



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

Approved:
Name of the department
Minute No. _ _ _ _ _ dated " _ " 2025

Head of the department

(signature)
(full name)

SYLLABUS
of the academic discipline
«Theory and practice of coaching»

specialty: C4 Psychology

educational level: second (master's) level

study program: «Psychology»

General information about the academic discipline

Name of the academic discipline	Theory and practice of coaching
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	second (master's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	5 credits/ 150 hours Lectures: 20 hours Seminars/practical classes: 32 hours Independent work: 98 hours
Terms of study of the discipline	2
Language of instruction	Ukrainian
Type of final control	Exam

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

Course abstract. This course is part of the training programme for specialists in practical psychology. The course covers the basic concepts and aspects of individual and group work in the coaching process.

The subject of the discipline “Theory and practice of coaching” is the theoretical foundations, methods and techniques of coaching.

Course objective: to familiarize students with the basic principles of student life, the rights and obligations of a student, the peculiarities of student activity, means of its optimization, the system of values of a modern student.

The objectives. The course is aimed at mastering modern coaching technology in psychology, which was created to develop the potential of individuals and teams in order to achieve pre-agreed goals and radically change behaviour patterns, leading to the disclosure of the inner potential of the individual.

Task

- to acquire knowledge of the theoretical foundations, concepts, categories and models of coaching;
- to develop skills for building effective coaching partnerships in subject-subject interaction;
- to master coaching techniques for achieving successful results in professional activities.

Prerequisites: The course teaches students how to help others develop their personal potential, increase personal effectiveness, develop communication skills, build constructive relationships with colleagues that maximise the effectiveness of solving current life tasks, etc.

Program competencies and learning outcomes:

General Competencies (GC)	GC3. Ability to generate new ideas (creativity). GC7. Ability to act in a socially responsible and conscious manner. GC8. Ability to develop and manage projects. GC9. Ability to motivate people and move towards a common goal.
Specific (Professional) Competencies (SC)	SC1. Ability to conduct theoretical, methodological and empirical analysis of current issues in psychological science and/or practice. SC8. Ability to assess the limits of one's professional competence and improve professional qualifications.

Program learning outcomes	<p>PLO1 Search for, process and analyse professionally important knowledge from various sources using modern information and communication technologies.</p> <p>PLO5 Develop psychological intervention programmes (training, psychotherapy, counselling, etc.), implement them in individual and group work, and evaluate their quality.</p> <p>PLO 8 Assess the degree of complexity of tasks and make decisions about seeking help or improving qualifications.</p> <p>PLO12. Develop coaching and socio-psychological programmes for the rehabilitation of the population and specific population groups.</p>
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Content of the course:

№	Topic name	Number of hours, including			
		Lec tur ers	Se mi na rs	Indi vid ual wor k	Teaching methods/ assessment methods
Content module 1. Coaching in science.				Teaching methods: verbal (teaching lecture;	

Topic 1.	Conceptual foundations of coaching. The history of the emergence and development of coaching.	2	3	8	conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive; problem based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of
Topic 2.	Modern classification of coaching types.	2	3	10	
Topic 4.	Professional training of coaches. Motivation in coaching	2	3	10	
Topic	Coaching in education and socio-pedagogical work.	2	5	10	

5.					discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.
Modular test work					
Content module 2. Coaching in practice.					
Topic 6.	Classification of coaching types.	2	3	10	
Topic 7.	Coaching techniques, methods and methodologies.	2	3	10	
Topic 8.	Coaching in commerce institutions.	2	4	10	
Topic 9.	The personality of the coach. Coaching clients, their characteristics.	2	4	10	
Topic 10.	Motivation: tools, techniques and principles. Coaching models.	2	3	10	
Modular test work					
Total:		20	32	98	

Form of control: test/exam

Technical equipment and/or software – trainings-room with microfons, official website of MAUP: <http://maup.com.ua> The educational process uses classrooms, a library, 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 and methods of control.

Control of the success of education seekers is divided into current and final (semester).

Current control is carried out during practical (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, a differentiated approach to learning, individualization of learning, etc.

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

-speech on the main issue;

-oral report;

- additions, questions to the person answering;

- systematic work in seminar classes, activity during the discussion of issues; - participation in discussions, interactive forms of organizing classes;

- analysis of legislation and monographic literature;

- written tasks (tests, tests, creative works, essays, etc.);

- preparation of theses, summaries of educational or scientific texts;

- independent study of topics;

- Control of the success of education seekers is divided into current and final.

- **Methods of current control:** oral control (survey, conversation, report,

message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

Grading system and requirements.

Table of distribution of points received by students

	Ongoing knowledge control										Modula r tests	Final assessme nt	Total points
Topics	T o p i c 1	T o p i c 2	T o p i c 3	T o p i c 4	T o p i c 5	T o p i c 6	T o p i c 7	T o p i c 8	T o p i c 9	T o p i c 0	20	20	100
Work in a seminar session			2	3	5		5	5	5	5			
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 the current educational activity, the education applicant is given marks 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 at PrJSC "HEI "MAUP".

Modular control. Modular control work on the academic discipline "Academic Studies" is carried out at the last lesson of the module in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Academic Studies":

When evaluating the modular test work, the volume and correctness of the completed 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);
- the grade "good" (B) is given for the completion of 80% of all tasks; - the grade

"good" (C) is given for the completion of 70% of all tasks; - the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly; - the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed. Absence from the modular test work - 0 points.

The above grades are transformed 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 semester control in the academic discipline "Academic Studies" is a mandatory form of assessing the learning outcomes of a higher education applicant. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the program of the academic discipline.

The final control is carried out in the form of a test (oral). The student is admitted to the semester control provided that he performs all types of work.

Semester control in the form of a credit provides that the final grade for the discipline is determined as the sum (simple or weighted) of points for content modules. The credit is issued based on the results of the student's work throughout the semester. The rating score of the student consists of the points received by the student based on the results of current control measures, incentive points.

Assessment 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, etc. in excess of the tasks established by the relevant work program of the academic discipline.

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

Also, incentive points may be awarded if the applicant, for example, 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 no missed classes without good reason, attended additional consultations with the participation of a lecturer, etc.

The amount of incentive points is taken into account when setting the final scores in the credit and examination report (but not more than 89 points in the total) and can be automatically counted when setting the final semester grade for the corresponding educational component.

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system. One event can be the basis for setting incentive points only for one most relevant educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the current academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 3 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	1	0

Forms of independent control: current control based on the performance of practical work; current control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent

development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

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

Summary assessment scale: national and ECTS

learning activities		National scale assessment for exam, course project (work), practice	for credit
90 – 100	A	excellent	counted
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	unsatisfactory with mandatory re-study of the discipline

Course Policy.

- regularly attend lectures and practical classes;
- work systematically, systematically and actively in lectures and practical classes;
- work out missed classes or unsatisfactory grades received in classes;
- perform the tasks required by the teacher in full, their quality is appropriate;
- perform control and other independent work;
- adhere to the norms of academic behavior and ethics.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, scientific competitions among students).

Methodological support of the academic discipline

Students are provided with methodological materials: business games, training cases, coaching and projective techniques in paper and electronic form and methodological recommendations for independent work of higher education students in the academic discipline "Theory and practice of coaching".

Recommended sources of information

Main

1. Group work methods in the system of psychosocial assistance to children and families who find themselves in difficult life circumstances as a result of military action (implementation experience) / [authors: V. V. Baidyk, Yu. S. Bondaruk, Yu. P. Hopkalo, T. B. Gnida, I. O. Kornienko, N. V. Luchenco, Yu. A. Lutsenko, 15 R. A. Moroz, I. I. Tkachuk]; ed. by V. G. Pank, I. I. Tkachuk. Kyiv: Nika-Center, 2020. 122 p. URL: <https://lib.iitta.gov.ua/723324/1/posibnyk-grupovi-formy.pdf>
2. Zlivkov V. L., Lukomska S. O. Modern training technologies for personal development in education. Kyiv. 2022. 184 p. URL: <http://surl.li/fvnao>
3. Nezhynska O.O., Tymenko V.M. Fundamentals of Coaching: A Study Guide. Kyiv; Kharkiv: DISA PLUS, 2017.
4. Khomenko-Semenova L.O. Coaching in the system of student motivation / Current issues in higher professional education in Ukraine. – Kyiv: 2016.

Additional

1. Learning to Solve Problems / T. V. Azarova, O. I. Barchuk, T. V. et al.; Edited by M. R. Bityanova. — Kyiv: Glavnik, 2007. — P. 144. (Series: Psychological Tools).
2. Training Technology / Compiled by: O. Glavnik, H. Bevz; Edited by S. Maksymenko — Kyiv: Glavnik, 2005. — 112 p. (Series: Psychological Tools).
3. Adult Learning Technologies / Edited by O. Glavnik, G. Bevz. — Kyiv: Glavnik, 2006. — 128 p. (Series: 'Social Worker's Library').

4. Trainer's Suitcase / Edited by O. Glavnik, R. Bezpalcha, O. Popova. — Kyiv: Glavnik, 2006. — 144 p. (Series: Psychological Tools).

Internet resources

1. <https://stud.com.ua>
2. <https://pidruchniki.com>
3. psylib.org.ua › books › plato01
4. Official website Ministries education and sciences of Ukraine
<https://mon.gov.ua/ua>
5. Official website National agencies from software of the highest quality education <https://naqa.gov.ua/>
6. Search system Google Academy - <http://scholar.google.com>
7. Website "Brain" Maps» - <http://brain-maps.org/>