

**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***

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### **LIFC 502**

#### **ADVANCED LIFE COACHING SKILLS**

#### **COURSE DESCRIPTION**

Life coaching is a rapidly growing field that is a natural complement to the counseling profession. It involves guiding an individual as they explore the requisite skills, knowledge, confidence, and goals that they will need to become proficient and successful in the area(s) in which they are being coached. This course will address some of the more advanced skills with which the experienced life coach should become adept.

#### **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 services 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 equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

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.
- F. Analyze the difference between secular and Christian models of life coaching.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes:

Regular readings will be assigned to allow you to complete the reading of your required text within the eight weeks allotted for the course.

- B. Course Requirements Checklist

After reading the 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 course content. Each forum will be completed in two parts: 1) the student will submit a thread in answer to the question provided (250 word minimum), and 2) the student will post replies to at least two other classmate's threads (150 word minimum each).

- D. Life Review Assessment Paper

The student is expected to complete a Life Review Assessment paper that will prepare him/her to facilitate future coaching conversations. In this paper the student will reflect on his/her assessment responses, then with this information prayerfully cast a vision for his/her future, create goals in key areas that line up with this vision, and then develop an action plan for 1 key goal that will facilitate positive change.

- E. 4-MAT Review

The student is expected to complete a 4-MAT Review paper during the course of his/her study. The 4-MAT review system is a way of responding to reading material that requires the learner to interact with new ideas on several levels: summarizing the material, making a personal connection, reflecting on the new information presented, and applying it to one's own personal growth process.

- F. Movie Review

The student is expected to complete a movie review. This review requires the student to interact with the content of the movie in a way that allows for a better understanding of the life coaching process. The student will watch a film of his/her choice with a strong life coaching theme and then complete a critique of the movie as it relates to the topic of life coaching

- G. Exams

Each exam will cover the Reading & Study material for the assigned module(s)/week(s). Each exam will be open-book/open-notes, contain 25 multiple-choice and true/false, and have a 45-minute-time limit.

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

Course Requirements Checklist	10
Discussion Board (4 at 75 pts ea)	300
Life Review Assessment Paper	100
4-MAT Review Paper	100
Movie Review Paper	100
Exams (4 at 100 pts ea)	400
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 679 and below

**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 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.

**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. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

G. Disability Statement

Online students with a documented disability may contact the Liberty University Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **LIFC 502**

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

Williams & Menendez, *Becoming a Professional Life Coach* (2015).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Dunbar: chs. 1–2 Williams & Menendez: chs. 1–2 1 presentation Presentation Lecture Notes	Course Requirements Checklist Class Introductions	10 0
<b>2</b>	Dunbar: chs. 3–4 Williams & Menendez: chs. 3–4 1 presentation Presentation Lecture Notes	DB Forum 1 Exam 1	75 100
<b>3</b>	Dunbar: ch. 5 Williams & Menendez: chs. 5–6 2 presentations Presentation Lecture Notes	Movie Review	100
<b>4</b>	Dunbar: chs. 6–7 Williams & Menendez: chs. 7–8 1 presentation Presentation Lecture Notes	DB Forum 2 Exam 2	75 100
<b>5</b>	Dunbar: chs. 8–9 Williams & Menendez: chs. 9–10 2 presentations Presentation Lecture Notes	4-MAT Review	100
<b>6</b>	Dunbar: chs. 10–11 Williams & Menendez: chs. 11–12 1 presentation Presentation Lecture Notes	DB Forum 3 Exam 3	75 100
<b>7</b>	Dunbar: chs. 12–13 Williams & Menendez: chs. 13–15 2 presentations Presentation Lecture Notes	Life Review Assessment Paper	100
<b>8</b>	Dunbar: ch. 14 Williams & Menendez: ch. 16 2 presentations Presentation Lecture Notes	DB Forum 4 Exam 4	75 100
<b>TOTAL</b>			<b>1010</b>

DB Forum = Discussion Board Forum

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