

Course Specifications

Valid as from the academic year 2020-2021

Orthopedagogical Coaching and Consultation (H001886)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 6.0 Study time 180 h Contact hrs 17.5 h

Course offerings and teaching methods in academic year 2020-2021

A (year)	Dutch	Gent	self-reliant study activities	2.5 h
			fieldwork	7.5 h
			lecture	7.5 h

Lecturers in academic year 2020-2021

Claes, Claudia	PP10	lecturer-in-charge
De Ruyscher, Clara	PP10	co-lecturer

Offered in the following programmes in 2020-2021

	crdts	offering
Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	6	A

Teaching languages

Dutch

Keywords

Coaching, consultation, individual support.

Position of the course

Orthopedagogical Coaching and Consultation can be considered as a concluding course of (ortho)pedagogical action in the Master of Science in Educational Sciences, main subject Special Education, Disability Studies and Behavioral Disorders / Clinical Special Needs Education and Disability Studies. In case of coaching within an educational context, this course contributes to competences related to the Educational Master Program. According to the principles of community service-learning, students practice in coaching, consultation and/or individual support in the educational field.

Contents

To realise, on an independent but supported basis, an exercise in coaching, consultation and/or individual support in the educational field according to the principles of 'service-learning'.

Specific teams:

- problem solving
- GOL(LD concept and coaching within the educational context
- trans-cultural competences
- team-management and team building

Initial competences

All previous courses.

Final competences

- 1 To make a critical self-evaluation with regard to the process of learning, professional development and ethical decision making.
- 2 To identify the coaching question in a methodical and collaborative way.
- 3 To situate the coaching question within the local, national and global societal context.
- 4 To apply knowledge and academic skills to shape the specific coaching or consultation.
- 5 To critically analyze and reflect upon the preparation, implementation and evaluation process in relation to the coaching trajectory.
- 6 To analyze, synthesize and argue own experiences, ideas, visions and expertise.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, fieldwork, self-reliant study activities

Learning materials and price

Consultation of relevant articles or orthopedagogical books related to concrete questions/problems. A list of recommended literature is available on Ufora.

References

Bloom, G., Castagna, C., Moir, E. & Warren, B. (2005). *Blended coaching: skills and strategies to support principal development*. California: Corwin Press.
Ofman, D. (2007). *Hé...ik daar?! Ontdek en ontwikkel je persoonlijke kernkwaliteiten met het kernkwadrant*. Utrecht/Antwerpen: Kosmos uitgevers.
Van Dam, C. (2013). *De Spiegel. Krachtig coachen vanuit gestalt- en oplossingsgericht denken met aandacht voor zelfreflectie*. Gent: Academia Press.
Frisch, M.B (2013). Evidence-Based Well-Being/Positive Psychology Assessment and Intervention with Quality of Life Therapy and Coaching and the Quality of Life Inventory (QOLI). *Social Indicator Research*, 114 (2), 193 - 227.
Castiello, D'Antonio, A. (2018). Coaching psychology and positive psychology in work and organizational psychology. *The Psychologist-Manager Journal*, 21 (2), 130 - 150.

Course content-related study coaching

Interactive support via Ufora.

In the process of consultation and coaching, the student will be supported in his work place, and also by the responsible lecturer on an individual and/or group basis.

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Portfolio, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Permanent evaluation

Form: individual portfolio based on practical coaching. Report based on the group work.
Frequency: meetings will be organized for the students - under the supervision of the teacher.

Description second examination chance: in consultation with the teacher, a compensatory assignment may be agreed upon.

Feedback: is organized during the meeting (cf. supra) and on the feedback day after the evaluation period.

Calculation of the examination mark

Permanent evaluation based on the group work (40%) and the individual portfolio (60%).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.