



Life Skills Counselling Certificate Program

Diploma Program Length:	Full-time - 270 hours (12 weeks) Part-time – 270 hours (45 weeks)
Program Type:	Career Training
Occupation:	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 one-semester (12-week) full-time (studying 22.5 hours per week) or 10-month, 45-week part-time (studying 6 hours per week) program is designed to inform individuals on the basics of counselling. In this program, students will learn to foster understanding and compassion, and to 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 only this semester 270-hour program in counselling, students be exposed to the theory, challenges, and socio-economic issues in these areas of counselling. Students will also learn how to 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 in these areas of life challenges and will learn how to conduct basic psychosocial assessments so that they can recommend a plan of action to assist individuals with coaching techniques or refer individuals more capably to expert counsellors or organizations that specialize in these areas. In addition, students will understand how to define and develop a scope of practice that is supported ethically with the knowledge and skills they possess and will learn how to increase their levels of professionalism, which can help prepare them to service in the areas of human services with integrity and care.

In addition to the introductory academic/theory-based courses in Basic Counselling, Youth and Family Counselling, Addictions Counselling, Trauma Counselling, and Grief, Loss, and Change Counselling covered in this program, students will learn about basic intake and counselling session structures, session notes, ethics and professionalism in counselling and scopes of practice in a two-week course called Clinical Practice and Assessment (Clinic Weeks). In Clinic Weeks, counselling students will practice utilizing compassion and skill through conducting demo intake sessions with their classmates, that are supervised by their faculty.

Learning Objectives

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

- Interview and assess a variety of clients
- Understand some of the major varying life challenges (e.g., abuse, trauma, addictions, grief, anxieties, etc.) that prevent individuals from achieving their personal goals
- Provide intervention and referrals for clients in the area of substance misuse, employment, family and youth, sexual abuse and trauma

- Prepare basic mental health assessment reports as required by agencies or organizations
- Demonstrate basic communication skills, interpersonal and problem-solving skills in a professional and ethical way
- Research various psychological factors that affect human behaviours
- Understand the ethical needs to develop and maintain a scope of practice commensurate with one's skills and learning.
- Develop abilities to empathize and express support for those struggling with life challenges
- Provide basic guidance skills to individuals struggling with life challenges

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:

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 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.

Program Organization, Hours, and Flow

	Course Title	# of Hours of Instruction*	Delivery Method	Delivery Description
1.	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.
2.	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.
3.	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.
4.	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.
5.	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.
6.	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.

*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.*

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.

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.*