## Guidance to Course delivery for LCS-L3

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| **Tutor(s):**  | Delivery : 15 sessions of 6 hours = 90GLH |
| **Course:**Certificate in Life Coaching Studies LCS-L3 |  |
| **Week/Date** | **Topic** | **Delivery** | (Tutor guidance) | **Teaching Methods/Activities/ILT** | **Criteria**  |
| **1**  | Beginnings | Introductions. Handbooks, assignment schedule, course requirementsCPCAB Life coaching model and philosophyThe role of life coaching in a wider contextContract for course/contract for coaching workEthics | Candidates will begin to get to know each other and have details of content and requirements of the qualificationHow the model links to latest research findings. Focus on collaborative learning and the parallel to collaborative life coaching. The course and the work will primary focus on **The person and their relationships across the life course**Similarities and differences between life coaching and a range of other forms of supports e.g. counselling, friend etcThe group contract can also form the foundations of the life coaching contractOverview of appropriate ethical frameworks. Personal and professional ethics. Ethical dilemmas | Variety of icebreaker activities Whole group discussionSmall group workMini lectureSkills practice | 1.1, 1.2, 1.3, 2.3 |
| **2** | **Coaching for Life Problems** | **Check - in**: candidates initial thoughts and feelings on their vision for their future**Focus:** Definition of Life Coaching**Discussion:** Life’s challenges and opportunities**Skills**: Listening and responding skills**Focus: Personal Life Plan****Activity:** Candidates work with each other as coach and client to compile **personal life plans****Closing circle:** Candidates reflect on session and identify a goal they would like to achieve by following week | Group to arrive at a collective definitionBeginning to explore what helps/hinders negotiating both the challenges and the opportunitiesSkills need to be relevant to coaching e.g. Use of a range of questions, reframing, reflection, enquiry, curiosity, circularity, summary, immediacyThe life plan is a “living” document. It might focus on specific life areas i.e. Health, family, social, emotional, intellectual, career, spiritual, leisure.Over the course candidates will work together as life coach and client to set goals for each category. The goals will be broken down into achievable tasks   | Opening and closing circleDiscussion groups large and smallSkills practice exercises Complete Personal Life Plan individually and in pairs | 6.1, 6.2, 6.4 4.1, 4.2, 5.1, 5.3 |
| **3** | **Safety** | **Check - in**: candidates share thoughts/feelings from week**Focus:** Working safely Boundaries Assessment and  referral**Skills**: Beginning and ending a life coaching support session.Giving and receiving constructive feedback**Activity:** Triad work. **Closing circle:** Candidates reflect on session and share goal for next week. | Identifying what safety means to each candidate and what is needed to feel safe. Might use Maslow’s hierarchyTime, confidentiality, dual role. Integrating life coaching practice within a work roleLooking at common life problems and how coaching can help. Identifying vulnerable clients that need to be referred to other professionalsAim to optimise the impact and effectiveness of feedbackCandidates take it in turns to play role of life coach, client and observer to practice skills and incorporate learning | Opening and closing circleDiscussion groups large and smallSkills practice exercises Mini lecture | 1.3, 1.4, 2.1, 2.2, 2.3, 7.2, 7.3,  |
| **4** | **The working alliance** | **Check - in**: candidates share on week’s accomplishments and whether they achieved last week’s goal. Share blocks and challenges to achievement.**Focus:** Working alliance**Skills**: Further communication skills.**Activity:** In triads, use skills to facilitate discourse around own life course, focusing on inner strengths and coping strategies**Closing circle:** Candidates reflect on session | Skills and qualities needed.Nature of collaborative working. Rapport. Importance of engagementRecap on skills covered and solution focused dialogue, listening blocks | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 2.2, 4.4, 5.1, 6.1, 6.4 |
| **5** | **Goal consensus and collaboration** | **Check - in**: Candidates share on week’s accomplishments **Focus:** Negotiation and achievement of life goals.**Skills**: SMART goals**Skills: Triad work** Using skills to work on **personal life plans****Activity:** Experience**Closing circle:** Candidates reflect on session and share goal for next week | Introduction to activities and exercises around negotiating goals that meet the client’s values and needsArriving at goals that are; specific, measurable, achievable, realistic and time boundariedFocus on using skills conducive rather than coercive to changeCandidates reflect on what has helped and/or hindered them meeting their goals in the past | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 4.1, 4.2, 6.2 |
| **6** | **Processes of Change**  | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Focus:** Theories of change**Skills**: Eliciting change talkWorking with resistance Enhancing client self  efficacy**Focus:** To be or not to be…that is the question**Skills:** Triad work to work on **personal life plans****Closing circle:** Candidates reflect on session and share goal for next week | May include Di Clemente and Procheska, Lewin, Lippitt, Social cognitive theoryMay incorporate approaches such as MI, CBTCandidates appreciate the quality of neutralityThe nature of ambivalence in relation to change. The importance of resolving ambivalence and blocks and resistance to making and maintaining changeFocus on client’s personal change process. Using past experiences around change to inform positive future outcomes | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 6.1, 6.2, 6.3,7.1, 7.2, 7.3 |
| **7** | **Hope and Motivation** | **Check - in**: candidates share on the life style choice they committed to making last week **Focus:** Theories of motivation The nature and role of hope**Skills**: the role of values and beliefs in motivation**Task**: Candidates choose a relevant topic to research and present to group. Group negotiates what, when, who and schedules presentations.**Closing circle:** Candidates reflect on session and share goal for next week | Need to differentiate between intrinsic and extrinsic motivation. Theorists may include Maslow, Alderfer, Herzberg, BanduraMay call on latest research findings on the role of hope in relation to change and achievement. This could include the work of Rick Snyder, Denis O’HaraActivities and exercised designed to identify candidates values and beliefs and the role they play in motivation and accomplishmentThe topics could include Life Course theories not yet covered, lifestyle choices and change, theories of motivation etc | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 4.3, 4.4, 5.2, 6.2, 6.3 |

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| **8** | **Diversity** | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Focus:** Diversity**Task:** Identify a peer to work with as coach/client to inform case study. Then work in triads**Skills**: Working in pairs on **Personal Life Plans**, incorporating any new learning to inform goals and tasks**Closing circle:** Candidates reflect on session and share goal for next week | Focus on client individuality and exploration of the risks of assumption. Management of personal prejudices and stereotypesCollaborating to work with client’s personal value system and to identify and challenge limiting beliefs. Introduce remit of case study | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 3.1, 3.2, 5.3 |
| **9** | **Intrapersonal problems** | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Theory:** theories of personality and human strengths**Focus:** The relationship between thoughts, feelings and behaviour**Skills**: Triad work. Focus on intrapersonal issues and problems **Closing circle:** Candidates reflect on session | Candidates explore positive psychology of human strengths and apply new learning to help them understand each otherGroup discussions of the value of a holistic approach. Themes from CBT, NLP may be helpful alongside the relationship between body and mind and somatic symptomsExamples given of intra personal problems: e.g. self esteem, shame, confidence | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 5.1, 5.3, 6.1, 6.3 |
| **10** | **Personal Relationships** | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Focus:** Common relationship problems. Functional/dysfunctional relationship**Activity:** Candidates compile a **personal inventory,** detailing personal character assets and strengths. Focusing on pertinent life course events/relationships and understanding the role their assets/strengths played**Group Training Supervision****Closing circle:** Candidates reflect on session and share goal for next week | Candidates explore what makes a relationship “work”. Roles taken in relationship. Hurt feelings in close relationships. Candidates reflect on “human beings as social beings” Some elements of TA ego states, co-dependency, Karpman triangle may provide useful discussions Candidates present their client (peer) work to receive feedback and guidance from a peer supervision group that may include tutor presence | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback Group training supervision | 4.4, 5.1, 6.1, 6.2, 7.2, 7.3 |
| **11** | **The Life Course** | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Focus:** Life course theories**Skills:** Triad work to work on **Personal Life Plans****Closing Circle:** Candidates reflect on session | Looking at challenges and opportunities at each life stage. This may call upon the work of Erikson, Gould, Levinson, Piaget, Freud, BuhlerGroup discusses various life stage problemsUsing thinking from new learning to influence skills session | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback Group training supervision | 4.2, 5.3,6.1, 6.2, 6.3, 7.2, 7.3 |
| **12** | **Supporting Lifestyle Changes** | **Check - in**: candidates share on week’s accomplishments and/or blocks to accomplishments **Focus:** What is a healthy lifestyle? Making personal lifestyle changes and using knowledge and understanding to inform life coaching practice. Maintaining the focus on the clients goals**Skills**: Triad work. Focus on using skills and techniques that are conducive rather than coercive to change**Group Training Supervision**` **Closing circle:** Candidates reflect on session and identify and share a lifestyle choice they commit to making | Candidates present their client (peer) work to receive feedback and guidance from a peer supervision group that may include tutor presence. | Opening and closing circlesTalk and ChalkSmall and large group discussionSkills triads with feedback  | 4.2, 5.2 6.2, 6.3 |
| **13** | **Presentations** | **Candidates present their presentation projects** | Allow ample time for discussion, reflection and evaluation. Invite candidates to explore each topic in relation to their own experiences, personality, relationships and life course | Opening and closing circlesCandidate presentations | 5, 6 and 7 |
| **14** | **Presentations or** **Completing case studies** | **Candidates present their research projects****Group process supervision** | Allow ample time for discussion, reflection and evaluation. Invite candidates to explore each topic in relation to their own experiences, personality, relationships and life courseCandidates present their client (peer) work to receive feedback and guidance from a peer supervision group that may include tutor presence | Opening and closing circlesCandidate presentations | 5, 6 and 7 |
| **15** | **Celebration of accomplishment** | **Check - in**: candidates share thoughts and feelings around endings**Focus:** Endings**Activity:** Completing portfolios.Compiling and sharing personal vision for the future **Closing circle:** Candidates reflect on the course and celebrate achievement | CPD action planning | Opening and closing circlesTalk and ChalkSmall and large group discussion | 2.2, 5.1, 5.2 |