



# PSYC20043 Coaching Individuals for Positive Change

## Term 2 - 2019

Profile information current as at 14/05/2024 10:20 am

All details in this unit profile for PSYC20043 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit, you will develop a range of practical evidence-based coaching skills and approaches for working with individual clients on positive behaviour change. Whilst the focus is primarily on coaching individuals, skills and knowledge gained in this unit will also assist you when working with couples, families and groups. Your practical coursework will include learning how to enhance motivation, interpersonal skills, resilience, wellbeing, goal achievement, positive habits, confidence, and personal empowerment. Please note: you will be required to attend an after-hours, online, skills-based workshop for 2 hours each fortnight of term.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2019

- Online

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical Assessment**

Weighting: 45%

#### 2. **Written Assessment**

Weighting: 45%

#### 3. **Reflective Practice Assignment**

Weighting: 10%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say and email feedback.

##### Feedback

Many students reported that they felt very positive about the assessment and skills-development workshop approach.

##### Recommendation

The unit structure and assessment will remain in place for 2019.

#### Feedback from Have Your Say and email feedback.

##### Feedback

Feedback received outlined that having eleven 3-hour compulsory workshops was onerous and too many or too long. Conversely, a number of students commented that whilst attending the after-hours workshops did put pressure on their personal life, they greatly valued the skills, knowledge and practice gained.

##### Recommendation

The course team members have reviewed the number of compulsory workshops and determined that the weekly content for each of the workshops makes an important and necessary contribution to the development of coaching skills in the unit. As such, the same number of compulsory after-hours workshops will continue in 2019.

#### Feedback from Have Your Say.

##### Feedback

One feedback item suggested that more elaborate details could be provided for the assessment regarding the type and amount of reported dialogue required in the assessments.

##### Recommendation

This issue became apparent after the first assessment submissions and clarification, with examples, was provided for the second assessment. In 2019 this elaborated information will be provided in the Assessment Guides.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Apply principles of positive change to plan and conduct professional coaching sessions with individual clients
2. Evaluate and justify your coaching session methods
3. Evaluate and reflect upon your personal and professional development as a coaching practitioner.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 45%	•		
2 - Written Assessment - 45%		•	

Assessment Tasks	Learning Outcomes		
	1	2	3
3 - Reflective Practice Assignment - 10%			•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge		○	○
2 - Communication	○		○
3 - Cognitive, technical and creative skills	○		
4 - Research			
5 - Self-management		○	○
6 - Ethical and Professional Responsibility	○	○	
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical Assessment - 45%		○	○			○		
2 - Written Assessment - 45%	○				○	○		
3 - Reflective Practice Assignment - 10%	○	○			○			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There are no prescribed textbooks for this unit. Resource material and suggested additional resources will be provided throughout the term.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Danielle Every** Unit Coordinator  
[d.every@cqu.edu.au](mailto:d.every@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Foundations, concepts and principles of positive psychology coaching	Please see selected readings and activities on Moodle	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Coaching skills fundamentals	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 2 Tuesday (23 July 2019) 6:30-8:30 pm AEST</b>

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with Strengths I	Please see selected readings and activities on Moodle	

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with Strengths II	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 4 Tuesday (6 August 2019) 6:30-8:30 pm AEST</b>

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with Positivity I	Please see selected readings and activities on Moodle	

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
No modules/topics this week		

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Working with Positivity II	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 6 Tuesday (27 August 2019) 6:30-8:30 pm AEST</b>

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Working with Goals	Please see selected readings and activities on Moodle	<b>Assessment One</b> Due: Week 7 Monday (2 Sept 2019) 9:00 am AEST

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive Diagnosis	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 8 Tuesday (10 September 2019) 6:30-8:30 pm AEST</b>

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive Assessment I	Please see selected readings and activities on Moodle	

**Week 10 - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive Assessment II	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 10 Tuesday (24 September 2019) 6:30-8:30 pm AEST</b>

**Week 11 - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive psychology coaching across the life span	Please see selected readings and activities on Moodle	

**Week 12 - 07 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Working with Indigenous Australians	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 12 Tuesday (8 October 2019) 6:30-8:30 pm AEST</b>

**Review/Exam Week - 14 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		<b>Assessment Two</b> Due: Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST <b>Assessment Three</b> Due: Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST

**Exam Week - 21 Oct 2019**

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		

## Assessment Tasks

# 1 Assessment One

## Assessment Type

Practical Assessment

## Task Description

For this assessment, you will choose an adult volunteer to coach in one simple, non-counselling, area of wellbeing-related behaviour change. A detailed Assessment Guide will be provided in the Moodle Unit homepage with full details of the requirements. Three coaching sessions, and two critiques, will be conducted across Assessments 1 and 2 - one coaching session for Assessment 1, and two coaching sessions for Assessment 2, and one critique per assessment. Assessment 1 requires:

- Informing a prospective client via the supplied information sheet as to the aim and requirements of the assessment task and obtaining the client's written consent to participate. The consent form needs to be submitted prior to commencing sessions with the client
- Conducting 1 x 1-hour introductory coaching session with the client, adhering fully to the requirements and protocols detailed in the Assessment Guide
- Submitting a written analysis (critique) of this first coaching session, as detailed in the Assessment Guide and specified in the rubric
- Submitting a full audio recording of the coaching session

This first session will include key coaching fundamental skills in relationship building (e.g. listening skills) and include key elements of an initial positive psychology coaching session (describing positive psychology coaching and establishing a contract between the coach and client).

## Assessment Due Date

Week 7 Monday (2 Sept 2019) 9:00 am AEST

Submitted in Moodle via an Assessment 1 portal. Details will be provided in the Assessment Guide.

## Return Date to Students

Week 9 Monday (16 Sept 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

## Weighting

45%

## Minimum mark or grade

50%

## Assessment Criteria

You will be assessed on:

- Adherence to all the requirements, protocols and session inclusions for the coaching session, and write-up requirements, as outlined in the Assessment 1 Guide and specified in the marking rubric
- Your ability to undertake a methodical, ethical and professional approach to the coaching process and coaching relationship
- The quality of your critiquing and evaluations of the coaching session
- Demonstrated application in the coaching session of a range of coaching relationship-building skills and approaches taught and practiced in the workshops, and specified in the Assessment Guide and rubric

Detailed information regarding assessment requirements and criteria can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

**IMPORTANT INFORMATION REGARDING PASSING THIS UNIT.**

Due to the ethical requirements of working with a real client, and for your safety, non-adherence to the ethical and safety requirements detailed in the Assessment Guide may result in a Fail grade being recorded for you in this unit.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

This assessment will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

## Learning Outcomes Assessed

- Apply principles of positive change to plan and conduct professional coaching sessions with individual clients

### **Graduate Attributes**

- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

## **2 Assessment Two**

### **Assessment Type**

Written Assessment

### **Task Description**

For this assessment, you will undertake a further two coaching sessions with your client and submit a critique of these two sessions.

Assessment 2 requires:

- Conducting a further 2 x 1-hour coaching sessions with the client, adhering fully to the requirements and protocols detailed in the Assessment Guide and specified in the rubric
- Submitting a written analysis (critique) of these coaching sessions, as detailed in the Assessment Guide and specified in the rubric
- Submitting a full audio recording of the coaching sessions

The second and third sessions will include key coaching fundamental skills in relationship building (e.g. listening skills) and include key elements of a positive psychology coaching session (e.g. identifying strengths, using a positive psychology assessment/s, setting a goal, instructing the client in a positive psychology intervention)

### **Assessment Due Date**

Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST

Submitted in Moodle via an Assessment portal. Details will be provided in the Assessment Guide.

### **Return Date to Students**

Exam Week Friday (25 Oct 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

### **Weighting**

45%

### **Assessment Criteria**

You will be assessed on:

- Adherence to all the requirements, protocols and session inclusions for the coaching session, and write-up requirements, as outlined in the Assessment 2 Guide and specified in the marking rubric
- Your ability to undertake a methodical, ethical and professional approach to the coaching process and coaching relationship
- The quality of your critiquing and evaluations of the coaching sessions
- Demonstrated application in the coaching session of a range of coaching relationship-building skills and approaches taught and practiced in the workshops, and specified in the Assessment Guide and rubric

Detailed information regarding assessment requirements and criteria can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

**IMPORTANT INFORMATION REGARDING PASSING THIS UNIT.**

Due to the ethical requirements of working with a real client, and for your safety, non-adherence to the ethical and safety requirements detailed in the Assessment Guide may result in a Fail grade being recorded for you in this unit.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

This assessment will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

### **Learning Outcomes Assessed**



- Evaluate and justify your coaching session methods

#### **Graduate Attributes**

- Knowledge
- Self-management
- Ethical and Professional Responsibility

### **3 Assessment Three**

#### **Assessment Type**

Reflective Practice Assignment

#### **Task Description**

For this assessment, you will write a reflective journal to chronicle your reflections, insights, and ongoing development of knowledge and skills in positive psychology coaching. You will submit a reflective practice journal with four journal entries (300-500 words each). The journal entries will document your experience in the practice coaching sessions you will conduct with your unit practice partner. (The unit practice partner will be a fellow student with whom you will undertake at least four practice sessions throughout the term. Your unit coordinator will set up practice partnerships in the first Zoom workshop).

Your journal entries will document:

- reflections on the content of each practice session
- your growing understanding of positive psychology coaching skills
- reflections on progress and challenges in implementing positive psychology coaching skills
- an evaluation of changes in your perceptions, beliefs, and behaviour as a positive psychology coach

Further task details will be available on the unit Moodle site.

#### **Assessment Due Date**

Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST

Submitted in Moodle via an Assessment portal. Details will be provided in the Assessment Guide.

#### **Return Date to Students**

Exam Week Friday (25 Oct 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

#### **Weighting**

10%

#### **Assessment Criteria**

You will be assessed on

- Self-reflection and examination of your own learning and skills development as a positive psychology coach

Detailed information regarding assessment requirements and criteria for assessment can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

This assessment will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

#### **Learning Outcomes Assessed**

- Evaluate and reflect upon your personal and professional development as a coaching practitioner.

#### **Graduate Attributes**

- Knowledge
- Communication
- Self-management

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem