Online 16-Week Course Syllabus

PY-6608 *Clinical Practicum II / Internship II*

Course Description

This course is the third of a three-course sequence designed to facilitate the development of basic clinical skills in diagnosis, psychological assessment, and treatment. It includes an opportunity for further refinement of the student's clinic skills. It consists of supervised clinical experiences with inpatient and outpatient clientele in a variety of mental health settings. This course is repeatable.

3 credit hours

Prerequisites: PY-6607 *Practicum I / Internship I*

Course Objectives

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

1. Develop observation and awareness skills both of self and others. (Knowledge and Understanding)
2. Develop self-knowledge and intrapsychic insight. (Knowledge and Understanding)
3. Develop diagnostic and assessment skills. (Knowledge and Understanding)
4. Articulate an understanding of emotional motivational factors and develop empathic clinical skills. (Performance and Action)
5. Implement a working knowledge of the DSM-5-TR in relation to the practice of psychotherapy. (Knowledge and Understanding, Performance and Action)
6. Conduct interview and appraisal techniques and develop problem-solving skills. (Judgment and Design)

Course Materials (required)

There are no required materials to read for this course. A list of recommended resources is in the course Bibliography.

Course Work

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

Clinical Practicum/Internship Requirements

You will complete a supervised clinical practicum/internship, accumulating hours that contribute toward the minimum 700 required hours across the internship sequence, with at least 150 hours of direct service contact. The rate at which supervised hours are accrued may vary based on individual needs and clinical practicum/internship site logistics.

You are encouraged to consult your local licensing board to determine specific internship hour requirements applicable to your professional goals and jurisdiction. The practicum/internship experience includes exposure to clinical assessment, psychotherapy, treatment planning, and professional development under the guidance of a Site Supervisor.

To ensure appropriate planning and alignment with institutional and professional standards, you should establish clear goals and outcomes for your internship in collaboration with your Site Supervisor.

Offsite Practicum Agreement Form

The clinical practicum involves acquiring experience in all aspects of the clinical process, including psychotherapy, assessment, treatment planning and monitoring, as well as general professional growth and development. In practicum, the student intern provides such services under the guidance and direction of a designated clinical supervisor. Student interns will apply the knowledge and skills they have learned in their academic program and have the opportunity to hone these skills while providing clinical services to clients. To accomplish these goals and purposes, you are expected to experience all aspects of the clinical treatment process and to provide clinical services to clients of a broad spectrum (i.e., age, gender, diagnosis).

Please complete the **Offsite Practicum Agreement Form (OPAF)**, sign it, have your Site Supervisor sign it, and return it to MTS for final approval. You will submit it through the OPAF link provided on Canvas in Week 1.

Assignments

Assignments are the primary means of assessing whether learning has occurred and may include papers, reports, exams, projects, and similar assessments. 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 your instructor can grade it. 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.

1. **Weekly Zoom Meetings (Assignments 1-1 through 16-1)**

   Participate in weekly Zoom meetings throughout the sixteen (16) weeks of this course. This will be an opportunity for you to interact with other students and MTS faculty to discuss your clinical practicum/internship experiences. Plan two to three hours for each Zoom meeting.

2. **Mid-point Reflection Paper (Assignment 8-2)**

   Write a one to two-page (1-2) double-spaced self-reflection paper highlighting the first eight (8) weeks of your clinical practicum/internship experience. The paper should be divided into three (3) brief sections and address the following questions:

   - What have your primary responsibilities been during these first eight (8) weeks?
   - What aspects of the clinical practicum/internship have been your most significant source of blessing and your greatest source of disappointment/frustration?
   - What have you learned about yourself during these first eight (8) weeks?

   The paper is to be well-written: clear, concise, to the point, and in APA style.

3. **Final Internship Assessment (Assignment 16-2 to be completed by your Site Supervisor)**

   The assessment is provided in a downloadable form on Canvas under **Course Documents**. Give this assessment to your Site Supervisor, who will complete it and return it to you. You will submit it in Canvas for Assignment 16-2.

4. **Final Reflection Paper (Assignment 16-3)**

   Write a two to three-page (2-3) double-spaced paper reflecting on and highlighting your clinical practicum/internship experience. The paper should address the following questions:

   - What were your primary responsibilities during the clinical practicum/internship?

- What clinical practicum/internship aspects offered personal development and spiritual growth, and shaped your ministry methodology?
- What clinical practicum/internship aspects provided the most significant challenge, disappointment, or frustration?
- Considering the 2nd and 3rd bullet points, what did you learn about yourself during the clinical practicum/internship?
- Above all else, what is one thing you will take away from this experience and hold onto for future ministry opportunities?

Your paper must be well-written, focusing on clarity, conciseness, directness, and in APA style. This will ensure that your message is effectively communicated. You can also share parts of your paper with your peers during the final Zoom meet-up in Week 16.

Assessments

Grades for this course will consist of:

Assessment		Total Points	Percentage of Final Grade*
Offsite Practicum Agreement Form (OPAF)		0	0%
	Zoom Meetings (A1-1 – A16-1)	160	20%
A8-2	Mid-point Reflection Paper	100	20%
A16-2	Final Clinical Practicum/Internship Assessment (by Site Supervisor)	100	20%
A16-3	Final Reflection Paper	100	40%
	Totals:	**380**	**100%**

*Note: This course uses <u>weighted percentages</u> to determine your final grade.

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96-100	Exceptional work
A-	94-95	Excellent work
B+	92-93	Very good work
B	89-91	Good work
B-	87-88	Above average work
C+	83-86	Average work
C	79-82	Work needs improvement
C-	75-78	Minimally acceptable work
F	<75	Unacceptable work

APA Writing Style

Counseling or TESOL degree students must follow the American Psychological Association (APA) style for all written assignments at Moody Theological Seminary and Graduate School. Your instructor may waive this requirement for specific assignments such as discussion boards, blogs, emails, and the like, but if not stated otherwise, follow APA guidelines. Assignments not in proper APA format may be returned with a request to redo the assignment and could be subject to a late penalty.

As part of your program, you may encounter interdisciplinary courses that necessitate using the Turabian writing style. Submitting those assignments in Turabian and familiarizing yourself with that style is important. This preparation will equip you to meet the diverse writing requirements of your program.

For all assignments submitted as a document, it's imperative to use a standard 12-point serif font (limited to Times New Roman, Cambria, Century Schoolbook), 8½ x 11-page size, and double-spacing. These

formatting requirements, along with the submission of a Microsoft Word document (.doc or .docx) only, are essential to ensure the readability and accessibility of your work. While some word processors claim to convert into Microsoft Word format, purchasing a copy of Microsoft Word (or Microsoft Office Suite) is strongly recommended if they do not do so accurately. Please note that other document formats will be returned for resubmission, potentially incurring a late penalty.

It's essential to consult the latest version of the APA style guide, specifically "Style and Grammar Guidelines," to ensure you use the most up-to-date guidelines for your assignments.

Use of Generative Artificial Intelligence-MTS

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.

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.

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.
- Proofread assignments.

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.

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.

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 APA.org or The Chicago Manual of Style.org (Turabian).

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 Academic Dean.

This policy will be reviewed on a yearly basis.

Course Honor Code & 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 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 distance learning/online student's further details on the "Code of Conduct for Online and Non-Residential Students."

You are obliged to know and observe all institute policies and procedures and keep current with this class by reading the information posted on the Announcement page and sent by email to your official *Moody.edu* email address.

Academic Integrity and Penalties for Academic Misconduct

Academic integrity requires students to be responsible and honest in fulfilling their academic work. Assignments, examinations, and other educational requirements are intended to foster student learning. Students are expected to submit original work, to use appropriate citations giving credit to the ideas or words of another person, and to 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. Intentional 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 and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course 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 and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course 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 of failure of a course and a maximum penalty of 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 complies with the ADA (Americans with Disabilities Act) as well as Section 504 of the Rehabilitation Act by providing appropriate accommodations to qualified students with disabilities. We encourage you to contact the disability services provider at the Student Resource Center to discuss possible environmental modifications or adaptations. Please note that accommodations are not retroactive; therefore, we encourage you to contact the disability services provider within the first two weeks of the semester. Contact information is provided within each online course.