

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Developing the potential of others through self-understanding and holistic coaching
<b>2</b>	<b>Module Credits</b>	20 credits
<b>3</b>	<b>Module Level</b>	Level 7
<b>4</b>	<b>Module Code</b>	LBR7701
<b>5</b>	<b>Semester Taught</b>	Semesters 1 and 2

<b>6</b>	<b>Module Overview</b>
<p>This module is designed for individuals who aspire to help develop the potential of others through holistic coaching. It is predominantly aimed at graduate health and social care practitioners, and especially individuals who already hold professional accreditation in areas such as counselling, CBT, psychotherapy, and other therapeutic wellbeing practitioners. It utilises the cutting-edge Intelligent Behaviour Analytics framework (IBA®) which uses a holistic approach to supporting an individual's health and wellbeing, using bespoke software. This approach addresses an individual's own deep self-understanding across multiple stages of the IBA framework that encompass; behaviour (self and others), emotions, interaction preferences and an individual's own life events.</p> <p>A prerequisite of study is to have successfully completed Level 7, MSc Module, <i>Understanding and Managing Behaviours of Self, Teams and Organisations</i> (module code LBR7566).</p> <p>In progressing to this second "IBA" module you will:</p> <ul style="list-style-type: none"> <li>• Explore how to assist others in their own journey of self-understanding;</li> <li>• Learn how to support and guide people through the various stages of the IBA framework and bring further depth and relevance to an individual's personal report</li> <li>• Discover common challenges and limitations we all experience and learn to respond more effectively to these challenges;</li> <li>• Practice effective methods and practical applications to help individuals reach their full potential and balance their lives effectively using evidence-based holistic methods.</li> <li>• Acquire the skills to empower others to increase their confidence and resilience levels, resulting in improved and sustainable outcomes both personally and professionally.</li> </ul> <p>Throughout this module, you will be encouraged to undertake student-led activities and independent study with guidance from the module tutors. You will gain first-hand experience of the IBA facilitation process and then have the opportunity to critically review, evaluate, apply and reflect upon the process in line with your own practice and professional development.</p> <p>The aims of the module are to:</p> <ul style="list-style-type: none"> <li>• Enable you to gain the skills, knowledge, behavioural competencies and resilience, to effectively understand others with the aim of guiding and facilitating the self-development process and potential of others.</li> <li>• Develop and further enhance your own pre-existing coaching skills to enable improvements in the way you practice and confidently deliver services.</li> </ul>	

This module aligns with the Professional Practice programme philosophy and is designed to be flexible and practice led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken (incorporating both lectures, tutorials and online activities via Moodle) in line with the University's learning and teaching strategy. You will be encouraged to think critically as well as engaging in both directed and self-directed learning activities.

You will be an active partner in your own learning and development and in return you will receive regular feedback and feed-forward aimed at developing your academic and clinical skills, having the opportunity to discuss your ongoing progress with the module team.

## 7 Indicative Content

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

**Core content** is taught online.

- Although you will have already experienced the interactive software in module 1 (LBR7566), you will be expected to answer the questionnaire again to obtain an updated personal report. This is a critical component to support the learning process throughout this module.
- You will need to watch approximately 20 bite-size lecture videos using the BCU Moodle learning platform.

### 3 x Interactive Classrooms

- Duration: 3 hours for each classroom
- Accessibility:
  - Delivered in a classroom setting at our City South Campus, Westbourne Rd, Birmingham B15 3TN
  - If you are unable to attend in person, you will be able to join the classroom online
  - All classrooms will be recorded and uploaded onto BCU Moodle so that you can re-watch to support their learning experience.

### Tutorials (online)

- All students receive 3 x 30-minute individual online tutorials.

### Section 1: Self-understanding.

1. Review, revision and update of the IBA framework including:
  - 4 Rooms
  - 4Fs
  - Behaviours
  - Emotions
  - Interactions
  - Life Events
2. Complete the software with respect to your own updated personal report.

## **Session 2: Professional facilitation skills**

To be an effective IBA facilitator you will explore a range of skills and considerations required in the professional setting. These will include:

- Interpersonal skills
  - Active listening
  - Non-verbal communication
  - Verbal communication
  - Active presence and building rapport
  - Questioning and thoughtful response
  - Awareness of personal bias
  - Dealing with challenging clients
  - Dignity, respect, fairness and equality
  
- Professional considerations
  - Creating a positive and professional environment
  - Contracts and setting expectations
  - Accreditation and Insurance
  - Personal behaviour and risk management
  - Safeguarding
  - Safe & effective practice

## **Section 3: Individual reports and case studies**

We will delve deep into case studies, developing your ability to read, understand and bring to life an individual's itse report, including the analysis of a pressure graph, pace/focus and accelerator/brake systems.

- The instinctive 4F response
- How individuals are motivated
- How an individual's behaviour may shift under pressure
- How an individual may be perceived by others
- Natural points of conflict with others

## **Section 4: The facilitation process**

This section will look at your role in a facilitation session.

- How to tailor advice specifically for an individual
- Understand an effective mode of delivery for each person
- Learn how to draw forth from an individual, their meaning, purpose, and unique voice.
- Empowering others to make change in their lives with increased levels of self-understanding.
- Creating realistic/sustainable goals and future plans
- Modes of delivery and pace to include:

- Encouraging, validating and supportive role.
- Challenging and perspective shifting role.

### Section 5: Areas of speciality and plenary

Explore and discover how in-depth knowledge of the IBA framework can enhance many areas of speciality within coaching and therapeutic settings. This is an opportunity to reflect upon your own current professional practice and plans for future development and speciality.

- Wellbeing, nutrition, and fitness
- Relationships
- Anxiety
- Grief
- Executive coaching
- Leadership coaching
- Team coaching

8		Module Learning Outcomes	
<b>On successful completion of the module, students will be able to:</b>			
	<b>1</b>	Demonstrate a professional level of competency to facilitate an effective IBA holistic session with respect to interpersonal skills, ability to create a professional environment and engage in active listening.	
	<b>2</b>	Apply knowledge and skills to offer practical advice, understand and describe unique itse reports, and offer feedback to the individual which feeds into a future plan to support their goals.	
	<b>3</b>	Critically reflect on your case study work, evaluate your progress as a facilitator and formulate a plan for your future professional development in your chosen area.	
	<b>4</b>	Articulate your experience within the context of wider literature and/or relevant theory. Deploy appropriate written communication skills.	

9				Module Assessment			
<b>Learning Outcome Number</b> <i>(from table 8)</i>		<b>Coursework</b>		<b>Exam</b>		<b>In-Person</b>	
<b>1 &amp; 2</b>				<b>Practical Exam 40%</b>			
<b>3 &amp; 4</b>		<b>Report 60%</b>					

10			Breakdown Learning and Teaching Activities		
<b>Learning Activities</b>		<b>Hours</b>		<b>Details of Duration, Frequency and other comments</b>	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and		<i>9 hours</i>		<i>3 x 3-hour Classrooms (in person or online)</i>	
		<i>1.5 hours</i>		<i>3 x 30 minute online one-to-one tutorials</i>	

workshops as specified in timetable		
<b>Directed Learning (DL)</b> includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	<p>The times below are averages and therefore should be used as a guideline only. Some students may complete the process faster or may take slightly longer.</p> <p>15 hours</p> <p>60 hours</p> <p>39.5 hours</p>	<p>Students are given an access code to experience the interactive software. This is a critical component to support the module content.</p> <p>Approx 20 bite sized videos on Moodle to be watched.</p> <p>Work with an individual and conduct an IBA facilitation holistic coaching session. Write a reflective report (essay style) which critical evaluates the facilitation process that they undertook. Approx 2000 words.</p>
<b>Private Study (PS)</b> includes preparation for exams	75 hours	Other Self-directed study e.g.: Reading, Consolidation in Practice, Personal learning outcomes and Personal Development Plan (how you intend to achieve the learning outcomes), Referencing and critical analysis skills, IT skills
<b>Total Study Hours:</b>	200 hours	
<b>11</b>	<b>Key Texts and Online Learning Resources</b>	
<i>Recommended texts</i> <ul style="list-style-type: none"> <li>• Marston, W.M. (2013) <i>Emotions Of Normal People</i>. Routledge.</li> <li>• Albrecht, K. (2009). <i>Social intelligence : the new science of success</i>. San Francisco, Calif.: Jossey-Bass ; Chichester.</li> <li>• Boyatzis, R.E., Smith, M. and Ellen Van Oosten (2019). <i>Helping people change: coaching with compassion for lifelong learning and growth</i>. Boston, Massachusetts: Harvard Business Review Press.</li> <li>• Kubler-Ross, E. (1969) <i>On death and dying</i>. New York, Ny: Macmillan Pub. Co.</li> <li>• Marston, W.M. (2013) <i>Emotions Of Normal People</i>. Routledge.</li> <li>• Williams, P. and Menendez, D.S. (2023). <i>Becoming a Professional Life Coach: The Art and Science of a Whole-Person Approach (Third)</i>. W. W. Norton &amp; Company.</li> </ul>		