



PSY 963

Coaching and Positive Psychology

S1 Day 2014

Psychology

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General Information

Unit convenor and teaching staff

Unit Convenor

Monique Crane

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Contact via monique.crane@mq.edu.au

Credit points

4

Prerequisites

Admission to MCLinPsych or DCLinPsych or MOrgPsych or DOrgPsych or PGDipOrgBeh

Corequisites

Co-badged status

Unit description

Coaching is a relatively new and rapidly expanding approach to achieving rapid and lasting change. It has been enthusiastically embraced by practitioners, organisations and individuals and is used by coaching, organisational, clinical, health and counselling psychologists. This unit introduces students to the key theories and research underpinning coaching and positive psychology. It differentiates coaching from counselling, therapy, mentoring, consulting and training; and identifies the limits of coaching, and how it can be used to augment existing approaches to individual and organisational change. Basic and advanced methods are taught via role plays, supervised practice and model coaching programs.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Experience using coaching micro-skills.

Activities related to the appropriate delivery of feedback

Related to report writing.

Students will be trained to consider career stage when engaging in coaching with a client and how you might coaching approach based on these considerations.

Students will develop an understanding of cognitive and behavioural approaches to

coaching.

Assessment Tasks

Name	Weighting	Due
Coaching program	30%	28th March 2014
Mini-coaching session	30%	23rd May 2014
Report	40%	6th June 2014

Coaching program

Due: **28th March 2014**

Weighting: **30%**

This task will involve the development of a six session cognitive-behavioural coaching program based on a vignette that will be included with the assessment documents.

On successful completion you will be able to:

- Experience using coaching micro-skills.
- Activities related to the appropriate delivery of feedback
- Related to report writing.
- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Mini-coaching session

Due: **23rd May 2014**

Weighting: **30%**

This task will involve you and a peer conducting a video recording of a coaching session. In this mini coaching session you will need to: (1) demonstrate active listening skills, (2) discuss expectations and boundaries, (3) set one goal with the client, (4) ability to use the GROW model addressed in the workshop and (5) arrive at one strategy for pursuing that goal with buy in from the client. The coaching session should reflect on a real work-based issue that could be addressed through coaching (e.g., workplace conflict).

On successful completion you will be able to:

- Experience using coaching micro-skills.

- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Report

Due: **6th June 2014**

Weighting: **40%**

This assessment will involve the analysis of four vignettes including the details of clients at different career stages. In this assignment you are asked to consider the issues that need to be taken into consideration when engaging in coaching with each client and how you might approach coaching based on these considerations.

On successful completion you will be able to:

- Experience using coaching micro-skills.
- Related to report writing.
- Students will be trained to consider career stage when engaging in coaching with a client and how you might coaching approach based on these considerations.
- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Delivery and Resources

LECTURES

The unit will involve two 1 hour on-line lectures. Students are expected to watch lecture content prior to attendance at workshops.

WORKSHOPS

Internal students are required to attend 3-all day workshops.

READINGS

There is no required text book. Students will be asked to keep up-to-date with readings. Readings are listed via the unit iLearn site and unit guide.

ONLINE RESOURCES

The iLearn site will include links to other online resources and activities that students will need to complete prior to the workshops.

Unit Schedule

W	Date	Topic	Lecturer
1	14 th March 2014	Introduction to coaching and cognitive and behavioural techniques in coaching	Monique Crane
8	16 th May 2014	Coaching and positive psychology	Monique Crane and Kylie Harrison
10	30 th May 2014	Coaching across the career span	Barbara Griffin

Learning and Teaching Activities

Readings

Readings are related to course content

Lectures

Lectures covering necessary knowledge

Workshops

Workshops engage students in skill development

Assessments

Assessments provide the opportunity to apply skills and receive individualised feedback.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Experience using coaching micro-skills.
- Activities related to the appropriate delivery of feedback
- Related to report writing.
- Students will be trained to consider career stage when engaging in coaching with a client and how you might coaching approach based on these considerations.
- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Assessment tasks

- Coaching program
- Mini-coaching session
- Report

Learning and teaching activities

- Readings are related to course content
- Lectures covering necessary knowledge
- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,

of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Assessment tasks

- Coaching program
- Mini-coaching session
- Report

Learning and teaching activities

- Readings are related to course content
- Lectures covering necessary knowledge
- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Students will be trained to consider career stage when engaging in coaching with a client and how you might coaching approach based on these considerations.
- Students will develop an understanding of cognitive and behavioural approaches to coaching.

Assessment tasks

- Coaching program
- Report

Learning and teaching activities

- Readings are related to course content

- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Experience using coaching micro-skills.
- Activities related to the appropriate delivery of feedback
- Related to report writing.

Assessment tasks

- Coaching program
- Mini-coaching session
- Report

Learning and teaching activities

- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Assessment tasks

- Mini-coaching session
- Report

Learning and teaching activities

- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.

PG - Capable of Professional and Personal Judgment and

Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Experience using coaching micro-skills.

Assessment tasks

- Coaching program
- Report

Learning and teaching activities

- Workshops engage students in skill development
- Assessments provide the opportunity to apply skills and receive individualised feedback.