

Program Outline: Life Skills Coach Certificate

Brief Program Description

This Program is designed to train and certify qualified individuals as Life Skills Coaches. A coach is a trained instructor and group facilitator, qualified to bring students 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 program is also designed with a Personal Coaching section. The students will practice their skills in all of the Core Competencies as defined by the International Coaching 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.

Career Occupation

Life coach

Admission Requirements

- Successful completion of admissions assessment process.
- Written personal statement.
- Personal and/or professional reference.
- Grade 12 or equivalent or mature student status - 19 years or older with an established work history or relevant experience.
- International study permit if applicable.

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Learning Objectives

Upon completion of this program the successful student will have reliably demonstrated the ability to:

- 1. Theory and Knowledge**
 - a. Defining Life Skills
 - b. Understanding the theory, principles and methods of Life Skills
 - c. The ethics of coaching
- 2. Human Relations and Basic Communication Skills**
 - a. Becoming aware of one's effect on others
 - b. Displaying the ability to express and share feelings and self-disclose appropriately
 - c. Demonstrating a positive self-concept
 - d. Distinguishing own needs from those of others
 - e. Remaining accountable for one's own feelings, attitudes and beliefs
 - f. Displaying fairness and lack of prejudice
 - g. Recognizing own limits
- 3. Individual Coaching**
 - a. Assisting clients to enhance self-concept and self-esteem
 - b. Helping clients adjust to change
 - c. Detecting lack of understanding
 - d. Identifying and resolving interpersonal problems
 - e. Encouraging independence and self-confidence
 - f. Facilitating resolution of clients' issues
 - g. Demonstrating skills using real-life problems
 - h. Transfer skills to everyday life
- 4. Group Dynamics**
 - a. Understanding and dealing with group dynamics effectively
 - b. Planning group activities
 - c. Delegating responsibility
- 5. Lesson preparation and Presentation**
 - a. Understanding individual learning styles
 - b. Communicating at the learners' level
 - c. Motivating group members
 - d. Presentation of lessons in the five-phase format

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- e. Sequencing lessons appropriately
- f. Adapting lessons to different groups
- g. Selecting appropriate techniques and learning aids
- h. Setting behavioural objectives

6. Evaluation Skills

- a. Defining goals and expected outcomes
- b. Explaining evaluation process
- c. Analyzing student progress
- d. Terminating inappropriate trainees
- e. Assisting learners to devise self-evaluation strategies

Method(s) of Evaluation

- Community Workshop
- Presentation: Peer Coaching Lesson
- Coaching Core Competencies
- Final Coaching Demonstration
- Final Written Exam

Completion Requirements

- Attendance of no less than 80% of all classes
- Attendance of no less than 80% of any one course within the program
- Passing grade of 50% in all courses

Program Duration

270 Hours; 12 weeks

Homework Hours

5 Hours averaged over each week

Delivery Method(s)

- In-person
- Online
- Blended Delivery: In-person and synchronous online class

Required course materials

A variety of materials including textbooks and packages of readings will be made available to the students. Specific textbooks are detailed on individual course outlines.

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Course Schedule

Module One

- Listening and attending
- Effective questioning techniques
- Checking for understanding
- Verbal, non-verbal and symbolic communication
- Introduction to problem solving
- Support systems
- Understanding and defining Life Skills

Module Two

- Identifying and expressing feelings
- Displaying empathy
- Managing difficult emotions
- Establishing boundaries & appropriate confrontation
- Giving and receiving feedback
- Creating rapport
- Identifying values
- Understanding trust, risk, and fear

Module Three

- Ethics and Standards
- Establishing the coaching agreement
- Establishing intimacy with the client
- Coaching presence
- Active listening
- Powerful questioning
- Direct communication
- Creating awareness
- Designing actions]
- Planning and goal setting
- Managing progress and accountability

Module Four

- Research and prepare five phase life skills lesson plans
- Compose and create behavioural objectives for lessons
- Facilitate delivery of life skills lessons at community agencies
- Manage group dynamics

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- Monitor peer development and acquisition on life skills

Module Five

- Awareness of sexuality
- Performance Centered Coaching
- Collateral Coaching
- Balanced self-determinism
- Identifying assumptions and critical thinking
- Report writing
- Developing and conducting graduation ceremonies

*Because courses do not have prerequisites, Rhodes Wellness College reserves the right to re-organize the courses in a different structure according to the student and college's needs.