Online 8-Week Course Syllabus

ED-4437 *Christian Psychology Ministry Internship*

Course Description

This course allows students to integrate and apply course content to various ministry applications related to the Christian Psychology field. This 3-credit hour course is an internship experience requiring a minimum of 120 hours over no less than six weeks within the eight-week course duration. Students will compose documents describing their learning experience. Students will select the ministry setting, complete the ministry internship proposal form, and develop ministry internship objectives. Students will serve under the supervision of a faculty member in the program. Students are assessed by various means, including the field supervisor's evaluation. The final step is an evaluation with the faculty supervisor.

Note: The internship can be scheduled during the summer before their senior year or in either the fall or spring semesters of their senior year.

3 credit hours.

Prerequisites: None.

Course Objectives

By the completion of this course, you should be able to:

1. Demonstrate interpersonal skills that foster collaborative relationships within a ministry context.
2. Manage administrative responsibilities that enhance ministry effectiveness with accuracy and timeliness.
3. Communicate biblical truth in a teaching or leadership role appropriate for a specific ministry context.
4. Express foundational strategies that integrate basic helping skills, such as active listening, appropriate resource connection, or supportive guidance.

Course Materials (required)

There are no required materials for this course.

Course Work

All coursework is due according to the **Schedule**.

A. CLASS PARTICIPATION: This course is an independent ministry internship. You must spend at least 120 hours on-site at your ministry internship location over this course's eight (8) weeks, with no less than six (6) weeks dedicated to the internship.

You are required to attend two (2) online meetings over the course. Links will be provided on Canvas.

B. ASSIGNMENTS: Assignments are the primary means of assessing whether learning has transpired and may include papers, reports, exams, projects, and the like. Specific details for each assignment are listed on Canvas. Create the assignment, save the file, and then submit it through a link in Canvas so it can be graded by your instructor. Your instructor will return assignments through Canvas. Submit all assignments by **Monday at 11:59 pm Central Time (CT),** the day it is due unless otherwise stated in the directions.

- **Assignment 1-1: Objectives and Intentions for Internship**: You need to complete the Objectives and Intentions Form. This form outlines your intentions for participating in a specific internship and the objectives you aim to achieve. Your instructor will review and approve.
- **Assignment 1-2: Ministry Internship Agreement Form.** You must obtain consent for supervisory oversight at your internship location using the Ministry Internship Agreement Form. The On-Site Supervisor must be your primary contact at the internship site and someone the Instructor/Internship Advisor may contact regarding the internship process if needed.

  Once approved, go over this form with your On-Site Supervisor to fully agree to the terms of the internship. You will complete the first two parts, and the On-Site Supervisor will complete and sign the last part. You will then submit the completed and signed form to the instructor through the Canvas platform.

- **Assignment 4-1: Mid-point Internship Reflection Paper:** You will meet with your On-Site Supervisor to assess the first half of your internship and discuss areas for improvement. You are to **write a two to three-page (2-3), double-spaced self-reflection paper** highlighting the first four (4) weeks of your internship experience. The paper should be divided into three (3) brief sections, be well-written and biblically informed, and address the following questions:

  1. **Your Experience:** What have your primary responsibilities been during these first four (4) weeks? What aspects of the internship have been your most significant source of blessing and your most frustrating source of disappointment?
  2. **Your Feedback:** What encouragement was given to you by your On-Site Supervisor? What areas of growth did they identify for you? How do you see yourself implementing their advice in the next four (4) weeks?
  3. **Your Growth:** During your internship, what spiritual disciplines have you engaged in regularly? Through your internship and practice of spiritual disciplines, how have you become more Christ-like over the past four (4) weeks?

- **Assignment 4-2: Practical Leadership Critique:** Arrange a time to meet with your On-Site Supervisor. Your On-Site Supervisor will complete the **Practical Leadership Critique Form**, sign it, and return it to you. You will then submit this critique to the instructor for review and grading.

- **Assignment 8-1: Weekly Time Log and Journal:** You were to begin tracking the time spent each week on your internship and write a weekly journal, giving details and insights each week using the **Weekly Time Log and Journal** form. This was assigned during Week 1. You were to spend between six (6) and eight (8) weeks on the internship to fulfill the 120-hour requirement.

- **Assignment 8-2: Final Internship Reflection Paper:** You are to write a two to three-page (2-3), double-spaced paper reflecting on and highlighting your internship experience. Your paper must be well-written and biblically informed, focusing on clarity, conciseness, and directness of expression. This will ensure that your message is effectively communicated.

  The paper should address the following questions:
  1. What were your primary responsibilities during the internship?
  2. What aspects of the internship offered personal development and spiritual growth and shaped your ministry methodology?
  3. What aspects of the internship provided the most frustrating challenge or disappointment?
  4. How did you see God working in and through you during this ministry experience?
  5. What will you take from this internship to implement in your future ministry?

- **Assignment 8-3: On-Site Supervisor Evaluation.** The On-Site Supervisor will complete the evaluation form, review it with you, sign it, and return it to you. You will then submit the evaluation for review and grading.

Assessments

Grades for this course will consist of:

Assessment		Total Points	Percentage of Final Grade*
A1-1	Objectives and Intentions for Internship	10	5%
A1-2	Ministry Internship Agreement Form	10	5%
A4-1	Mid-point Internship Reflection Paper	100	20%
A4-2	Practical Leadership Critique	100	10%
A8-1	Weekly Time Log & Journal	100	20%
A8-2	Final Internship Reflection Paper	100	20%
A8-3	On-Site Supervisor Evaluation	100	20%
	Totals:	**520**	**100%**

*Note: This course uses weighted percentages to determine your final grade.

The following scale determines letter grades:

Letter Grade	Percentage Equivalent	Letter Grade	Percentage Equivalent
A	96-100%	C	73-76.9%
A-	90-95%	C-	70-72.9%
B+	87-89%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	Below 60%

MLA Writing Style

Undergraduate students at Moody Bible Institute must follow the latest Modern Language Association (MLA) style version for all written assignments. However, instructors may exercise discretion to waive this requirement for specific assignments, such as discussion boards, blogs, or emails. Unless otherwise specified, students must adhere to MLA guidelines. Assignments not meeting these formatting standards may be returned for revision, potentially incurring a late penalty.

Additionally, all submitted documents must adhere to the following formatting standards:

- Font: Times New Roman, Cambria, or Century Schoolbook, at 12-point size.
- Page size: 8½ x 11 inches.
- Spacing: Double-spaced.
- File format: Microsoft Word document (.doc or .docx) only.

Please note that assignments submitted in formats other than those specified will be rejected and may incur a late penalty upon resubmission. It is imperative to consult the latest version of the *MLA Handbook,* the MLA Style website, or the Purdue Online Writing Lab (OWL) as references. Papers that cite other works and sources **must** include a Works Cited page, and remember, the Bible is considered a source.

Use of Generative Artificial Intelligence

Generative Artificial Intelligence (AI) is still developing, and the rules for using it are also developing. Generative AI tools use large language models and other source material to produce a response when prompted by a user. Such tools can create various outputs, including text, images, audio, video, and more. In this course, AI resources are allowed to assist in organizing or outlining your work or checking on your writing clarity, but they are *NOT* allowed to write an entire assignment for you.

1. Students must keep the following in mind when making use of AI:
   - The quality and reliability of responses produced by AI are limited by the body of source material used to train it and by the quality of the prompts used to access it.
   - AI does not think about or understand text like a human does.

- AI tends to invent facts and sources due to poorly worded prompts and the limitation of the body of source materials; therefore, the user must check the data carefully.
- Students are responsible for the content they submit for course credit, including anything AI creates.
- Students must not present content created by AI as their original work.
2. AI may be appropriately used to:
   - Ask what is commonly known or said about a topic.
   - Brainstorm ideas for a project.
   - Gather and summarize ideas.
   - Organize material such as a student's notes into an outline.
   - Help with study.
   - Ask for advice or feedback on a project.
3. AI may *not* be used in the following ways on any work that is submitted for credit:
   - On assignments designed to test student understanding, particularly closed-book quizzes and exams.
   - On any exercise in which students are assigned to review specific source material and answer questions based on it, such as homework covering the reading of an assigned text or an open-book quiz.
   - To write the first drafts of any sentences or paragraphs.
   - To extensively revise the content or word count of any paper for the students, including translating a paper into English. (This differs from asking for revision advice or being used as an essential proofreading tool.).
   - To summarize sources as a substitute for reading and understanding those texts.
4. If AI is used in the preparation or completion of work submitted for credit:
   - The student must independently verify any substantive facts produced by AI.
   - Its use must be cited if the submitted work contains or references material produced by AI.
   - If the submitted work contains or references material from secondary sources identified by AI, the student must independently verify and cite these sources.
   - Its use must be acknowledged if used to edit or otherwise revise work created by the student.

For more advice on using AI, see the Guidelines for Using AI Writing Tools.

To indicate the use of Generative AI resources, you should include the following or similar statement at the end of your written work (not placed in the Works Cited):

"The author acknowledges the utilization of [Generative AI Tool Name] in preparing this assignment. [Generative AI Tool Name] was employed in the following manner(s) within this assignment: (e.g., brainstorming, grammatical correction, citation, outlining, specific section of the assignment)."

To ensure academic integrity, you must openly disclose any AI-generated material utilized and provide proper attribution. This includes in-text citations, quotations, references, and outlines. Citation clarification can be found at MLA.org, "How Do I Cite Generative AI in MLA Style?"

Improper use of generative AI is considered a serious offense and falls under academic integrity. The parameters for fabrication and plagiarism offenses may result from denial of credit to expulsion from the school. Each case is reviewed and judged individually by the Academic Standards Committee and the school Dean.

Course Honor Code and Professional Conduct Statements

Course Honor Code

You must maintain the highest ethical and moral standards at Moody Bible Institute Online in your quest for academic excellence. Therefore, you commit not to cheat, steal, or claim credit for the ideas and words of others. You commit to respect the intellectual property of others and will always acknowledge the authorship of intellectual property in all forms. By participating in this course, you acknowledge that you have read this syllabus and agree to abide by it.

Professional Conduct

Moody Bible Institute online students are expected to conduct themselves in a manner conducive to continued growth toward biblical and spiritual maturity. You are expected to access classes regularly,

interact with the required readings and media, and be fully prepared and engaged. You are expected to act professionally and with a high degree of ethical conduct while applying yourself fully to the job of learning. All communications are expected to be conducted professionally in assignments, email, or Discussion Boards, whether oral or written. Consult the *Student Handbook* for further details on distance learning/online students on the "Code of Conduct for Online and Non-Residential Students."

You must know and observe all institute policies and procedures. Keep current with this class by reading the information posted on the Announcement page and emailing your official *Moody.edu* email address.

Academic Integrity and Penalties for Academic Misconduct

Academic integrity requires students to be responsible and honest in their academic work. Assignments, examinations, and other educational requirements are intended to foster student learning. Students are expected to submit original work, use appropriate citations, give credit to the ideas or words of another person, and refrain from cheating of any kind.

Cheating

Cheating is any act (whether successful or attempted) in which a student is dishonest or seeks to gain an unfair advantage on an assignment, quiz, paper, examination, class, etc. Some common forms of cheating include, but are not necessarily limited to:

- Using unauthorized material during an examination or other assignments
- Submitting the same assignment in more than one class
- Lying to an instructor to obtain an excused absence, extension on an assignment, makeup examination, admission to a class or program, etc.
- Inappropriate collaboration on classroom assignments
- Assisting others in academic misconduct

Plagiarism

Plagiarism is taking the ideas or words of another person and presenting them as one's own, whether intentional or unintentional. Deliberate plagiarism is unethical and constitutes a serious infraction of academic policy. When the words or ideas of others are used, proper credit must be given, either in a footnote or in the text.

Penalties for Academic Misconduct

First Offense: automatic failure of any assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The course instructor will notify the Academic Standards Committee via the registrar with an explanation of the situation. Discretion is given to the Academic Standards Committee and the Academic Dean to impose more strenuous penalties. The violation will remain on record, and information concerning the incident will be communicated to all instructors.

Second Offense: automatic failure of any assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The course instructor will notify the Academic Standards Committee via the registrar. Discretion is given to the Academic Standards Committee and the Academic Dean to determine an appropriate penalty with a minimum penalty for failure of a course and a maximum penalty for suspension or dismissal. A record of the violation goes into the student's file. The Academic Dean will notify the faculty of the results of this process.

ADA Compliance Statement

Moody Bible Institute and Moody Theological Seminary comply with the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act by providing appropriate accommodations to qualified students with disabilities. For modifications or adaptations, contact the Student Resource Center's disability services provider before or within the first two weeks of the semester. Accommodations are not retroactive. Contact our disability services office at studentresourcecenter@moody.edu.