

PSYC29003 *Coaching Individuals for Positive Change*

Term 1 - 2025

Profile information current as at 08/06/2026 02:53 pm

All details in this unit profile for PSYC29003 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 skillful questioning. You will also use positive psychology theory and tools for working with clients to enhance positive emotions, explore character strengths, and build hope.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

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 1 - 2025

- 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 Unit Coordinator observations.

Feedback

In Assessment 1, students find the concept of positive emotions and their role in coaching difficult to apply.

Recommendation

Unit Coordinator to include a new video resource to explain the key work on positive emotions and what it looks like in a coaching session.

Feedback from Unit Coordinator observations.

Feedback

Students are allocated in groups of 4 for Assessments 1 and 2, however when students leave the unit there are not always sufficient numbers remaining to form pairs.

Recommendation

Create groups of 6 instead of 4, so that the groups are more likely to have the numbers required to form pairs for the assessments.

Feedback from Unit Coordinator observations.

Feedback

The fourth workshop is not well attended.

Recommendation

Revise the third and fourth workshops in order to combine the material in these into one workshop.

Unit Learning Outcomes

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

1. Apply knowledge and skills from counselling, coaching and humanistic psychology to create and maintain a positive working alliance with clients in coaching sessions
 2. Apply positive psychology theories of change, tools and strategies to coaching individuals
 3. Apply critical knowledge of positive psychology concepts to adapt coaching techniques to diverse needs
- N/A - no external accreditation.

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 - 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 - First Nations Knowledges			
9 - Aboriginal and Torres Strait Islander Cultures			

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

Sidney Irwin Unit Coordinator
s.irwin@cqu.edu.au

Schedule

Week 1 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Coaching Skills Fundamentals	Resources provided on Moodle	Workshop 1: Coaching Skills Fundamentals and Active Constructive Responding Thursday 13 March 2025 6.30-8.30pm AEST

Week 2 - 17 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Working with positive emotions: Fundamentals	Resources provided on Moodle	

Week 3 - 24 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Working with positive emotions: Taking it further	Resources provided on Moodle	

Week 4 - 31 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Goals: Fundamentals	Resources provided on Moodle	Assessment 1: Coaching session Due: Week 4 Monday (31 Mar 2025) 5:00 pm AEST

Week 5 - 07 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Goals and hope: Fundamentals	Resources provided on Moodle	Workshop 2: Hope Thursday 10 April 2025 6.30-8.30pm AEST

Vacation Week - 14 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic

No classes/material this week

Week 6 - 21 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Goals and motivation: Taking it further	Resources provided on Moodle	

Week 7 - 28 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
Working with strengths: Naming and finding	Resources provided on Moodle	Assessment 2:

Hope Map Due: Week 7 Monday (28 Apr 2025) 5:00 pm AEST

Week 8 - 05 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Working with strengths: Using the VIA and strengths development	Resources provided on Moodle	Workshop 3: Strengths Thursday 8 May 2025 6.30-8.30pm AEST

Week 9 - 12 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Working with strengths: Taking it further	Resources provided on Moodle	

Week 10 - 19 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Positive assessment in coaching: Taking it further	Resources provided on Moodle	

Week 11 - 26 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
Positive psychology coaching and diversity	Resources provided on Moodle	Assessment 3:

Strengths Resource Due: Week 11 Monday (26 May 2025) 5:00 pm AEST

Week 12 - 02 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
Taking a breath: Self-care and coaching	Resources provided on Moodle	

Review/Exam Week - 09 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
No exam		

Exam Week - 16 Jun 2025

Module/Topic	Chapter	Events and Submissions/Topic
No exam		

Assessment Tasks

1 Coaching session

Assessment Type
Practical Assessment

Task Description

For this assessment, you will conduct a short coaching session (no less than 5 minutes, no more than 7 minutes) with another student from this unit. This exercise will demonstrate your understanding and practice of key coaching skills.

Key Skills to Demonstrate

1. Building a Positive Working Alliance:

- Unconditional Positive Regard: Accept the coachee without judgement
- Accurate Empathy: Understand and reflect their feelings

- Warmth and Congruence: Be genuine, approachable, and consistent in your words and actions
- Use verbal and non-verbal cues to show you're actively engaged.

2. Active Constructive Responding:

- Encourage the coachee to deeply share a positive experience by asking questions that are coherent with the Active Constructive Responding (ACR) framework.

Preparation Steps:

- Review Resources: Check Moodle for readings and videos on coaching skills (building a positive working alliance and asking Active Constructive Responding questions)
- Learn: Participate in role-plays and group discussions in the first workshop to refine your approach
- Practice: Practice the skills with your unit partners and others.

Instructions for the Coachee:

Choose a positive experience to share. This could be:

- An achievement (personal, academic, or professional)
- Recognition (awards, milestones, or community contributions)
- A memorable trip or experience

Instructions for the Coach:

Begin the session by asking the coachee to share their positive experience.

Use these skills throughout the conversation:

- *Non-Verbal Skills:* Maintain good eye contact, open posture, appropriate facial expressions, and a warm tone of voice.
- *Verbal Skills:*
 - Include at least 3 paraphrases or 2 paraphrases and a summary.
 - Ask at least 3 active constructive questions to help the coachee elaborate on their experience.
 - Stay present and engaged: Avoid reading pre-prepared questions.

Video Submission Guidelines:

- Record the session unedited: Submit a single, continuous video showing both participants clearly.
- No edits: Ensure the video shows the entire conversation without cuts.
- Minimum duration: 5 minutes. Maximum duration: 7 minutes.

Use of Generative-AI (GenAI) Tools:

Generative-AI must not be used for this practical assessment. Your unedited recording of your session with your client must show your ability to build a positive working alliance through verbal and non-verbal skills and respond in real time to a client's experience by applying ACR. You are not permitted to use Generative AI technology to:

- Change any aspect of your physical appearance (particularly your eye movement) or your nonverbal behaviour (such as your facial expression and body movements)
- Change your spoken communication (including speech and paralinguistic interjections)

Remember that it is plagiarism to directly copy and paste material produced by Generative-AI tools into assessments. For guidance on using Generative-AI in assessments, please access the resources developed by the Academic Learning Centre (ALC): [GenAI Student Resources \(ALC\)](#) and [Referencing Guidelines for Large Language Models or AI in Assignments \(ALC\)](#). If you have questions about Generative-AI material and plagiarism, please speak with your Unit Coordinator and/or contact an [ALC advisor](#).

Assessment Due Date

Week 4 Monday (31 Mar 2025) 5:00 pm AEST

Return Date to Students

Vacation Week Tuesday (15 Apr 2025)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

30%

Assessment Criteria

The submission of your coaching session as a coach will be evaluated on:

1. Use of non-verbals: body language (physical position, eye contact, facial expression) and voice tone and pace to develop a positive working alliance
2. Use of verbal skills of paraphrasing and summarising to build positive working alliance
3. Use of skillful Active Constructive questions to explore the positive aspects of the experience
4. Adherence to time limit.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

The assessment will be submitted through the assessment portal in Moodle.

Learning Outcomes Assessed

- Apply knowledge and skills from counselling, coaching and humanistic psychology to create and maintain a positive working alliance with clients in coaching sessions
- Apply positive psychology theories of change, tools and strategies to coaching individuals

2 Hope Map

Assessment Type

Practical Assessment

Task Description

In this assessment, you will create a Hope Map with a coachee (another student from this unit). This exercise will demonstrate your coaching skills and understanding of hope theory and eudaimonic goals.

Preparation Steps:

1. Review Resources: Access the Hope Map resources on Moodle.
2. Practice: Engage in role-play exercises, self-reflection activities, and group discussions in the second workshop. This will help you become comfortable guiding others through Hope Mapping.

Coaching Session Overview:

You will lead a coaching session (or multiple sessions) to develop a Hope Map for your coachee. Treat it as a real coaching experience, not just an assessment task.

Instructions for the Coach:

Your goal is to guide the coachee in creating a meaningful and realistic Hope Map for reaching a eudaimonic goal. This coaching process combines goal-setting techniques with Snyder's theory of hope and principles of eudaimonia (happiness through personal growth and connection to larger purposes).

Steps to Follow:

1. Explain the Purpose: Begin by explaining the Hope Map process and its purpose (to foster hope and support meaningful goals) to your coachee.
2. Develop the Goal: Help the coachee identify a eudaimonic goal —focused on caring for something larger than oneself.
3. Use the SMART Framework: Guide the coachee in setting a Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goal.
4. Gather information for use in the Hope Map. Use your skillful questioning techniques to elicit information for the components of the Hope Map:
 - Goal: Clearly state the eudaimonic goal and how it fits within the SMART framework.
 - Pathways: Identify three pathways (action plans) to achieve the goal.
 - Obstacles: List one obstacle for each pathway (3 obstacles total).
 - Solutions: Develop one way to overcome each obstacle.
 - Strengths: Identify two personal strengths that will help the coachee reach their goal.
 - Support: Identify two sources of support (e.g., people, animals, natural spaces, or practices).
 - Progress Measure: Establish one way to track progress toward the goal.
5. Create and design the Hope Map. Using the information from your coachee, create a visually engaging Hope Map using colors, imagery, and a clear layout. This will make it a useful, hope-enhancing tool that the coachee can refer to regularly.

Instructions for the Coachee:

- Choose a eudaimonic goal that connects you to a larger purpose.
- Be open and engaged during the session. Work collaboratively with your coach and stay realistic about the goal's size and timeframe. This ensures a fair assessment for your coach.

Submission Requirements:

The coach will submit the completed Hope Map, which must include:

1. One SMART eudaimonic goal.
2. Three pathways to reach the goal.
3. Three obstacles (one for each pathway).
4. Three solutions (one for each obstacle).
5. Two personal strengths identified.
6. Two sources of support.
7. One way to measure progress.

Format:

- Recommended length: One page (A3 or A4 landscape).
- The Hope Map should be visually appealing, clear, and easy to display for daily reference.

Use of Generative-AI (GenAI) Tools:

Generative-AI must not be used for this practical assessment piece. Your hope map must show your ability to ask skillful questions to assist clients to develop a goal and a plan for meeting that goal.

Remember that it is plagiarism to directly copy and paste material produced by Generative-AI tools into assessments.

For guidance on using Generative-AI in assessments, please access the resources developed by the Academic Learning Centre (ALC): [GenAI Student Resources \(ALC\)](#) and [Referencing Guidelines for Large Language Models or AI in Assignments \(ALC\)](#). If you have questions about Generative-AI material and plagiarism, please speak with your Unit Coordinator and/or contact an [ALC advisor](#).

Assessment Due Date

Week 7 Monday (28 Apr 2025) 5:00 pm AEST

Return Date to Students

Week 9 Monday (12 May 2025)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

35%

Assessment Criteria

The submission will be evaluated on:

1. Application of goal-setting theories and research (SMART framework and the role of eudaimonic goals in boosting wellbeing) to develop an eudaimonic goal with the coachee
2. Application of theories and research on goal-setting and hope to map pathways, obstacles, strengths and supports, and measures of progress for the coachee's goal
3. Application of theories on hope enhancement to create an accessible, engaging resource for the coachee to support ongoing experiences of hope.

Referencing Style

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

Submission

Online

Submission Instructions

The assessment will be submitted through the assessment portal in Moodle.

Learning Outcomes Assessed

- Apply knowledge and skills from counselling, coaching and humanistic psychology to create and maintain a positive working alliance with clients in coaching sessions
- Apply positive psychology theories of change, tools and strategies to coaching individuals
- Apply critical knowledge of positive psychology concepts to adapt coaching techniques to diverse needs

3 Strengths Resource

Assessment Type
Practical Assessment

Task Description

In this assessment, you will create a client handout to use during a debriefing session after a client completes the Values in Action (VIA) strengths survey. The handout will focus on helping clients understand and appreciate some of the more challenging or misunderstood strengths.

Preparation Steps:

1. Review Resources: Access the materials on strengths provided on Moodle.
2. Participate in Workshop: Engage in brainstorming and group discussions in the third workshop. These will help you explore alternative names for strengths and ways to address negative perceptions.

Task Overview:

You will choose one strength from the list below, or an alternative culturally-relevant strength (with approval from the Unit Coordinator), and create a handout to help clients see the strength in a positive light.

Step 1: Choose a Strength

Select one strength from this list of lesser-known VIA strengths:

- Fairness
- Forgiveness
- Perspective
- Social Intelligence

Alternative Strengths (Optional):

You may choose a strength that better aligns with your cultural context. Below are strengths identified by various communities. Contact your Unit Coordinator first if selecting from this list:

Strengths of Black Americans (Dr. Joseph White):

- Improvisation
- Resilience
- Connectedness to others
- Spirituality
- Emotional vitality
- Gallows humor
- Healthy suspicion

Strengths of Indigenous North Americans (Pamela Hays):

- Pride in one's culture
- Religious faith or spirituality
- Artistic and musical abilities
- Bilingual/multilingual skills
- Group-specific social skills
- Sense of humor
- Culturally-related practical skills (e.g., fishing, hunting)
- Respect for the natural environment
- Commitment to helping others
- Wisdom from experience

Strengths from the Minority Model (LGBTQIA+):

- Social support within minority communities
- Community consciousness
- Identity pride

If you wish to select a strength not listed here, please discuss it with your Unit Coordinator.

Step 2: Create the Client Handout

Your handout must include:

1. *Alternative Strength Name:* Create a new, positive name that captures the essence of the strength and helps clients

see it differently.

2. *Strength Definition*: Write a clear, well-researched definition using academic sources (or culturally relevant sources if using a non-VIA strength). Address common myths and misconceptions about this strength.
3. *Three Positive Impacts of this strength on Wellbeing*: Identify three evidence-based ways this strength positively affects wellbeing. Use peer-reviewed research and indicate the strength of the evidence (e.g., "Emerging research suggests..." or "Strong evidence shows...").
4. *Holistic Strengths Map (HSM)*: a map of the intra- and inter-personal expressions of the strength.
5. *Role Models and/or Cultural Resources*: Include two examples of public figures, movies, books, communities, or animals that demonstrate this strength.
6. *Strength-Development Exercise*: Provide an evidence-based activity that helps clients develop this strength. Ensure it is accessible for various learning needs and life situations.
7. *Reference List (APA Format)*: List all sources in APA format. Use footnotes in the handout for readability.

Design and Accessibility Requirements:

Make the handout engaging and easy to understand:

- Use clear, simple language
- Include images and examples that reflect diverse experiences
- Choose fonts, colors, and visuals that support understanding of the strength
- Present research findings in lay language, avoiding complex jargon.

Final Checklist:

- Alternative name and clear definition
- Three positive impacts with evidence
- Holistic Strengths Map
- Two role models or resources
- Accessible, evidence-based exercise
- APA-formatted reference list.

This handout should inspire and support clients in appreciating their strengths. Make it something they'll want to keep and refer to often.

Use of Generative-AI (GenAI) Tools:

For this assessment, *if you wish to*, you may choose to use Generative-AI for:

- Supplementing the Moodle resources, e.g. examples of the strength. However, you must ensure that any information gathered from and used by you generated through AI is evidence-based and reputable. You must also ensure that any materials you use are appropriately and accurately referenced using APA style.
- Checking spelling, grammar and syntax.

Include a statement in your assessment regarding how you have used Generative-AI and which system you have used. However, you may not use Generative-AI to write this assessment.

Remember that it is plagiarism to directly copy and paste material produced by Generative-AI tools into assessments. For guidance on using Generative-AI in assessments, please access the resources developed by the Academic Learning Centre (ALC): [GenAI Student Resources \(ALC\)](#) and [Referencing Guidelines for Large Language Models or AI in Assignments \(ALC\)](#). If you have questions about Generative-AI material and plagiarism, please speak with your Unit Coordinator and/or contact an [ALC advisor](#).

Assessment Due Date

Week 11 Monday (26 May 2025) 5:00 pm AEST

Return Date to Students

Review/Exam Week Monday (9 June 2025)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

35%

Assessment Criteria

The submission will be evaluated on:

1. Depth and breadth of understanding of the strength.
2. Skilful use of quality research evidence and cultural resources to describe and illustrate the strength.
3. Application of principles of learning modes, accessibility and cultural sensitivity in the design of the strengths

resource.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Apply knowledge and skills from counselling, coaching and humanistic psychology to create and maintain a positive working alliance with clients in coaching sessions
- Apply positive psychology theories of change, tools and strategies to coaching individuals
- Apply critical knowledge of positive psychology concepts to adapt coaching techniques to diverse needs

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