



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS3023: Pastoral Care and Counseling

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course dealing with principles of psychological and biblical counseling, providing ministry to the physically, spiritually, and emotionally ill. This study is integrated with other more traditional aspects of pastoral care. Self-understanding and listening skills are emphasized, as well as religious resources and exercises such as Scripture, prayer, and openness and obedience to the inner direction of the Holy Spirit.

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. Become familiar with materials and resources effective in a variety of counseling settings (pre-marital, marriage, and personal counseling).
2. Gain an awareness of the counselor's understanding of himself/herself in the process of counseling.
3. Gain awareness of the "danger signals" in counseling relationships.
4. Learn to assess needs, recognize one's limitations, and access referral resources.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required. (CP6)
2. Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives. (CP16)
3. Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.). (CH8)

COURSE TEXTBOOKS:

Collins, Gary. *Christian Counseling: A Comprehensive Guide*. 3rd ed, Thomas Nelson, 2007.
ISBN: 9781418503291

Kollar, Charles Allen. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Updated & Expanded, Zondervan, 2011.
ISBN: 9780310329299

Peterson, Bruce L. *Foundations of Pastoral Care*. 1st ed, Beacon Hill Press, 2006.
ISBN: 9780834123052

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

- Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model*. 2nd ed. Grand Rapids: Baker Academic, 2003. Print.
- Clinebell, Howard John. *Basic Types of Pastoral Counseling*. Nashville: Abingdon Press, 1966. Print.
- Dayringer, Richard. *The Heart of Pastoral Counseling: Healing through Relationship*. Rev. ed. Binghamton: Haworth Pastoral Press, 1998. Print.
- Dillon, David. *Short-Term Counseling*. Dallas: Word, 1992. Print.
- Hiltner, Seward. *Pastoral Counseling*. New York: Abingdon Press, 1949. Print.
- Kollar, Charles Allen. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Grand Rapids: Zondervan, 1997. Print.
- Langford, Daniel L. *The Pastor's Family: The Challenges of Family Life and Pastoral Responsibilities*. New York: Haworth Pastoral Press, 1998. Print.
- Miller, William R., and Kathleen A. Jackson. *Practical Psychology for Pastors*. 2nd ed. Englewood Cliffs: Prentice Hall, 1995. Print.
- Oates, Wayne Edward. *The Presence of God in Pastoral Counseling*. Waco: Word Books, 1986. Print.

Recommended Resources

- Augsburger, David. *Anger and Assertiveness in Pastoring*. Philadelphia: Fortress Press, 1979. Print.
- Autton, Norman. *The Pastoral Care of the Dying*. London: SPCK, 1966. Print.
- Benner, David G. *Strategic Pastoral Counseling*. Grand Rapids: Baker Book House, 2003. Print.
- Brister, C. W. *Pastoral Care in the Church*. New York: Harper & Row, 1964. Print.
- Clarke, Rita-Lou. *Pastoral Care of Battered Women*. Philadelphia: Westminster, 1986. Print.
- Clinebell, Howard. *Basic Types of Pastoral Counseling*. Nashville: Abingdon, 1966. Print.
- Colston, Lowell G. *Pastoral Care with Handicapped Persons*. Philadelphia: Fortress, 1978. Print.
- Crabb, Larry. *Effective Biblical Counseling*. Grand Rapids: Zondervan, 1977. Print.
- Dillon, David. *Short-Term Counseling*. Waco: Word Books, 1989. Print.
- Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997. Print.
- Heywood, Jean S. *Casework and Pastoral Care*. London: SPCK, 1967. Print.
- Hiltner, Seward. *Pastoral Counseling*. Nashville: Abingdon, 1949. Print.
- Hulme, William E. *The Pastoral Care of Families: Its Theology and Practice*. New York: Abingdon Press, 1962. Print.
- Hurding, Roger. *The Tree of Healing; Psychological & Biblical Foundations for Counseling and Pastoral Care*. Grand Rapids: Zondervan, 1991. Print.

Irion, Paul E. *The Funeral and the Mourners: Pastoral Care of the Bereaved*. Nashville: Abingdon Press, 1979. Print.

Johnson, Paul E. *Psychology of Pastoral Care*. Nashville: Abingdon-Cokesbury, 1953. Print.

Kruis, John G. *Quick Scripture Reference for Counseling*. 2nd ed. Grand Rapids: MI: Baker Books. 1994. Print.

Langford, Daniel L. *The Pastor's Family*. New York: Haworth Pastoral Press, 1998. Print.

Landgraf, John R. *Creative Singlehood and Pastoral Care*. Philadelphia: Fortress, 1982. Print.

Leech, Kenneth. *Pastoral Care and the Drug Scene*. London: SPCK, 1970. Print.

Littauer, Florence. *Your Personality Tree*. Nashville, TN: Thomas Nelson Pub, 1989. Print.

Miller, William R., and Kathleen A. Jackson. *Practical Psychology for Pastors*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985. Print.

Oates, Wayne. *The Presence of God in Pastoral Counseling*. Waco: W Pub., 1986. Print.

Oates, Wayne E. *Pastoral Care and Counseling in Grief and Separation*. Philadelphia: Fortress Press, 1976. Print.

Rowatt, G. Wade, Jr. *Pastoral Care with Adolescents in Crisis*. Louisville, KY: Westminster/John Knox, 1989. Print.

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids: Zondervan, 2003. Print.

Schurman, Paul G. *Money Problems and Pastoral Care*. Philadelphia: Fortress Press, 1982. Print.

Smith, Harold Ivan. *Pastoral Care for Single Parents*. Kansas City, MO: Beacon Hill, 1982. Print.

Vanderpool, James A. *People in Pain: A Guide to Pastoral Care*. Springfield, IL: C. Thomas, 1979. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Report

Each session, students will submit a report summarizing two key ideas/issues addressed in the assigned reading in the texts. The report will describe how the ideas/issues have impacted the student, and what difference the ideas/issues will have on the student's life and ministry.

- The reading report will begin with: "I have read ___% of the assigned material."
- Parenthetical references are to be used with citing the texts.
- The report should be no more than 500 words in length.
- Points earned for the reading report assignment will reflect the percentage of the assigned pages read and the substantive quality of the report.

III. Discussion Questions

Each session, students are to respond to three of the discussion questions provided (approximately 100 words for each question). This should reflect knowledge and comprehension of the subject and include specific reference (with proper MLA citation) to the assigned reading to be effective.

IV. Personal Genogram and History

Based on the websites listed for developing your genogram, make the appropriate reports to your instructor. The following items are due: a paper, a genogram chart, a list of critical life events, and a presentation.

V. Pastoral Character Development Paper

Based on your reading of your texts, *Manual* Paragraph 538.17, [Legal Implications of Child Abuse](#) by Richard Hammar, and at least two other sources, write a paper of at least 4 pages (double spaced) developing your own understanding of the nature of the character of the pastor. In your paper, address the following issues:

- the element of confidentiality and its limits
- the legal issues regarding divulging information, your state’s determination of whether clergy are mandated reporters, and what that may mean
- a written plan for your local church describing how prospective staff and volunteers will be screened to protect against harm to parishioners, especially minors. What does your state law expect?

VI. Pastoral Care Strategy Paper

You are to develop a strategic plan for organizing care and counseling within a congregational setting. Click on the following link for an example of a Pastoral Care Strategy Paper: [Pastoral Care](#).

1. Include your personal philosophy of counseling ministry and a strategic plan for organizing care and counseling within a congregation.
2. This is to be a well-researched paper with reference to 5 resources.
3. Your paper is to be a minimum of 5 pages in length – double spaced.

VII. Referral Research and Presentation

Construct a list or chart of therapists, social workers, doctors, psychiatrists, counseling centers, and other agencies (such as crisis centers, homeless shelters, food pantries, etc.) that you would feel comfortable referring people in your church to when it is necessary. For each item on the list, call the agency or person and ask them 1) who they serve, 2) what the eligibility is for their services, 3) any costs involved, 4) are they faith-based and if not, what is their approach to people of faith, and 5) other requirements or expectations. For counseling agencies, you will want to know their approach to counseling and any areas they specialize in. Include the name of the agency, the address, and telephone number. Also include the name of the person with whom you spoke. Your list should have at least five (5) referral sources to meet minimum expectations. A list of at least 10 referral sources as well as more detailed information may result in full credit.

VIII. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session’s topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session’s topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	Points
Session Assignments:	

Reading Report	25
Discussion Questions	30
Participation	20
Session Reflections	15
TOTAL EACH SESSION	90
Course Level Assignments:	
Genogram Discussion Questions (Session 2)	20
Personal Genogram (Session 3)	130
Character Development	120
Strategy Paper	120
Referral Research Project	70
TOTAL COURSE ASSIGNMENTS:	460
TOTAL ALL ASSIGNMENTS	1000

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Introduction to Pastoral Care and Counseling

We will acquire an understanding of the foundations of counseling and pastoral care. We will also discuss listening skills in a counseling ministry.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 1, 2, and 5.
 - Petersen. *Foundations of Pastoral Care*. Chapters 1, 2.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 9.
- Reading Report
- Discussion Questions
 - Read the Case Study (starting page 8 of this document) and respond to three of the discussion questions provided with a brief but well thought out written response. The response should be at least 300 words in length (approximately 100 words for each question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - As you read over Tim's dilemma, what do you think is his central problem?
 - What thoughts, feelings, intentions, and actions do you hear in what he said?
 - What do you think about the pastor's response? How has he been helpful? How might he do a better job of helping Tim?
 - What is the spiritual dimension of Tim's problem?

- How did the context in which Tim "cursed" the Holy Spirit influence what he said and did?
- Session Reflection

II. Session Two - Ethical Practice and Essential Skills in Pastoral Care and Counseling

We will address essential skills in counseling and the role of the pastor as shepherd. We will also examine mental health assessments and the role of the pastor and building relationships. We will review community and church in counseling and collaboration with referral agencies.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 3-4.
 - Petersen. *Foundations of Pastoral Care*. Chapters 6, 8.
- Reading Report
- Discussion Questions
 - Choose three.
 - It may be said that sound theology is the core of effective pastoral care. Do you agree? Why or why not?
 - In chapter 3 of Collins, he discusses counseling and spiritual direction. Compare and contrast these two disciplines. How are they alike? How do they differ? Do they overlap?
 - In chapter 6 of Petersen, what images of a shepherd are most effective in our modern society? Discuss why shepherding can be a difficult task. How will you minister in a shepherd role?
 - In chapter 8, Peterson discusses pastoral care as collaboration. Choose a person or agency in your community that your church supports or works with and describe how pastoral care happens as you collaborate with them.
 - From Collins, chapter 4, discuss how coaching differs from counseling. Also, how do today's social networks allow a Christian to speak into the lives of others? Are there positive and negative concerns?
- Genogram Discussion Questions
 - How do you think your family background has shaped you?
 - How does the issue of spiritual formation affect your relationships?
 - How do you think your background may help or hinder future pastoral counseling?
- Session Reflection

III. Session Three - The Context of Pastoral Care and Counseling

We will look at the place that context plays in the process of pastoral care and counseling.

- Reading Assignments
 - Petersen. *Foundations of Pastoral Care*. Chapters 7, 9.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapters 3, 7.
- Reading Report
- Discussion Questions
 - Choose three.
 - Our texts would agree that pastoral counseling should be a partnership between the counselor and counselee. Discuss the dynamics of such a counseling relationship when the counselee knows little about the Bible.
 - Describe and discuss briefly an encounter when knowing or learning the person's context (cultural, historical, or experience) was important in your assisting them.
 - Describe and discuss briefly how your own historical context shapes how you live, care, and counsel today. You may want to refer to the Genogram project.

- Pastoral counselor Wayne Oates stated, "Christian counseling is flawed when it is done 'apart from vital access to a community of faith.'" Referring to Collins' thoughts in chapter 4, discuss this statement. Do you agree or disagree? Tell us why.
- In Kollar, chapter 7, there are several presuppositions with the theory of solution-focused pastoral counseling. Describe two or three of these and relate how they fit in with a biblical approach to helping people. Do you see where this approach is different from the mental health approach of chapter 3?
- In Petersen, chapter 7, what are some of the cautions mentioned for counselors and how will you prepare in advance for those issues? Why is it important?
- In Petersen, chapter 9, how does the author see the sacerdotal functions of preaching, worship, and communion in the context of pastoral care? What should ministers be aware of in the presentation of biblical truth?
- Genogram Assignment
 - Family Genogram Chart
 - Develop a one-page genogram of your family, covering three generations. List as much detail as needed to make chart understandable to others.
 - You may use Microsoft Paint, the Insert/Shapes function in Microsoft Word, or pen and paper to create the project.
 - Google search "genogram" for samples of what your chart should look like.
- Session Reflection

IV. Session Four - Pastoral Care and Counseling for People in Crisis or Transition

We will discuss counseling people who are in Crisis, Conflict or Transition.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*.
 - Petersen. *Foundations of Pastoral Care*. Chapter 10 and Chapter 11.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapters 11, 12, 13.
- Reading Report
- Discussion Questions
 - Students are to respond to the one required discussion question and to two of the other discussion questions provided, and submit a brief but well thought out response. The response to the required question is to be at least 200 words in length and the other two responses should be at least 100 words for each question. The responses are to reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective. The responses are to be submitted to the appropriate thread in the class discussion program.
 - Required: Students will choose one special issue chapter from Collins' book, *Christian Counseling*, and will share with the class the main issues, the various approaches to the issues, and resources that can be used in dealing with the topic.
 - Start the review by telling us why you chose the particular chapter. The goal is to help the class gain a broader view of counseling issues, approaches, and resources, and further directions for study. The purpose of the chapter review is to provide the other students with insights from Collins in an area they may not yet be familiar with. The points earned will be based on the student's understanding of the issues involved and the explanation of them in the summary (i.e.,

Have you helped us understand the topic from Collins' point of view?). Remember that this is a summary of the chapter and not an analysis. The submission should be at least 200 words in length.

- In Kollar, chapter 11, *Vision Clarification*, the author discusses a list of steps to clarify vision. Why is it necessary to help the client see what could be? Explain why vision clarification can consist "of assisting him (the counselee) to clarify the goal that can be reduced to small, specific, action-oriented ... terms" (pg. 123).
 - Petersen, page 178, in talking about crisis intervention, mentions 12 guidelines in counseling. Which ones would be of particular importance to you if your client has just been fired from their job of 10 years, their savings are small, and his wife is expecting their third child?
 - Briefly share a time of transition/crisis in your life (Provide enough detail to help us get a sense of the impact on you but you need not reveal more personal information than you wish) and discuss the process through which you came or are coming to wholeness (Who were your support groups or people; what significant things did you learn; other contributing assistance). Be as specific as possible.
 - A married couple comes to you who are in conflict over poor communication. How will you counsel them and what should you know as a counselor? (Additional reading in Collins, chapter 29, pg. 547) Assume they are both present for counseling. What are the types of questions you need to ask?
- Genogram
 - A total of 300 words required. Do not include the questions in your word count.
 - Required: What has the genogram project challenged you to do in shaping your approach to pastoral care? How is self-awareness related to healthy counseling practices? How can your past experiences help identify your emotional and mental health? (see Petersen, pg. 275-297)
 - Answer two of the following:
 - Explain how the Lord has helped you overcome obstacles and difficult relationships. How have you found healing?
 - Briefly explain to the class how this new awareness can help you in future counseling opportunities.
 - What cautions or what topics may you need to avoid due to your family history? Are there still issues that are not settled, or feelings and emotions that arise, when discussing your past?
 - Describe how your life's journey experiences can contribute to helping other people find healing and hope? And how can this exercise be redemptive?
 - Session Reflection

V. Session Five - Personal Life and Special Issues of suffering, death, and dying

We will focus on the issues of a pastor's personal life. We will also discuss the issues of suffering, death and dying.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*.
 - Petersen. *Foundations of Pastoral Care*. Chapters 13, 15.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 14.
- Counseling Challenge Report
- Rubric for Counseling Challenge link

- Reading Report
- Discussion Questions
 - Students are to respond to the one required discussion question and to two of the other discussion questions provided, and submit a brief but well thought out response. The response to the required question is to be at least 200 words in length and the other two responses should be at least 100 words for each question. The responses are to reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - Required: From Collins' book, *Christian Counseling*, students are to choose ONE special issue, like grief, addictions, spiritual issues, homosexuality, alcohol abuse, and discuss their findings. What does the author say about how to listen, approach, and give godly counsel to the client and possible solutions and resources? Tell us why you chose that particular topic and chapter. My analysis will be based on your understanding of the issues involved and your explanation of them in the summary (have you helped us understand the topic from Collins' point of view). Remember that this is a summary of the chapter and not an analysis. The submission should be at least 200 words in length.
 - A parishioner has come to you about a concern. They just had outpatient surgery and you were not at the hospital to pray with them before they went in. You had a conflict in your schedule and were not able to be there. Now they are accusing you of being uncaring. Based on our texts, how would you respond to them? What issues shall you address in their situation? What about your own feelings?
 - Describe a conversation with Ann Anderson, aged 92, who tells you that she is not contributing to life and she doesn't know why God keeps her alive. How will you respond to her? What concerns do you want to address with her?
 - In Kollar, chapter 14, a Case Example is reviewed. What does the author say in regard to the issue of childhood sexual abuse and how the counselor can guide the client to healing?
 - Petersen, (pages 253-274) discusses the health and stability of the pastor. What is so important about one's character in the counseling ministry? What are some guidelines one can set up to protect oneself from issues of improper conduct? Why is character more valued than charisma or even competency in ministers?
- Pastoral Character Development Paper
- Session Reflection

VI. Session Six - Ethical Practices and Guideline and Referral Resources

We will focus on care for the caregiver and to develop a referral resource for the communities in which we serve. Readings and discussions will center around the ethical practices and guidelines for pastoral care and counseling.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 6-7.
 - Petersen. *Foundations of Pastoral Care*. Chapter 16.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 20.
- Referral Research List
- Pastoral Care Strategy Paper
- Reading Report

- Discussion Questions
 - The response should be at least 300 words in length (approximately 100 words for each question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - A young couple, recently attending your church, asks you to marry them. Briefly describe your plan for pre-marriage preparation. What issues will you address? Are there circumstances under which you would choose not to perform the ceremony?
 - Petersen, chapter 16, reviews topics that may assist pastors to remain healthy. What are four items that you feel are non-negotiables when it comes to your personal life and lifestyle? Which items need work in your own life?
 - Kollar (pg 267-272) discusses the issue of counseling ethics. What are four items that come to your attention that would assist you in the counseling ministry? These may be items you had not thought about before.
 - Collins, pg. 89, discusses the all-important item of pastoral confidentiality. Why is this so important? What could be an exception and would require you to inform the local police or social services? What does state or local law say about particular information and about someone who holds back that information? Are there consequences?
 - What questions or concerns do you have about pastoral care and counseling in your setting? What do you identify as growth areas for you in ministry?
- Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Session One – Case Study

"Tim" is a thirty-year-old mechanical engineer. He has a masters degree in engineering and has been more or less involved in church since he was a child. In the last ten years of his life, he has attended several independent charismatic churches hoping to find a "sense of reality to his faith." In his early twenties, Tim went through a very difficult time of questioning and doubting his faith. In fact, he reported that he had become an agnostic. But after an intense time of searching, reading, and reflection, he returned to his faith. In the last three years, Tim has been troubled by something he said during a service at the church in which he worshiped. He sought help from a pastor his friend Donna knew.

Verbatim account

(Tim seemed nervous and ill at ease. He spoke at a rapid pace.)

- **Tim:** Thanks for seeing me, pastor. I really appreciate the time.
- **Pastor:** That's fine. How can I help?
- **Tim:** Well, Donna may have told you a little of what I have been struggling with.
- **Pastor:** Some, but I'd like to hear it from your point of view. Sounds like you have a lot of questions.
- **Tim:** I do. I've talked to a lot of people about it ... friends who seem to mean well but after I raise questions with them, they seem unsettled. It was like they were trying to help but ended up questioning their own faith more than helping me sort things out. I hate to unsettle people, but I've never really found a satisfying answer from anyone.
- **Pastor:** Tell me about it.
- **Tim:** Well, several years ago, I was attending this church. They taught that you just needed to be happy and trust in the Lord. As we increase our happiness, we are ushering in the kingdom of God. But I wasn't feeling very happy. In fact, when I raised questions, they would ignore them or just give me the party line. It was almost as if you couldn't question anything and that everyone had to fit into the same mold. I was attracted to this church because they seemed to have a vital and alive faith. But the more involved I got, the more I felt like you had to measure up to a certain standard and experience the Holy Spirit in a particular way. One night during a service, the pastor was preaching on joy in the Holy Spirit. He was saying something to the effect of being happy in the Holy Spirit. My frustration had reached its limit and I said, "(Expletive deleted) the Holy Spirit." I was shocked I said it. I cursed the Holy Spirit. Immediately, I felt as if I had sinned against the Holy Spirit and that's the unforgivable sin.
- **Pastor:** So you have been struggling with whether or not you've sinned against the Holy Spirit. You're afraid you are going to hell and can't do anything about it. God can't forgive what you did.
- **Tim:** Yes, I think I have sinned against the Holy Spirit and that's unforgivable. I just haven't had the same kind of relationship with Christ since then. I've had people try to tell me that the sin against the Holy Spirit is a pattern of resistance or the unconfessed sin. But when I read the New Testament, I don't hear anything about a pattern over a period of time. I hear that you can't blaspheme the Holy Spirit and not be able to be forgiven.

- **Pastor:** That must be frightening.
- **Tim:** It is. I really believe I'm going to hell. I have nightmares after I've talked about it. That's why I've been keeping it to myself and just going on with my life. But I have decided that the Christian life is a good way to live so I just keep going to church and living as ethically as I can. Maybe there are degrees of hell and if I live a good life, I won't suffer as much as I would otherwise.
- **Pastor:** You're feeling helpless, like hell is inevitable no matter what you do.
- **Tim:** That's right. I do.
- **Pastor:** That's a helpless feeling.
- **Tim:** It is. And when I think about it, I feel depressed.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded). Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.