



LifeCare Accredited Coaching Course Syllabus

Welcome to the course! We're very excited to begin this journey with you, and to support you as you develop into an experienced, accredited Executive Coach or Life Coach!

This training track is for students who would like to earn a professional coaching credential as a Coach through the Association for Coaching (AC), an internationally recognized coach accrediting organization.

Per AC requirements, coaches who would like to earn accreditation must complete:

- 60 hours of training and coaching practice over 7 ½ days.
- 40 hours of self-study
- 20 hours of coaching post-course
- 2 Supervision sessions post-course
-
- **Course Materials**
- LifeCare Workbook
- LifeCare Self-Guided Study
- Cognitive-Behavioural Coaching by Neenan**
- Motivational Interviewing 3rd Edition by Miller and Rollnick**

****These are widely available and can be purchased online in both print and electronic formats.**

Note: Do not wait until the first day of class to get started. There is approximately **20 hours** worth of pre-course work. Give yourself the time you need to work through this.

Information you can take or leave: You will retain more, and experience greater personal transformation, if you do this work “little and often” rather than rushing through it all at once. It takes **time** to reflect on the information, absorb more and begin putting what you learn to practice on your own. There's really no way to shortcut the process.

Prior to the first day of class:

Pre-reading

- Read LifeCare Book, pages 1-254. Complete journaling exercises
- Budget approximately 12 hours for reading and 4 hours journaling
- Read Motivational Interviewing Pages 1-84 - approximately 4 hours of reading
- Read Global Code of Ethics for Coaching
- Read LifeCare Coaching Contract and intake documents in the back of the LifeCare training manual

Learning goals:

- Exposure to coaching tools from the perspective of 'client'
- Exposure to client contracts
- Promotes coach wellness and empathy

- Integrative approach that leads the reader through a process of change by drawing from the following methodological traditions:
 - Person Centered Coaching and a faith-based perspective (Core Conditions)
 - Cognitive Behavioral Coaching and a faith-based perspective (How to monitor, capture and modify thoughts and the resultant behavior)
 - Motivational Interviewing (Working with and developing motivation for change)
 - Existential coaching and faith-based perspective (Helping clients create a vision for meaningful life)
 - Goal setting (How to set concrete goals)
 - Regulating emotions and a faith-based perspective
 - Problem Solving Skills
 - Interpersonal Relationship Skills and a faith-based perspective
 - Forgiveness, Amends and Reconciliation
 - Asking for what you want in a skillful way
 - Helping someone you care about calm down without compromising your integrity
 - Innate human value
 - Global Code of Ethics (GCoE) for Coaching.

Assignments:

- Submit Missional Vision Exercise found in the back of the LifeCare Training Manual
- Signed statement that reading and journaling was completed
- Critical reflection (as evidenced by completed journal activity) regarding the application of confidentiality and its limits, unconditional positive regard, empathy, building trust and rapport, injunctions against 'fixing' clients. Submit for instructor feedback. No more than 250 words. (1 self-study hour)
- Critical reflection (as evidenced by completed journal activity) regarding past struggles that would inhibit ability of coach to demonstrate 'person-centered' characteristics towards clients. Submit for instructor feedback. No more than 250 words. (1 self-study hour)

Module 1

Prior to class:

READ

- Review Chapters 1-3 of LifeCare Training Manual, pgs. 1-24, and Appendix 2 - 1.5 self-study hours
- Re-read GCoE & Client/Coach Contract - .5 self-study hour

WATCH

- Module 1 video

Learning goals:

- Be familiar with the GCoE for Coaching
- Discussion of and greater familiarity with sample client contract
- Commitment to a positive promotion and representation of the coaching profession
- Understanding liability insurance requirements
- Understanding the importance of
 - Confidentiality
 - Boundaries with clients
 - Differences between coaching and other helping professions
 - How to use referrals to encourage appropriate levels of client care and support
- Record keeping procedures
- Data protection laws and obligations
- Person-centered Coach attributes of empathy, unconditional positive regard, congruence, the importance of building trust and rapport, and theological correlates.

- Formation of learning triads in which students will take turns in the role of coach, client and observer, and provide peer-to-peer feedback at the end of each practice session.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours

Out of session assignments: (due prior to next class)

- Select one point of ethical practice from the Global Code of Ethics and client contract and explain its importance in 250 words or less. Submit for instructor feedback.
(1.5 hours self-study)

Module 2

Prior to class:

READ

- Read Chapter 4 of the LifeCare Training Manual, pgs. 25-44 - 1 self-study hour
- Read pages 1-24 of Cognitive Behavioral Coaching -1 self-study hour

WATCH

- Module 2 video

Learning goals:

LifeCare Coaching Framework

- Process comments
- Reflections
- Open questions
- Prayer (when ethical and appropriate)
- Encouragement
- Requests
- Information
- Validation

Using PROPER IV to explore choices while protecting rapport.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 3

Prior to class:

READ

- Read LifeCare Training Manual Chapters 5-6, pgs. 45-68 - 1 self-study hour
- Read Motivational Interviewing pages 85-161 - 4 self-study hours

WATCH

- Module 3 video

Learning goals:

- Using PROPER IV to increase client motivation and build rapport
- Working with client motivation
- Intrinsic vs extrinsic motivation
- Understanding resistance to change
- 'Rolling with' client resistance to change
- Spiritual perspective on change for coaches working with clients who want spirituality to be a part of their coaching experience
- Reframing pain, failure or struggle to increase client motivation to change
- Heightening discrepancy between current behaviour and values/long term goals
- Change as process
- Tailor coaching to meet client at their current stage in change process
- Maintaining core conditions of coaching throughout change process

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Out of session assignments: (due prior to next class)

- Think about a change process that you went through. Map your change process onto the 6-part LifeCare change process described in Chapter 6, using no more than one page. Include any personal reflections you have on the process of change. Submit to instructor feedback.

Module 4**Prior to class:****READ**

- Read LifeCare Training Manual Chapter 7, pgs. 69-92 - 1.5 hours self-study
- Read Cognitive Behavioral Coaching pgs. 66-84 - 1 self-study hours

WATCH

- Module 4 video

Learning goals:

- Develop ability to lead a client through a reflection on personal history and deepen self-insight in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Develop an intuitive sense of when to probe and when to let an issue lie.
- Further develop ability to help a client create COSMIC goals.
- Demonstrate ability to refrain from fixing and advice giving.
- Demonstrate sensitivity to client's preference regarding the role of spirituality or personal beliefs in their coaching experience.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 5**Prior to class:****READ**

- Read LifeCare Training Manual Chapter 8, pgs. 93-134 - 2 self-study hours
- Read Cognitive Behavioral Coaching, pgs. 85-119 - 1.5 self-study hours

WATCH

- Module 5 video

Learning goals:

- Understand relationship between cognitions, emotions and behaviors
- Understand how to use the 'Functional Thoughts and Beliefs' worksheet to help clients identify and modify problematic thoughts, beliefs and behaviors leading to a reduction in emotional distress.
- Help clients create a measurable plan for behavioral change.
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Further develop ability to help a client create goals.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 6**Prior to class:****READ**

- Read LifeCare Training Manual Chapter 9, pgs. 135-142 - .5 self-study hours

WATCH

- Module 6 video

Learning goals:

- Further develop your understanding of the difference between amends, forgiveness and reconciliation.
- Further develop ability to understand and build client insight about the dynamics of a present relationship.

- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 7

Prior to class:

READ

- Read LifeCare Training Manual Chapter 10, pgs. 143-150 - 5 self-study hours

WATCH

- Module 7 video

Learning goals:

- Demonstrate ability to move a client all the way through the problem-solving strategy using PROPER IV.
- Demonstrate ability to help client create measurable goals using COSMIC method (Controllable, Observable, Simple, Measurable, Immediate, Consistent)
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 8

Prior to class:

READ

- LifeCare Training Manual Chapter 11, pgs. 151-158 - .5 self-study hours

WATCH

- Module 8 video

Learning goals:

- Demonstrate ability to help the client discern what action to take when they feel an emotional impulse to do something that contradicts their goals and values.

- Demonstrate ability to help client create a plan for what they will do the next time they feel the troublesome emotion.
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 9

Prior to class:

READ

- Read LifeCare Training Manual Chapter 12, pgs. 159-166 - .5 self-study hours

WATCH

- Module 9 video

Learning goals:

- Demonstrate ability to help the client create a skillful communication strategy using IPA WIN (Issue, Perspective, Assert, demonstrate how this will be a Win-Win solution) or LEG (Listen, Endorse, Goal) while using PROPER IV.
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Further develop an intuitive sense of when to probe and when to let an issue lie.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 10

Prior to class:

READ

- Read LifeCare Training Manual Chapter 13, pgs. 167-174 - .5 self-study hours

WATCH

- Module 10 video

Learning goals:

- Develop familiarity with HEARTS positive activities options (Hobbies, Exercise, Affection, Rest, Time for yourself, Spiritual activities) and other community resources.
- Demonstrate ability to help client create a COSMIC goal (see Mod. 7 above).
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Further develop an intuitive sense of when to probe and when to let an issue lie.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 11

Prior to class:

READ

- Read LifeCare Training Manual Chapter 14, pgs. 175-182 - .5 self-study hours

WATCH

- Module 11 video

Learning goals:

- Further develop familiarity with the COSMIC goal setting strategy, and in using PROPER IV to help a client set goals, boundaries and limits.
- Demonstrate ability to help client create a COSMIC goal (see Mod. 7 above).
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 12

Prior to class:

READ

- Read LifeCare Training Manual Chapter 15, pgs. 183-190 - .5 self-study hours

WATCH

- Module 12 video

Learning goals:

- Demonstrate ability to help the client plan ahead to act against predictably reoccurring unhelpful emotions.
- Demonstrate ability to help the client develop a plan to implement positive resources into their day to day life.
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Further develop an intuitive sense of when to probe and when to let an issue lie.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 13

Prior to class:

READ

- Read LifeCare Training Manual Chapter 16, pgs. 191-196 - .5 self-study hours

WATCH

- Module 13 video

Learning goals:

- Consolidate personal learning and growth gained through the completion of the LifeCare book and LifeCare Coach Training by creating a vision for implementation of coaching skills.
- Assemble the building blocks necessary to communicate that vision to others who can help.
- Create a behavioural plan for implementation of vision.
- Learn a process by which future clients might also discover a sense of purpose or life direction and begin to implement.
- Further develop ability to lead a client through an exercise in a conversational way.
- Further develop ability to maintain empathy, positive regard and congruence.
- Further develop ability to use the PROPER IV tool to build rapport, motivation and help client develop insight.
- Demonstrate ability to refrain from fixing and advice giving.

In session assignments:

- Discussion participation - .5 hours
- Theory and reflective practice in learning triads - 2 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 14

Prior to class:

READ

- Re-read GCOE and Client Contract documents - 1-hour self-study

WATCH

- Module 14 video

Learning goals:

- Form new learning triads
- Contract with new client in triad
- Begin working with client based on client goals
- Observe a 45-minute contracting and coaching session

In session assignments:

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Out of session assignments: (to be completed prior to next class, live, virtually or in-person, at a time of your choosing)

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 15**Prior to class:****READ**

- No new reading

WATCH

- Module 15 video

Learning goals:

- Continue working with client based on client goals
- Observe a 45-minute coaching session

In session assignments:

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Out of session assignments: (to be completed prior to next class, live, virtually or in-person, at a time of your choosing)

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Module 16**Prior to class:**

READ

- No new reading

WATCH

- Module 16 video

Learning goals:

- Continue working with client based on client goals
- Observe a 45-minute coaching session

In session assignments:

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.

Out of session assignments: (to be completed after last class, live, virtually or in-person, at a time of your choosing)

- Theory and reflective practice in learning triads - 2.5 hours
- Verbal peer and instructor feedback - .5 hours
- Client completes a written post-session personal development reflection on session learning.
- Client/Observer feedback forms turned in to instructor.