

**PJSC "Higher Education Institution "INTERREGIONAL ACADEMY OF  
PERSONNEL MANAGEMENT"**



***SYLLABUS OF THE ACADEMIC DISCIPLINE  
«COACHING IN PSYCHOLOGICAL COUNSELING»***

Specialty: **C4 Psychology**

Educational level: **first (bachelor's) level**

Educational program: **Psychology**

MAUP 2025

## General information about the academic discipline

Name of the academic discipline	<b>Coaching in psychological counseling</b>
Code and name of specialty	C4
Level of higher education	first (bachelor's) level higher education
Discipline status	selective
Number of credits and hours	3 credits/90 hours. Lectures: 20 hours. Practical classes: 14 hours. Independent work: 56 hours.
Terms of studying the discipline	
Language of instruction	Ukrainian
Type of final control	test
Discipline page on the website	

## General information about the teacher. Contact information.

<b>Academic degree</b>	
<b>Academic title</b>	
<b>Position</b>	
<b>Disciplines taught by the NPP</b>	
<b>Areas of scientific research</b>	
<b>Links to identifier registries for scientists</b>	
Teacher contact information:	
<b>Email:</b>	
<b>Contact phone number</b>	
<b>Department phone number</b>	
<b>Teacher's portfolio on the website of the department/Institute/Academies</b>	

**Course abstract.** The discipline "Coaching in Psychological Counseling" is aimed at forming in higher education students a system of theoretical knowledge and practical skills regarding the application of the coaching approach in the process of psychological counseling. The course examines the basic theoretical and methodological principles of coaching, its place and role in modern practical psychology, as well as the specifics of coaching interaction with clients.

The discipline involves students mastering the basic models, methods and techniques of coaching, developing skills in their use to support the personal, professional and social development of clients. Special attention is paid to the ethical principles of coaching, the development of the consultant's communicative competence and the integration of coaching tools into the practice of psychological counseling.

**The subject of study of the academic discipline** are the theoretical and methodological foundations of coaching in psychological counseling, the patterns and principles of coaching interaction, as well as the methods, techniques and tools of coaching used in the process of psychological support for the personal and professional development of clients.

**The aim of the course:** is the formation of internal professional motivation in students to provide psychological counseling, the development of professional coaching communication skills, as well as the acquisition of knowledge about the main theoretical approaches to coaching and the mastery of methods and techniques of modern practical psychology used in the process of psychological counseling in order to support the personal and professional development of clients.

### **Objectives of the academic discipline:**

- studying the theoretical and methodological foundations of coaching in psychological counseling;
- mastering professional terminology used in the field of coaching and consulting psychological practice, and developing skills in its correct application;
- familiarization with the peculiarities of organizing the coaching process, its structure and the specifics of the interaction between the psychologist-consultant and the client;
- studying the main approaches, models and coaching technologies used in psychological counseling;
- formation of internal professional motivation in students, development of professional communication skills and coaching communication.

**Prerequisites of the academic discipline.** The discipline "Coaching in Psychological Counseling" is an integral part of the disciplines of the professional cycle of the normative block and is aimed at solving the tasks of fundamental professional training of highly qualified specialists - masters of psychology (medical psychology). Its mastery assumes that higher education applicants have basic knowledge of general, age-related and medical psychology, psychophysiology of mental processes and states, as well as an understanding of the psychophysiological foundations of human behavior and activity, necessary for the effective application of coaching approaches in psychological counseling.

### **Software competencies**

<b>General competencies</b>	<b>ZK4.</b> The ability to learn and master modern knowledge. <b>ZK5.</b> The ability to be critical and self-critical. <b>ZK6.</b> Ability to make informed decisions. <b>ZK7.</b> The ability to generate new ideas (creativity). <b>ZK8.</b> Interpersonal skills. <b>ZK9.</b> Ability to work in a team.
<b>Special competencies</b>	<b>SK1.</b> The ability to operate with the categorical-conceptual apparatus of psychology <b>SK8.</b> Ability to organize and provide psychological assistance (individual and group). <b>SK9.</b> Ability to carry out educational and psycho-prophylactic workactivityaccording to request. <b>SK10.</b> Ability to adhere to professional ethics.
<b>Learning outcomes</b>	<b>PH9</b> To propose their own ways of solving psychological tasks and problems in the process of professional activity, to make and argue their own decisions regarding their solution. <b>RN11</b> Develop and implement a plan for the consultative process, taking into account the specifics of the request and the individual characteristics of the client, and ensure the effectiveness of one's own actions. <b>RN15</b> Be responsible for professional self-improvement, training and self-development <b>RN18</b> Take effective measures to preserve health (your own and those around you) and, if necessary, determine the content of the request for supervision. <b>PH 20</b> Present and justify determinism and hypotheses regarding the emergence and development of socio-psychological phenomena.

### Content of the academic discipline

No.	Topic name	Number of hours, of which:			
		Lectures	Seminar classes.	Independent work	Teaching methods/assessment methods
<b>1 semester</b> <b>Content module 1.</b>					
Topic 1.	<b>Unit 1. Introduction to coaching in psychological counseling</b> Reading: Definition, goals, and principles of coaching. Listening: Differences between coaching, mentoring, and psychotherapy. Speaking: Discussing the role of coaching in professional psychology. Vocabulary: Coaching, client, goal-setting, motivation, feedback. Language work: Working with key definitions and distinguishing terms.	3	2	6	<b>Teaching methods:</b> verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive;
Topic 2.	<b>Unit 2. Models and approaches in coaching</b> Reading: Main coaching models: GROW,	1	1	4	

	SMART, Solution-Focused, and NLP-based approaches. Listening: Applications of different coaching approaches in counseling. Speaking: Comparing coaching models and their effectiveness. Vocabulary: Model, framework, solution-focused, goal-oriented. Language work: Summarizing approaches and explaining differences.				problem-based presentation method; partially-search; research; interactive methods (discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; practicing skills; working out discussion questions); modeling of professional activity; innovative teaching methods (competence-based; project-research); case method.
Topic 3.	<b>Unit 3. Psychological foundations of coaching</b> Reading: Theories of motivation, personality, and learning applied in coaching. Listening: Psychological principles that underpin coaching effectiveness. Speaking: Explaining how psychological theories inform coaching practice. Vocabulary: Motivation, self-efficacy, resilience, emotional intelligence. Language work: Connecting psychological theory to coaching techniques.	2	2	6	
Topic 4.	<b>Unit 4. Communication and active listening in coaching</b> Reading: Core communication skills for coaches. Listening: Techniques of active listening and effective questioning. Speaking: Practicing open-ended questions and reflective listening. Vocabulary: Active listening, paraphrasing, mirroring, empathy. Language work: Using professional terminology in dialogues.	1	1	4	<b>Evaluation methods:</b> oral control (oral survey, assessment of participation in discussions, other interactive learning methods); written control (control, independent work); test control (closed-form tests: test-alternative, test-compliance); method of self-control and self-assessment; evaluation of case tasks.
<b>Content module 2.</b>					
Topic 5.	<b>Unit 5. Building rapport and trust with clients</b> Reading: Importance of trust and rapport in coaching. Listening: Strategies to establish a productive coaching relationship. Speaking: Practicing techniques for building client trust. Vocabulary: Rapport, trust, engagement, interpersonal	3	2	6	

	connection. Language work: Formulating professional statements to build rapport.				
Topic 6.	<p><b>Unit 6. Questioning techniques and powerful questions</b>            Reading: Open vs closed questions, scaling questions, and reflective questioning. Listening: Examples from real coaching sessions. Speaking: Designing questions to guide client insight. Vocabulary: Open-ended questions, reflective questions, probing. Language work: Practicing question formulation in coaching dialogues.</p>	2	1	6	
Topic 7.	<p><b>Unit 7. Feedback and constructive interventions</b>            Reading: Principles of giving effective feedback in coaching. Listening: Case examples of feedback that promotes change. Speaking: Delivering feedback in a clear, non-judgmental way. Vocabulary: Feedback, reinforcement, constructive criticism. Language work: Structuring feedback statements.</p>	2	2	6	
Topic 8.	<p><b>Unit 8. Coaching for self-awareness and emotional intelligence</b>            Reading: Techniques to enhance client self-awareness and EI. Listening: Role of reflection, mindfulness, and emotional regulation. Speaking: Practicing exercises to develop client self-insight. Vocabulary: Self-awareness, reflection, emotional regulation, mindfulness. Language work: Describing emotional processes professionally.</p>	1	1	6	
Topic 9.	<p><b>Unit 9. Motivation and behavior change strategies</b>            Reading: Models of motivation and behavioral change (eg, Transtheoretical Model). Listening: Strategies for fostering sustainable change in clients. Speaking: Designing coaching interventions to increase motivation. Vocabulary: Motivation, readiness to change, reinforcement, habit formation. Language work: Explaining strategies clearly and concisely.</p>	3	1	6	
<b>Content module 3.</b>					
Topic 10.	<p><b>Unit 10. Solution-focused coaching</b>            Reading: Principles of solution-focused coaching and its applications. Listening:</p>	2	1	6	

	Examples of solution-focused interventions in counseling sessions. Speaking: Practicing goal-oriented and resource-based coaching techniques. Vocabulary: Solution-focused, resource activation, future-oriented, exception. Language work: Formulating solution-focused questions and reflections.				
<b>Modular test</b>					
	<b>Total:</b>	<b>20</b>	<b>14</b>	<b>56</b>	
<b>Form of control: credit</b>					

The content of the student's independent work in the academic discipline includes preparation for classroom lessons by studying basic and additional literature, periodicals, Internet sources, performing practical tasks (writing essays, analyzing problem situations, preparing the results of one's own research for presentations at conferences, participating in scientific paper competitions, preparing and publishing scientific articles, theses, etc.) during the semester; independent study of individual topics of the academic discipline; preparation of reports and presentations on the topic of practical lessons; translation of foreign texts of established volumes; performance of individual tasks; preparation for all types of control, including modular control works and final certification; preparation of documents, other types of activities used in the Academy, Institute and Department.

The content of the student's independent work is determined by the work program of the academic discipline of a specific academic discipline, methodological recommendations, tasks and recommendations of the teacher.

**Technical equipment and/or software.** The educational process uses classrooms, a library, an interactive whiteboard, a multimedia projector, and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the World Wide Web, which is provided by a free Wi-Fi network.

#### **Forms of control methods.**

Monitoring the progress of students is divided into current and final (semester).

Current control is carried out during practical, laboratory and seminar classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of current control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- speech on the main issue;
- oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of monographic literature;
- written assignments (tests, quizzes, creative works, essays, etc.);
- preparation of theses, abstracts of educational or scientific texts;
- independent study of topics.

#### **Assessment system and requirements.**

**Table of points awarded to higher education students\***

Topics	Ongoing knowledge assessment										Modular test	Credit	Total points
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9	Topic 10			
Work in a seminar class	3	3	3	3	3	3	3	3	3	3	20	20	100
Independent work	3	3	3	3	3	3	3	3	3	3			

The table contains information about the maximum points for each type of academic work of a higher education applicant.

When assessing the mastery of each topic for current educational activities, the student is given grades taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the Assessment of Academic Achievements of Students of Higher Education at PJSC "Higher Education Institution "MAUP".

The modular test for the academic discipline "Foreign Language in Professional Activity" is conducted in the last lesson of the module in written form, in the form of testing.

Evaluation criteria for the module test in the academic discipline:

When evaluating a module test, the volume and correctness of the tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);

- a grade of "good" (B) is given for completing 80% of all tasks;

- a grade of "good" (C) is given for completing 70% of all tasks;

- a grade of "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- an "unsatisfactory" (FX) grade is given if less than 50% of the tasks are completed.

Failure to appear for a module test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final assessment is carried out in the form of an exam. A student who has completed all the required learning tasks specified in the curriculum is allowed to take the exam.

The final (semester) grade for a discipline assessed by an exam consists of two components: the results of the current assessment and the exam grade.

The maximum score for the ongoing assessment is 60, and for the exam - 40.

The minimum score required to pass the exam is 25.

The grade for the current assessment is formed as the sum of the points received by the student during the seminar/practical classes and any incentive (bonus) points, if any.

After grading a student's exam responses, the instructor adds the exam scores to the scores received for the current grade to determine the final grade for the course.

#### **Examination task grading scale**

Scale	Total points	Criteria
Perfectly	30–40	The task was completed qualitatively; the student received the maximum grade for theoretical knowledge.
Good	20–29	The task was completed qualitatively, with a fairly high percentage of correct answers.
Satisfactorily	10–19	The task was completed with an average number of correct answers; the student demonstrated theoretical knowledge with significant errors.
unsatisfactory with the possibility of reassembly	0–9	The task was not completed; the student demonstrated theoretical knowledge with significant errors.

**Evaluation of additional (individual) types of educational activities.** Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc. in excess of the tasks established by the relevant work program of the academic discipline.

By decision of the department, students who participated in research work and performed certain types of additional (individual) educational activities may be awarded incentive (bonus) points for a specific educational component.

Also, incentive points may be awarded if the student, for example, has completed and defended certain types of work, attended all lectures, seminars and practical classes, has his own handwritten lecture notes and developed additional educational material, has not missed classes without good reason, attended additional consultations with the lecturer, etc.

Incentive points are not normative and are not included in the score distribution table received by higher education applicants and the main scale of the evaluation system.

One event may be the basis for awarding incentive points for only one most relevant educational component.

#### **Assessment of independent work**

The total number of points received by a student for completing independent work is one of the components of academic success in the discipline. Independent work on each topic, in accordance with the course program, is evaluated in the range from 0 to 1 point using standardized and generalized knowledge assessment criteria.

#### **Assessment scale for independent work (individual assignments) assessment criteria.**

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Perfectly	Good	Satisfactorily	Unsatisfactorily
1	1	0.75	0.5	0

Forms of assessment include: ongoing assessment of practical work; ongoing assessment of knowledge acquisition based on oral responses, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects requiring the development of practical skills and competencies (optional format); solving situational tasks; preparing summaries of independently studied topics; testing or written exams; preparing draft articles, conference abstracts and other publications; other forms that ensure comprehensive mastery of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activity at a high level.

A 100-point national and ECTS grading scale is used to assess a student's learning outcomes during the semester.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used.

#### **Final assessment scale: national and ECTS**

<b>Total points for all types of learning activities</b>	<b>ECT8 assessment</b>	<b>National scale assessment</b>	
		<b>for exam, course project (work), practice</b>	<b>for credit</b>
90 – 100	AND	perfectly	Enrolled
82-89	IN	good	
75-81	WITH		
68-74	D	satisfactorily	
60-67	THERE		
35-59	FX	unsatisfactory with the possibility of reassembly	not passed with the possibility of retaking
0-34	F	unsatisfactory with mandatory re-study of the discipline	not passed with mandatory re-study of the discipline

#### **Course policy.**

To successfully complete the course "Coaching in Psychological Counseling", the student must:

- regularly attend practical classes;
- work systematically, systematically and actively in practical classes;
- make up for missed classes or unsatisfactory grades received in classes;
- to fully perform the tasks that the teacher requires to prepare, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic conduct and ethics.

The course "Coaching in Psychological Counseling" involves mastering and adhering to the principles of ethics and academic integrity, in particular, focusing on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and authorial, not overloaded with quotes, and must be accompanied by references to primary sources. Violations of academic integrity are considered to be: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, and biased evaluation.

#### **Recommended sources of information.**

##### **Main:**

1. Whitmore, J. Effective coaching: principles and practice / J. Whitmore. – MKBUKS, 2019. – 336 p.
2. Nezhynska, O. O., Tymenko, V. M. Fundamentals of coaching: a textbook. – Kyiv; Kharkiv: LLC "DISA PLUS", 2017. – 220 p.
3. Borova, T. A. Theoretical and methodological principles of adaptive management of professional development of scientific and pedagogical employees of a higher educational institution / T. A. Borova. – K., 2012. – P. 170–234.

4. Nezhynska, O. O., Tymenko, V. M. Coaching in the activities of a practical psychologist of the educational system: a special course for students of face-to-face and distance learning. – K., 2015. – 44 p.
5. Nezhynska, O. O., Tymenko, V. M. Coaching as a technology for developing leadership in the field of education // Theoretical and scientific-methodical journal "Higher Education of Ukraine", 2017, No. 2 (Appendix 1). – P. 65–68.
6. O'Neill, M. B. Coaching of managers: firmness and openness. A systematic approach to involving managers in solving their problems. – Moscow: Izd-vo MAK, 2005.
7. Kimsey-House, H., et al. Co-Active Coaching: Changing Business, Transforming Lives. - Nicholas Brealey Publishing, 2011. - 228 p.
8. Arloski, M. Wellness Coaching for Lasting Lifestyle Change. Whole Person Associates, 2009. - 251 p.
9. Gallwey, WT The Inner Game of Tennis: The Classic Guide to the Mental Side of Peak Performance. - New York: Random House, 1974.
10. Petrovska, I. R. Increasing the effectiveness of the manager's management activities through coaching // [Electronic resource]. – Access mode: <http://www.lp.edu.ua/Institute/IGS/IPP/WebRC/issues/Pertovska.pdf>
11. Coaching – a tool for personal and professional development [Electronic resource] – Access mode:<http://www.lifecoach.com.ua/>
12. Gavrish, N. V., Zhelanova, V. V. Formation of reflective skills of future educators in the process of solving professional and pedagogical tasks in the context of a coaching approach // Materials of the IV International Scientific and Practical Conference "Value Priorities of Education of the 21st Century". – Lugansk, 2009. – P. 20–27.