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# **Empsy® Empowerment Psychology Network**

## **Module Handbook**

Module Title: **Coaching Psychology**

Module Code: **CPN 7001**

Level 7

Programme Director: **Dr. Ho Law**

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# **CPN 7001 Coaching Psychology**

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# CPN 7001 Coaching Psychology

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## Introduction

Welcome to the CPN 7001 Coaching Psychology module. This module is designed to provide the foundation for learners wishing to be specialised in becoming practising coaching psychologists and/or coach in their future career and professional development. On completion of this module, you would gain a better understanding of both the theories and practice which underpin coaching psychology; and how they differentiate themselves from other form of coaching and counselling.

Consequently, the module is designed around theories and practice that are relevant to the core competences of coaching psychologist. While the knowledge of psychology that you developed in your other studies (such as learning theories and human development) may also be applicable to coaching psychology, you will from this module learn more about the popular approach of coaching psychology and the psychological theories that underpin coaching practice.

Learning through practice is an important component in this module. In fact, the assessment requires you to demonstrate your reflective learning from the experience that you gain during the PowerPoint lectures, supervision, reading relevant literature and study guide as well as the practical exercises. Thus it is important for you to attend any lectures and supervision sessions (seminars) as recommended and completing the guided exercises described in the study guide and actively engage in the discussion during the seminars.

If you actively engage in the lectures and seminar sessions throughout this semester and follow up with additional studies and practice, you should be confident to meet all the learning outcomes for this module. Further information about assessment for this module is provided in this handbook. If you have any questions or experience any difficulties in doing your assessment, please let me know. One-to-one supervision sessions may be arranged as appropriate – this may be a face-to-face meeting or over an online platform/telephone).

Coaching psychology as a profession is a new and exciting field; I would appreciate your feedback on all aspects of this module throughout this semester.



**Dr. Ho Law** PhD CPNpsychol CSci AFISCPN(Accred) AFBPsS FHEA M.EAWOP  
Honorary Professor of Research & Psychology  
Founder, Empsy® Cambridge Coaching Psychology Group

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Week	Activities
1	Induction Week: getting started, introductions
2	Section 1 - An Introduction to Coaching Psychology
3	
4	Section 2 - Foundation and Theoretical model of Coaching Psychology
5	
6	Section 3 - psychology - Research & Practice
7	
8	Section 4 - Techniques in Practice
9	
10	Section 5 - Applications of Coaching Psychology
11	
12	Section 6 - Evaluation.
	Conclusion and review; work on assessment
13	Complete and submit assessment for accreditation

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## Timetable

The table below gives an indication of how you may spend your time over a typical study period.

Wk	Date starts	Weekly program	Seminar/Practical:	Coach / Supervisor
1		*Induction		
2		<b>An Introduction to Coaching Psychology:</b> Definitions	Discussion Ethical practice	HL
3		<b>Foundation and Theoretical model of Coaching Psychology</b> Positive Psychology & learning theories	Strength based coaching & reflective log	HL
4		Comparison of Theoretical models of Coaching psychology with Coaching models GROW & UIF		HL
5			Develop your own coaching model/practice	HL
6		<b>Coaching psychology – Research &amp; Practice</b>		HL
7		Reading week	Optional Practical exercises	
8		<b>Applications of coaching psychology</b>	Optional Practical exercises	HL
9		Health Coaching and Personal/Life Coaching		HL
10		<b>Case studies</b>	Sharing of your own cases & review of reflective logs	HL
11		Executive Coaching in organizations		HL
12		Evaluation & Evidence-based coaching		HL
13			Optional Practical exercises and reflection	HL
Submission of Reflective Log				
<b>Coach / Supervisor:</b> HL: Dr Ho Law				

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## Module specification

<b>Module Title:</b> Coaching Psychology	<b>Module Code:</b> CPN 7001 <b>Level:</b> M <b>CATS Credit:</b> 30 <b>ECTS credit:</b> 15	<b>Module Leader:</b> Dr Ho Law  <b>Additional Tutors:</b> TBC
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### Aims of the module

The overarching aim of this module is to *introduce the theories and practice of coaching psychology in a wide range of contexts (personal, professional and organizational/community)*, thereby enabling learners to:

- develop a range of employability-related capabilities and attributes
- Promote confidence in their ability to reflect on and articulate these capabilities in a range of situations as part of their career and professional development.

In relation to the above aims and the learner's learning outcomes (see Section on learning outcomes, which also link to their assessment criteria); this module also aims to enable learners to:

1. *Understand the concept and purpose of coaching psychology in the organization & community.*
2. *Determine the use of coaching psychology as a tool in the development human potential.*
3. *Understand the relationship between coaching psychology and therapy.*

### Main Topics of Study

1. Commonalities and differences between coaching, therapy and other activities
2. Research and Theoretical models of Coaching Psychology
3. Applications of learning theories and Positive Psychology within the coaching practice.
4. Specific skills, techniques and approaches.
5. Application of core coaching skills.

### Learning Outcomes for the Module

At the end of this module, learners will be able to (in relation to the aims described above):

#### *Knowledge*

- 1.1 *Describe the purpose of coaching psychology in personal, professional organization and community development*
- 1.2 *Describe the role of a coach and coaching psychologist*
- 1.3 *Evaluate the effectiveness between coaching practices*

#### *Thinking skills*

- 2.1 *Evaluate the benefits of coaching*
- 2.2 *Explain the role of learning in coaching*
- 3.1 *Analyse the role of self as a coach and therapist.*
- 3.2 *Explain how coaching psychology is linked to individuals self identify*

And to:

4. *Reflect on and evaluate their own practice through 360 degree feedback and coaching/supervision practices.*

#### *Subject-based practical skills*

5. *Demonstrate familiarity with a range of coaching skills.*

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6. Recognise and observe boundaries and ethical issues.

*Skills for life and work (general skills)*

7. Reflect on the applicability of coaching psychology in their own life (personal, professional, and business/organizational development).

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures, demonstrations, workshops, experiential activities, discussions on VLE (e.g. zoom.us) and supervision.

Study guide, self study, reading and exercises, discussions on VLE and email and/or supervision

<b>Assessment methods which enable learners to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated</b>
<p>A reflective log (portfolio) of learners personal development throughout the coaching practice that should also include critical analyses of relevant literature, theories and research, as well as reflections on their group work (up to <b>6000 words</b>).</p>	100%	All
<p>Professional standard – In addition to the above, learners are required to demonstrate and achieve certain behavioural standard that is expected within the profession of coaching psychology. This will be assessed in terms of:</p> <ul style="list-style-type: none"> <li>• The way they interact with each other in the practical sessions, interaction and presentations.</li> <li>• Observing the code of ethics, learning contract.</li> </ul>	Pass/Fail	4, 6, 7

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## Reading and resources:

### Core

- Law, H. (2013a). *Psychology of Coaching, Mentoring & Learning*. Second Edition. Chichester: John Wiley & Sons.
- Law, H. (2013b). *Coaching Psychology – a Practitioner’s Manual*. Chichester: John Wiley & Sons.
- Palmer, S. & Whybrow, A. (2007 Ed). *Handbook of Coaching Psychology*, First Edition. 174-192. East Sussex, UK: Routledge.

### Recommended references

- Hefferon, K. & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Applications*. Maidenhead: Open University Press
- Hall, L. (2015 Ed.). *Coaching in Times of Crisis & Transformation*. London: Kogan Page.
- Law, H. (2017). The Transpersonal power of stories: Creating a community of narrative practice. *Transpersonal Psychology Review*, 19(2), 3-11.
- Law, H. & Stelter, R. (2010) Multi story – coaching narrative. *Coaching at Work*. 5(2): 28-33.
- Palmer, S. & A. McDowall (Ed). *The Coaching Relationship*. East Sussex, UK: Routledge.
- Stelter, R. (2013). *A Guide to Third Generation Coaching: Narrative-Collaborative Theory and Practice*. Dordrecht Heidelberg: Springer.
- Stelter, R. & Law, H. (2010) Coaching – narrative-collaborative practice. *International Coaching Psychology Review*, 5, 2, 152-164.
- Wang, Q., Law, H. C., Li, Y., Xu, Z. & Pang, W. (2017). Awareness and Awakening: A Narrative-Oriented Inquiry of Undergraduate Students' Development of Mindful Agency in China. *Front. Psychol.*, 21 November <https://doi.org/10.3389/fpsyg.2017.02036>
- Whitmore, J. (1996). *Coaching for Performance*, London: N. Brealey Publishing.



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## Assessment - Reflective Log

Throughout the course of studying this module, you have been advised to keep a reflective log to record any significant coaching activities that you are engaged in under supervision (including the learning and exercises in the seminars). Select **six** reflective accounts (total **max. 6000 words**) for the assessment of this assignment. This component of assessment carries 100% of the marks for the Module.

In the log you should make use of learning theories in your reflection. The log should include:

1. **Description** – context, background to person & session; contracting, etc. Brief discussion of the session (stating what happened and/or you did) [20%]
2. **Cognition and emotion** - reflect on your thoughts and feelings. What were you thinking/feeling during the engagement? (If it were a coaching psychology session, what do you think about the coachee's/mentee's thoughts and feelings?) [10%]
3. **Analysis** – try to understand what happened and draw meaning from the experience. [20%]
4. **Evaluation** – assess the intended and unintended consequences of the experience. If a similar situation arose again, what would you do? What are you going to do to further improve and develop yourself/performance? [20%]
5. **Conclusion** – summarise the meaning and lessons learned; look for improvement. [10%]
6. **Action plan** – recommend a future plan of action for further learning and improvement. [20%]

We suggest that the coach (trainee) advises the coachee/mentee (client) that they are in training and seek consent to use material from the session in a reflective log. The coach should avoid revealing the identity of the coachee/mentee or their organisations in the log. The individual name and organisation should be changed for this purpose. The format for the log is the choice of the coach/mentor (trainee). However to guide the coach/mentor (trainee) we suggest you use the headings above. Each log should not however exceed 1000 words. You must ensure your Empsy® membership number is clearly shown at the bottom of each page of the document.

### Ethical issues:

Please ensure that you respect the confidentiality and identity of the individuals in your coaching psychology practice.

### Deadline:

To be confirmed

**Submission:** via email

**A copy of your assignment must be emailed to your module leader.**

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## Layouts for the Reflective Logs

**ID:** **Venue:**  
**Date:** **Time:**

**Step 1: Description** – identify a significant event; describe what happened (focus on the concrete experience). **[20%]**

**1.1 Introduction** – provide a brief description of the context of the event & the background including stakeholders.

**1.2 Summary of the process** – succinctly describe the process; stating what you did and why.

**Step 2: Cognition and emotion** – reflect on your thoughts and feelings. What were you thinking/feeling during the engagement? (If it were a coaching psychology session, what do you think about the coachee/mentee's thoughts and feelings?) **[10%]**

**2.1 Mood** (Describe the emotion. How did you feel? How did your coachee/mentee feel? Which emotion regulatory systems were being activated?)

**2.2 Thought** (What was going through your mind? What was your coachee/mentee thinking about?)

**Step 3: Analysis** – try to understand what happened and draw meaning from the experience. **[20%]**

**Reflection 1:** What sense can you make of the experience? How well do you think the process has been delivered? What went well and what did not go so well; how do you understand the beliefs, values and experiences of your coachee/mentee, yourself; how have these self values and concepts impacted on them during these interactions, how were these understood and managed, and how did they transform the coaching outcome?

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**Step 4: Evaluation** – assess the intended and unintended consequences of the experience [20%]

**Reflection 2:** From Reflection 1, would you have done it differently? What else could you have done? What have you learnt and what would you do differently in the future?

**Step 5: Conclusion** – summarise the meaning and lessons learned; look for improvement. [10%]

**Reflection 3:** On balance, what is your conclusion?

**Step 6: Action plan** – recommend a future plan of action for further learning and improvement. If a similar situation arose again, what would you do? What are you going to do to further improve and develop yourself/performance? [20%]

Provide a personal development plan as a result of the above learning.

And finally...

**Mood now** (Having achieved the above, how do you feel NOW? Which emotion regulatory system are you activating?)

**References:**

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\*All the possible marks are: 0, 15, 25, 35, 42, 45, 48, 52, 55, 58, 62, 65, 68, 75, 89, 90, and 100

## Feedback sheet – Reflective log

Learner's number:		Assessor's mark:		Moderator's mark:		Agreed mark:	
<i>Module code: CPN7001 Reflective log</i>							
Weightings	Distinction (70-100%)	Merit (60 – 69%)	Pass (50 – 59%)	Borderline (40-49%)	Fail (0-39%)		
<b>Description</b> (20%)	The section is well structured and succinctly describes the situation and offers clear and concise information about the stakeholders and their roles.	The section gives a short but concise and clear overview of the situation, stakeholders and their role.	The section gives a short overview of the situation and stakeholders' role. It may however leave the reader with questions about the situation or their roles.	The section gives a short overview. It leaves out substantive aspects about the situation or stakeholders' roles.	The section fails to provide any context for the situation or background.		
<b>Cognition and emotion</b> (10%)	Both components are comprehensively/ critically covered for both coachee and self.	Good coverage of both components.	Both components covered, but one limited.	Limited coverage of both components.	Insufficient/missing coverage of at least one component.		
<b>Analysis</b> (20%)	The analysis provides critical reflection on the coachee's and learner's own behaviour and outcome, and makes connections with learning theory. The analysis shows insight and meaning, where appropriate, may also make reference to cross cultural themes.	The analysis provides adequate reflection on the coachee's and learner's own behaviour, and shows some insight and meaning of the outcome.	The analysis provides some reflection on the coachee's and learner's own behaviour, but shows limited insight and meaning of the outcome.	The analysis provides uncritical reflection and limited on one's own behaviour, with no insight into the meaning or the outcome.	Insufficient entries.		
<b>Evaluation</b> (20%)	The section shows deep understanding and learning.	The section shows an adequate amount of understanding and learning.	The section shows some understanding and learning.	The section shows a limited amount of understanding and learning.	The section shows neither understanding nor learning from the reflection.		
<b>Conclusion</b> (10%)	The section succinctly summarises the key learning points; easy to read, clear, fluent and engaging.	The section adequately summarises the key learning points with a good clear writing style.	The section clearly summarises the key learning points.	Unclear, but sufficient for understanding.	Difficult to understand.		
<b>Action plan</b> (20%)	The section succinctly summarises the key points of action; shows evidence in other log entries that some of the actions have been followed up.	It adequately summarises the key points of action; but shows limited evidence in other log entries that some of the actions have been followed up.	It summarises the key points of action; but shows no evidence in other log entries that some of the actions have been followed up.	It superficially summarises the key points of action.	Insufficient or no action plan.		

\*Comments:

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## Sample Consent Form

### **Empsy®** coaching psychology training

Thank you for agreeing to participate as a coachee/mentee while I am engaged in training. As part of the training I am required to complete a reflective log and would like to use the material which we cover in the coaching sessions, as part of the log.

While I will make reference to the issues which we discuss, I will identify you in the log as 'A' and your organisation as 'Z' to ensure your anonymity which we discussed at the start. I will not reveal any specific information in the log which enables you to be personally identified.

You are free to withdraw from the coaching session at any time, and can also ask me to either exclude all or part of what we discuss. I will ensure that these items are not included in the log.

If you wish to see a copy of the log which relates to our coaching sessions I would be happy to provide this.

A copy of the log will be supplied to my mentor/supervisor for assessment. The log may also be seen by other Empsy® members for the education purposes (peer supervision). These individuals are bound by confidentiality. The information will not be released to third parties or published in any form without permission (e.g. additional consent form for publication is signed).

Please sign below to indicate your consent to proceed on these terms:

I agree to the terms specified in this consent form:

Signature:

Name:

Dated:

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## Professional standard – Record & Feedback sheet

<b>Member number:</b>	<b>Supervisor: Dr Ho Law</b>
<b>Module code: CPN7001</b> <b>Integrative Professional standard</b>	
<b>Addressing the question</b> <i>Please give each statement a mark from 1 to 10 - 1 being the lowest mark and 10 the highest.</i>	<b>Comment</b>
<b>Self awareness</b> 1. Did the learner attend the supervision/mentoring meetings regularly and punctually.	<input type="checkbox"/>
<b>In relation to others</b> 2. Did the learner respect the supervisor/mentor and other learners/coachees/mentees? 3. How well did the learner observe the learning contract? 4. How well did the learner observe the code of ethics?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>In relation to learning</b> 5. Did the learner appear interested in the subject and/or learning in general? 6. Did the learner give helpful comments during the interaction? 7. Did the learner relate course material to their current issues and practice? 8. Did the learner take additional initiatives? 9. How well did the learner present during the semester? 10. How well did the learner learn their subject?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>In relation to Learning Outcomes</b> <input type="checkbox"/> Were you satisfied with the overall behavioural standard of the learner?	<b>Overall Assessment:</b> <b>Pass/Fail</b>

### Active engagement

If you attend actively participate all module activities, then you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build up in your supervision/mentoring meeting support you in your achievements.

## Keep in touch Further Support!

### **One-to-one or small group support:**

Individual tuition/supervision can be provided if needed. Appointments can be arranged on a mutually convenient basis.

There are plenty of ways to keep in touch with what's happening at **Empsy®** Network. You can:

- follow us on Twitter: [@empy](#)
- join our [Facebook](#) group:  
<https://www.facebook.com/groups/19570042648>
- LinkedIn group:  
<https://www.linkedin.com/groups/2680307>
- Check out membership page to connect with other members and their activities – <http://empy.com/members.htm>