# Introduction to Life Coaching

SS-PY 226 – 3 Credits

## Course Overview

Rational:

This course has been designed to introduce the student to the profession and skills associated with coaching, from a Christian perspective.

In the helping profession, life coaching is becoming a recognized practice that spans the nuances of pastoral/lay counseling and professional clinical counseling. While many of the skills used in pastoral, life coaching, and clinical counseling are similar, there are differences that must be considered. Through this course students will have the opportunity to master basic elements of life coaching and become familiar with a biblical framework for interpreting the role of coach.

Course Objectives

At the end of the course, you will be able to:

- Describe the work of a life coach within the confines of a coaching relationship, using a biblical apologetic.
- Distinguish the differences between professional coaching, professional counseling and other helping professionals.
- Discuss ethical considerations related to the work of a life coach and construct responses to other issues commonly encountered.
- Develop familiarity with case studies as applied to life coaching.
- Demonstrate an understanding of self-awareness and other key characteristics of effective life coaching practice.

Course Text

Stoltzfus, T. (2009) *Christian life coaching handbook: Calling and destiny discovery tools for Christian life coaching. Virginia Beach, VA: Coach22.*

## Course Administration

Academic Integrity

As a reflection of the Code of Conduct (SPE) and the Lifestyle Covenant (SAS) signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:

1. An unsatisfactory grade applied to the plagiarized assignment
2. Dismissal from the course
3. Dismissal from the College

Each student is expected to be honest in his or her work. Cheating is dishonest, a

breach of the Code of Conduct, and dishonoring to God. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.

TURNITIN.COM

To help you in the development of academic integrity, Central Christian College utilizes Turnitin.com. This collaborative environment can help you identify ways in which your research and writing may improve. This experience is embedded right into the DialogEDU platform, so you should be able to turn in your assignments and check them without having to leave your online classroom

Final Grade

If you perform well in this class you are assured to receive a grade that reflects your level of competence. *This does not mean you should expect to receive a superior grade for fulfilling the basic requirements of the course.* Students desiring an above average or superior grade will need to plan accordingly.

The following grading scale is used in determining all grades, including final grades:

All assignments are graded on a 100% grading scale.

| Grade | Points |
|-------|--------|
| A | 95-100 |
| A- | 90-94 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 68-69 |
| D | 65-67 |
| D- | 63-64 |
| F | 0-62 |

Letter grades are given for all coursework in the Degree Program. Any course in which the learner receives an "F" must be repeated in order to complete the program.

Attendance:

This course is presented in weekly units. The weekly attendance period begins Monday at 12:00 am ET and ends on Sunday at 11:59 pm ET. You must log in and participate on at least **three** separate days of each unit's week.

The attendance policy for this course is based on the instructor's respect for the student as a fellow learner. While the weekly format and course text(s) provide the basis for your learning experiences, much of your learning depends upon the extent you interact with your fellow learners and facilitator. Your level of interaction can not only increase your own educational experience, it can also amplify the effectiveness of the group learning process. Your collaboration and input are vital.

A college degree assumes that a student not only completed required coursework, but also attended and participated in the class. In the college world we call that seat-time. A student who chooses to not interact with his or her classmates and facilitator, undermines the value the online educational experience, and also

cheats future co-workers and constituency.

Assessment:         The design of this course is to promote personal reflection and discussion with other learners. Therefore course assignments and the depth of the discussion posts will be primary method used to assess how well you are mastering material. On occasion, I may utilize a quiz or listening assessment.

Keep in mind that videos, recorded lectures, and other learning activities may also be used. However, you will only receive full points for completely engaging or watching the material. The system does track this, which is how I know if you are watching.

Participation:         Students are expected to share their insights and viewpoints, even if they disagree with the perspective of the College, course material, or facilitator. Central Christian College promotes the free expression of ideas, even if they are fervently expressed. However, the College does require that any expression of agreement or disagreement be communicated in a civil and respectful manner.

Academic Accommodations:         Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Success Center Director** (1-800-835-0078).  The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information.

Students with Disabilities

Additionally, the documentation process is found in Doc Sharing. If you have questions about the process, please contact: **Mrs. Pat Muntz** at Central Christian College at **1-800-835-0078 or** pat.muntz@centralchristian.edu

Accommodations will only be made after written verification of the eligibility has been received by the Facilitator. It is the student's responsibility to initiate contact with the Success Center and request that an official communication is sent to the facilitator, verifying the disability and specifying the accommodation.

Technology         When committing to earning your degree online, you will want to ensure that you have regular access to the proper technology, as well as high-speed Internet.

At CCC, malfunction or failure of students' technology is not an accepted reason for late submission of work.  It is the sole responsibility of the online student to procure the technological hardware (desktop, laptop, tablet, etc.) necessary for completing course assignments.

Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains his/her responsibility to find alternative means of completing and submitting course assignments.  In the event of technological failure, students are strongly encouraged to implement their "Plan B".  This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high speed internet at alternative locations, etc.

The 24/7 eCollege Helpdesk is available to assist users who experience difficulties within the Online Campus: helpdesk@ghe.ecollege.com or 1-877-842-9731

For a list of free Wi-Fi locations, visit: http://www.wififreespot.com/

| Late Policy | As this is an accelerated course delivery format, no late submissions will be accepted.  If there are extreme or extenuating circumstances, please contact the facilitator as soon as possible. |

# Coursework

| Readings | The text for this course was chosen to not only introduce the student to the basic topics of the course, but also to stimulate thought and interaction. One rule to remember: Do not take the readings as gospel. Just because it sits there in black and white does not necessarily make it true. The student needs to filter all the course material through a critical and analytical perspective. Be sure to call upon Scripture, reasoning skills, historical perspectives, and personal experience when engaging a topic. Some of the reading may evoke some strong disagreement with accepted principles or beliefs. Do not get nervous, the text may have been chosen for that specific reason. Part of what needs to be learned is the ability to reasonably articulate disagreement with evidence and reason. The student should not just peruse the reading, but to scrutinize it by taking the time to read and reflect. Look to James 1:22-24 as motivation for this concept. |

There may be times that the course or the facilitator will not discuss all the assigned readings. Again, much of what is read is there to build a foundation for in-class discussions. If there are specific questions or comments please bring them up, otherwise a learning opportunity may be lost.

See the attached schedule for a listing of assigned readings.

| Core Exercises | Each week Core Exercises will be assigned to apply the material covered for the week.  The purpose of these exercises are to increase your self-awareness and help you discover your own Life Purpose so that you are able to guide others through the same process.  The exercises may become a tool for later use should you become a Life Coach. |

See the attached schedule for a listing of assigned exercises.

| Discussion | You are expected to read the entirety of the readings and the exercises that are assigned, and be prepared to intelligently discuss the content.  You should look up terms in the text/readings for which you are not familiar. Obviously, absences (or limited logins) will adversely affect your grade, since you will have limited opportunity to participate in the discussion. Therefore, discussion threads cannot be made up after the week closes. |

Each week, you will be provided with a specific prompt that is intended to both increase your own personal self-awareness and develop coaching methods/fundamentals.  You will receive practice each week utilizing some of the tools a Christian Life Coach may choose to use.  This practice should inform your discussion thread posts each week.  This practice will allow you to increase your own self-awareness and then to lead a client through the same process.   As this is a Life Coaching course, you will be asked to engage in specific assignments that will place you in the role of coach and client.

A minimum expectation for discussion assumes that you will make at least one

original comment (minimum of 150 words) in response to the instructor's question by Thursday of each week, and responses to at least two other classmates on two additional days. These three messages must be posted over the course of three separate days each week.

| | |
|---|---|
| Application Assignment | Each week the student will have the opportunity to complete at least one Apply Assignment. These assignments have been designed to challenge the student to move beyond the text and course interface, to apply the assignment or synthesize information discussed in the course. These assignments vary in type and scope, but often require a written submission. Students should pose questions to their course facilitator if the requirements of the assignment are unclear. |
| Final Project: Life Purpose | This course does require the completion of a final assignment, which is due at the close of the last week of class. The objective of this assignment is to provide a means through which the student can demonstrate his or her ability to interpret and apply the self-assessment and practical exercises completed throughout the course.  The student will need to present his or her assessment results, describe a plan for coaching another individual through the process of discovering life purpose, and reflect on applying course concepts to everyday life. |

**Course Schedule**

| Week | Reading/Exercises | Assignment |
|---|---|---|
| 1 | • Chapters: 1-3<br>• Exercises: 2.1, 2.2 | • Pre-Test<br>• Discussion Prompt One<br>• Discussion Prompt Two<br>• Apply Assignment – Power |
| 2 | • Chapters: 4-6<br>• Exercises: 4.1-4.3, 5.1-5.3, 5.5, 6.1, 6.3 | • Discussion Prompt One<br>• Discussion Prompt Two<br>• Apply Assignment – Design |
| 3 | • Chapters: 7-9<br>• Exercises: 7.1, 7.2, 8.1, 8.5, 9.1, 9.2 | • Discussion Prompt One<br>• Discussion Prompt Two<br>• Apply Assignment – Passion |
| 4 | • Chapters: 10-12<br>• Exercises: 10.1-10.3, 10.6-10.8, 11.1-11.5, 12.1 | • Discussion Prompt One<br>• Discussion Prompt Two<br>• Apply Assignment – Preparation |
| 5 | • Chapters: 13-15<br>• Exercises: 13.1-13.2, 14.1-14.2, 14.4-14.5, 15.1-15.3, 16.1-16.4 | • Discussion Prompt One<br>• Discussion Prompt Two<br>• Apply Assignment – Calling |
| 6 | • Chapters: 16-17<br>• Exercises: 15.4, 16.1-16.4, 17.1-17.3 | • Discussion Prompt One<br>• Discussion Prompt Two<br>• Final Project – Life Purpose<br>• Post-Test |

# Course Assessment

| Overall Points Possible | Points | Quantity | Assignment | Total |
|---|---|---|---|---|
| | 10 | 12 | Discussion | 120 |
| | 20 | 6 | Lecture/Presentations | 120 |
| | 50 | 5 | Application Assignments | 250 |
| | 100 | 1 | Final Project | 100 |
| | | | Total | 590 |

# Assignment Rubric

(Used for papers, reflections, or other written responses)

 [Points are X4 for Final Project]

| Dimension | Developing | Intermediate | Mastery |
|---|---|---|---|
| Content | Stated points, reasons, conclusions do not adequately support or address the subject. Few, if any course related terms and concepts were used. | The response addressed several relevant points of the topic. Most points are well supported but some remain underdeveloped. A few course related terms and concepts were used. | The assignment adequately addresses topic by stating thought provoking points and reasons that support ideas. A sufficient number of course related terms and concepts were used. |
| References | Statements and assertions are not supported by citations or are not included on a reference page. | At least one statement is supported with a citation or reference to the text or other credible source. | More than one statement is supported by a citation or reference to the text or other credible source. |
| Mechanics | Poor grammar and mechanics make the assignment difficult to understand. | Assignment contains minimal errors. Most sentences are clear but are occasionally wordy or confusing. | The assignment is error free. Sentence structure is sophisticated, varied and interesting. |
| Format | The assignment fails to conform to required formatting (12pt, double spaced, APA style, typewritten) AND does not met length requirements. | The assignment fails to conform to required formatting (12pt, double spaced, APA style, typewritten) OR does not met length requirements. | The paper conformed to all required formatting requirements (12pt, double spaced, APA style, typewritten) and met length requirements. |

# Discussion Rubric

|  | Insufficient | Developing | Intermediate | Mastery |
|---|---|---|---|---|
| Initial Post | No comment is posted. | Initial comment is made, though it is made after Thursday or is superficial. | A substantive initial comment is posted prior to Thursday (<150 words). | An initial comment is posted by Thursday that is well developed and addresses the intent of the question (>150 words). |
| Responsiveness | Posts no follow-up comments. | Follow-up posts are brief and do not provide analysis or synthesis of the discussion. | Follow-up posts demonstrate and appreciation for the input of others and add to the discussion. | An initial comment is posted by Thursday that is well developed and addresses the intent of the question (>150 words). |
| Content | Comments are irrelevant to the question and do not add to the intent of the discussion. | Comments are made that address the question, but lack depth or go off topic. | Comments address the question, though greater reflection or development of thought would be helpful. | Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis. |
| Mechanics | The post lacks any organization and(or) contain multiple errors in spelling or mechanics. | Comments are somewhat organized, but interrupted by significant errors in spelling and mechanics. | Comments could benefit by a bit more organization and attention to mechanical details. | Comments address the question, are reflective, and represent a substantive contribution to the discussion. |
| Participation | No participation in discussion. | Participation in discussion is on one day. | Participation in discussion on two different days. | Participation in discussion on three (or more) different days. |