



Professional Counsellor Diploma

Diploma Program Length:	Full-time - 1,737 Hours; 80 weeks
Program Type:	Career Training
Occupation:	Life Coach, 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 diploma program is designed for those who want to master their own personal and professional development. The program consists of certification in both life coaching and counselling as well as comprehensive training and experience facilitating counselling services for individuals and groups in physical, mental, emotional and spiritual wellness. Students engage in professional and practical community and workplace-based projects, building experience and career networks.

This program also includes extensive support and supervision for students who wish to obtain the Registered Professional Counsellor designation (RPC) or Master Practitioner in Clinical Counselling (MPCC) designation with the Canadian Professional Counsellors Association (CPCA), or the Registered Therapeutic Counsellor (RTC) designation with the Association of Cooperative Therapists of Canada (ACCT)**

** The RPC and MPCC designations are issued by CCPA and the RTC designation is issued by ACCT. CPCA and ACCT are independent self-regulating non-profit organizations. Rhodes Wellness College does not confer these designations. Graduates of this program meet the educational requirements for CPCA and ACCT, however, are usually required to maintain a candidate status (e.g., RPC-C or RTC-C) while they fulfill requirements including Direct Client Contact hours (DCC) needed to gain full designation status. Graduates need to ensure they are not contravening regulatory requirements in provinces where counselling/psychotherapy titles are protected by government regulation by ensuring they do not use the protected title without being permitted to do so by the province, and that they stay within their allowable scope of practice.

Learning Objectives

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

- Apply coaching, counselling, and wellness theory with a variety of populations
- Facilitate life skills workshops
- Provide individual success coaching
- Assessment of physical, mental, emotional, and spiritual wellness
- Learn how to conduct structured counselling sessions with goals
- Assist individuals to identify blocks to personal wellness
- Provide comprehensive counselling assessment to clients
- Provide counselling in the areas of addictions, abuse, trauma, family, relationships, youth, depression, anxiety, grief, loss, and change, and other similar areas

- Utilize various therapies that are proven to be effective, including Cognitive Behaviour Therapy (CBT), Dialectical Behavior Therapy (DBT), Narrative Therapy, and Somatic Therapy.
- Help clients identify and find peace in their personal values; assist them in clarifying and utilizing their values for grounding through difficulties and challenges.
- Demonstrate competency in a wide range of presentation strategies and group leadership
- Understand the basics of Human Development and Mental Health
- Advanced Counselling skills
- Gain the ability and understanding of how to develop private practice
- Understand the requirements of maintaining a high level of ethics within a suitable scope of practice

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 Readings

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

Miller, W. R., & Rollnick, S. (2013). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward*. William Morrow.

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

Boyd, D. (2021). *Revel for Lifespan Development* (7th Canadian ed.). Pearson.

Trainor, J., Pomeroy, E., & Pape, B. (2017). *Community Mental Health in Canada* (Revised and expanded ed.). Oxford University Press.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

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.	WELL 110, Physical Wellness	135	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.	WELL 120, Spiritual Wellness	135	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.	WELL 130 Emotional Wellness	135	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.

11.	WELL 140, Mental Wellness	135	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.
12.	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.
13.	COUN 210, Advanced Grief & Loss Counselling	48	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.
14.	COUN 220, Human Development – Theory and Practice	48	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.
15.	COUN 230, Mental Health Counselling	48	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.
16.	COUN 240, Advanced Counselling: Trauma Counselling 2	48	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.
17.	COUN 250, Relationship Counselling	48	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.
18.	COUN 260, Counselling Theories & Methods	48	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.
19.	PROF 210, Professional Practice and Ethics	48	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.
20.	PROF 220, Group Leadership	48	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.
19.	PROF 230 Supervised Clinical Practice I	48	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.

20.	PROF 231, Supervised Clinical Practice II	48	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.
22.	PRAC 210, Counselling & Coaching Symposium 2	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.
23.	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.
24.	PRAC 201 Supervised Practicum	120	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 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.

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

Professional Designation Support

Rhodes Wellness College provides testing assistance for students to write the CPCA entrance examination following this program. The College also provides counselling supervision support* for up to one year following graduation for individuals who seek designation support for a CPCA, ACCT, or ICF (International Coaching Federation) designation.

*Post-graduate supervision the college will cover includes up to one individual and one group session per month. The college retains the right to negotiate rates for supervisors on its own and must approve all supervisors.