

6th International Congress of Coaching Psychology, 2016 Positive and Coaching Psychology Through the Life Course

Invited Speaker Abstracts

Coaching and positive psychology to support the success and wellbeing of young people

MICHELLE PRITCHARD

Michelle Pritchard's presentation will focus on the application of coaching and positive psychology to support the success and wellbeing of young people. She has recently published a peer-reviewed article on the topic and has practical experience of using coaching and positive psychology with young people. Her paper considers a particular approach to using coaching and positive psychology to support the development of at-risk young people. She shares her thoughts about the way that positive psychology coaching can provide a nurturing environment for young people who are at risk of being not in education, employment or training (NEET). Michelle considers how positive psychology coaching can support young people to develop independence and resilience (Pritchard & van Nieuwerburgh, 2016). Her paper focuses on the use of positive psychology coaching with young people identified as being at risk of falling into the NEET category. She will share the findings of her recent study working with at-risk young girls. Michelle will also provide an update on a current piece of research that she is undertaking with at-risk young people. This presentation is appropriate for those who are interested in using an integrative approach (combining coaching and positive psychology) to work with young people.

Paternity and Maternity (including returning to work)

JENNIFER LISTON-SMITH

In this interactive session, Jennifer will share insights into the practice of coaching through the major life transition experienced by new working parents. We will explore highlights from research into parent transition coaching practice, then bring it to life by posing the question: "what next?" if you found yourself coaching in the kind of scenarios that typically arise. We will work to find fresh insights through a combination of evidence, experience and the conversation in the room.

Coaching in an Education setting

MARK ADAMS

Mark Adams will explore how coaching and coaching psychology can contribute to enhanced performance, development and wellbeing in education settings, including: developing classroom practice; improving teacher performance; supporting Continuing Professional Development; and enhancing practitioner and team performance, confidence and wellbeing.

Healthy Conversations skills

WENDY LAWRENCE

It is implicit within all initiatives to improve population health that change is required – this might be at individual, family, environmental, societal or policy level. This requires intervention developers to consider theories and models of change, and associated strategies to effectively engage individuals in making changes.

Healthy Conversation Skills (HCS) is a programme of skills designed to enhance practitioner competency in engaging and supporting clients to change their health behaviour. It is based on the understanding that giving individuals knowledge is insufficient to change their behaviour; they must also be motivated to change. This therefore requires a style of communication that is not reliant on advice-giving and instruction. Client-centred approaches to behaviour change are characterised instead by exploratory conversations through which the practitioner attempts to understand the world of the client and the context of the presenting problem, and supports individuals to identify and plan their own solutions. As such, individuals are involved in a process of empowerment in which they take control of their issues, and hence increase their sense of self-efficacy. Evaluation of early roll-out of this training demonstrates that practitioners at all levels (including practice nurses; health care support workers; allied health professionals; educators; peer, community and play workers) can be trained to use *HCS*, and that changes to their practice persist over time.

HCS training has been delivered in a range of formats, demonstrating its wide application, in: New Zealand (funded by their Ministry of Health) to practitioners working in maternal and child services; South Africa to research field workers in Soweto and rural villages, with plans to train adolescent Community Health Workers; and Canada to research staff developing a range of interventions to improve population health. It is also being rolled-out by Health Education Wessex as part of their strategy for implementing the Making Every Contact Count agenda in England. Trainees across these different countries and contexts working with diverse populations, have found the training skills relevant, useful and feasible to incorporate into routine practice.

Managing Life Transitions: From 'Turning 30' to 'Later Life'

SHEILA PANCHAL C.PSYCHOL

DR SIOBHAIN O'RIORDAN C.PSYCHOL

"Change is inevitable. Change is constant". Benjamin Disraeli

Supporting people to positively manage life transitions can be an important part of any coaching process. Transitions and change can vary from tackling daily hassles to passing through life's milestones and there can be key differences in each coachee's perception of the change event and process.

Offering a perspective on developmental coaching, this interactive session will explore key themes relating to helping coachees negotiate transition and change in life and work, from 'Turning 30' to 'Later Life'. We will also look at models and techniques to help you enhance your practice when working in this developmental context.

Generational perspectives and life transitions: The impact on an individual's levels of stress, resilience & wellbeing

PROF STEPHEN PALMER C.PSYCHOL

The sources of stress and levels of wellbeing vary with age. Life transitions are often associated with an increase in stress and associated lowered resilience and wellbeing. Yet successful transitions can enhance self-efficacy. This paper will focus on Generational Perspectives and Life Transition models and research. Possible interventions to aid transition and the INSIGHT positive psychology coaching intervention framework will be included.

How the pluralistic approach could be used within coaching psychology through the life course

ZSÓFIA ANNA UTRY HON VP ISCP

It is argued that having a comprehensive coaching philosophy is essential for effective coaching practice. It is also claimed in pluralistic literature that different things will be helpful for different people at different points in time. The pluralistic approach to coaching encourages practitioners to reflect on the diversity of approaches and their own preferences to practice. Moreover, it is also central to this perspective that coachees should be actively invited to take part in creating the coaching process design and to create a meaningful feedback culture in their coaching. Consequently, higher coachee satisfaction, better working relationship and increased collaborative capacity can be anticipated. Principles, strategies and ways of building case-based evidence will be discussed.