marketplace. Graduates will design their own Lifestyle Management Program.

#### ***COURSE OBJECTIVES***

By the end of the course, students will be able to demonstrate the following knowledge and skills:

- Knowledge of perspectives on lifestyle management

## COURSE DESCRIPTIONS

- Knowledge of theories and principles of adult education
- Knowledge of theories and principles of program planning
- An awareness of, and demonstration of, the principles of leadership and lifestyle management in students' own lives
- The ability to consult with individuals and organizations wishing to integrate lifestyle management and leadership skills into the workplace
- The knowledge required to design and implement a thorough and detailed lifestyle management plan for clients
- Develop a strong and concise code of ethics
- Recognize and set personal limits and guidelines
- Understands International Coach Federation criteria for membership



**RHODES**  
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