RHODES
WELLNESS COLLEGE

Professional Animal-Assisted Wellness Therapy Diploma Program Outline

BACKGROUND

Program Rationale

Partnering with animals to provide healing opportunities for participants in facilitator/client relationships is a unique and effective approach from other entirely human-led therapies. Research shows frontline workers and veterans who struggle with emotional and mental health, PTSD, and other challenges can sometimes find greater comfort and help from animal-assisted therapies than traditional talk therapies. Children and youth who are suffering from emotional and mental difficulties also react well to animal-assisted therapies (Hutchby, 2002). Animal-assisted wellness therapy effectively supports individuals in therapeutic facilitator/client relationships because this modality reduces some of the human difficulties that exist when only humans exist in a therapeutic relationship; animals do not engage in advice-giving or judgement. In a recent study around the effects of animals on mental health during the COVID-19 lockdown, Shoesmith et al. (2021) found,

> There was a consensus that companion animals constituted a reliable source of support, providing unconditional love, affection and companionship that fostered relationships that were free from judgement and conflict. Companion animals were frequently perceived as being able to enhance mood, reduce stress, and help participants to cope generally with the COVID-19 lockdown phase, for example, by offering a '*constant non-judgmental source of affection*.'

Animal-assisted Wellness Therapy (AAWT) invites a sense of emotional safety that some individuals find difficult to receive in traditional counselling or coaching person-to-person settings. Animals show up authentically and fully present in the moment, which can help humans connect with themselves on a deeper level. This process can build confidence, self-acceptance, and resiliency, due to the human feeling acceptance from an animal, which can induce a sense of self-worth. Self-confidence can also grow from a human learning how to interact with an animal. Hauge, Kvalem, Berget, Enders-Slegers and Braastad (2014) concluded that partnering with animals in a therapeutic framework helps individuals develop healthy boundaries, effective communication, and mutual trust. As noted by Hauge et al. (2014), animal-assisted activities "provide opportunities for motivational, educational, recreational and/or therapeutic benefits to enhance quality of life, self-efficacy, improvement in school subjects (and) social behaviour" (p. 1). Animal-assisted therapy can enhance individual healing and growth through deep connections that can be made with animals.

Now, more than ever, providing training opportunities to aspiring wellness practitioners who can provide creative and gentler ways to help others with their mental and emotional wellness is paramount in this time where internal and external conflict is ever-present in so many individuals. COVID-19, world-wide conflict, and other recent catastrophic events and ailments

are producing a troubling increase of anxiety, depression, and mental illness in our adult and youth populations (Hawes, Szenczy, Klein, Hajcak and Nelson, 2022). Although there is a growing awareness of the importance of attending to mental health, many individuals are still hesitant to reach out for support due to a perception that asking for health is an indication of "weakness". Since there is no stigma attached to working with animals, animal-assisted wellness therapy can provide an alternative approach to help individuals pursue and achieve their wellness goals.

Animal-assisted programs are being utilized by organizations to develop leadership skills and enhance employee performance. Microsoft, Disney, BMW, and other corporations are utilizing animal-assisted facilitation for team building and leadership development for their managers (Sahadi, 2019). As Sahadi states, "Companies today bring executives to the ranch to learn . . . a methodical display of respect, patience, and non-violent boundary-setting. The philosophy . . . relies heavily on emotional intelligence to communicate and inspire, and that can apply when leading employees too" (Sahadi, 2019). Animal-assisted wellness therapy is a developing field that powerfully augments leadership and other wellness training by incorporating well-proven therapeutic benefits of interacting with animals.

Industry Leaders Carla Webb and Rhodes Wellness College Working Together

Carla Webb, BA, Pro-EFW (learning and equine professional/mentor) is a Life Coach and owner and lead trainer of the organization, *Empowered By Horses and Friends*. She is also the Lead Program Developer for the Professional Animal Assisted Wellness (PAAW) Therapy Diploma with Rhodes Wellness College.

Carla served fourteen years with the Vancouver Police Department (VPD). She walked the beat in the Downtown Eastside, conducted surveillance, and was one of the founding members of the VPD's Counter Terrorism Unit. Carla resigned from the force in 2010, bought Anam Cara Farm, and returned to her first love—working with horses. It is here she found her own healing and began helping others heal from their own personal traumas. She created *Unbridled Potential*, an academy dedicated to forging safe, respectful, trusting bonds between horses and people, and co-founded *Empowered By Horses* to help empower youth to make healthier lifestyle choices. Since then, Carla's work, studies, and expertise has grown to include working in partnership with not just horses, but with donkeys, sheep, cats, dogs, chickens, pigs, and sheep. With all of her loving animal partners, Carla changed the name of her organization to *Empowered By Horses and Friends.* Her philosophy of heart-centered animal partnership, the cornerstone of all her programs, is kindness and enhanced empathy and compassion for all beings.

Rhodes Wellness College is a professional counselling, life coach, and integrative nutrition counselling and coaching college. The college aspires to lead the way in the developing field of animal-assisted wellness therapy by blending the richness of ethology and human psychology with mindfulness practices, trauma-informed care, and coaching techniques.

Carla Webb and Rhodes Wellness College worked together for over three years to develop a new Professional Animal-Assisted Wellness Therapy Diploma program that will provide leadership throughout Canada and train aspiring facilitators and therapists in Animal-Assisted Wellness Therapy. At the heart of this program is a deep respect and care for every being in the process: the client, the animal, and the wellness facilitator/therapist. The Professional Animal-Assisted Wellness (PAAW) therapy program provides graduates with the skills and experience to ensure all interactions within any animal-client-facilitator relationship are grounded in mutual benefit and care, ensuring the safety and care of animals and humans remains paramount.

How to Define Animal-Assisted Therapy

Many people believe that the therapeutic value of horses lies in the act of riding them. Although this can be true for those with physical challenges such as MS or Muscular Dystrophy, there are tremendous advantages and healing opportunities while working alongside horses and other animals on the ground. Activities such as grooming, observing, and sharing space with animals are wonderful and effective methods to achieve mental and emotional health goals including goals related to self-regulation, managing anxiety, or finding healing from previously experienced trauma. Animals have a unique way of living in the present. Although they can be affected by trauma just like humans, animals are very proficient in assessing what is in front of them and we can learn so much from them simply through observation. Animals can also display safe boundaries or can invite others into their space that we can learn from and experience acceptance and compassion from. While it can be difficult to receive guidance from humans due to previous painful relationships we may have experienced from other humans, it can be easier to receive guidance from animals who are extremely proficient at showing us where we are in our lives and how we are feeling about our circumstances. Animal Assisted Wellness Therapy (AAWT) takes an approach to mental health and wellness that emphasizes the body-mind connection. AAWT promotes self-awareness, social interaction, and communication skills. AAWT also provides tools for coping with personal challenges and problem solving. This type of therapy is conducted in a three-way partnership between the client, animal partner/nature, and the facilitator.

How Animal-Assisted Wellness Facilitators/Therapist Work with Clients

With gentle guidance from a Rhodes Wellness College PAAW graduate, clients will become more aware of their environment, both inner and outer as they are guided to interact with the animal in the facilitator-client-animal relationship. Through mentorship/coaching sessions facilitated by a PAAW graduate, clients will be able to spot subtle changes in the animal they are interacting with as the animal adapts to them, while also noticing what is happening inside their own body at the same time. The PAAW graduate facilitating the session serves as the facilitator that grounds both the client and animal due to the relationship of trust they have with their animal partner and the trust they will learn how to build with their client.

Animal-Assisted Wellness Therapy increases awareness of what is around us and invites a gentle somatic-focused recovery from life stressors and past trauma. This is a gentle coming to

awareness of how we are really feeling. With safety and insight, clients of PAAW graduates will be able to discover how to move forward with positive intention and actions. This somatic approach will allow clients to find practical tools and resources they can integrate into their daily life.

The Professional Animal-Assisted Wellness (PAAW) Therapy Diploma program

The Professional Animal-Assisted Wellness (PAAW) Therapy program is for individuals who want to work together with animals to promote human wellness. While candidates are not expected to be experts working and partnering with animals prior to commencing the program, they are expected to have some experience being with animals. This program is also well-suited for individuals already in any helping profession (e.g., social work, counselling, coaching, end-of-life doula work, etc.), who desire to expand their repertoire of modalities of supporting others. Professional Animal-Assisted Wellness (PAAW) graduates will be prepared to start their own private practice, partner with organizations, or augment their already-established helping profession with animal-assisted therapy.

How the Program will be Taught

This program is provided full-time as defined by Student Aid B.C. and the Private Training Institutions Regulatory Unit (PTIRU) within the System Integrity Branch (SIB) of the Ministry of Post-Secondary Education and Future Skills of B.C. The program is provided through a fully synchronous online format for all courses except PAAW 303, Animal-Assisted Wellness Therapy Residency (125 hours) and PAAW 400, which is a 120-hour practicum. These two courses are provided in a Blended (part online and part in -person) learning format. For the online portion of these two courses (PAAW 303 and PAAW 400), the online portion is provided in a fully synchronous learning format. A maximum of twenty-four students will be led by a professional animal-assisted wellness facilitator/therapist, with years of experience helping many clients while working in partnership with animals.

Animals will not participate in most classes except for smaller portions of various classes where students will be asked to connect with their class online with their animals to introduce the animal(s) they are working with throughout the program, and to talk about their animal partners in the context of the program's theory.

Students will always be asked to immediately practice the theories and techniques they are learning inside class with their animal(s) and will be required to display their competencies in meeting course requirements to their instructors through various assignments that includes video recordings of them working with their animal partners. Students will progress through program assignments and demonstrations required for each course while receiving additional support through a supervision course called "Guidance & Mentorship" that runs concurrently with other courses taught throughout Semesters 1 through 4. This course ensures that each student will be given direct supervision and guidance through their studies as they learn to work with their chosen animal partners and eventually with clients. In the class, *Guidance and Mentorship,* students will bring their workings in their assignments and recorded

demonstrations to class and discuss in an open format with their faculty challenges and remedies to them mastering the objectives of each course in the program.

The following educational model flow will be offered to all students in Rhodes Wellness College's Professional Animal-Assisted Wellness Therapy Diploma program:

Note: Each Semester is 12 weeks in duration. This program is only offered in a Blended Learning Format, which means partially online (synchronous) and partially in-person.

What makes this program Blended is two of the integral courses in the program, PAAW 303 Animal-Assisted Wellness Therapy Residency and PAAW 400 Practicum are offered in a Blended format (part online, part in-person). All other courses are offered online synchronously (meaning they are fully facilitated by a faculty member, and students must attend class "live" through a video conferencing system (e.g., Zoom). Since some courses are taught in a Blended format, and others online, this program overall is deemed to be a "Blended" modality program.

Semester One:

Students will focus on human-to-human coaching for their first semester. Students will first be trained in self-awareness and personal grounding skills and pursue a strong foundation in both life skills such as communication skills and conflict resolution skills, and formalized coaching skills. Since Rhodes Wellness College is an approved educational provider for the International Coaching Federation (ICF), it will teach the ICF core competencies for Life Coaching. Completion of semester one will also allow students to pursue either an Associate Certified Coach (ACC) or Professional Certified Coach (PCC) after the completion of the first semester and upon acquiring requisite coaching experience. This first semester allows students to focus on grounding themselves and learning, through a trauma informed lens, how to build connections with others to support them in their wellness goals.

Semester Two:

Following Semester 1, students will move to a focused introduction to Animal-Assisted Therapy featured throughout Semester 2. Courses this semester provide an in-depth introduction to the field of AAWT (Animal-Assisted Wellness Therapy) and teach the broad-based applications and benefits of AAWT. Semester two courses also create a framework for how students can establish their working relationship with their animal partners and will establish carefully-constructed plans to create a relationship of trust with their animal partners. Each student will have to show sufficient competence to pass each course this semester, before they move to Semester Three.

Semester Three:

In Semester 3, students will begin to establish their Scope of Practice in Animal-Assisted Wellness Therapy. They will learn how to provide for the needs and care of their animal partners, while learning positive and humane training methods for working with animal partners. Students will learn how to create a wellness plan for their animal partners that considers their physical, mental, emotional, and spiritual needs. Students will also learn about the DSM-5 and how various psychological conditions experienced by their human clients can affect any animal-assisted wellness therapy session. Students will learn how they cannot work as a trained psychotherapist, psychologist, or counselling therapist with clients facing diagnoses in DSM-5 conditions and how to refer their clients to trained and licensed practitioners in these areas when the situation requires. They will learn on an in-depth basis what the scope of a practice for an animal-assisted wellness therapist extends to and incorporates. In Semester Three's Guidance & Mentorship course, each student will be required to show evidence of comfort and capability being and working with their animal partners, and must display essential animal handling skills, as assessed by the instructor, to continue in the PAAW therapy program.

Semester Four:

Semester Four integrates human client care and animal partnerships in working with clients. Students will learn how to continue to work with their animal partners in additional variations to conduct therapeutic sessions with groups or individuals. The scope of practice allowed for each student during the initial phases of client-animal-facilitator/wellness interactions in this semester will be based on the assessment of Semester Four instructors and will depend on how much experience each student has partnering with animals and the competencies students have demonstrated in their classes prior to semester four. An emphasis will be placed on observation and "being with" animals and the somatic healing that can take place from these types of interactions.

Semester Four will also introduce students to the effects of colonization and how it has impacted people, animals, and the environment. Through this exploration, students will discuss the importance of decolonization, and what it means to include reconciliation into their work. Students will also discover various Indigenous perspectives with respect to people, animals, and the planet, and learn various practices that honour Indigenous ways.

Residency: PAAW 303**

One of the most vital courses that will be facilitated in Semester 4 is PAAW 303: Animal-Assisted Wellness Therapy Residency. This four-week Blended format course starts with two weeks of preparatory work, followed by a two-week full-time residency where each student will be required to participate in **fully facilitated immersive in-person classes** following introductory online instruction over the first two weeks of this course that will prepare them

for their final two weeks of the course, which is entirely comprised of a residency at a facility that will feature on-site instruction in a safe and respectful environment where animal partners of animal-assisted wellness therapy facilitators reside. The faculty for this course will carefully observe the competency of each student and will not provide a passing grade unless students have sufficiently demonstrated in-person how they meet each objective of the course, which includes being able to competently lead therapeutic sessions for groups or individuals, incorporating their animal partner. Once students pass this course and all other courses in this semester, they can pursue the final step of their program: fulfilling their practicum requirements.

***Note: While all instruction and interaction with animals at the AAWT facility, activities for the two-week residency, snacks, and two meals are included in tuition for the PAAW 303 course , students will be responsible to pay for transit to and from the facility on their own from their place of residence as well as lodging and meals during the two-week portion of the course that is taught fully in-person.*

Following the successful completion of all semesters (Semester 1, 2, 3, and 4), students are eligible to commence a practicum of 80 hours that should be completed within 4 weeks.

Practicum

Once students have completed the four semesters of coursework required in their PAAW program, they will be ready for their Practicum. The practicum is an 80-hour, four-week work experience where students will be required to demonstrate the competencies, care and professionalism needed to participate in or lead an Animal-Assisted Wellness Therapy practice.

Summary

The instructional design and delivery of the Professional Animal-Assisted Wellness Diploma program utilizes the pedagogical approach of experiential learning that engages and accesses the inherent knowledge evident in adult learners through extensive interaction and immersive skill application through demonstrations. This ensures graduates will have integrated their knowledge into lived experience they can then translate into support for their clients. This integrative approach to training students during the time they are in the PAAW program will enable the skill development required for graduates to effectively deliver animal-assisted wellness therapy. The ability for the animal-assisted facilitator/therapist to attune to the client's and their partnering animal's body language, emotions, behavior, and physiological response will guide their future professional sessions following graduation, and will safeguard the wellbeing of graduates, their animal partner(s) and their clients. For the clients of graduates, a paramount goal of the program is for the graduates to be able to competently, professionally, and safely provide many opportunities where their clients can realize a range of positive outcomes through animal-assisted wellness therapy, including increased confidence, courage, insight, and healing that can lead to powerful change in one's daily life.

Rhodes Wellness College has years of practice building online and in-person learning environments that provide safety and compassion for students while engaging them in transformational learning experiences. Our teaching format intentionally focuses on building connections and camaraderie among students and faculty which creates a supportive and compassionate community of learners. To further develop a sense of community and support for students, Rhodes Wellness College provides extensive assistance to its students through its student services and educational services departments. This assistance will be available ad will be provided to each student of the program. This assistance includes tech labs where students can be tutored and mentored on how to navigate their online and general learning requirements, curriculum learning labs, emotional and logistical assistance through individual mentoring and coaching, and casual online networking events where students can build their social connections. Rhodes Wellness College will be stepping into all its capabilities to provide this program in a responsible and capable way and is excited to partner with animal-assisted wellness therapy professionals across Canada to create and enhance wellness professionals that will be able to help individuals with their emotional and mental health needs.

Helping Others

While there are shorter-term animal-assisted wellness programs in Canada and some similar programs in the United States, to our knowledge, no other post-secondary institution in B.C. offers a program that matches the depth and breadth of this animal-assisted wellness therapy program. While there are many animal-assisted wellness therapists and facilitators in Canada, they have had to pursued their learning through taking disparate and sometime difficult to obtain courses here and there. Most facilitators/therapists have had to learn on the job and have worked with mentors and guides who have developed their own animal-assisted therapeutic model.

After conducting lengthy research, we concluded that it is time for an educational institution such as Rhodes Wellness College to provide formal training to bring additional competence and to provide mentorship in animal-assisted wellness therapy. Though it took close to four years of research and careful construction to create this program, its co-founders, Rhodes Wellness College and Carla Webb, are honoured to have created this program with the help of many contributors and professionals in the industry. The college will continue to collaborate with and gain assistance and insight from professionals and organizations in the field of animal-assisted wellness therapy going forward. Rhodes Wellness College is humbled to step into this space and looks forward to developing many skilled and competent professionals in this very important and impactful field.

Program Developers:

Co-founder Carla Webb, BA, Pro-EFW (learning and equine professional/mentor) *Life Coach, Owner and Lead Trainer, Empowered By Horses and Friends, and Lead Program Developer for the Professional Animal Assisted Wellness Therapy Diploma program.*

Co-founder Rhodes Wellness College, an applied learning college with 30 years of experience training wellness professionals in the fields of coaching, counselling therapy, integrative nutrition coaching and counselling, end-of-life doula work, and now professional animal-assisted wellness therapy.

Program Contributors

Sharolyn Wandzura, BA, Pro-EFW (learning and equine professional/mentor) Life Coach and *Owner at Ears Forward Coaching*

Tova Payne, B.Sc. Psychology, RHN, E-RYT, Life Coach Diploma, *Manager of Curriculum Development, Rhodes Wellness College*

Dr. Dean Davey, PhD Educational Studies, MA Leadership, BA, Life Coach Certificate, *Provost, Rhodes Wellness College.*

Benjamin Colling, MA Leadership, *President, Rhodes Wellness College*

Chelsea Lee, MM Management, BA, C-IATY, RYT-500, *Director of Education, Rhodes Wellness College*

Professional Animal-Assisted Wellness Therapy Program Details

Program Title: Professional Animal-Assisted Wellness Therapy Program
Program Duration: 52 weeks (1286 hours)
Program Type: Career Training
Career Occupation: Professional Animal-Assisted Wellness Coach and Therapist
Recommended Homework Hours: 3-5 hours per week

Program Description

The Professional Animal-Assisted Wellness (PAAW) therapy program is designed to prepare students for work in the growing and diverse field of animal-assisted wellness. The program is comprehensive, experiential, and grounded in current research and ethics. It will provide students with the knowledge and experience to integrate animal-assisted wellness practices into a variety of career settings.

The PAAW therapy program begins with the Life Skills Coach Certificate program to ensure students have a solid foundation of being an empathic coach and facilitator. This is followed by three semesters focused on animal-assisted wellness and care, beginning with a brief history of animal-human partnerships and the current research on animal-assisted wellness practices. The program continues with experiential instruction in a “residency” that will ensure students can partner with animals safely and ethically in both private and group settings prior to a final practicum. Throughout this program, by learning about animal consent, coupled with relational practices and trauma-sensitive care, this program provides students with the necessary skills to work with animals to assist in fostering wellness. Students will experience a blend of experiential learning, research, selected readings, and active practice of the skills required to be

successful in the animal-assisted wellness field. The final course is a practicum where students are provided further opportunities to integrate and apply their learning, all within the parameters of a clearly defined scope of practice.

This competency-based program allows graduates to work in a wide range of occupations and careers from therapeutic practice to education and animal welfare. Graduates can start their own practice, partner with an existing organization, become animal professionals supporting a coach or therapist, or consult on incorporating animals into educational settings.

Program Learning Objectives

This program provides comprehensive, experiential, and ethical training that will provide graduates the ability to facilitate wellness development for individuals and groups utilizing the assistance of animals. The curriculum is built on individual reflection, group collaboration, and empirical learning with extensive integration and skill application of animal-assisted wellness therapy. This experiential training model of learning will grow the capabilities of participants to support the healing and growth of others, while also immersing themselves in their own healing and learning journey.

Upon completion, as a Professional Animal-Assisted Wellness Therapist, graduates will be qualified to work ethically and cooperatively with animals to facilitate healing and learning in clients. The skills they attain will enable graduates to provide effective coaching, facilitate private and group sessions of animal-assisted therapy, and conduct psychoeducational workshops. Graduates will also be trained in the fundamentals of managing their own therapy practice, from conducting intake interviews and maintaining case files, to developing a strategic business and marketing plan.

Upon completion of this program, students will be able to practice and employ the following skills and abilities:

1. Create physical and emotional safety for themselves, clients, and their animal partners through a trauma-sensitive, client-centered, and animal-centered lens.
2. Assist clients to observe and learn from animal behaviour and animal-led interaction, while ensuring safety for their clients and animal partners during all animal-human interactions.
3. Apply coaching skills, including empathic listening, creative problem solving and mindful presence from a relationship-centered leadership perspective.
4. Demonstrate understanding of the history of animal-human relationships across cultures, the impact colonization has on one's perception of animals, and the evolution of animal-assisted wellness practices.
5. Develop keen observational skills with respect to somatic information, neuroception, regulation, adaptability of behavior, and window of tolerance as it relates to clients, animal partners, and the interactions between them.

6. Conduct ethological research of their animal partner to facilitate ethically, practice animal husbandry, conduct animal-sensitive training, and create a detailed, animal partner wellness plan.
7. Model ethical practice by providing choice, maintaining agreements, and confirming consent through respecting the sentient nature of animals and assessing their suitability and desire for practice.
8. Understand the biopsychosocial approach to common mental health challenges, including what behaviors may present when working with clients and the ability to adapt wellness interactions and plans based on observed behaviours.
9. Investigate and articulate current and developing research in biophilia and the therapeutic value and positive impact that partnering with animals has on physical, mental, emotional, and spiritual wellness.
10. Represent the field of animal-assisted therapy with integrity, professionalism, and safety.

Program Format

This program includes a variety of teaching methods that coincide with diverse learning styles and the skills required for a Professional Animal-Assisted Wellness Therapist. Class size is limited affording ample time and space for individual feedback, personalized support, and supervision. Teaching tools will include and not be limited to:

1. Lectures
2. Readings
3. Videos
4. Discussion groups
5. Roleplays
6. Demonstrations
7. Experiential exercises
8. Writing and reflection
9. Research

Program Readings

A variety of materials including e-books, articles, readings, course notes, and other resources will be utilized to support each course. Specific suggestions are detailed below:

Suggested Reading List

Bekoff, M. (2010). *The emotional lives of animals: A leading scientist explores animal joy, sorrow, and empathy — and why they matter*. Novato, CA: New World Library.

Clothier, S. (2009). *Bones would rain from the sky: Deepening our relationships with dogs*. Hachette, UK.

Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants*. Milkweed Editions.

Kohanov, L. (2015). *The power of the herd: A nonpredatory approach to social intelligence, leadership, and innovation*. Novato, CA: New World Library.

Levine, P. (1997). *Waking the tiger: Healing trauma*. North Atlantic Books.

Louv, R. (2011). *The nature principle: Human restoration and the end of nature-deficit disorder*. Algonquin Books.

Maté, G., & Maté, D. (2022). *The myth of normal: Trauma, illness & healing in a toxic culture*. Random House.

Reid, P. J. (1996). *Excel-erated learning: Explaining in plain english how dogs learn and how best to teach them*. James & Kenneth Publishers.

Serpell, J. (1996). *In the company of animals: A study of human-animal relationships*. Cambridge University Press.

Program Evaluation and Completion Requirements

The course evaluation methods meet the course objectives and are designed to coincide with the various learning styles of the students. The methods of evaluation to assess student performance include but are not limited to:

- Participation & Professionalism
- Presentations
- Assignments
- Demonstrations
- Written Exams

Based on the above evaluations, students will receive a grade according to the following scale:

A+	95% or more	C+	65-69
A	90-94	C	60-64
A-	85-89	C-	55-59
B+	80-84	P	50-54*
B	75-79	NC	0-49**
B-	70-74		

*P = Pass

**NC = Not Complete (course completion credit will not be granted)

Completion Requirements:

- Students must fulfill the college's Assignment Completion Policy to complete this program, which is stated as follows:

  All assignments and components of a course worth 20% or more of the total grade must be successfully completed in each course at Rhodes Wellness College.

  Students who fail an assignment worth 20% or more due to lateness will be required to meet with a representative of the Education Department to determine steps for the student to remain in good standing and eligibility to continue in their program of study.

  Late assignments will have 5% per day deducted from the final assignment grade. Extensions may be granted at the discretion of the instructor; for any consideration to be allowed, the request for an extension must be submitted to the instructor prior to the assignment due date. Extensions cannot exceed two weeks after the completion of the course without permission from the Director of Education.

  Students unable to complete course requirements due to medical or personal circumstances are responsible for making alternative arrangements with their instructor or the Education Department and provide supporting evidence on why they cannot meet their course requirements. Any exceptions or allowances for assignment completion beyond what is stated herein must be approved by the Director of Education.

- Students must meet the college's Attendance & Illness Policy to complete this program, which is stated as follows:

  At Rhodes Wellness College, consistent attendance is crucial for academic success and professional development. Students are expected to attend all scheduled classes to gain the full benefit of their program and fully immerse themselves in the experiential learning model offered at Rhodes. While the college, through its regulatory approvals, is required to track attendance in 5-minute intervals, students must also take responsibility for tracking their own attendance to ensure that they are meeting all their program requirements. To ensure this, the following attendance policy applies:

  Minimum Attendance Requirement
  Students must maintain a minimum of 70% attendance in each course to pass.

  Courses with unique attendance requirements are specified on course outlines and must be adhered to by students to pass the course.

If a student does not attain the minimum attendance requirement they will be required to retake the course and bear the associated costs.

Students who do not meet the minimum attendance requirement can only be considered for additional allowances with written approval from the Director of Education, the Provost, or the President. Sufficient and credible documentation will always be required to substantiate any such request, and allowances, if any, will be at the sole discretion of the Director of Education, Provost, or President.

Attendance Implementation and Process

At Rhodes Wellness College, we are committed to helping students achieve academic success while upholding high educational standards. The following steps outline how we support students in meeting attendance expectations to ensure their success:

Attendance Keeping and Warnings

- *Attendance will be closely monitored, and records will be kept in Campus Login.*
- *Attendance is calculated per class and is measured in 5-minute increments.*
- *Any student whose attendance falls below 90%, may receive an initial attendance warning via email from a college representative.*
- *Any student whose attendance falls below 80% may receive an official written attendance warning via email from a college representative, which will remind the student that they need to maintain attendance of a minimum of 70% to pass the course.*
- *Any student whose attendance falls below 70% will receive an official written statement via email informing the student they have surpassed the allotted attendance allowance and therefore will not pass the course, unless they receive a written notice otherwise from the Director of Education, Provost, or President, which may be accompanied with a requirement to submit additional assignments or make-up hours.*

Exceeding 70% Attendance Threshold

Students who do not meet the 70% attendance requirement may:

- *Be placed on academic probation.*
- *Be required to retake the course, which may include associated tuition.*

Failure or Dismissal due to Absences

Students who fail two courses due to attendance will be placed on Academic Probation and be required to meet with the Director of Education to formulate a plan of next steps for their education.

Students who do not meet the College's attendance requirements over three courses will be subject to dismissal.

Students who are dismissed from Rhodes Wellness College due to attendance reasons will be withdrawn and must reapply for admission to gain readmittance to the College and will not be eligible to reapply until a minimum of six months has passed since their dismissal.

Sustained Absence

Students who miss more than three consecutive days of instruction must contact their instructor for directions on how to keep pace with the teachings and assignments being offered in the course. If the instructor believes that the student cannot keep pace with the course requirements due to consecutive absences of three days or more, they can request their supervisor, or the Director of Education or designate to review the student's progress.

If a student misses more than three consecutive days or has unapproved absences, the student may be required to complete remedial work, retake part or all of the course, or take a Leave of Absence.

Student Funding Requirements and Implication

When a student obtains funding from an individual entity, body, or agency whose minimum standard for attendance or for justifying and documenting an absence differs from those of Rhodes Wellness College, in those cases, the student must meet both Rhodes Wellness College's attendance requirements and those stipulated by the funding body.

Absences may impact funder requirements, be it student loans or organizational funders, therefore, students must check with their funder that any absenteeism will not affect their student funding status.

Making Up Missed Work

Students who miss classes due to absences, regardless of the reason for the absence, are responsible for catching up on missed material.

It is the student's responsibility to communicate with the instructor and/or the Education or Student Services Advisor to make arrangements to complete any missed assignments, tests, or practical work in order to accomplish the course learning objectives and meet the course requirements.

Program Delivery Methods:
This program is currently offered only in a "Blended" format (partially in-person and partially online-synchronous). However, the program is primarily online. All courses in all semesters, except the courses, *PAAW 301, Applied Animal-Assisted Wellness Therapy Practice,* as well as the course, *PAAW 400, Practicum* will be taught online.

Two weeks (65 hours) of the PAAW 301 course will be taught entirely in-person and at least 80% of the PAAW 400 Practicum (Work experience) course (therefore a total of 64 hours) must be facilitated in-person.

The entire program is 1,261 hours. A total of 129 hours in this program will be facilitated in-person with the remaining 1,132 hours taught online, in a fully synchronous format (facilitated live where all students must log on for classes at the same time, which are fully facilitated by instructors). Therefore, approximately 10% of this program is taught in-person and approximately 90% is taught online synchronously.

Program Organization, Hours, and Flow

Total Weeks: 52 | Total Hours: 1,261

Semester One: Coaching
12 weeks (288 hours)
COAC 103 Life Skills Coaching (270 hours)
PAAW 099 Guidance & Mentorship (18 hours)

Semester Two: Foundations in Animal-Assisted Wellness Therapy
12 weeks (288 hours)
PAAW 100 Foundations of Animal-Assisted Wellness Practices (67.5 hours)
PAAW 101 Fundamentals of Animal-Assisted Therapeutic Facilitation (90 hours)
PAAW 102 Safe & Ethical Practice with Animal Partners (112.5 hours)
PAAW 199 Guidance & Mentorship (18 hours)

Semester Three: Advanced Animal-Assisted Wellness Therapy
12 Weeks (288 hours)
PAAW 200 Advanced Animal-Assisted Wellness Practices (112.5 hours)
PAAW 201 Advanced Therapeutic Facilitation with Animal Partners (67.5 hours)
PAAW 202 Mental Health & Animal-Assisted Therapy (90 hours)
PAAW 299 Guidance & Mentorship (18 hours)

Semester Four: Applied Animal-Assisted Wellness Therapy
12 Weeks (317 hours)
PAAW 300 Relationship Centered Leadership (45 hours)
PAAW 301 Humane Education (45 hours)
PAAW 302 Decolonizing Animal-Assisted Wellness Therapy (45 hours)

PAAW 303 Animal-Assisted Wellness Therapy Residency (125 hours)
PROF 342 Integrated Personal & Professional Development for Career & Business (45 hours)
PAAW 399 Guidance & Mentorship (12 hours)

Semester Five: Practicum
4 Weeks (80 hours)
PAAW 400 Practicum

LIST OF COURSES AND COURSE DESCRIPTIONS

Semester One
COAC 103, Life Skills Coaching (270 hours)
Being a Professional Animal-Assisted Wellness therapist requires that one excel in the coaching skills of empathic listening that resources a client's inherent wisdom and translates this to client-empowerment for healthy life choices. This course is designed to train and certify individuals as Life Skills Coaches with the capabilities to guide individuals and groups to implement their own problem-solving skills to aid their clients to achieve their personal goals and aspirations in the areas of self, relationships, family, education, employment, leisure, and community. Students will develop skills in the coaching core competencies outlined by the International Coaching Federation (ICF). They will also learn about coaching ethics, establishing agreements, creating trust and mutual respect, as well as how to open and close a coach/client relationship.

PAAW 099, Guidance & Mentorship (18 hours)
This course runs parallel to COAC 103 throughout Semester One to offer guidance and mentorship to students as they start to explore their relationships with animals and demonstrate ease and comfort within these interactions. Once a week, students will meet with their faculty for this course to discuss their progress in the program and in COAC 103 as well as share how they are adjusting to the program. This course takes a "home room" approach where students can discuss and share openly their feelings, excitement, challenges, and more.

Faculty will utilize these shares and guide discussion so that everyone in the class can learn from each other, as well as from the faculty's experience in animal assisted wellness therapy.

Students will also be required to provide evidence through recordings, reports, and journal activities to demonstrate a minimum of 24 hours of partnership with animals and the insights gleaned from these sessions with their animal partner(s). This partnership will be restricted to their own interaction with animals during this semester. Students will integrate the knowledge and skills from their classroom discussions as they proceed through the semester with the support of a mentor to guide them in this learning.

Semester Two

PAAW 100, Foundations of Animal-Assisted Wellness Practices (67.5 hours)
This course introduces students to the field of animal-assisted wellness practices and methods that explore human-animal relationships and the capacity of human-animal relationship to be an avenue for personal growth and healing from stress, trauma, grief, and other difficulties in life. The foundational concepts presented in this course become the core values that are woven throughout all subsequent courses in the Professional Animal-Assisted Wellness Therapy Diploma program. This course begins with an historical overview of cultural misperceptions of, and the common utilitarian approach to, animals and the resulting harmful outcomes when humans feel they can dominate animals. Students will also be introduced to the developmental history of animal-assisted therapy with an expansive perspective on the human-animal connection. Current research will be investigated to explore the intelligence and emotional lives of animals as sentient beings, so that students can increase their compassion and understanding of future animal partners. Emerging eco-centric interactions with the environment, coupled with a natural human need for connection to the animal world, will be highlighted to nurture a deeper healing for people.

PAAW 101, Fundamentals of Animal-Assisted Therapeutic Facilitation (90 hours)
This course integrates coaching skills within the human-animal partnership and further develops facilitation skills through observation, mindfulness, and building awareness of the impact of bias. Central to animal-assisted therapeutic facilitation is building one's capacity as a keen observer of oneself, client, animal partner, and the environment. This will be enhanced by learning to be comfortable with slowing down and stillness, which is crucial when working with animals. This skillset will be learned through working from both a trauma-sensitive and animal-centered lens. Foundational skills learned in PAAW 101 will build the student's capacity to effectively facilitate private and group sessions working with animal partners.

PAAW 102, Safe & Ethical Practice with Animal Partners (112.5 hours)
In this course, students develop an understanding of ethical practice within the context of human-animal relationships. Ethical implications extend beyond the therapist-client relationship to include animal partners as sentient beings with capacity for consent and choice. Students will be trained to observe and attune to their animal partner to ensure a mutually beneficial working relationship is employed during therapy sessions. This eco-centric perspective and practice will enable students to adapt to and integrate their animal partners into a relational practice with the utmost care to ensure the safety of all involved.

PAAW 199, Guidance & Mentorship (18 hours)
This course runs parallel throughout the academic portion of this Semester 2, to offer guidance and mentorship to students as they apply their learning and demonstrate proficiency in working with animals. Once a week, students will gather with their faculty from this course to discuss key learning outcomes and how these are being integrated into their work with animals. As this course acts like a "Home Room" for students, they can also bring up challenges, learning and curiosities they face in their other Semester 2 courses. This will be done in an open format

so that the faculty can facilitate discussion and all students can learn from each other, as well as from their faculty's guidance.

Additionally, students will be required to provide evidence through recordings, reports, and journal activities to demonstrate a minimum of 24 hours of partnership with animals and the insights gleaned from these sessions with their animal partner(s). This time will be limited to personal interactions with animals but should demonstrate the student has increased their abilities to develop relationships with animals and can build deeper relationships of trust with them. These experiences will enable students to embody their learning and refine their skills, while developing and demonstrating competency in working with animals in a manner that is safe and supportive of the client, animal, and therapist.

Semester 3

PAAW 200, Advanced Animal-Assisted Wellness Practices (112.5 hours)
This course builds on the Foundations of Animal-Assisted Wellness Practices in Semester 2 and continues to ethologically investigate life from the animal's perspective. Students will explore and develop the ability to attune to the mammalian nervous system for animals and the humans partnered with them as they interact with each other. Utilizing polyvagal theory, students will learn how the human and animal nervous systems impact one another and its importance in animal-assisted therapeutic partnerships. Teaching the fundamentals of animal husbandry (the science of taking care of animals) will also supply students with the ability to provide for the needs and care of animals, along with positive and humane training methods for effective skills in working with animal partners. Based on elements studied throughout this course, students will create a wellness plan for their animal partners that considers their physical, mental, emotional, and spiritual needs.

PAAW 201, Advanced Therapeutic Facilitation with Animal Partners (67.5 hours)
The Advanced Therapeutic Facilitation with Animal Partners course prepares students to work with complex challenges that facilitating animal-human wellness sessions can present. This will extend to the complexity and uncertainty of environmental factors that may impact the animal or the client in the moment they are interacting with each other. This type of challenge requires the development of solid techniques that will be taught in this course, which will ensure the human facilitator can confidently and safely be an adaptable and dynamic therapeutic guide during client sessions. Techniques taught will include advanced observational skills and increased somatic awareness. The multifaceted nature of working with animals requires wellness therapists to cultivate the ability to be flexible, and to create client session plans that have both directive and non-directive goals. Through the study of biophilia, students will be encouraged to adaptably integrate animal responses into their work to improve client outcomes while ensuring the wellbeing of the animal and the client.

PAAW 202, Mental Health and Animal-Assisted Therapy (90 hours)
This course provides an overview of mental health conditions and related behaviours and introduces how those conditions and behaviours can lead to a diverse group of clients who seek help to cope, heal, and thrive in their physical, spiritual, and emotional aspects of their lives, through utilizing non-intrusive methods of animal-assisted therapy.

Specific conditions, such as anxiety, depression, PTSD, ADHD, and autism spectrum condition will be explored, along with the unique challenges that may arise from these in an animal-assisted wellness practice. Students will learn best practices to manage these scenarios, as well as learn how to remain within their scope of practice, while being both animal and client centered. Specific attention will be given to how animal-assisted therapy can support mental health, healing, learning, and growth. This also includes the health and wellness of the therapist, and therefore, the importance and various facets of self-care will be explored.

PAAW 299, Guidance & Mentorship (18 hours)
This course runs parallel throughout the academic portion of this Semester 3, to offer guidance and mentorship to students as they move into deeper learnings and learn greater skills and techniques. Once a week, students will gather with their faculty from this course to discuss key learning outcomes and how these are being integrated into their work with animals. As this course acts like a "Home Room" for students, they can also bring up challenges, learning and curiosities they face in their other Semester 3 courses. This will be done in an open format so that the faculty can facilitate discussion and all students can learn from each other, as well as from their faculty's guidance.

Additionally, students will be required to provide evidence through recordings, reports, and journal activities to demonstrate a minimum of 24 hours of partnership with animals and the insights gleaned from these sessions with their animal partner(s). Students will be required to show increased abilities through Semester 3 to "read" animals they work with and understand nuances of physical and emotional shifts in relation with interactions between themselves and animals they work with during time spent together.

Students will integrate the knowledge and skills from their courses as they proceed through Semester 3 with the support of all their faculty of this course, who will help each student weave their learning together as the student prepares to enter the fourth semester of the program This approach will enable students to embody their learning and refine their skills, while developing and demonstrating competency in working with animals in a manner that is safe and supportive of the client, animal, and therapist.

Semester 4

PAAW 300, Relationship Centered Leadership (45 hours)
This multifaceted course combines traditional human-based leadership principles with animal-informed leadership values, which centers more on the impact of relationships. This relationship-centered approach encourages a unique and powerful ability to lead one's animal partner, along with clients, groups, and teams through embracing a relational lens of leadership that is non-dominant. This collaborative approach equips students to develop confidence in

their unique leadership traits with a safe and honest partner (their animal partner), as well as learn effective leadership skills and qualities. Students will investigate their own leadership style and how this impacts wellness therapy, clients, animal partners, and groups they lead. Cultivating awareness of core personality types and the corresponding needs that related to those personality types will help each student explore how they are forming and maintaining relationships with their animal partner(s) and each human they interact with in their role as an animal-assisted wellness therapy professional.

PAAW 301, Humane Education (45 hours)
This course will increase compassionate thinking and understanding of students by studying the intersectionality of animal protection, human rights, and environmental sustainability. Awareness of the intersection of these three domains ensures the PAAW facilitator can recognize and value their connectivity with animals and thus advocate for ethical and humane treatment for all sentient beings. Students will learn how to integrate critical, strategic, creative, and systems thinking skills in analyzing the intersection of animal protection, human rights, and environmental sustainability. Through this analysis, students will cultivate a new depth of empathy and a compassionate lens by which to understand the intersection of animal, human, and environmental partnership.

PAAW 302 Decolonizing Animal-Assisted Wellness Therapy (45 hours)
The Special Topics course covers advanced and specialized topics for senior students to navigate and apply to their growing skillset. Included in this course are topics such as examining the effects of colonization and how it has impacted people, animals, and the environment. Through this exploration, students will discuss the importance of decolonization, and what it means to include reconciliation into their work. Students will also discover various Indigenous perspectives with respect to people, animals, and the planet, and learn various practices that honour Indigenous ways. In addition, Special Topics covers advanced problem-solving skills through a focused analysis of case studies and how to overcome challenges that can be encountered in animal-client interactions.

PAAW 303 Animal-Assisted Wellness Therapy Residency (125 hours)**
This course is one of two courses that utilizes a Blended learning (part online and part in-person). The other course that is conducted in a Blended format is PAAW 400, Practicum. All other courses are taught synchronously online. This course focuses on applying all the theory and principles learned previously in the program to live scenarios. Students spend the first two weeks (45 hours) of this course preparing for their residency prior to joining all students in their cohort for a fully in-person two-week experience at an animal-assisted wellness therapy facility. The faculty of this course will directly oversee the entire course, including the residency.

The residency will feature on-the-farm/facility training for 65 hours over the final two weeks of this course. At the facility, they will work together with their classmates in numerous animal interactions so that their faculty can directly observe their capabilities in working with animals. Students will help feed, groom, and take care of animals under the supervision of the PAAW

301 faculty. Students will also practice how to work in partnership with animals at the facility to facilitate wellness sessions for their classmates. Students will have to show competence in applying the skills they learned in the first three semesters of the program by leading an animal-assisted wellness session with one or more individuals and with one or more and groups chosen from their classmates. When they facilitate these sessions, they will not be mock sessions or role plays. Students will be asked to facilitate real sessions with their classmates so that the faculty can observe their real skillsets in the field of animal-assisted wellness therapy. Faculty will address areas they feel each student is deficient in and will work with students to increase their capabilities to satisfactory levels of competency in animal-assisted wellness therapy.

***Note: While all instruction and interaction with animals at the AAWT facility, activities for the two-week residency, snacks, and two meals are included in tuition for the PAAW 303 course , students will be responsible to pay for transit to and from the facility on their own from their place of residence as well as lodging and meals during the two-week portion of the course that is taught fully in-person.*

PROF 342, Integrated Personal & Professional Development for Career & Business (45 hours)
This course guides students through a personal development journey to discern their values, vision, and goals in relation to their career. Students will have opportunities to clarify how to engage in work that is meaningful to them. They will learn how to construct plans so they can achieve their goals in their identified "meaningful work" and will study general skills required to obtain work as either an entrepreneur, running their own animal-assisted therapy business or to work with an organization that aligns with their career goals.

Topics, such as bookkeeping and accounting, branding, and marketing, along with business structure and strategic planning will enable students to generate a sustainable plan for their professional development as an entrepreneur or as an employee. This course enables wellness providers to find clarity and reassurance as they plan for their future career.

PAAW 399, Guidance & Mentorship (12 hours)
This course runs parallel throughout the academic portion of Semester 4 for all weeks except the last two weeks of PAAW 303, when students will be participating in fully in person classes. During the other 10 weeks of the semester, once a week, students will gather with their faculty from this course to discuss key learning outcomes and how these are being integrated into their work with animals. As this course acts like a "Home Room" for students, they can also bring up challenges, learning and curiosities they face in their other Semester 4 courses. This will be done in an open format so that the faculty can facilitate discussion and all students can learn from each other, as well as from their faculty's guidance. There will be particular focus on preparing for the live in person elements of PAAW 303 so that students can make the most of that experience.

As this course reaches its end, students will be required to provide evidence through reports and journal activities to demonstrate how much they have grown in their learning and personal

abilities in the entire program. Students will share their insights around this and also share with their classmates their excitements and worries that present themselves to the students as they reach the end of the program. Students will need to particularly be able to demonstrate through written submissions and presentations how they have grown from being able to be with animals safely to now being able to partner with them safely and effectively to work with others in a therapeutic approach.

Following the Completion of Semester 4

PAAW 400, Practicum (80 hours)
This practicum provides students with the opportunity to practice and integrate the skills acquired during their entire training in the Professional Animal-Assisted Wellness program. The practicum experience and student placement are determined by the student's career goals, field of interest, and their area of specialization. Under the tutelage of their practicum host, students will have the opportunity to experiment in a variety of therapeutic practices such as, conducting personalized wellness sessions, presenting psychoeducational workshops, facilitating client intakes with and without animal partners, managing group wellness programs with animal partners, and tending to all aspects of animal guardianship. Through engaging and assessing these activities, students will better define their, and their animal partner(s)' scope of practice and be able to demonstrate abilities to enter the industry of animal-assisted wellness therapy safely, effectively, and professionally.

Program Details

PROGRAM TUITION AND COSTS		
	Domestic Students	**International Students**
Tuition	$18,250	$21,000
Application Fee	$100	$500
Administrative Fee	$100	$100
Administrative Fee – description & breakdown	Archive Fee- $100	Archive Fee - $100
Textbooks Fee	Enter fee.	Enter fee.
Materials Fee	$250	$250
Testing/Assessment Fee	Enter fee.	Enter fee.
Testing/Assessment Fee – description & breakdown	Provide description.	Provide description.
Other Fee	$815	$815
Other Fee – description & breakdown	Student Activities - $300	Student Activities - $300

	Residency Fee (classified by StudentAid BC as a Field Trip) fees - $415 Equipment usage, technology usage, graduation and transcript - $100	Residency Fee (classified by StudentAid BC as a Field Trip) fees - $415 Equipment usage, technology usage, graduation and transcript - $100

Admission Requirements

Admissions Policy:

Rhodes Wellness College is committed to enrolling students who meet program admission criteria and who are capable of achieving their education and career goals. For admission to Rhodes Wellness College's Professional Animal-Assisted Wellness Therapy Diploma program, an applicant must meet the following criteria:

- Grade 12 (or equivalent) graduate in an English-based school system or reach the age of majority (19 years old in British Columbia).
- Submit a Personal Statement on why the applicant desires to pursue a PAAW Therapy Diploma at Rhodes Wellness College.
- Submit two letters of reference (personal and professional).
- Submit a criminal record check.
- Successfully complete an Admissions interview.
- If an applicant has had an addiction to drugs or alcohol, a minimum of 12 months prior sobriety is required to be verified during the interview. The College may require the applicant to provide a letter from a counselor, confirming the applicant's sobriety.
- Meet the program's Language Proficiency requirement.

*If an applicant does not meet our minimum admission requirements, the requirements cannot be waived by either the College or the applicant.

For this program, preference will be given to applicants who also have some prior experience with or demonstrable aptitude / passion for working with animals – as determined through the Admissions interview and the letter of reference.

Rhodes Wellness College reserves the right to deny any candidate admission into the program they are applying for if the College does not believe the applicant will be a potential fit or adequately benefit from taking the program.

PAAW Therapy Diploma Language Proficiency Requirement:
The Professional Animal-Assisted Wellness Therapy Diploma is considered both an academic and career training program and will therefore, require English proficiency to be at a level sufficient for candidates to meet the program's learning objectives. This program will attract a diverse set of learners, including many mature students, whose English proficiency will enable them to fully comprehend the learning objectives.

All students, whether they be Canadian or International students, must prove sufficient English proficiency through one of the following methods:

- 3 years of full-time secondary education (Grades 8-12), or 2 years if the Grades are 10, 11, or 12, successfully completed in English in a country where English is one of the principal languages** (see below for a list of English-speaking countries).
- 2 years of full-time post-secondary education* completed in the program's language of instruction in a country where the language of instruction is one of the principal languages (includes international education credentials recognized through WES, ICES, and IQAS). **Language development courses (i.e., ELL courses) cannot be included in this calculation.*
- Successful completion of one of the following English proficiency exams, achieving the minimum required score indicated below:
    - International English Language Testing IELTS (academic version only): minimum score of 5.5 overall.
    - Test of English as a Foreign Language (TOEFL): minimum IBT score of 46.
    - Canadian Academic English Language Assessment Test (CAEL): minimum score of 40.
    - Canadian English Language Proficiency Index Program (CELPIP): minimum score of Listening 6, Speaking 6, Reading 5, and Writing 5.
    - Duolingo English Test (DET): minimum overall score of 95
    - Pearson Test of English: minimum score of 46.
    - Cambridge English Qualifications: B2 First exam (FCE)
    - Cambridge Linguaskill: minimum overall B2 level
    - LANGUAGECERT Academic: minimum overall B2 level
    - The Michigan English Test (MET): minimum overall B2 level
    - iTEP Academic: minimum overall score of 3.5
    - EIKEN: minimum placement of Grade Pre-1

**English-speaking countries include the following:

American Samoa	Dominica	Lesotho	St. Kitts & Nevis
Anguilla	Falkland Islands	Liberia	St. Lucia
Antigua and Barbuda	Fiji	Malta	St. Vincent & the Grenadines
Australia	Gambia	Mauritius	Tanzania
Bahamas	Ghana	Montserrat	Trinidad & Tobago
Barbados	Gibraltar	New Zealand	Turks & Caicos Islands
Belize	Grenada	Nigeria	Uganda
Bermuda	Guam	Seychelles	United Kingdom
Botswana	Guyana	Sierra Leone	US Virgin Islands
British Virgin Islands	Ireland	Singapore	USA
Canada	Jamaica	South Africa	Zambia
Cayman Islands	Kenya	St. Helena	Zimbabwe

Rhodes Wellness College reserves the right to deny any candidate admission into this program if it does not believe the applicant will be a potential fit or adequately benefit from taking the program.

Possible careers:

- Animal-Assisted Wellness Therapist
- Animal-Assisted Wellness Coach
- Animal-Assisted Wellness Educator
- Animal-Assisted Therapy
- Animal-Assisted Intervention
- Animal-Assisted Activities Facilitator

Professionals who desire to augment their current careers may include:

- Therapists and Counsellors
- Teachers and Educators
- Coaches
- Wellness Professionals
- Nurses
- Psychologists
- Child and Youth Care workers
- Front Line Workers

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