



PSYC20043 Coaching Individuals for Positive Change

Term 2 - 2020

Profile information current as at 15/05/2024 06:37 pm

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 practical evidence-based Positive Psychology coaching skills for working with individual clients on positive behaviour change. Your practical coursework will include fundamental coaching skills such as building trust and using questioning, identifying goals and finding purpose, as well as working with character strengths, enhancing hope, and applying Positive Psychology assessment tools. Please note: students are required to attend 4 of the 5 practical workshops (these are two hour workshops run in the evening in Weeks 2, 4, 6, 8 and 10).

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 - 2020

- 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: 30%

2. **Practical Assessment**

Weighting: 30%

3. **Reflective Practice Assignment**

Weighting: 40%

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 Moodle student evaluations

Feedback

Some students new to coaching found the assessment requirement to demonstrate coaching skills with a client quite daunting.

Recommendation

The assessment structure and content will be revised so that students demonstrate their skills without using an external volunteer client.

Feedback from Moodle student evaluations

Feedback

Some students found that the assessment structure and weighting did not allow enough opportunities to receive higher grades.

Recommendation

The assessment structure and weightings will be changed to 4 smaller assessments worth 25% each.

Feedback from Moodle student evaluations

Feedback

The workshops and the practice sessions with peers built skills and also allowed students to work collaboratively with other students and share their learning with others.

Recommendation

The workshops and the practice sessions with peers will be retained in the unit.

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. Apply Positive Psychology tools and strategies to coaching individuals
3. Evaluate and reflect upon your personal and professional development as a coaching practitioner.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | | | | | |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|










Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|--|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Practical Assessment - 30% | • | • | |
| 2 - Practical Assessment - 30% | • | • | |
| 3 - Reflective Practice Assignment - 40% | | | • |

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 - 30% | |  |  | | |  | | |
| 2 - Practical Assessment - 30% |  | | | |  |  | | |
| 3 - Reflective Practice Assignment - 40% |  |  | | |  | | | |

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Danielle Every Unit Coordinator
d.every@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

| 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 - 20 Jul 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|---|
| Coaching skills fundamentals | Please see selected readings and activities on Moodle | Zoom Tutorial: Week 2 Tuesday (21 July 2020) 6:30-8:30 pm AEST |

Week 3 - 27 Jul 2020

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

Week 4 - 03 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|---|--|
| Working with Positivity II | Please see selected readings and activities on Moodle | Zoom Tutorial: Week 4 Tuesday (4 August 2020) 6:30-8:30 pm AEST |

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|---|------------------------------|
| Working with Goals | Please see selected readings and activities on Moodle | |

Vacation Week - 17 Aug 2020

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

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|---|---|
| Working with Hope | Please see selected readings and activities on Moodle | Zoom Tutorial: Week 6 Tuesday (25 August 2020) 6:30-8:30 pm AEST |

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|---|---|
| Working with Strengths I | Please see selected readings and activities on Moodle | ASSESSMENT 1 DUE Coaching session using Active Constructive Responding Due: Week 7 Monday (31 Aug 2020) 5:00 pm AEST |

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|---|
| Working with Strengths II | Please see selected readings and activities on Moodle | Zoom Tutorial: Week 8 Tuesday (8 September 2020) 6:30-8:30 pm AEST |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|--|
| Positive Assessment I | Please see selected readings and activities on Moodle | ASSESSMENT 2 DUE Coaching session using Hope Mapping Due: Week 9 Monday (14 Sept 2020) 5:00 pm AEST |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|---|---|
| Positive Assessment II | Please see selected readings and activities on Moodle | Zoom Tutorial: Week 10 Tuesday (22 September 2020) 6:30-8:30 pm AEST |

Week 11 - 28 Sep 2020

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

Week 12 - 05 Oct 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------|---|--|
| Ending with Hope | Please see selected readings and activities on Moodle | ASSESSMENT 3 DUE Reflective journal Due: Week 12 Monday (5 Oct 2020) 5:00 pm AEST |

Review/Exam Week - 12 Oct 2020

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

Exam Week - 19 Oct 2020

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

Assessment Tasks

1 Coaching session using Active Constructive Responding

Assessment Type

Practical Assessment

Task Description

For this assessment you will conduct a short (5 minutes minimum to 6 minute maximum) online coaching session with another student from this unit * using Active Constructive Responding.

Preparation for this assessment:

There are readings and video resources on Active Constructive Responding (ACR) available on Moodle. We will be developing ACR skills using role plays, self-reflection and group discussions in the unit workshops.

Instructions for the coachee:

Prior to the coaching session, the coachee will choose a recent positive experience in their lives (e.g. an achievement at work or in study or in their personal goals such as fitness, receiving an award, completing a project, being recognized in their community or for their volunteering, planning an important trip, achieving a life milestone).

Instructions for the coach:

The coach will ask the coachee to share a recent positive event. They will use Active Constructive Responding to encourage the coachee to share about this positive event.

The coaching session must include:

1. A minimum of 2 summaries and reflections back to the coachee
2. A minimum of 3 active constructive questions

Submission:

You will submit a video recording of the coaching session. The coaching session is a minimum of 5 and a maximum of 6 minutes. Meeting the time limit is included as a part of the marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document for a rationale for using this type of restriction.

*Your Unit Coordinator will set up the pairs for the first assessment in the first workshop.

Assessment Due Date

Week 7 Monday (31 Aug 2020) 5:00 pm AEST

Return Date to Students

Week 9 Monday (14 Sept 2020)

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

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The work will be assessed on:

- Non-verbal skills in reflective listening (maintaining eye contact and focus on client)
- Accuracy, appropriateness and timing of active responding listening (summarizing responses)
- Skillful use of Active Constructive Responding questioning
- Meeting the time limit

You will need to score a minimum of 50% for this assessment in order to pass this Unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

- Apply Positive Psychology tools and strategies to coaching individuals

Graduate Attributes

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

2 Coaching session using Hope Mapping

Assessment Type

Practical Assessment

Task Description

In this assessment, you will create a Hope Map with your coachee, who will be another student from this unit*.

Preparation for this assessment:

There are resources for creating a Hope Map on Moodle. We will use role playing exercises and self-reflection activities and group discussions in the unit workshops to practice Hope Mapping with clients.

The coaching session:

The coach guides the coachee through a session to develop a Hope Map.

The completed Hope Map must include a minimum of:

1. One (1) Goal
2. Three (3) pathways to that Goal
3. One (1) clarified obstacle for each of the 3 pathways
4. Two (2) identified strengths for reaching the goal
5. One (1) support person identified
6. One (1) way of measuring progress towards the goal

Submission:

You will submit the coachee's completed Hope Map.

*Your Unit Coordinator will set up the pairs for the second assessment in the first workshop.

Assessment Due Date

Week 9 Monday (14 Sept 2020) 5:00 pm AEST

Return Date to Students

Week 11 Monday (28 Sept 2020)

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

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The assessment will be graded on:

- Ability to lead a client through a Hope Map process
- Accurate and appropriate completion of all parts of the Hope Map
- Ability to assist a client to develop SMART goals, pathways, obstacles and support people

Please note, you need to receive a minimum grade of 50% for this assessment to pass the Unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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
- Apply Positive Psychology tools and strategies to coaching individuals

Graduate Attributes

- Knowledge
- Self-management
- Ethical and Professional Responsibility

3 Reflective journal

Assessment Type

Reflective Practice Assignment

Task Description

For this assessment, you will write a reflective journal to chronicle your insights and ongoing development of knowledge and skills in positive psychology coaching. You will submit a reflective practice journal with six (6) journal entries. The journal entries will document your skill development, insights and experiences in:

- a) both sessions with your coachee: the Active Constructive Responding and Hope Map
- b) four of the practical workshops

Your journal entries will document:

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

The total word limit of 3,000 +/- 10% includes in-text citations but excludes any reference section. Meeting the word count is included as a part of the marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document for a rationale for using this type of word limit restriction.

Assessment Due Date

Week 12 Monday (5 Oct 2020) 5:00 pm AEST

Return Date to Students

Exam Week Monday (19 Oct 2020)

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

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The journal will be assessed on:

- Critical thinking and self-awareness in exploring the development of positive psychology coaching skills
- Ability to undertake a balanced exploration of strengths and challenges
- Quality of insight into why elements of the coaching session/other activities such as role plays worked or did not work as well as hoped
- Ability to translate reflection into clear action for future professional development
- Adhering the word limit

Please note, you need to obtain a minimum grade of 50% for this assessment to pass this Unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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