

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 202

ADVANCED SKILLS IN LIFE COACHING

COURSE DESCRIPTION

An examination of the requisite skills, theoretical coaching models, and goals needed to become proficient and successful as a life coach. The course offers an overview of advanced skills and their application in professional life coaching relationships.

RATIONALE

As a basis for their work, life coaches should have a thorough understanding of coaching models, theory, and application. This understanding serves to heighten the coaches' effectiveness in formulating effective coaching strategies and in aiding in the delivery of advice in an efficient and timely manner.

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. Examine and explain the contemporary issues addressed within the field of life coaching.
- B. Analyze the major theoretical models in life coaching and how they relate to the actual practice of coaching.
- C. Appraise Life Coaching and its applicability in the context of people's lives.
- D. Compare and contrast coaching with counseling and social work.

- E. Construct a framework from which life coaching services can be aptly delivered. This includes looking at advanced life coaching skills.
- F. Analyze the difference between secular and Christian models of life coaching.

These course objectives are designed to fulfill the following Psychology Department Learning Outcomes:

- A. Synthesize and apply an array of life coaching theories from within an integrated Christian Worldview.
- B. Compare and critique the various ethical and legal standards in the life coaching discipline.
- C. Analyze the delivery of life coaching services in order to develop a coaching strategy in accordance with a distinctly biblical worldview and established best practices.
- D. Compare and contrast diverse individuals within a developmental systems context in order to effectively determine appropriate coaching strategies.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/powerpoints
Regular readings will be assigned to allow the student to complete the reading of his/her required text within the eight weeks allotted for the course (MLO: A, B, C, D).
- 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 is expected to make regular postings to the Discussion Board Forum topics provided. Threads are to be at least 250 words. Additionally, the student will post a reply (no less than 150 words) to at least 2 other classmates' threads (MLO: A, B, C, D, E, F).
- D. 4MAT Review
The student is expected to complete a 4MAT Review during the course of his/her study. The student may critique any book that is written specifically regarding the subject of life coaching. The course text cannot be used for this assignment. Instructions for completion of this paper will be found in the Assignment Instructions folder located in the Course Content area of the course (MLO: A, B, C, D, E, F).

E. Research Paper

Topic

Choosing a topic and describing the rationale are prerequisites for the Research Paper required for this course. In preparation for the final Research Paper, the student will choose a topic or issue related to life coaching from a list provided by the instructor. The student will also include 4–5 sentences describing the rationale for his/her chosen topic as well as 8 potential references (published within the last 5 years).

Outline and Reference List

In preparation for the Research Paper, the student will create a full-sentence outline that demonstrates the content of his/her paper. The student will also create a reference list with the 5 sources (journal articles and books) that he/she will be using in the paper. All sources must have been published within the last 5 years and must be formatted according to current APA standards.

Final

The student will write an 8–10-page paper addressing the issue or topic. This assignment is to be completed adhering strictly to current APA format. This assignment will enable the student to explore an area of interest in the field of life coaching in an in-depth manner and provide the student with practice expressing his/her content knowledge in writing. The student must include at least 5 relevant sources in his/her paper that were published within the last 5 years (MLO: A, B, C, D, E, F).

F. Module Checks

The student will complete a Module Check at the end of each Module/Week. Each assessment will cover the reading material from that module only; Module Checks are not comprehensive. Checks will contain 10 questions (multiple-choice, true/false, essay), will be open-book/open-notes, and have a 30 minute time limit (MLO: A, B).

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 60 pts ea)	240
4MAT Review	200
Research Paper	
Topic	50
Outline and Reference List	100
Final	250
Module Checks (8 at 20 pts ea)	160
Total	1010

B. Scale

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

C. 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.

D. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either 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 distance learning dean. The incident and action taken will become part of the student's permanent record.

E. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

F. Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

LIFC 202

Textbook: Dunbar, *Essential Life Coaching Skills* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dunbar: chs. 1–2 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		DB Forum 1	60
		Module Check	20
2	Dunbar: chs. 3–4 1 presentation	DB Forum 2	60
		Research Paper: Topic	50
		Module Check	20
3	Dunbar: ch. 5 1 presentation	4MAT Review	200
		Module Check	20
4	Dunbar: chs. 6–7 1 presentation	DB Forum 3	60
		Module Check	20
5	Dunbar: chs. 8–9 1 presentation	Research Paper: Outline and Reference List	100
		Module Check	20
6	Dunbar: chs. 10–11 1 presentation	DB Forum 4	60
		Module Check	20
7	Dunbar: chs. 12–13 1 presentation	Research Paper: Final	250
		Module Check	20
8	Dunbar: ch. 14 1 presentation	Module Check	20
		TOTAL	

DB = Discussion Board

NOTE: Each course 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 week ends at 11:59 p.m. (ET) on Friday.