



PSY 963

Coaching and Positive Psychology

S1 Day 2017

Department of Psychology

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General Information

Unit convenor and teaching staff

Lecturer and unit chair

Monique Crane

monique.crane@mq.edu.au

Contact via 9850 8604

C3A 509

by appointment

Lecturer

Barbara Griffin

barbara.griffin@mq.edu.au

Contact via 9850 9012

C3A 526

by appointment

Credit points

4

Prerequisites

Admission to MClinPsych or DClinPsych or MOrgPsych or DOrgPsych or GradCertBusPsy or GradDipBusPsy or MProfPsych

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 and mentoring. Topics covered include the basics of motivational interviewing, the developmental pipeline, coaching micro-skills, ethical issues as they relate to coaching, the use of positive psychology in coaching, and coaching throughout the career span. Students interested in vocational counselling, leadership coaching, or employee coaching would find this unit useful.

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:

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques
- Demonstrate the ability to use the GROW model of coaching
- Explain theories of career stages
- Demonstrate the interpersonal and communication skills necessary for coaching

Assessment Tasks

Name	Weighting	Hurdle	Due
Mini-coaching session	50%	No	5:00pm 21st April 2017
Coaching across the career spa	50%	No	16th June 2016

Mini-coaching session

Due: **5:00pm 21st April 2017**

Weighting: **50%**

This task will involve students conducting a video recording of a coaching session.

In this mini coaching session students will need to:

- demonstrate active listening skills,
- discuss expectations and boundaries,
- set one goal with the client,
- ability to use the GROW model addressed in the workshop and
- 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:

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Apply best-practice coaching techniques
- Demonstrate the ability to use the GROW model of coaching
- Demonstrate the interpersonal and communication skills necessary for coaching

Coaching across the career spa

Due: **16th June 2016**

Weighting: **50%**

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.

This activity is designed to develop the students:

1. Ability to explain the role of coaching across the employee lifecycle.
2. Use critical analysis skills to determine the relevance of particular coaching approaches to different clients.
3. Ability to explain theories of career stages.

On successful completion you will be able to:

- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Explain theories of career stages

Delivery and Resources

Classes will involve on-line lectures, on-line activities, group discussions, case studies, and other learning activities. In the workshops we will be using the PREZI on-line tool to enhance collaborative learning among students.

Students are expected to attend workshops, to read the recommended material, participate in on-line activities and listen to the on-line lectures prior to workshops, and to complete

assignments as described in this outline and elsewhere.

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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 outcomes

- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques
- Explain theories of career stages

Assessment tasks

- Mini-coaching session
- Coaching across the career spa

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

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Demonstrate the ability to use the GROW model of coaching
- Explain theories of career stages
- Demonstrate the interpersonal and communication skills necessary for coaching

Assessment tasks

- Mini-coaching session
- Coaching across the career spa

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 outcomes

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients

- Apply best-practice coaching techniques
- Explain theories of career stages

Assessment task

- Mini-coaching session

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

- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Explain theories of career stages

Assessment task

- Mini-coaching session

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

- Use the developmental pipeline in coaching
- Apply best-practice coaching techniques
- Demonstrate the ability to use the GROW model of coaching
- Demonstrate the interpersonal and communication skills necessary for coaching

Assessment tasks

- Mini-coaching session

- Coaching across the career spa

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:

Learning outcomes

- Demonstrate the ability to develop a coaching plan for a coachee
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques
- Demonstrate the interpersonal and communication skills necessary for coaching

Assessment task

- Coaching across the career spa