

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

LIFC 201

INTRODUCTION TO LIFE COACHING

COURSE DESCRIPTION

Offers an introduction to professional coaching from a Christian worldview with special attention given to coaching theories, practice, skills, and various coaching specialties. This will include an overview of common client presenting issues.

RATIONALE

Coaching is a vital new helping field that is growing daily. Some of the core skills for the coaching profession are the same as the counseling profession: building a relationship and learning to effectively communicate with the client. This course helps the student to understand the differences and similarities between the two fields and the opportunity to broaden the scope of help for people in need. If there is ever a time for godly leadership, servanthood, and biblical counsel, it is now. This course seeks to meet that challenge by equipping the student with the basic foundations of life coaching and biblically guiding individuals asking for help.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Explain the differences between professional coaching and professional counseling.
- B. Identify the scriptural and spiritual foundations of life coaching.

- C. Construct a biblical worldview for effective life coaching.
- D. Discuss ethical guidelines and standards in life coaching.
- E. Analyze essential theories and models of life coaching.
- F. Recognize specialties in life coaching.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will complete 4 Discussion Board Forums that specifically relate to the assigned module/week's content. Each forum will be completed in 2 parts: 1) the student will create a 250–600-word thread in answer to the question provided and 2) the student will then reply to at least 2 classmates' threads. Each reply must be 100–300 words. Each thread must use at least 2 citations from course readings, and each reply must also use at least 2 citations.

- D. Case Studies (2)

The student will complete 2 discussion board Case Studies that specifically relate to module/week content. Each case study will be completed in 2 parts: 1) the student will submit a 400–800-word Case Study thread and 2) the student will then reply to at least 2 classmates' Case Studies. Each reply must be 100–300 words.

- E. Research Paper

The student will submit the following individual components of the Final Research Paper: Title Page, Abstract, Outline, and Reference Page. After completing the Final Research Paper, the student will then complete a Final Research Paper Presentation.

Title Page

The student will submit a Title Page in current APA format that he/she will use for his/her Final Research Paper.

Abstract

The student will submit an Abstract of at least 150 words in current APA format that will be used for his/her paper.

Outline

The student will submit an Outline in current APA format with 2 levels of heading that he/she will use for his/her paper.

Reference Page

The student will submit a Reference Page in current APA format that he/she will use for his/her paper. A minimum of 5 peer-reviewed sources published in the last 5–7 years must be incorporated. 1 of these sources can be the student's course textbook.

Final Research Paper

The student will write a 750–1,000-word paper in current APA format reflecting an in-depth examination where he/she will construct a biblical worldview for effective life coaching. The paper must be well-organized, using current APA-formatted level headings. A current APA-formatted title page, abstract, and reference page are required but will not count toward the overall length requirement. A minimum of 5 peer-reviewed sources published in the last 5–7 years must be incorporated, 1 of which can be the course textbook. The paper will be checked for originality using the SafeAssign plagiarism tool.

Final Research Paper Presentation

Based on his/her own research findings, the student will create a 10–15-slide Adobe Spark Video or PowerPoint presentation in which the student will discuss the ethical guidelines and standards in life coaching. A title slide and reference slide are required but will not count toward the overall length requirement. The presentation must be well-organized, using current APA-formatted level headings. A minimum of 5 peer-reviewed and professional sources published in the last 5–7 years must be incorporated in using in-text citations.

F. Exams (2)

The student will complete 2 exams that are cumulative and cover the material presented in the textbook, presentations, and lecture notes. Each exam is open-book/open-notes and is comprised of 50 multiple-choice and true/false questions. Each exam must be completed in 1 sitting, and you will have 1 hour and 30 minutes to complete each exam. The Midterm Exam will assess chapters 1–13 of the Collins textbook and presentation material from Modules 1-4. The Final Exam will assess chapters 14–22 of the Collins textbook and presentation material from Modules 5-8. Once the exam is opened, it must be completed; it cannot be saved and resumed at a later time.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at 65 pts ea)	260
Case Studies (2 at 80 pts ea)	160
Research Paper	
Title Page	25
Abstract	25
Outline	30
Reference Page	50
Final Research Paper	150
Final Research Paper Presentation	100
Midterm Exam	100
Final Exam	100
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

LIFC 201

Textbook: Collins, *Christian Coaching: Helping Others Turn Potential into Reality* (2009).

MODULE/ WEEK	READING & STUDY	LEARNING ACTIVITIES	POINTS
1	Collins: chs. 1–4 2 presentations 1 lecture note	Course Requirements Checklist Class Introductions DB Forum 1	10 0 65
2	Collins: chs. 5–7 2 presentations 1 lecture note	Case Study 1 Research Paper: Title Page Research Paper: Abstract	80 25 25
3	Collins: chs. 8–9, 12–13 2 presentations 1 lecture note	DB Forum 2 Research Paper: Outline Research Paper: Reference Page	65 30 50
4	Collins: chs. 10–11 1 presentation 1 lecture note	DB Forum 3 Midterm Exam	65 100
5	Collins: ch. 18 1 presentation 1 lecture note	Final Research Paper	150
6	Collins: ch. 19 2 presentations 1 lecture note	Case Study 2	80
7	Collins: chs. 14–17 2 presentations 1 lecture note	Final Research Paper Presentation	100
8	Collins: chs. 20–22 1 presentation 1 lecture note	DB Forum 4 Final Exam	65 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.