



Counselling-Informed Advanced Coaching Certificate

Diploma Program Length:	671 hours (31 weeks)
Program Type:	Career Training
Occupation:	Life Coach, Support Worker, Intake Counsellor
Homework Hours:	5 hours averaged over each week
Delivery Methods:	In-person, Online Synchronous, Blended (In-person & Online)
Program Prerequisites:	<i>Must meet Rhodes Wellness College admission requirements.</i>

Program Description

This comprehensive two-semester (24-week) plus practicum and business training program (an additional 7 weeks) is designed to fully equip students with advanced life coaching skills, life skills, and at the same time inform individuals on the basics of counselling. This program builds on the natural skills and life experience and/or training that students with coaching and/or mentoring experience have.

In this program, students will reinforce their life experiences in coaching and mentoring, to learn all the core learning requirements prescribed by the International Coaching Federation (ICF). They will be expected to participate fully in experiential learning that honours diverse perspectives and will learn how to hold clients in safe environments that are trauma-informed, and supportive of all populations. Students will become proficient at not “telling” clients what to do but instead helping students discover and practice though processes and actions that will support their future goals and desires. In addition to learning all the requisite skills to become highly skilled life coaches, this program will also foster understanding and compassion for clients across a range of challenges and will remove biases and disinformation commonly held by those that do not have experience in the areas of basic counselling, trauma counselling, youth and family counselling, grief, loss, and change counselling, and addictions counselling. While students will not qualify to become professional counsellors by taking this program, they will be able to set themselves apart from other life coaches without counselling training, because with this program they will better understand and see the “human” and not the “problem that the human is struggling with” and will also develop a basic understanding of why humans end up struggling in these areas.

Students will be introduced to resources that can be presented to individuals struggling with life challenges and will learn how to conduct basic psychosocial assessments so that they can work as a life coach that can aptly collaborate with other mental health professionals. In the business portion of the program (PROF 242 Personal and Professional Development) students will also learn how to set their scope of practice in a manner that will be compliant with government regulation while still being able to carve out their own customized niche of practice. They will be assisted in formulating marketing tools and messaging, along with other tools to help them successfully build their practice.

Learning Objectives

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

- Empathize with client’s psycho-social needs and mental, emotional, and physical challenges that prevent them from achieving their life’s goals.
- Interview and provide deep assessment and insight for clients through skilled reframing, questioning, restating, and empowering questions.
- Coach clients to set and achieve life goals, while overcoming barriers and becoming more resourceful in doing so.
- Provide intervention and referrals for clients in the area of substance misuse, employment, family and youth, sexual abuse and trauma.

- Provide crisis intervention for clients that are at risk of harming themselves.
- Prepare basic mental health assessment reports as required by agencies or organizations.
- Provide training to others in basic communication skills, interpersonal and problem-solving skills.
- Plan, prepare and present life skills lessons to a variety of clients and facilitate life skills groups.
- Competently meet the [Core Competencies of the International Coaching Association](#) (ICF)
- Utilize NVC (Non-violent communication) with competency to diffuse disputes with clients and colleagues
- Understand how to create a professional scope of practice that can protect themselves and their clients
- Create business strategies to help achieve success in their career

Program Organization, Hours, and Flow

	Course Title	# of Hours of Instruction*	Delivery Method	Delivery Description
1.	COAC 100, Life Skills Coaching	270	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
2.	COUN 100, Basic Counselling	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
3.	COUN 101, Introduction to Grief, Loss, and Change Counselling	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
4.	COUN 102, Introduction to Youth & Family Counselling	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
5.	COUN 104, Introduction to Trauma Counselling	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
6.	COUN 105, Introduction to Addictions Counselling	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
7.	COUN 109, Clinical Practice and Assessment	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
8.	PRAC 100, Supervised Practicum	80	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
9.	PROF 242, Personal and Professional Development	45	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.
10.	PRAC 110, Counselling & Coaching Symposium 1	6	Fully In-person, Fully Online, or Blended (<i>part Online and part In-person</i>)	When delivered Fully Online, all of the course is synchronous. See below for percentages when delivered in a Blended* format.

*When courses are delivered in a Blended format (part online and part in-person), the online portion for every course listed above will be conducted online, in a synchronous format, no more than 66% of the time. *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.*

Program Format

This program includes a variety of teaching methods that coincide with diverse learning styles. 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 Evaluation

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:

- Written exams
- Oral examinations
- Papers
- In-class presentations
- Supervised field work

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

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

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		

Completion Requirements

- Students must fulfill the college's [Assignment Completion Policy](#) to complete this course.
- Students must fulfill specific course outline assignment expectations, including meeting the college's [Professionalism Policy](#) requirements.
- Students must meet the college's [Attendance Policy](#) to complete this course.

Admissions Requirements

- Grade 12 graduate or equivalent or mature student status – 19 years or older with an established work history or relevant experience.
- Submit a Personal Statement on why you would like to pursue an education with Rhodes Wellness College and what you hope you to achieve upon graduation.
- Submit two references.
- Successfully complete an Admissions Interview.

- Demonstrate spoken and written proficiency in the English language consistent with the proficiency of a high school graduate, as evidenced by a written personal statement and a one-on-one screening interview (see also the Language Proficiency Assessment Policy listed below).
- Provide an International study permit/student visa, if applicable
- A minimum of 12 months prior sobriety** is required to be verified during the interview. The College's representative may require the applicant to provide a letter to the College confirming the applicant's sobriety from a counselor.

**[Please see our Sobriety Policy for more details.](#)

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

- Grade 12 graduate or equivalent or mature student status – 19 years or older with an established work history or relevant experience.
- Have experience mentoring and/or coaching individuals or groups as verified through an Admissions Interview.
- Submit a Personal Statement on why you would like to pursue this program with Rhodes Wellness College and what you hope you to achieve upon graduation. The personal statement must refer to previous experiences in mentoring and coaching of individuals or groups as well as future goals.
- Submit two references that reflect on the candidate's ability to become a Counselling-Informed Advanced Coach
- Demonstrate spoken and written proficiency in the English language consistent with the proficiency of a high school graduate, as evidenced by a written personal statement and a one-on-one screening interview (see also the Language Proficiency Assessment Policy listed below).
- Provide an International study permit/student visa, if applicable.
- A minimum of 12 months prior sobriety** is required to be verified during the interview. The College's representative may require the applicant to provide a letter to the College confirming the applicant's sobriety from a counselor.

**Please see our [Sobriety Policy](#) for more details.

Language Requirements

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

1. Evidence that 3 years of full-time secondary education (Grades 8-12), or 2 years if the Grades are 10, 11, or 12, have been successfully completed in the program's language of instruction in a country where the language of instruction is one of the principal languages. *This may be demonstrated by providing a high school transcript, completion of a BC Adult Graduation program or providing international education credentials recognized through [WES](#), [ICES](#), or [IQAS](#).*
2. Two years of full-time post-secondary education* have been 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.*
3. Successful completion of one of the following English proficiency exams, achieving the minimum required score indicated below:
 - a. International English Language Testing System (IELTS) Academic: Minimum overall score of 5.5
 - b. Test of English as a Foreign Language (TOEFL) IBT: Minimum overall score of 46
 - c. Canadian Academic English Language Assessment (CAEL): Minimum overall score of 40
 - d. Canadian English Language Proficiency Index Program (CELPIP): Listening 6, Speaking 6, Reading 5, and Writing 5.

- e. Duolingo English Test (DET): Minimum overall score of 95
 - f. Pearson Test of English (PTE) Academic: Minimum overall score of 43
 - g. Cambridge English Qualifications: B2 First exam (FCE): Minimum overall score of 160 or "C" (Institutions may include other Cambridge Qualifications at a higher level, e.g., C2 Proficiency (CPE))
 - h. Cambridge Linguaskill: Minimum overall B2 level
 - i. LANGUAGECERT Academic: Minimum overall B2 level
 - j. The Michigan English Test (MET): Minimum overall B2 level
 - k. iTEP Academic: Minimum overall score of 3.5
 - l. EIKEN: Minimum placement of Grade Pre-1
4. Where the applicant is 19 years of age or older at the start of the program and is a Canadian citizen or permanent resident, and the applicant cannot access their educational records **or** cannot provide sufficient evidence of secondary or post-secondary education through one of the other stipulated methods in the College's Language Proficiency Policy, they may satisfy language proficiency requirements through the **Accuplacer English Assessment** process as follows:
- a. Applicant provides attestation that they have completed at least three years of full-time instruction in English in a country where the English is one of the principal languages*, **and**
 - b. Applicant completes an Accuplacer English Assessment (Next Generation: Reading, Writing and WritePlacer) and achieves the following minimum scores:
 - i. Reading: 230, and
 - ii. Writing: 230, and
 - iii. WritePlacer: 4
- *Language development courses (i.e., ELL courses) cannot be included in this calculation. Accuplacer may not be used to demonstrate that a student meets an admission requirement other than Language Proficiency.

*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

Program Readings

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy* (2nd ed.)

Egan, G. (2019). *The Skilled Helper: A problem-management and opportunity-development approach to helping* (11th ed.).

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward.*