University of Silesia in Katowice

1.	Field of study	**Philosophical Counseling and Coaching**
2.	Faculty	Faculty of Humanities
3.	Academic year of entry	2023/2024 (winter term), 2024/2025 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	General information about the module	
Module name		**Theories of coaching**
Module code		DFC1_TC
Number of the ECTS credits		4
Language of instruction		
Purpose and description of the content of education		Moduł Teorie coachingu przedstawia różne podejścia i nurty w ramach coachingu. Pokazuje zaplecze teoretyczne coachingu zaczerpnięte z różnych stanowisk psychologicznych, filozoficznych, pedagogicznych i in. Przedstawia definicje i podstawowe typy coachingu, powiązania coachingu ze sferami życia i działalności człowieka, w tym biznesu. Omawiane i analizowane są Kluczowe Kompetencje Coacha wg. Interenational Coach Federation oraz dobre praktyki w coachingu związane z budowaniem etosu profesjonalnego coacha. Osoby studiujące znają założenia teoretyczne i metody różnych podejść w ramach coachingu, poszerzają rozumienie struktury procesu cachingowego, warunków związanych z odpowiedzialnym świadczeniem usług coachingowych oraz perspektyw rozwijania przedsiębiorczości w branży coachingu. Rozwijają umiejętności związane z tworzeniem kontraktu coachingowego, nawiązywaniem współpracy, budowaniem relacji oraz radzeniem sobie w trudnych sytuacjach zawodowych.
List of modules that must be completed before starting this module (if necessary)		[DFC1_FWPIS1] Philosophy. Selected problems and standpoints 1 [DFC1_MINC1] Coaching methods and tools 1 [DFC1_MINC2] Coaching methods and tools 2 [DFC1_PO] General psychology [DFC1_PS] Social psychology

8.	Learning outcomes of the module			
Code		**Description**	**Learning outcomes of the programme**	**Level of competenc (scale 1-5)**
DFC1_TC_1		Zna różne podejścia i nurty w ramach coachingu w odniesieniu do ich teoretycznych podstawa w dyscyplinach społecznych i filozofii.	DFC1_W03 DFC1_W08	4 5
DFC1_TC_2		Rozumie standardy branżowe określające warunki prowadzenia profesjonalnego coachingu i ich rolę w budowaniu etosu zawodowego oraz prawidłowego odbioru społecznego.	DF1_K01 DF1_K04 DFC1_W06	4 4 4
DFC1_TC_3		Umie budować profesjonalne relacje w tym prawidłowo kontraktować usługi, w sposób komunikatywny przedstawiać specyfikę coachingu na tle innych postaci pracy rozwojowej i pomocowej.	DF1_U01 DF1_U07	4 4
DFC1_TC_4		Potrafi radzić sobie w trudnych sytuacjach w pracy coacha, w tym takich, w których potrzebna jest pomoc innego specjalisty.	DF1_K03	4

		DF1_U02	4
		DF1_U05	4
DFC1_TC_5	Rozumie celowościową strukturę przebiegu procesu coachingowego w relacji do niedyrektywnej metodyki pracy opartej na odkrywaniu zasobów klienta.	DF1_U06	4
		DF1_U08	3
		DFC1_W11	4
DFC1_TC_6	Potrafi w sposób przedsiębiorczy przygotowywać się do rozwijania własnej działalności usługowej związanej z coachingiem.	DF1_K05	3
		DFC1_U12	3
		DFC1_W10	4

9.	Methods of conducting classes	
Code	**Category**	**Name (description)**
a01	Lecture methods / expository methods	**Formal lecture/ course-related lecture** *a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided*
b01	Problem-solving methods	**Problem-based lecture** *an analysis of a selected scientific or practical problem accompanied by its assessment and an attempt to provide a solution to the issues presented in the lecture as well as the indication of the consequences of the proposed solution*
b04	Problem-solving methods	**Activating method – discussion / debate** *an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem*
b07	Problem-solving methods	**Activating methods: a case study** *a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon*
f02	Methods of self-learning	**Individual work with a text** *searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue*

10.	Forms of teaching					
Code	**Name**		**Number of hours**	**Assessment of the learning outcomes of the module**	**Learning outcomes of the module**	**Methods of conducting classes**
DFC1_TC_ćw	practical classes		30	course work	DFC1_TC_3, DFC1_TC_4, DFC1_TC_5, DFC1_TC_6	b04, b07, f02
DFC1_TC_w	lecture		20	exam	DFC1_TC_1, DFC1_TC_2	a01, b01

11.	The student's work, apart from participation in classes, includes in particular:		
Code	**Category**	**Name (description)**	**Is it part of the BUNA?**
a01	Preparation for classes	Search for materials and review activities necessary for class participation *reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes*	No
a02	Preparation for classes	Literature reading / analysis of source materials *reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class*	No
a03	Preparation for classes	Developing practical skills *activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)*	No
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus *agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation*	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content *reading through the syllabus and getting acquainted with its content*	No
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions *consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.*	Yes
b03	Consulting the curriculum and the organization of classes	Consulting the schedule *getting acquainted with the class schedule, possibly in the presence of the year tutor, in order to optimize participation in classes, including those supplementary to the core subjects listed in the pursued study programme*	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes *devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.*	Yes
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes *reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes*	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: https://usosweb.us.edu.pl.