



Utah State University  
Department of Family, Consumer, & Human Development  
Fall 2016

Course Name: **Financial Coaching**  
Course Number: FCHD 5350-001

Texts: Required:  
Moore, M., Tschannen-Moran, B. (2010) Coaching: Psychology Manual. Lippincott Williams & Wilkins.  
ISBN 978-0-7817-7262-4

Other readings will be available in Canvas

Instructor: Dr. Lucy Delgadillo ((del-gə-dee-yoh)  
([lucy.delgadillo@usu.edu](mailto:lucy.delgadillo@usu.edu); 797-7204)

Class Times & Location: Wednesday Family Life Center (FLC) 1:30-4:00 p.m.

Undergraduate Teaching Fellow: Elizabeth Johnson  
[Elizabeth.c.johnson@aggiemail.usu.edu](mailto:Elizabeth.c.johnson@aggiemail.usu.edu)

### ***Course Description:***

As an emerging field, financial coaching supports clients to work toward goals and maximize their financial potential. Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal potential (International Coaching Federation). In this course, students will learn how coaching differs from and complements financial education, financial counseling, financial planning and financial therapy. Informed by theories used in the coaching field in general, students will learn the skills to facilitate motivation, overcome setbacks in financial goals, and change and maintain healthy financial behaviors.

**Required:** All students taking this class need to sign a confidentiality form, and need to abide by the guidelines of the International Coaching Federation Code of Ethics  
<http://www.coachfederation.org/ethics/>

### ***Course Objectives:***

***Learning Objective #1: Learning fundamental principles, generalizations, and theories.***

#### ***Learning Outcomes:***

1. Students will differentiate among financial capability, financial literacy, financial education, financial counseling, financial planning, financial coaching, and financial therapy practices.

2. Informed by theory, students will demonstrate how coaching-ready individuals can get motivated, overcome setbacks in financial goals and change and maintain healthy financial behaviors.
3. Informed by theory, students will have a working knowledge of different skills and tools, and models used in financial coaching, and demonstrate how processes work in a coaching relationship.

***Learning Objective #2: Developing specific skills and competencies:***

***Learning Outcomes:***

4. Students will demonstrate skills and process useful in creating, developing, maintaining, and concluding coaching relationships.
5. Students will include and identify ethical issues and boundaries of the profession in their practice.

***Core Coaching Competencies Addressed in This Course:***

(<http://www.coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576>)

**C1. Meeting Ethical Guidelines and Professional Standards**—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

C.2 Coaching Agreement

C.3 Establishing trust and intimacy with client

C.4. Coaching Presence including financial mindfulness

**C5. Active Listening**—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

**C6. Powerful Questioning**—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

C.7 Creating awareness

C.8 Direct communication

C.9 Designing Actions

**C10. Planning and Goal Setting**—Ability to develop and maintain an effective coaching plan with the client.

**C11. Managing Progress and Accountability**—Ability to hold the attention on what is important for the client and to leave the responsibility to the client to take action.

**Course Structure:**

The class will meet once a week. The course format will bring a balance between lecture, discussion, and application time. Most productive discussion is collaborative. Students will have significant opportunities for cooperative grouping. In order to contribute to the class discussions and group assignments, *students should complete reading assignments prior to each class.* **CLASS ATTENDANCE IS ESSENTIAL.**

**Grading:**

Grades for the course are a composite of performance on each of the following:

Point Distributions:

Papers (8 @ 10 points)	80
Participation Points	20
Philosophy of Coaching Paper I	50
Exam 1	100
Integrative Coaching Session Exercise	100
Composite measure of 3 coaching evaluations	100
<b>TOTAL</b>	<b>450 pts.</b>

The total of scores in a grading scale will be used to arrive at the final grade for the course. The following scale will apply:

93-100%	= A	74-76.99%	= C
90-92.99%	= A-	70-73.99%	= C-
87-89.99%	= B+	67-69.99%	= D+
84-86.99%	= B	60-66.99%	= D
80-83.99%	= B-	below 60%	= F
77-79.99%	= C+		

**Assignments:**

- Philosophy of Coaching paper:* Each student will write a statement of coaching philosophy. Your coaching philosophy statement is a self-reflective statement of your beliefs and ideas about coaching. It tells why you think the way you do and how you put your beliefs into coaching action. What are your ideas on how we change? The audience of your coaching philosophy statement is mainly yourself and can serve as a guide for future use. A specific grading rubric will be provided. .
- Coaching Papers:* There are 8 required practice and reports papers, and they are due almost weekly. Please see the syllabus outline for questions. Papers are 12 points font; single spaced; one inch margin, 2 pages long.
- Integrative Final Financial Coaching Activity:* You will coach and be coached and observe two financial coaching sessions. The coach will arrange for two coaching sessions with a coachee, and an observer. The coach will provide a coaching contract and will secure a coaching agreement. The coach will submit a final paper presenting the overview of the coaching situation, the theoretical model, the processes, assessments and outcome for each coaching session. Coach will self-evaluate his/her

coaching sessions (self-analysis) and will present an action plan on how to improve his/her skills. Coachee and observer will evaluate the coach. Dr. Delgadillo will provide the rubric for coaching evaluations. Go to canvas for a full explanation of this assignment.

### ***Course Policies:***

#### ***Attendance***

You are expected to come to class, be prepared, and participate in class discussion and activities. This is an interactive course and it is imperative that you participate in the class. At the end of the semester, I will evaluate your overall participation and attendance in the course.

#### ***Classroom Etiquette***

The active use of cell phones in class is prohibited at all times unless approved by your instructor during emergency situations.

#### ***Academic Honesty***

Students are expected to maintain the highest standards of academic honesty. Cheating, falsification of information, or plagiarism will not be tolerated. Standards of the University concerning academic honesty are described in the Student Policy Handbook, Article V, Section 3, paragraphs a, b and c. It is particularly important to emphasize that any written work for the course must be original to the student. Plagiarism, using the work of another student/author as your own, or cheating in any way will be grounds for a failing grade in the course. If you have any questions about how much collaborative work is permissible for any part of the class, speak with the professor.

#### ***Students with Disabilities***

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY or toll-free at 1-800-259-2966. In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. ***Please meet with the instructor during the first week of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

#### ***Grievance Process***

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserve/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserve/pdf/student_code.pdf) (Article VII. Grievances p. 25-30).

#### **Communications via email**

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information

conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

**It is your responsibility to check your email account regularly.**

### Tentative Schedule for Financial Coaching

WEEK	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1 8/31	General Introduction, Syllabus, Class goals. What is financial capability, financial literacy, financial education, financial counseling, financial planning, financial coaching, and financial therapy? What is coaching in general? What are the components and competencies of coaching? Exercise: Your own working definition of financial coaching Why is coaching taking momentum in financial capability efforts? Coaching agreement and Ethics	Delgadillo (2014); Delgadillo, (2015b). Moore, Chapter 1 Moore, Appendix A (page 12) ICF Code of Ethics	
#2 9/7	Debrief from the previous class Co-creating the coaching relationship Humanistic approach	Moore, Chapter 2 & Appendix B (page 29) See readings in Canvas	<b>Paper 1</b> <b>Please go to canvas</b> <b>Due 9/7</b>
#3 9/14	Debrief from the previous class. Listening and Powerful Questions: Exercise: Listen someone telling you a problem. Resist the urge to rescue. Personality types; NLP Cognitive Behavioral Approach	Moore Chapter 5 See other readings in canvas	<b>Paper 2</b> <b>Please go to Canvas</b> <b>Due 9/14</b>
#4 9/21	Debrief from the previous class. Creating Awareness: Money habitudes, Money personalities. How do we adjust our coaching for people with different money habitudes? Needs vs. Wants. Motivational Interviewing		<b>Paper 3</b> <b>Please go to Canvas</b> <b>Due 9/21</b>
#5 09/28	Debrief from the previous class. Coaching Behavior Change. Prochaska TTM	Moore Chapter 3	<b>Paper 4</b> <b>Please go to Canvas</b> <b>Due 09/28</b>
#6 10/5	<b>Exam 1 (First 60 minutes)</b> ASSESSMENTS: Personal Finance Wheel. Bank statements. Assessing Money Relationship: Money Scripts and Money biases. Goal setting theory and issues (learner centered v. goal centered). Hope theory and goal setting. Adult Learning Theories	Jinks & Dexter (2012)  Worgan, T (2013)	<b>Paper 5</b> <b>Please to go Canvas</b> <b>Due 10/5</b>
#7 10/12	GROW model, COACH model, A/4 model, Appreciative Inquiry, and Solution Focused	Check Canvas for Reading	<b>Paper 6 and</b> <b>Philosophy of Coaching</b> <b>papers due</b> <b>10/12</b>

#8 10/19	Debrief from the previous class. COACH model cont. Managing progress and accountability in coaching.	Practice coaching sessions	<b>Paper 7 Due 10/19</b>
#9 10/26	In class—Coaching, counseling, therapy. Coaching session practices and case studies	Delgadillo (2015a)	<b>Paper 8 Due 10/26</b>
#10 11/02	Coaching session with peer/client starts at 1:30 p.m.	Meet FL Observation room	
#11 11/09	Coaching session with peer/client starts at 1:30 p.m.	Meet FL Observation room	
#12 11/16	Dr. Delgadillo at AFCPE.		
#13 11/26	<b>Thanksgiving break</b>		
#14 11/30	Debriefing on coaching sessions, collection of evaluations. Group coaching		
#15 12/07	Integrative Final Coaching Assignment	Meet FLC classroom	
12/12	<b>Integrative Final Coaching Assignment due at 1:30 pm. Via canvas.</b>		

#### Selected Additional Readings

1. Delgadillo, L. (2014). Financial clarity: financial literacy, education, counseling, planning, and coaching. *Journal of Family Consumer Sciences Research Journal*, 43 (1), 18-28.
2. Delgadillo, L., & Britt, S. (2015a). Financial coaching and financial therapy: Differences and boundaries. *Family and Consumer Sciences Research Journal* 44(1), 63-72.
3. Delgadillo, L. (2015b). Coaching and counseling communication skills. *Family and Consumer Sciences Research Journal*, 43(3), 259-268. Doi: 10.1111/fcsr.12101.
4. Kretzschmar, I (2010, October). Exploring clients' readiness for coaching. *International Journal of Evidence Based Coaching and Mentoring*. Special Issue 4, 1-20.
5. Prochaska, J. (1999). How do people change and how can we change to help many more people. In Heart and Soul of change. Hubble, M., Duncan, B., and Miller, S. (editors). The heart and soul of change. What works in Therapy?
6. Jinks, D., & Dexter, J. (2012) What do you really want: An examination of the pursuit of goal setting in coaching. *International Journal of Evidence Based Coaching and Mentoring*, 10 (2), 100-110.
7. Worgan, T. (2013, June). Hope theory in coaching: How clients respond to interventions based on Snyder's theory of hope. *International Journal of Evidence Based Coaching and Mentoring*, Special Issue 7,100-114.