



PROFESSIONAL COACHING CERTIFICATE

PROFESSOR

Tommy Sutton-Lovett, the Vice President of operations at Lakewood University, is a certified transformational coach. He is a lifelong student and proponent of personal growth and development, especially in the areas of mindfulness and happiness. His mission is to help people find and fulfill their soul's purpose and to align their abilities, personality, thoughts and actions with that purpose.

CONTACT INFORMATION

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BOOKS AND RESOURCES

Professional Coaching: Principles and Practices, 2019

EVALUATION METHOD

Graded work will receive a numeric score reflecting the quality of performance.
Course Requirement Summary

- Assignments - 180 Points
- Forums – 160 Points
- Final Exam – 20 Points

GRADING SCALE

Graded work will receive a numeric score reflecting the quality of performance as given above in evaluation methods. The maximum number of points a student may earn is 1420. To determine the final grade, the student's earned points are divided by 1420.

Your overall course grade will be determined according to the following scale:

- A = (90% -100%)
- B = (80% - 89%)
- C = (70% - 79%)
- D = (60% - 69%)
- F < (Below 60%)

ACADEMIC INTEGRITY/ PLAGIARISM:

Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read but be careful that you interpret these ideas and make them your own.

I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion.

Penalty is a zero on the assignment. In cases where there is a major or continuous breach of trust, further discipline, such as an "F" in the course, may be necessary.

The major consequence of any form of cheating is damage to your character and the result of trust and respect.

DISABILITY ACCOMMODATIONS

Students who have a disability and wish to request an academic accommodation should contact Jim Gepperth, the Disabilities Services Coordinator and Academic Dean. The student can request an accommodation at any time although it is encouraged to do so early in the enrollment process. The student should complete an accommodation request form which begins a conversation between the school and the student regarding the nature of their disability and an accommodation that would help the student succeed in their program. The school may request documentation regarding the disability to address the accommodation request effectively. The school will communicate to the student the type of accommodation arranged. This process typically follows a team approach, bringing together persons from the academic department (including the instructor) and personnel from other departments as necessary. Additional information on disability accommodations may be found in the Lakewood University Catalog.

Disability Services Email: disabilityservices@lakewood.edu

SUPPLEMENTAL TEXTS

You can use the following resources to assist you with proper source citation.

American Psychological Association Style Guide- https://www.mylakewoodu.com/pluginfile.php/118179/mod_resource/content/1/APA%20Style%20Guide%207th%20edition.pdf

The Purdue OWL website is also a helpful resource for students. Here is a link to the OWL website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

LIBRARY

Mary O'Dell is the Librarian on staff at Lakewood University

She is available by appointment. You can make an appointment with her by emailing her at modell@lakewood.edu or call at 1-800-517-0857 X 730

You may also schedule a meeting at this link: <https://my.setmore.com/calendar#monthly/r3a761583354923270/01032020>

She can assist you with navigating LIRN, research, citations etc.

SUPPORT

Each student at Lakewood University is assigned a Success Coach. Your Success Coach exists to assist you with academic and supportive services as you navigate your program. They will reach out to you, often, to check-in. Please use the resources they offer.

Student Services is available to assist with technical questions regarding Lakewood University and all services available to you.

1-800-517-0857 option 2
info@lakewood.edu
studentservices@lakewood.edu

CAREER SERVICES

Students are offered Career Services at any point as they journey their academics at Lakewood University.

1-800-517-0857 option 2
careerservices@lakewood.edu

LESSONS

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #1	<p>The Roots and Evolution of Coaching</p> <p>This lesson helps us understand coaching's complex, dynamic history, and ways in which that history informs coaching today, the textbook chapter focuses on the influences of relevant root disciplines, impacts of influencers' backgrounds on the early discipline and its practices, and socioeconomic factors that led to the rise of coaching as a distinct discipline in the late 20th century.</p>	<p>Read Syllabus</p> <p>Complete Assigned Readings Complete Assignment 1 Complete Discussion Forum - Lesson 1 Complete Lesson Evaluation</p>	Objective 1
Lesson #2	<p>The Business of Coaching Today</p> <p>This lesson presents the current reality of a coaching business. Coaches who own and operate a business must be knowledgeable—not just about the skills of coaching, but also about the best business strategies for keeping their business alive. This chapter offers a review of some business essentials.</p>	<p>Complete Assigned Readings Complete Assignment 2 Complete Discussion Forum - Lesson 2 Complete Lesson Evaluation</p>	Objective 1
Lesson #3			Objective 2

Coach Training: Context, Competencies, Methodology, and Practice

Complete Assigned Readings
Complete Assignment 3
Complete Discussion Forum - Lesson 3
Complete Lesson Evaluation

In this lesson, we present and discuss some key competencies including standards set forth by the IFC and EMCC. Important context methods and practices are also presented.

TITLE
Lesson #4

COURSE TOPIC

Professional Standards: A Developmental Journey

This lesson provides a high-level overview of the key pillars of professional standards of coaching.
Assignment: Please visit www.youtube.com and search for the following, "IFC coaching code of ethics". Please share the link to an online video touching on the IFC's Code of Ethics. Please include a 2-3 paragraph summary of the video's contents and what you learned about coaching ethics from watching it.

READINGS/ASSIGNMENTS

Complete Assigned Readings
Complete Assignment 4
Complete Discussion Forum - Lesson 4
Complete Lesson Evaluation

OBJECTIVES
Objective 1

TITLE
Lesson #5

COURSE TOPIC

Ethics and the Professional Coach: Challenges and Best Practices

In this lesson, ethics is explored in both the historical context generally and in the professional context specifically. The historical contributions and challenges faced by the major coaching associations as they seek to uphold ethical practices for the profession are summarized. Then, after a review of the common ethical principles and guidelines, case studies to consider are offered.

READINGS/ASSIGNMENTS

Complete Assigned Readings
Complete Assignment 5
Complete Discussion Forum - Lesson 5
Complete Lesson Evaluation

OBJECTIVES
Objective 3

TITLE
Lesson #6

COURSE TOPIC

READINGS/ASSIGNMENTS

Complete Assigned Readings
Complete Assignment 6
Complete Discussion Forum - Lesson 6
Complete Lesson Evaluation

OBJECTIVES
Objective 2

Honing the Ultimate Coaching Advantage: The Coach/Client Relationship

In this lesson, we explore an aspect of coaching deeper than technique or behavior. We identify the advantages of maximizing a robust coaching relationship with clients, because therein lies the active ingredient for best outcomes. We explore the coaches' way of being, which includes how they see and think, and the state of their hearts. We also examine how coaches can tap into their most authentic selves to facilitate success in the coaching relationship.

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #7	The Coach as Awareness Agent: A Process Approach	Complete Assigned Readings Complete Assignment 7 Complete Discussion Forum - Lesson 7 Complete Lesson Evaluation	Objective 2 Objective 7
	This lesson describes the essence of awareness and practices for cultivating and using awareness strategically for ongoing learning and action. We propose awareness development as the key component of successful 21st-century leadership.		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #8	Mindful Compassionate Coaching: An Approach Perfect for "VUCA" Times	Complete Assigned Readings Complete Assignment 8 Complete Discussion Forum - Lesson 8 Complete Lesson Evaluation	Objective 2
	In this lesson, we propose that mindful compassionate coaching (MCC), an approach underpinned by mindfulness, compassion, and body wisdom, is just what is needed to support individuals, teams, organizations, and society as a whole to not only cope, but to thrive and flourish in this VUCA world.		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #9	Supporting Autonomy, Competence, and Relatedness:	Complete Assigned Readings Complete Assignment 9 Complete Discussion Forum - Lesson 9 Complete Lesson Evaluation	Objective 1 Objective 2

The Coaching Process From a Self-Determination Theory Perspective

In this lesson, we discuss self-determination theory as an approach of considerable utility to coaching.

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #10	Maturity Coaching: Enabling Vertical Development in Leaders	Complete Assigned Readings Complete Assignment 10 Complete Discussion Forum - Lesson 10 Complete Lesson Evaluation	Objective 2 Objective 4
	<p>This lesson discusses how a coach can facilitate greater maturity in adults by applying the knowledge of vertical development to tailor their coaching to the client's "stage" of development.</p>		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #11	Executive Coaching: A Psychodynamic Approach	Complete Assigned Readings Complete Assignment 11 Complete Discussion Forum - Lesson 11 Complete Lesson Evaluation	Objective 2 Objective 4
	<p>In this lesson we will cover the core challenge of executive coaching and how to help clients relinquish longstanding but unhelpful patterns of leadership behavior in favor of more effective strategies.</p>		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #12	Integral Coaching: Whole Person Development in a Complex World	Complete Assigned Readings Complete Assignment 12 Complete Discussion Forum - Lesson 12 Complete Lesson Evaluation	Objective 2 Objective 5
	<p>This lesson offers an introduction to integral coaching. We begin by providing an overview of the theoretical basis for integral coaching. We then highlight what makes integral coaching unique and sets it apart from other schools. We then look at Integral Theory. Next, we discuss Constructive Developmental Theory and the concept of "vertical development."</p>		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #13	Leadership Coaching as a Growth Cycle: From Transition to Transition	Complete Assigned Readings Complete Assignment 13 Complete Discussion Forum - Lesson 13 Complete Lesson Evaluation	Objective 6
	In this lesson we will emphasize and discuss the reality of leadership coaching engagement as cycle of growth, from transition to transformation and back to transition, but that it also can and should be a reciprocal one for both client and coach.		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #14	Life Coaching: The Heart and Soul of Professional Coaching	Complete Assigned Readings Complete Assignment 14 Complete Discussion Forum - Lesson 14 Complete Lesson Evaluation	Objective 2 Objective 5
	In this lesson, we discuss the most important and recognizable form of coaching, life coaching. We place it in it's proper context and explain what it essentially is. The author of the textbook chapter uses their own story and presents some key techniques and strategies.		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #15	Coaching and Spirituality: A Mutually Resourceful Relationship	Complete Assigned Readings Complete Assignment 15 Complete Discussion Forum - Lesson 15 Complete Lesson Evaluation	Objective 1 Objective 5
	In this lesson, we discuss how helping align the client access their spiritual framework can be useful for the client and for the coaching relationship. Not only does spirituality provide rich resources for coaching, but also coaching serves as a resource for developing a deeper and richer spirituality.		

TITLE	COURSE TOPIC	READINGS/ASSIGNMENTS	OBJECTIVES
Lesson #16	Career Coaching: The ADAPT Framework	Complete Assigned Readings Complete Assignment 16 Complete Discussion Forum - Lesson 16 Complete Lesson Evaluation	Objective 1
	This chapter outlines a meta-view of career coaching as a framework for the coaching engagement and utilization of	Complete Final Examination	

theories, models, and tools.
Coaching conversations are
often referred to as a “dance”
between coach and client.

DESCRIPTION

Coaches are increasingly becoming indispensable tools for individuals who wish to be assisted in transforming their lives. In this course, we will discuss the background and framework for a successful and effective coach. We will discuss the theories, practices, and actions of a useful coach. Far from being an intangible and ethereal discipline, this course will demonstrate the grounded and useful reality of coaching. Students will know the marketing principles, and emotional framework needed to be a successful coach and entrepreneur.

Program Objectives

1. Explain what coaching is as a concept and profession
2. Explain the Core Considerations in Coaching in terms of concerns and how they assist with transitions.
3. Differentiate various Theories and Frameworks in Coaching and apply them in practice.
4. Describe the fundamentals of online/virtual coaching frameworks.
5. Research, compare and choose a niche coaching market that speaks to them.
6. Enact marketing principles and techniques to acquire clients.
7. Define and develop a coaching practice that uses mindfulness as a competitive advantage and boon for clients.

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