

H6COPSY: Coaching psychology

Module Code:	H6COPSY
Long Title	Coaching psychology APPROVED
Title	Coaching psychology
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	David Mothersill
Module Author:	Andrea Del Campo Dugova
Departments:	School of Business
Specifications of the qualifications and experience required of staff	Lecturer with PhD in Psychology or related cognate discipline
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Articulate what coaching psychology is as it relates to individual and group performance.
LO2	Explain the potential impact of coaching on an individual in different contexts, e.g., life, work.
LO3	Demonstrate a critical awareness of goal-setting and motivation and the impact that ` coaching can have on these aspects and on emotional intelligence.
LO4	Explore and critique different coaching psychology models in terms of their effectiveness on performance enhancement in a variety of settings.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Introduction to coaching psychology • How coaching psychology is defined • The differences between coaching psychology and other forms of interventions • How individuals use coaching psychology			
Goal-setting • The definitions and techniques of goal-setting • The challenges and barriers of goal setting • The process of goal-setting • Theories of anxiety and arousal • The link between goal-setting and motivation			
Emotional intelligence • The definition and characteristics of emotional intelligence • The role of emotional intelligence in personal and professional success • The impact of coaching on emotional intelligence			
Self-Talk • Self-talk and relevant theories • Evaluating evidence of its importance			
Stress • Measurement of stress • Coaching approach to stress management			
The coaching process • Definition of the coaching process and its value • Why and when the coaching process does not work			
Coaching tools • A range of models will be introduced and examined such as GROW, ACHIEVE, and SPACE • The importance of creativity, questioning, and ethics will be examined			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Continuous Assessment	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: This will involve one part worth 100% which may take the following form: • In groups, students design and submit a case-study which highlights a performance issue for an individual and generate a performance plan based on the case and solution including an evaluation of actual performance. This issue can be based in a sports, educational, personal or organisational context. Students will submit a short written report (750-1000 words) and present in their groups on the case and solution generated; linking into relevant theories and research. All members need to participate and evidence of the presentation needs to be generated (10-15 minutes).			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Coursework Only <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			
Reassessment Description If a student fails the module overall, they will be required to complete a repeat assessment essay that covers learning outcomes 1-4. The essay will, for example, ask them to choose a coaching psychology technique and discuss its usefulness in coaching with reference to relevant theory and research.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Classroom and demonstrations	24	Per Semester	2.00
Independent Learning Time	Independent learning	101	Per Semester	8.42
Total Weekly Contact Hours				2.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>O’Riordan, S., Palmer, S.. (2021), Introduction to Coaching Psychology, 1st Ed. Routledge.</p> <p>Law, H.. (2013), Coaching Psychology: A Practitioner’s guide., Wiley & Sons.</p> <p>Moore, M., Tschannen-Moran, B., & Jackson, E.. (2016), Coaching psychology manual, 2nd Ed. Wolters Kluwer Health/Lippincott, Williams & Wilkins.</p> <p>Palmer, S., & Whybrow, A.. (2019), Handbook of Coaching Psychology: A guide for practitioners, 2nd Ed. Routledge.</p>	
<i>Supplementary Book Resources</i>	
<p>Fournies, F. F.. (1999), Coaching for Improved Work Performance, McGraw-Hill.</p> <p>Passmore, J., Peterson, D., & Freire, T.. (2012), Handbook of the Psychology of Coaching and Mentoring., Wiley Blackwell.</p> <p>Peltier, B.. (2010), The psychology of executive coaching: theory and application., Routledge.</p>	
<i>Recommended Article/Paper Resources</i>	
<p>The Coaching Psychologist.</p> <p>International Journal of Coaching Psychology.</p> <p>International Coaching Psychology Review.</p>	
<i>Other Resources</i>	
<p>[Website], International Society for Coaching Psychology, https://www.isfcp.info/</p> <p>[Website], SIG with PSI., https://www.psychologicalsociety.ie/groups/Special-Interest-Group-in-Coaching-Psychology</p>	
Discussion Note:	