

8TH INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY
'POSITIVE & COACHING PSYCHOLOGY'
Enhancing Resilience, Performance & Health

SESSION ABSTRACTS AND SPEAKER BIOGRAPHIES

DAY ONE
MASTERCLASSES

Using psychological flexibility in your coaching

DR RACHAEL SKEWS

This masterclass is aimed at individuals looking to use acceptance and commitment theory (ACT) based interventions and techniques with groups and individuals in their coaching psychology and coaching practice. The masterclass will provide an overview of ACT theory, and techniques that can be used to enhance performance and wellbeing in coaching contexts.

You will be provided with an accessible summary of relevant research, drawing on cutting edge theory and research developed by the Institute of Management Studies at Goldsmiths. You will also have the opportunity to undertake exercises throughout the session, so you can experience ACT for yourself. This will include mindfulness practices, group-based exercises and individual activities.

Dr Rachael Skews

Rachael is a lecturer in occupational psychology at the Institute of Management Studies, Goldsmiths, University of London. Her core research area is contextual behavioural science in coaching psychology. This includes investigating the effectiveness of coaching interventions in changing behaviour, the mechanisms of change in coaching, and the role of psychological flexibility in behaviour change.

Before joining the Institute, Rachael was a business consultant for UK and international organisations, working with clients from a range of industries and sectors. Her consultancy experience encompasses talent development, assessment, leadership development, coaching, career management, stress management and wellbeing in the workplace. She is a member of the British Psychological Society's Special Group for Coaching Psychology, and the Association for Business Psychology. Rachael is the Honorary Secretary of the International Society for Coaching Psychology.

Appreciative Coaching as a Positive & Coaching Psychologist

DR CERI SIMS

This masterclass offers an opportunity to learn about and gain some experience in applying Appreciative approaches and principles to coaching conversations and sessions. The class is aimed at coaches, psychologists, psychology students and/or positive psychologists (PP) with an ambition to acquire experience with and skills of coaching psychology methods based on positive psychology principles and practices. The class offers a healthy balance of discussing core academic background with opportunities for experiential learning. Attendees need to be prepared to work in pairs or threes and explore coaching psychology methods and techniques.

The 'way of being' a PP coach is explored in some detail through the practice of reflective learning and communicating presence through openness and the development of an appreciative 'muscle' when in conversation with another. The principles of Appreciative Inquiry (Whitney & Cooperrider, 2005) are explored in relation to coaching dialogues (Orem, Binkert & Clancy) and the masterclass involves the application of these principles through the various stages of coaching. The workshop also offers innovative ways in which the structured steps of appreciative coaching can be enhanced using conversational skills and tools for building Wellbeing, Strengths, Hope and Resilience. An awareness of the importance of engaging with and embracing difficult emotions as well as positive states is also explored with the intention of coaching the whole person as a PP coaching psychologist (Sims, 2017).

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Orem, S. L., Binkert, J., & Clancy, A. L. (2007). *Appreciative coaching: A positive process for change*. John Wiley & Sons.

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Dr Ceri Sims, PhD, PG Cert HE, CPsychol

Ceri is Senior Lecturer in Psychology at Buckinghamshire New University (BNU). She is chartered by the British Psychological Society and is on their register of coaching psychologists and a member of the ISCP. She was a research scientist for the Medical Research Council and has also taught and researched at Durham, Newcastle, London and Middlesex universities. Her PhD and early research background was in developmental psychology with a focus on young children and children with atypical developments. She has researched and published on a range of topics, including developmental disorders, multicultural perceptions of well-being, personality and communication, inclusive leadership and coaching psychology with recent publications in peer-reviewed coaching and applied positive psychology journals (The International Coaching Psychology Review, The Coaching Psychologist and The European Journal of

Applied Positive Psychology (EJAPP). She is also on the International editorial board of EJAPP and has acted as editor on various psychology journals, including recently for the International Journal of Listening).

Dr. Sims leads modules on the BNU Masters in Applied Positive Psychology (MAPP) course, coaching courses and various courses in psychology at master's level, as well as a leadership programme for NHS trusts. She is also an external examiner for the Applied Coaching and Positive Psychology Masters degree at the University College Cork as well as a member of the advisory team for the ISCP's International Centre for Coaching Psychology Research. As a self-confessed 'Pracademic', Ceri's interests are in bringing the rich background and rigour of psychology, (positive psychology in particular), to the artful and creative practice of Coaching Psychology. She is the director of the coaching company Positive Minds Alliance Ltd.

DAY TWO

KEYNOTES

Using coaching psychology as a disability accommodation for neurodiversity - evidence and ethics

NANCY DOYLE

Disability adjustments are intended to facilitate a person with disabilities to perform on an 'equal level' to colleagues and coaching is frequently recommended as an accommodation activity for those with neurodiverse conditions such as autism, ADHD and dyslexia. Yet research into improving occupational inclusion through coaching is lacking and practice has moved on without an evidence base.

In this presentation, using Critical Realist principles, I share my doctoral work which poses the following question: *Given a legislative context in which the neurodiverse adult is considered disabled, and a social context which confers increased vulnerability to occupational and social exclusion, (1) on which psychological mechanisms does coaching act, (2) and to what extent does coaching achieve a successful outcome?*

I found that coaching is able to improve the experience of neurodiverse adults, though in likelihood the experience will be individualized and limited to one or two domains, rather than all. Analysis of which domains were impacted by the coaching demonstrated a negative correlation with the baseline domain scores of the coachee, indicating a potential prioritising of resources for learners and coaches. In particular, coaching is effective when compliant with Social Cognitive Learning Theory (SCLT) and Goal Setting Theory (GST). The implications of my research tentatively support the premise of coaching as a disability intervention, though work is required to evaluate longer term impact on job sustainability and career progression. I question the ethics of positioning of coaching as an individual level adjustment and discuss how coaching must act as a 'person-environment fit' mediation between the employer and employee. It must be the output of the coaching, rather than its mere presence, that facilitates the organization to be legislatively compliant.

Nancy Doyle

Nancy is an Occupational Psychologist, based in both Europe and the USA, specialising in 'neurodiversity' or hidden disability. Nancy is the founder and CEO of Genius Within, an award-winning social enterprise based in the UK which provides support to over 6000 individuals and 200 companies per year through Assessments and Coaching. Over 90% of Genius Within graduates retain their employment and 24% go on to be promoted within one year. Nancy's work was featured in the BBC documentary 'Employable Me'. Nancy says: "Disability Inclusion is an economic, social and moral imperative. We all lose when human potential is squandered."

Nancy's work was featured on the award-winning BBC documentary 'Employable Me', and she is currently filming a series for the USA.

Coaching and Positive Psychology: Unveiling the power of Self-efficacy

DR DIANA AGUIAR VIEIRA

Derived from the Social Cognitive Theory (Bandura, 1986, 1997), self-efficacy may be defined as the confidence one has in his/her capacity to be successful in performing certain actions. Self-efficacy is a core belief that allows people to see themselves as contributors to their life circumstances and not just as products of them. By enhancing the sense of capacity to influence and effect changes in oneself and in the environment, self-efficacy plays a unique role in human motivation, well-being, and accomplishments. Coaching and positive psychology framework also aim to enhance both well-being and achievements. The present paper addresses the field of Coaching and Positive Psychology from the perspective of Social Cognitive Theory, highlighting the self-efficacy role.

References:

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Dr Diana Aguiar Vieira

Diana Aguiar Vieira PhD teaches in the area of behavioral sciences at the Porto Accounting and Business School (ISCAP), Polytechnic Institute of Porto (P.Porto), Portugal. She was Pro-Rector of P.Porto (2013-2018), and she is the Founder of the ICAREAlumni community (<https://icarealumni.com/>). Her research interests include alumni relations, employability, coaching, higher education, soft skills and self-efficacy. She has been involved in international research projects and partnerships with European and Brazilian universities. Her personal site (www.beyou-bemore.com) aims to share her knowledge also with the general public.

INVITED PAPERS & MINI WORKSHOPS

Enhancing resilience in senior leaders of Schools through developing a coaching culture

DR ANNETTE FILLERY-TRAVIS

There is a crisis in recruitment to senior leadership positions in schools in the UK. The aspiration to Headship is no longer a 'taken for granted' for senior teachers as they consider their professional trajectory. The reason most cited is the complexity of the challenge Head teachers face to provide a stimulating learning environment for children against a backdrop of ever tighter budgets, increasing regulation and the changing expectations. Supporting a coaching and mentoring culture within school has been identified as effective in allowing distributed and supported leadership by all senior staff facilitating school transformation. But schools are diverse organisations in terms of size, purpose and context and so changing cultures from the tradition 'command and control' is not trivial or well researched.

In this study we followed the experience of leaders in 99 schools in the NW of England as they bring coaching to their senior leadership teams in school. Through a questionnaire with these school leaders and subsequent in-depth interviews with 18 of the Head Teachers the factors of influence, both positive and negative, are explored. We report on their dilemmas and the impact they see in both their working practices and their own sense of wellbeing.

Throughout this Project, the voices of all have spoken passionately of a common, fundamental purpose: improving the quality of the learning of children, young people and adults. 'We have to make a difference.' This research draws together these voices and offers a picture of how coaching in schools is contributing to this agenda.

Dr Annette Fillery-Travis BSc, MA, PhD, CChem, FRSC

Annette is the Head of the Wales Institute of Work Based Learning at University of Wales Trinity Saint David working with organisations across Europe and the US on developing learning strategies that enhance performance and wellbeing. She has published extensively in both academic and professional fields and is a senior Director of Studies for the UWTSU PhD and Doctorate in Professional Practice programmes which are the home of UWTSU Coaching Research Group.

Ecopsychology Executive Coaching: A pilot study examining the influence of 'Walk-and-talk' v 'Sit-and-Talk' coaching sessions

DR ZELDA DI BLASI, JULIE MCCALL, MIRIAM TWOMEY AND STEPHEN PALMER

Background: Advances in technology, commuting and screen-based entertainment have created sedentary lifestyles. This excessive sitting has been linked to chronic illness, stress and low energy. Increasingly, research has focused on assessing how getting employees

to move more at work influences wellbeing and performance, by evaluating the use of activity trackers and comparing the effects of walking treadmill desks with sitting or standing desks. Alongside this research are findings from eco-psychology suggesting that physical activity that takes place in nature, known as blue and green exercise, is particularly beneficial to our health. However, we were not able to find any research examining the wellbeing and performance effects of organisational one-to-one meetings conducted in nature, rather than in office spaces.

Objective: The aim of this pilot study was to compare ‘walk-and-talk’ with ‘sit-and-talk’ coaching sessions conducted by managers trained in coaching skills in an organisational setting.

Methods: Using a repeated measures design including an online survey and telephone interviews we evaluated the effects of two types of coaching sessions over four months in 9 employees and 4 managers-as-coaches from an energy company based in Ireland. Characteristics such as self-esteem, self-efficacy, wellbeing, perceived stress and mood were assessed at baseline and after each monthly coaching session where all participants were either: sitting (Time 1), walking (Time 2), sitting (Time 3) and walking (Time 4). Work performance (Performance Management Tool) and satisfaction with the coaching session were also assessed. We examined levels of compassion and Leadership Self-Efficacy in the managers-as-coaches at baseline and used the Goal-Focused Coaching Skills Questionnaire to evaluate how coaches felt each of their session went.

Results: Repeated measures ANOVA will be used to analyse changes in outcome measures. Findings will be discussed in light of the study’s strengths and weaknesses, including recommendations for further practice and future research.

Dr Zelda Di Blasi, PhD, MPsychSc,

Zelda is a Chartered Psychologist and co-director and trainer of a Masters in Coaching Psychology at University College Cork where she lectures in Positive, Health, Social and Coaching Psychology. She has published widely in journals including the Lancet and the British Medical Journal. Zelda is also representative on the International Advisory Board of the ISCP International Centre for Coaching Psychology Research and an Honorary Research Fellow of the International Centre for Coaching Psychology Research.

Julie McCall is a Positive Psychology Coach, with a Masters in Applied Positive Psychology from UEL. She lectures at University College Cork on the Masters in Coaching Psychology. She runs her own successful Coaching and Training business 'Fully charged' and created 'Coaching on the Move' as a new and innovative way to work with her clients.

Miriam Twomey is a Metering Data Services Manager at Gas Networks Ireland, and recently attended a Positive Leadership programme.

Prof Stephen Palmer See later Biography

Re-seeing the purpose and power of technology: Scaling coaching to a new level

DR ALISON WHYBROW

What is the first thing we do today when we have a problem we don't know how to fix or a question we don't know the answer to? We often, but not always, reach out to the internet, to an app, to an online community.

When we think of coaching, we often see a deeply human practice (Pascal, Brodie & Sass; 2018). We consider the core as a human-to-human activity, a dialogue, a conversation with a fellow human a witness to our vulnerability, a partner and co-conspirator in our search for learning, growth and meaning.

When we think of technology, well – what do we think when we think of technology? Fear, optimism, overwhelm, opportunity, challenge? Probably all of those in a 30 second window.

So for our practice as coaches and coaching psychologists, how do we rightly integrate technology into what we do, align it with our purpose and values. How do we use it to augment? What might technology replace? What is the essence that is irreplaceably human?

In this session, we consider the role of technology in coaching:

- exploring the many interfaces between a coaching /coaching psychology practice and technology
- how we are using what is available.
- our beliefs about technology and its appropriate application.
- how might we augment our coaching / coaching psychology practice.
- what we would need to know in order to embrace our chosen path.

We look to what is already written, our own experience of learning and coaching practice, and what might be needed in terms of professional practice guidance.

Dr Alison Whybrow

Alison Whybrow PhD CPsychol, AFBPS specialises in leadership coaching, senior team development and system change. In recent years she has been part of a team developing a personalised learning platform and is curious about how to blend coaching and technology. At the forefront of the development of Coaching Psychology in the early 00's, she has contributed papers, chapters and books on the subject of Coaching Psychology and, for many years, directed accredited programmes in Coaching Practice. In her work, Alison integrates a range of psychological and philosophical underpinnings, leadership frameworks and an ecological world-view. She is part of the Advisory board for the ISCP International Centre for Coaching Psychology Research. Alison is co-editor, with Stephen Palmer, of the Handbook of Coaching Psychology: A Guide for Practitioners; the second edition is due for release in December this year.

Is social prescribing the final frontier for positive and coaching psychology practice?

PROFESSOR STEPHEN PALMER

Coaching psychology practice has generally focused on the enhancement of performance, development and wellbeing of individuals and organisations, greatly influenced by the positive psychology paradigm. Practitioners often use a range of interventions and techniques in facilitating coachees in achieving their personal, work and health-related goals. The coaching conversation often focuses on strengths and not weaknesses.

During this decade social prescribing has been increasingly used by health professionals to enhance the psychological and physical wellbeing of patients in health settings. Examples of social prescriptions to address underlying issues such as loneliness or depression include prescriptions to join singing or art groups/clubs or green prescriptions such as walking or gardening groups. These interventions have been successfully used in some cases instead of the more usual medical interventions i.e. antidepressants, or when available, cognitive behaviour therapy or counselling.

This short paper will briefly look at social prescribing research and then consider how positive and coaching psychologists could possibly become more involved in social prescribing and social prescriptions as a part of their practice. With the UK government about to invest almost £4.5 million in programmes to refer patients to local voluntary and community services, this possible shift away from the deficit-based model of health may be a frontier worth crossing.

Prof Stephen Palmer See later Biography

Emerging adulthood and coaching: A single case study?

DR OLE MICHAEL SPATEN, PHD, AALBORG UNIVERSITY, DENMARK

Introduction The (RQ) question for this research seeks to highlight some of the aspects that are particularly important concerning youth and youth coaching and to provide an insight into reflections about a course of specific coaching sessions. The psychological intervention was coaching psychology founded in learning theories.

Methodology: A case study design was conducted with one client, which was initially screened by the clinical instrument for Depression, Anxiety and Stress (DASS 42). The beginning of the sessions included feedback during a specific procedure aimed at visitation for the coaching sessions. Followed by informed consent and other important start ups, video recordings of the sessions secured the psychological interventions, and was used for the subsequent analysis of the coaching sessions.

Results: First, a short review on coaching as a form of psychological intervention will be presented, followed by essentials in the work of emerging adults. Then a course of five coaching sessions will be presented and analyzed alongside what may be useful for the

coach to keep an eye on through the sessions.

Discussion: Some learning points will be discussed founded on this single case research. Among other these could be mentioned:

Points of awareness in relation to youth coaching; Work with home assignments in sessions and between; Coach's work on the relationship and the structure of the coaching sessions. Limitations for this research will form the closing remarks.

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Dr Ole Michael Spaten

Ole is a licensed psychologist, BA MA PhD Specialist Psychotherapy, MISCPAccred Supervisor, Head of Psychology Master Program, Director of the Coaching Psychology Unit, Aalborg University.

Ole is a leading pioneer in Danish Coaching Psychology research; he conducted the first Randomized Control Trial in Scandinavia evaluating the effectiveness of brief cognitive behavioural coaching. The founding editor-in-chief of the Danish Journal of Coaching Psychology. Ole's research interests and publications relate to self and identity, social learning and coaching psychology.

The discipline and practice of executive coaching

A qualitative study of six Danish managers experience and effects of executive coaching

DR. OLE MICHAEL SPATEN, TANJA RYBERG JENSEN, ANNE DALSGAARD KEIS, COACHING PSYCHOLOGY UNIT, AALBORG UNIVERSITY, DENMARK

Objectives: A systematic review that focused on qualitative studies which examined the perceived contribution of executive coaching from 2007-2017 was conducted in the fall of 2017. It was found that empirically based studies examining experiences and effects of executive coaching are very sparse. The aim of this study is then to examine how six Danish leaders, (three from a large Danish County, and three from a Danish large private corporation), each experience receiving executive coaching. The paper will present the findings from this qualitative study.

Design/Methodology: This contribution offers a qualitative account of six participant's lifeworld while experiencing executive coaching. The data were collected through semi-structured interviews, which were conducted in each participant's workplace. The data was afterwards analysed using Interpretative Phenomenological Analysis (IPA). The paper contains furthermore a condensed systematic review, and performs an overview of qualitative studies on executive coaching undertaken from 2007 to date.

Results: The study found five main themes with each two subthemes that emerged across the interviews. The themes captured the participants perceived benefits of executive coaching such as change or implementation of leadership style; coping with organizational conditions; learning about self and others; the importance of the coaching relation; and the use of executive coaching as a leadership developmental tool.

Conclusions: It became clear, through the emerged themes, that the participants had a positive experience of receiving executive coaching. They had especially great benefit of the tailored style of executive coaching, which approached their problems very particular, rather than other leadership development programmes, which has a tendency to be sheer generic. The participants expressed a high benefit from receiving executive coaching and several would recommend it or even consider it mandatory for all, especially new leaders.

Dr Ole Michael Spaten, Head of Clinic and Psychology Master Program, Associate Professor and Director of Coaching Psychology Unit, Aalborg University,

Tanja Ryberg Jensen, Psychologist, Scientific Assistant

Anne Dalsgaard Keis, Psychologist, Scientific Assistant Coaching Psychology Unit, Aalborg University, Denmark

Ecopsychology informed positive and coaching psychology practice: literally the next step

DR SIOBHAIN O'RIORDAN & PROF STEPHEN PALMER

There is an increasing focus within psychology and the allied professions upon understanding the range of possible positive health benefits that can be drawn from spending time in our natural environment. This is of interest to coaches, positive and coaching psychologists who might draw on Ecopsychology in areas such as supporting coachees to improve wellbeing and psychological restoration, manage stress levels, enhance cognitive resourcefulness and encourage their efforts to develop achievable 'self-coaching' strategies focused on outdoor activities (see Palmer, 2015). This approach can introduce people to interventions such as 'Walk and Talk' coaching, seeking out opportunities to spend more time outdoors to engage with the natural world, participating in Green or Blue exercise and some types of Animal Assisted Interventions.

This interactive session aims to offer insights and experiences on key themes relating to helping coachees through Ecopsychology and Positive Psychology alongside an overview of

coaching models and techniques. To illustrate the approach in practice, delegates will be invited to participate in Green and Blue Coaching Exercises 'on the move' during this conference session (weather dependent). So, if you are planning on joining us please do bring appropriate footwear/clothing for a short outdoor activity and perhaps an umbrella!

References

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Dr Siobhain O'Riordan CPsychol

Siobhain is a Chartered Psychologist, Chartered Scientist and International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor. She is a Course Co-Director/Trainer on the coaching and coaching psychology programmes at the Centre for Coaching and Centre for Stress Management (UK).

Currently Siobhain is Editor of *Coaching Psychology International* and a Co-Editor of the *European Journal of Applied Positive Psychology* and the *International Journal of Stress Prevention and Well-being*. Siobhain is also the Founder Chair of the International Society for Coaching Psychology and a member of the International Research Centre Development Team of the ISCP International Centre for Coaching Psychology Research (<http://www.iscpresearch.org>).

Professor Stephen Palmer, PhD

Professor Stephen Palmer PhD is the Founder Director of the Centre for Coaching, London. He is Professor of Practice at the Wales Institute for Work Based Learning, University of Wales Trinity Saint David and Adjunct Professor of Coaching Psychology in the Coaching Psychology Unit, Aalborg University, Denmark. He is President and Fellow of the International Society for Coaching Psychology and Coordinating Director of their research centre. Stephen is Co-Editor of the *European Journal of Applied Positive Psychology*; Consulting Editor of *Coaching: An International Journal of Theory, Research & Practice*, and Consulting Editor of the *International Journal of Health Promotion of Health Promotion & Education*. He has written and edited over 50 books including the *Handbook of Coaching Psychology* (with Whybrow, 2007) and *Positive Psychology Coaching in Practice* (with Green, 2018).

Primary study in coaching relationship, key factors to facilitate an effective coaching alliance but also including the stakeholders' perspectives

DR YI-LING LAI

This paper will examine the role psychology plays in the coaching alliance process including the three-way contracting between the coaching psychologist, coachee and the organisation.

The session will also discuss to what extent and in what way coaching psychology can facilitate a greater coaching alliance, particularly in terms of the three-way contracting process.

Dr Yi-Ling Lai PhD in Occupational Psychology CPsychol

Yi-Ling is the Senior Lecturer in Organisation Studies & Human Resource Management, University of Portsmouth. Her research interest mainly focuses on the application of psychological coaching approaches into organisational learning and development strategy; such as the coaching alliance, and coaching supervision. Prior to Yi-Ling's academic career, she had several years' experience in a global talent management consulting firm, applying psychological approaches in leadership development. Yi-Ling has a mixed academic and industrial background, and welcome any research project collaborations in the relevant areas.

Enhancing lifelong health and resilience through family life coaching

KIMBERLEY ALLEN, MARGARET MACHARA, TENNESSEE STATE UNIVERSITY; DEBBIE KRUEGEL-FARR, NEW ENGLAND COLLEGE

Healthy relationships and positive parenting have long been attributed to positive outcomes for resiliency in children as supportive familial relationships positively affect physical and mental health (Umberson & Montez, 2010). However, there is a new crop of research showing that positive parenting and supportive families can also greatly influence health and wellbeing of adults over the life course.

Epigenetic research indicates children raised in stressful or neglectful environments produce stress hormones that negatively impact development (Phillips & Shonkoff, 2000), high numbers of adverse childhood experiences increase risks for medical illness across the life course (Shonkoff et al., 2009). Good parenting can buffer those negative impacts in that high quality parent-child attachment is associated with a child's ability to regulate emotions and cope with stress (Zimmer-Gemback et al, 2015).

Adults who were raised with high adverse experiences routinely showed high levels of chronic illness in adulthood, but those who reported high levels of maternal nurturance offset the chronic disease consequences of childhood disadvantage (Miller et al, 2011). Family life coaching (FLC) serves as a mechanism to support parents and families and is a growing field that has positively impacted the health and wellbeing of many families (Machara, Kruenegel-Farr, Allen, & Feigal, 2017).

This paper will provide evidence the efficacy of family life coaching as approach to help combat the negative effects of adversity and promote positive relationships and long-term health outcomes in families. This paper will also will showcase case studies of family life coaching programs that are creating a positive impact for parents and families.

References:

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Kimberly Allen, PhD, BCC, CFLE,

Kimberly is an Associate Professor and Director of Graduate Programs for the Youth, Family, and Community Sciences program at North Carolina State University. Her areas of expertise include family life coaching, parent education, teaching with technology, and reaching underserved youth audiences. Dr. Allen is author of the book *Theory, Research, and Practical Guidelines for Family Life Coaching*. E-mail: kimberly_allen@ncsu.edu

Coaching beyond the diversity, intersectionality and #MeToo

DR HO LAW

This session aims to help the participants appreciate the importance of understanding the complexity of diversity in coaching and propose a new model of coaching that is underpinned by the psychology of self and intersectionality for international practice.

The presentation will first provide a review of the recent emerging crises of equality across the diverse sections of society reported in the media and discusses their implications to coaching internationally.

The session will provide the participants with a set of challenging questions as part of their coaching psychology toolkit for reflection and peer supervision on their practice that is within and beyond their coaching space.

Dr Ho Law CPsychol

Ho is a Director of ISCP, Founder, Empsy® Cambridge Coaching Psychology Group, Honorary Professor of Research & Psychology, Colombo Institute, is an internationally consultant with over 30 years experience in research and practice. Ho is the former Programme Advisor for Coaching at the University of Cambridge, former Programme Leader in MSc Coaching Psychology at the University of East London and visiting professor of Coaching Psychology at the University of Lisbon and East China Normal University.

Newer and classical understanding of stress and coaching interventions

DR. OLE MICHAEL SPATEN, DENISE BERTUCCI, REBEKKA LÜTKEN, NANNA BENEDICTUS STORGAARD, LISELOTTE BAK, LEA KRAGH ERBS, KRISTIAN STAMPE NIELSEN AND NIELS CHRISTIAN TRUDE CHRISTENSEN

Objectives: This paper will present the findings from a review study exploring classical stress research and newer coaching interventions on stress

Design/Methodology: This contribution offers a historical account of empirical stress research demonstrating its roots from classical studies until newer understanding of stress, coaching interventions and empirical studies. The paper contains a critical review and wide literature study, (inclusion and exclusion criteria will be offered), and the paper performs an overview of 20 studies of stress and stress interventions undertaken from 1990 to date.

Results: By combining the early results with newer studies this paper covers classical research findings, describes a wide range of coaching interventions delivered by psychologists and related professions demonstrating the evolved variety of the field. Among themes and efficient approaches is mentioned: telephone- and web-coaching; CBC; mindfulness; stress-management; executive coaching, derailment, PTG, PTSD, neuroscience, family-coaching; MI; resilience and nurse coaching.

Conclusions: In most of these studies it is concluded, that coaching can help to reduce stress, enhance resilience indirectly and help individuals to cope with stressful situations. Coaching also has the potential to cause stress, and limitations of studies, and this minor review will be discussed.

Dr. Ole Michael Spaten is Head of Clinic and Psychology Master Program, Associate Professor and Director of Coaching Psychology Unit, Aalborg University, Denmark.

Denise Bertucci, Rebekka Lütken, Nanna Benedictus Storgaard, Liselotte Bak, Lea Kragh Erbs, Kristian Stampe Nielsen and Niels Christian Trude Christensen are Graduate Students.