## 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 requirements  CPCAB Life coaching model and philosophy  The role of life coaching in a wider context  Contract for course/contract for coaching work  Ethics | Candidates will begin to get to know each other and have details of content and requirements of the qualification  How 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 etc  The group contract can also form the foundations of the life coaching contract  Overview of appropriate ethical frameworks. Personal and professional ethics.  Ethical dilemmas | Variety of icebreaker activities  Whole group discussion  Small group work  Mini lecture  Skills 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 definition  Beginning to explore what helps/hinders negotiating both the challenges and the opportunities  Skills need to be relevant to coaching e.g. Use of a range of questions, reframing, reflection, enquiry, curiosity, circularity, summary, immediacy  The 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 circle  Discussion groups large and small  Skills 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 hierarchy  Time, confidentiality, dual role. Integrating life coaching practice within a work role  Looking at common life problems and how coaching can help. Identifying vulnerable clients that need to be referred to other professionals  Aim to optimise the impact and effectiveness of feedback  Candidates take it in turns to play role of life coach, client and observer to practice skills and incorporate learning | Opening and closing circle  Discussion groups large and small  Skills 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 engagement  Recap on skills covered and solution focused dialogue, listening blocks | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 needs  Arriving at goals that are; specific, measurable, achievable, realistic and time boundaried  Focus on using skills conducive rather than coercive to change  Candidates reflect on what has helped and/or hindered them meeting their goals in the past | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 talk  Working 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 theory  May incorporate approaches such as MI, CBT  Candidates appreciate the quality of neutrality  The nature of ambivalence in relation to change. The importance of resolving ambivalence and blocks and resistance to making and maintaining change  Focus on client’s personal change process. Using past experiences around change to inform positive future outcomes | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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, Bandura  May 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’Hara  Activities and exercised designed to identify candidates values and beliefs and the role they play in motivation and accomplishment  The topics could include Life Course theories not yet covered, lifestyle choices and change, theories of motivation etc | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 stereotypes  Collaborating to work with client’s personal value system and to identify and challenge limiting beliefs. Introduce remit of case study | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 other  Group discussions of the value of a holistic approach. Themes from CBT, NLP may be helpful alongside the relationship between body and mind and somatic symptoms  Examples given of intra personal problems: e.g. self esteem, shame, confidence | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 circles  Talk and Chalk  Small and large group discussion  Skills 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, Buhler  Group discusses various life stage problems  Using thinking from new learning to influence skills session | Opening and closing circles  Talk and Chalk  Small and large group discussion  Skills 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 circles  Talk and Chalk  Small and large group discussion  Skills 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 circles  Candidate 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 course  Candidates present their client (peer) work to receive feedback and guidance from a peer supervision group that may include tutor presence | Opening and closing circles  Candidate 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 circles  Talk and Chalk  Small and large group discussion | 2.2, 5.1, 5.2 |