



# PSYC20043 Coaching Individuals for Positive Change

## Term 2 - 2022

Profile information current as at 20/04/2024 10:11 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 for building a positive working alliance using active listening and skilful questioning to identify client goals. You will also learn positive psychology strategies for working with clients to enhance positive emotions, character strengths and hope.

### 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 - 2022

- 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: 35%

#### 3. **Practical Assessment**

Weighting: 35%

### 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 Have Your Say

**Feedback**

The applied, practical focus of the unit allows students to develop skills and knowledge useful for their current and future work.

**Recommendation**

Retain the applied focus on developing skills relevant for the workplace.

#### Feedback from Moodle Have Your Say

**Feedback**

The focus on practical rather than essay-based assessments helps translate theory into practice.

**Recommendation**

Retain the applied assessments for translating theory into practice.

#### Feedback from Moodle Have Your Say

**Feedback**

Setting up the unit practice partners as a group of 3 rather than 2 would allow more stability, a potentially better match in terms of knowledge and skills, and further practice opportunities.

**Recommendation**

Practice partners will be set up as groups of 3.

#### Feedback from Moodle Have Your Say

**Feedback**

Students found videos of coaching skills created by the Unit Coordinator very useful and would like further videos.

**Recommendation**

Develop additional videos demonstrating key coaching skills.

## 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 knowledge and skills to create and maintain a positive working alliance with clients in coaching sessions
3. Apply positive psychology tools and strategies to coaching individuals

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Practical Assessment - 30%</b>		•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Practical Assessment - 35%	•	•	•
3 - Practical Assessment - 35%	•		•

### 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 - 35%	○	○	○			○		
3 - Practical Assessment - 35%	○	○	○	○				

## 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](mailto:d.every@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

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 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Coaching skills fundamentals	Please see selected readings and activities on Moodle	<b>Workshop on Coaching Skills Fundamentals</b> <b>Week 2 Thursday (21 July 2021)</b> <b>6:30-8:30 pm AEST</b> <i><b>Prior to the workshop</b>, please review the Moodle workbook for this workshop. The workbook provides an overview of the content and the pre-reading and watching required, as well as any activities you need to complete beforehand.</i>

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with positive emotions in coaching: Fundamentals	Please see selected readings and activities on Moodle	

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with positive emotions in coaching: Taking it further	Please see selected readings and activities on Moodle	<i>Zoom drop-in session Friday 5 August 2022 12.30 to 1.30pm AEST</i>

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Goals in coaching and positive psychology: Fundamentals	Please see selected readings and activities on Moodle	<b>Assessment 1: Coaching session using Active Constructive Responding</b> Due: Week 5 Monday (8 Aug 2022) 5:00 pm AEST

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No modules/topics this week		<b>Workshop on Hope Vac Week Thursday (18 August 2022) 6:30-8:30 pm AEST</b> <i>Prior to the workshop, please review the Moodle workbook for this workshop. The workbook provides an overview of the content and the pre-reading and watching required, as well as any activities you need to complete beforehand.</i>

#### Week 6 - 22 Aug 2022

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

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Goals: Using positive psychology for motivation	Please see selected readings and activities on Moodle	<i>Zoom drop-in session Friday 2 September 2022 12.30 to 1.30pm AEST</i>

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with strengths in coaching: Fundamentals	Please see selected readings and activities on Moodle	<b>Assessment 2: Creating a Hope Map in a coaching session</b> Due: Week 8 Monday (5 Sept 2022) 5:00 pm AEST

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working with strengths in coaching: Taking it further	Please see selected readings and activities on Moodle	<b>Workshop on Strengths (Identifying, naming, eliciting) Week 9 Thursday (15 September 2022) 6:30-8:30 pm AEST</b> <i>Prior to the workshop, please review the Moodle workbook for this workshop. The workbook provides an overview of the content and the pre-reading and watching required, as well as any activities you need to complete beforehand.</i>

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Using positive psychology assessment in coaching	Please see selected readings and activities on Moodle	<b>Workshop on Strengths (Debriefing and strengthening) Week 10 Thursday (22 September 2022) 6:30-8:30 pm AEST</b> <i>Prior to the workshop, please review the Moodle workbook for this workshop. The workbook provides an overview of the content and the pre-reading and watching required, as well as any activities you need to complete beforehand.</i>

## Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Positive psychology coaching practice across the life span	Please see selected readings and activities on Moodle	Zoom drop-in session Friday 30 September 2022 12.30 to 1.30pm AEST

## Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Taking a breath: self-care and coaching	Please see selected readings and activities on Moodle	<b>Assessment 3: Creating a strengths-resource for clients</b> Due: Week 12 Monday (3 Oct 2022) 5:00 pm AEST

## Review/Exam Week - 10 Oct 2022

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

## Exam Week - 17 Oct 2022

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

## Assessment Tasks

### 1 Assessment 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) coaching session with another student from this unit \* using foundational skills to develop a positive working alliance and Active Constructive Responding.

#### Preparation for this assessment:

There are readings and video resources on creating a positive working alliance, active listening and Active Constructive Responding (ACR) available on Moodle. We will be practising these skills using role plays, self-reflection, and group discussions in the first of the unit workshops.

#### Instructions for the coachee:

Prior to the coaching session, the coachee chooses 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 recognised 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 their chosen positive event. They will use Active Listening and Active Constructive Responding to encourage the coachee to share about this positive event.

The coaching session must include:

1. Body language to build the positive working alliance
2. Active listening: A minimum of 3 paraphrases, or 2 paraphrases and a summary to the coachee
3. Active Constructive Responding: A minimum of 3 active constructive questions

#### Submission:

You will submit a video recording of the coaching session. Your video recording must show both the coach and the coachee throughout the video.

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 groups of 3 for the first assessment in the first workshop. You will each take on the role of coach and coachee in your small groups.

**Assessment Due Date**

Week 5 Monday (8 Aug 2022) 5:00 pm AEST

**Return Date to Students**

Week 6 Monday (22 Aug 2022)

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

**Weighting**

30%

**Assessment Criteria**

The coaching session will be assessed on:

1. Development of a positive working alliance using empathic and authentic connection, including use of non-verbal communication
2. Use of Active Listening skills, specifically accuracy, appropriateness and timing of paraphrases and/or summary
3. Eliciting and supporting positive emotions through Active Constructive Responding

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

The 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 knowledge and skills to create and maintain a positive working alliance with clients in coaching sessions
- Apply positive psychology tools and strategies to coaching individuals

**Graduate Attributes**

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

## 2 Assessment 2: Creating a Hope Map in a coaching session

**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/s:*

The coach guides the coachee through a session/s (it may take more than one) to develop a Hope Map.

*Instructions for the coach:*

The Hope Map draws on goal-setting skills and combines these with an understanding of Snyder's theory of hope (agency plus pathways). The coach should be familiar with this theoretical underpinning to lead their client to the development of a usable Hope Map which could support the client to reach an identified, realistic goal in a reasonable timeframe.



The coach runs the session/s as a real-world coaching session (i.e. as if you were in a coach and client relationship not doing an assessment).

You will:

1. Outline the exercise and its purpose and provide the necessary resources for creating the Hope Map (e.g. use the whiteboard function in Zoom).
2. Guide the coachee to develop a eudaimonic, self-concordant, intrinsic, PERMA-oriented goal.
3. Guide the coachee to frame this goal using the SMART framework.
4. Develop a Hope Map (goal, pathways, obstacles, strengths, support) using skillful questioning and discussion.
5. Design the final Hope Map in such a way that it supports your client to use the map as a hope enhancing tool through the imagery, colour and layout.

Throughout the session/s you will draw on foundational coaching skills of active listening to build the positive working alliance.

*Instructions for the coachee:*

The coachee does not complete the Hope Map on their own. If you are the coachee you will work with your coach as a client so that they are able to complete the Hope Map process with you. For example, it is important to be open to the questioning process and open to your coach's feedback, e.g. do not insist on creating a large or unrealistic goal which would mean your coach would be marked down for the goal-setting aspect of the assessment.

Do not choose weight loss as a goal. It requires specialist knowledge to coach a client safely in this kind of goal.

*Submission:*

The coach will submit the completed Hope Map developed for your coachee.

The completed Hope Map must include:

1. One (1) eudaimonic, self-concordant, intrinsic, PERMA-oriented SMART goal
2. Three (3) pathways to that goal
3. One (1) 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

There is no word limit, but the recommended length of the Hope Map is one page which could be an A3 size page or an A4 page in landscape. This is so it works as a hope reminding tool - if it can be posted somewhere visible and is easily accessible then this will boost people's likelihood of using it and the likelihood of it increasing hope.

\* The groups of 3 are the same for the first and second assessment. You will take turns being the coach and coachee.

### **Assessment Due Date**

Week 8 Monday (5 Sept 2022) 5:00 pm AEST

### **Return Date to Students**

Week 10 Monday (19 Sept 2022)

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

### **Weighting**

35%

### **Assessment Criteria**

The Hope Map will be evaluated on:

1. Understanding and application of eudaimonic, intrinsic, self-concordant goals
2. Understanding and application of goal-setting principles to develop a SMART goal
3. Understanding and application of hope theory to the development of the Hope Map
4. Accurate and appropriate completion of all parts of the Hope Map (SMART goal, pathways, obstacles, strengths and supports)

### **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 knowledge and skills to create and maintain a positive working alliance with clients in coaching sessions
- Apply positive psychology tools and strategies to coaching individuals

### **Graduate Attributes**

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

## **3 Assessment 3: Creating a strengths-resource for clients**

### **Assessment Type**

Practical Assessment

### **Task Description**

In Assessment 3 you will develop a client strength resource that you could use as part of a debriefing session with a client after they have completed the VIA (Values in Action) survey.

*Preparation for this assessment:*

There are resources about strengths on Moodle. We will use brainstorming and group discussions in the fourth workshop to explore definitions of strengths and how we may debrief with clients about negative perceptions of strengths.

*Task Instructions:*

Choose one strength from this list of the lesser-known strengths that clients may perceive negatively or not understand:

- fairness
- forgiveness
- perspective
- social intelligence

Create a client handout on this strength that you would give to them to take home as part of your debriefing that would help them see this strength positively.

The client handout will include:

1. A definition of this strength (i.e. what it is)
2. A minimum of one (1) creative alternative name for this strength
3. A minimum of three (3) positive aspects of the strength (i.e. why is it valuable). You might use research here if there is available research on the aspects of life to which this strength contributes.
4. Identify a minimum of one (1) example of what this strength looks like when being used positively in the world.

For both 3 and 4 you could also use your empathic, creative, imaginative skills to highlight why this strength is valuable and what it looks like in the real world e.g. you might identify particular people in the public eye or book and movie characters who display this strength.

As this will be a client resource, make it accessible and interesting.

*Accessible:* Please ensure that you use clear and simple language, and images and resources which do not exclude specific intersectional experiences (i.e. do not use language and resources exclusive to white, straight, cis-gendered, able-bodied, middle-class people).

*Interesting:* Please use formatting such as fonts, colours and images to enhance the resource. You can use sayings, poems, links to movies and books, artwork – any creative ways to illustrate why this strength has hidden beauty underneath its slightly off-putting title!

### **Assessment Due Date**

Week 12 Monday (3 Oct 2022) 5:00 pm AEST

### **Return Date to Students**

Exam Week Monday (17 Oct 2022)

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

**Weighting**

35%

**Assessment Criteria**

The client resource on strengths will be evaluated on:

1. Insight into the character strength demonstrated through the use of research and cultural references (movies, books, people)
2. Applying this knowledge to assist clients to develop more positive perspectives on a strength
3. Demonstrating creativity and accessibility in the design of the resource

**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
- Communication
- Cognitive, technical and creative skills
- Research

## 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