



Wellness Counsellor Diploma

Diploma Program Length:	Full-time - 1,231 Hours; 55 weeks
Program Type:	Career Training
Occupation:	Wellness Therapist Counselling Therapist, Life Coach,
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 program is designed to provide occupational training for wellness counsellors who thoroughly understand how important it is to follow a well-rounded approach to applying therapeutic counselling and coaching techniques to help others. The program consists of certification in both life skills coaching and wellness counselling, as well as comprehensive training and experience facilitating services for individuals and groups in the area of physical, mental, emotional, and spiritual wellness.

Learning Objectives

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

- Provide assessment of physical, mental, emotional and spiritual wellness.
- Utilize various therapies that are proven to be effective, including Cognitive Behaviour Therapy (CBT), Dialectical Behavior Therapy (DBT), Narrative Therapy, and Somatic Therapy.
- Assist individuals to identify blocks to personal wellness
- Help individuals understand how to become more aware of the interconnectivity between mental, spiritual, emotional, and physical wellness, and utilize various techniques to influence health in more than one area.
- Help clients identify and find peace in their personal values; assist them in clarifying and utilizing their values for grounding through difficulties and challenges.
- Provide comprehensive psycho-social counselling assessment to clients
- Offer Life Coaching
- Provide basic counselling in the areas of addictions, sexual abuse and trauma, employment, family and couples, and youth
- Learn how to conduct structured counselling sessions with goals
- Prove competency in ethics and professional 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

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.*

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.	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.
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.
7.	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.
8.	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.
9.	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.

10.	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.
11.	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.
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.	PRAC 101, Supervised Practicum	100	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

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