



Life Skills Coach Certificate Program

Diploma Program Length:	12 weeks (270 hours)
Program Type:	Career Training/Academic Career
Occupation:	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 train and certify qualified individuals as Life Skills Coaches. A coach can help individuals one-on-one and is also a skilled group facilitator, qualified to help others with a specific range of problem-solving skills for use in the following areas: self, relationships and family, education and employment, leisure and community.

Life coaches use structured one-on-one sessions and lessons and when facilitating groups can utilize group dynamics to enhance the life skills of participants.

The instruction in the Life Skills Coach Certificate Program can be divided into four major areas of competence:

1. Creative Problem Solving
2. Structured Human Relations Training
3. Coaching Techniques
4. Life Skills Course Content

This program also highly focuses on Life Coach Competencies as defined by the International Coaching Federation (ICF). Students will learn about ethics, establishing agreements (contracts, guidelines, etc.), creating trust and mutual respect, and how to open and close a coach/client relationship.

Program Learning Objectives

Upon completion of this program, the successful student will have reliably developed the following skills:

- 1. Theory and Knowledge**
 - a. Defining Life Skills
 - b. Understanding the theory, principles and methods of Life Skills
 - c. The ethics of coaching
- 2. Human Relations and Basic Communication Skills**
 - a. Becoming aware of one's effect on others
 - b. Displaying the ability to express and share feelings and self-disclose appropriately
 - c. Demonstrating a positive self-concept
 - d. Distinguishing own needs from those of others
 - e. Remaining accountable for one's feelings, attitudes and beliefs
 - f. Displaying fairness and lack of prejudice
 - g. Recognizing own limits

3. Individual Coaching

- a. Assisting clients to enhance self-concept and self-esteem
- b. Helping clients adjust to change
- c. Detecting a lack of understanding
- d. Identifying and resolving interpersonal problems
- e. Encouraging independence and self-confidence
- f. Facilitating resolution of clients' issues
- g. Demonstrating skills using real-life problems
- h. Transfer skills to everyday life

4. Group Dynamic

- a. Understanding and dealing with group dynamics effectively
- b. Planning group activities
- c. Delegating responsibility

5. Lesson preparation and Presentation for Group Coaching Facilitation

- a. Understanding individual learning styles
- b. Communicating at the learners' level
- c. Motivating group members
- d. Presentation of lessons in the five-phase format
- e. Sequencing lessons appropriately
- f. Adapting lessons to different groups
- g. Selecting appropriate techniques and learning aids
- h. Setting behavioural objectives

6. Evaluation Skills to Help Others

- a. Defining goals and expected outcomes
- b. Explaining evaluation process
- c. Analyzing student progress
- d. Terminating inappropriate trainees
- e. Assisting learners in devising self-evaluation strategies

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

A variety of materials including textbooks and reading packages will be made available to students. Specific textbooks are detailed on individual course outlines and listed on the program page on the College's website.

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:

- Community Workshop
- Presentation: Peer Coaching Lesson
- Coaching Core Competencies
- Final Coaching Demonstration
- Final Written Exam

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.
- Students must meet the college's [Attendance Policy](#) to complete this course.

Program Organization, Hours, and Flow

COAC 100 Life Skills Coaching (270 hours: 12 weeks)

Module 1

- Listening and attending
- Effective questioning techniques
- Checking for understanding
- Verbal, non-verbal and symbolic communication
- Introduction to problem-solving
- Support systems
- Understanding and defining Life Skills

Module 2

- Identifying and expressing feelings
- Displaying empathy
- Managing difficult emotions
- Establishing boundaries & appropriate confrontation
- Giving and receiving feedback
- Creating rapport
- Identifying values
- Understanding trust, risk, and fear

Module 3

- Ethics and Standards
- Establishing the coaching agreement
- Establishing intimacy with the client

- Coaching presence
- Active listening
- Powerful questioning
- Direct communication
- Creating awareness
- Designing actions
- Planning and goal-setting
- Managing progress and accountability

Module 4

- Research and prepare five-phase life skills lesson plans
- Compose and create behavioural objectives for lessons
- Facilitate delivery of life skills lessons at community agencies
- Manage group dynamics
- Monitor peer development and acquisition on life skills

Module 5

- Awareness of sexuality
- Performance Centered Coaching
- Collateral Coaching
- Balanced self-determinism
- Identifying assumptions and critical thinking
- Report writing
- Developing and conducting graduation ceremonies

**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. Grade 12 completion in an English-based school system (or the equivalent of Grade 12 education in an English-based school system that does not call high school completion “Grade 12”, e.g., O-Level or A-Level certification in the UK or other Commonwealth school system).
2. GED (General Education Development) completion in an English-speaking country*.
3. Two completed full-time semesters at a post-secondary where the program of study is taught in English.
4. Successful completion of one of the following English proficiency exams, achieving the minimum required score indicated below:
 - a. International English Language Testing IELTS (academic or general version): minimum score of 6.0 overall, and no individual category score less than 5.5.
 - b. Test of English as a Foreign Language (TOEFL): minimum score 78 (internet based).
Canadian Academic English Language Assessment Test (CAEL): minimum score of 50 in each category.
 - c. Canadian English Language Proficiency Index Program (CELPIP): minimum score of 7 in each category.
 - d. Cambridge English Scale: minimum score of 169.
 - e. Duolingo: minimum score of 105.
 - f. Pearson Test of English: minimum score of 46

English-speaking countries include the following:

- Australia
- American Samoa
- Anguilla
- Antigua and Barbuda
- Bahamas
- Barbados
- Belize
- Bermuda
- Botswana
- British Virgin Islands
- Brunei
- Canada
- Cayman Islands
- Cook Island
- Dominica
- Falkland Islands
- Fiji
- Gambia
- Ghana
- Gibraltar
- Grenada
- Guam
- Guyana
- Hong Kong
- Ireland
- Isle of Man
- Jamaica
- Jersey
- Kenya
- Liberia
- Mauritius
- Micronesia
- New Zealand
- Nigeria
- Norfolk Island
- Pitcairn Islands
- Philippines
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Sierra Leone
- Singapore
- Sint Maarten
- Solomon Islands
- South Africa
- South Sudan
- Trinidad and Tobago
- Turks and Caicos Islands
- U.S. Virgin Islands
- Uganda
- United Kingdom
- United States