

## MTO142.8 Internship A

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<b>Name of Unit</b>
Internship A (MTO142.8)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Graduate Certificate Graduate Diploma Masters	One semester	Introductory	Dr. Matthew James Gray

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	48 / 144 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
1	8	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

## SECTION 2 – ACADEMIC DETAILS

**Brief description of the content of the unit**

This introductory experience provides a context where the student is able to evaluate their involvement in ministry or intercultural activities, analyse critical experiences, and consider their vocational identity and calling. It connects strongly with the formation domain *Engaging Our Stories* in Tabor MTC's curriculum paradigm. The student participates under supervision in one of the following three options: 1, a 3-week short-term experience in a cross-cultural context in Australia or overseas; 2, participation in a local context (eg local church, English conversation class, welfare agency) on a weekly basis throughout the semester for approximately a day a week over 10-12 weeks; or 3, in a formal internship program run by an established NGO or denomination. The unit also includes introductory material on ministerial ethics and power, trust, boundaries, and words.

**Learning outcomes for the unit**

- 1) Analyse their area of ministry or intercultural involvement, identifying its foundational theological and theoretical principles
- 2) Utilise planning and organisational skills relevant to their area of ministry/intercultural involvement and a supervisor/mentor relationship
- 3) Critically analyse their internship experiences in a supervision/mentoring context, identifying personal strengths, areas for improvement, and strategies for professional development
- 4) Explain a theology of work based on the biblical text and contemporary scholarship

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed	Weighting
<b>Learning Covenant:</b> Students prepare an learning covenant outlining the parameters of their learning for the internship (equivalent of 500 words)	1	Week 2	NGP
<b>Reflection Paper:</b> Students reflect on experiences of their ministry or intercultural internship practice (1500 words)	1, 3	Weeks 6 and 9	30%
<b>Research Paper:</b> Students research an area of ministry or intercultural involvement (2000 words)	1	Week 11	40%
<b>Theology of Work Paper:</b> Students draw on the Biblical text, Christian tradition and contemporary scholarship to outline key facets of their theology of work (1500 words)	1, 4	Week 13	30%
<b>Internship Report:</b> The student's supervisor/ministry coach completes a report on the student's progress throughout the internship	1, 2, 3	Week 14	NGP

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Bartholomew, Craig G. *The Drama of Scripture: Finding Our Place In The Biblical Story*. Great Britain: SPCK, 2014.

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. Downers Grove, Illinois: InterVarsity Press, 2010.\*

Floding, Matthew. *Engage: A Theological Field Education Toolkit*. Lanham, MD: Rowman & Littlefield, 2017.

Floding, Matthew, and John Senior. *Empower: A Guide for Supervisor-Mentors in Theological Field Education*. Lanham, MD: Rowman & Littlefield, 2021.

Floding, Matthew, and Sung Hee Chang. *Enlighten: Formational Learning in Theological Field Education*. Lanham, MD: Rowman & Littlefield, 2021.

Frost, Michael. *Surprise the World: The Five Habits of Highly Missional People*. Colorado Springs, USA: NavPress, 2016.^

Hamman, Jacob J. *The Millennial Narrative: Sharing a Good Life with the Next Generation*. Nashville, TN: Abingdon, 2019.

Keller, Timothy. *Every Good Endeavour: Connecting Your Work to God's Plan for the World*. Great Britain: Hachette UK, 2012.

Kreminski, Karina. *Urban Spirituality: Embodying God's Mission in the Neighborhood*. Skyforest, CA: Urban Loft Publishers, 2018. ^

McHugh, Adam S. *The Listening Life: Embracing Attentiveness in a World of Distraction*. Downers Grove, Illinois: InterVarsity Press, 2015.

Osmer, Richard R. *Practical Theology: An Introduction*. Grand Rapids, MI: Eerdmans, 2008.

Saward, Melanie J. *Ministry Stinks: One Leader's Journey from Despair to Joy*. Mona Vale, NSW: Ark House Press, 2019.

Sayers, Mark. *The Vertical Self: How Biblical Faith Can Help Us Discover Who We Are in An Age of Self Obsession*. Nashville, Tennessee: Thomas Nelson Inc, 2010. ^\*

Scazzero, Geri, and Peter Scazzero. *Emotionally Healthy Spirituality Church Campaign Kit: Unleash a Revolution in Your Life in Christ*. Grand Rapids, MI: Zondervan, 2014.

Sherman, Amy L. *Kingdom Calling: Vocational Stewardship for the Common Good*. Downers Grove, Illinois: InterVarsity Press, 2011.

Volf, Miroslav. *Work in the Spirit: Toward a Theology of Work*. Eugene, OR: Wipf and Stock Publishers, 2001.\*

Wright, Tom. *Simply Good News: Why The Gospel Is News And What Makes It Good*. London, UK: SPCK, 2015.

^ Australian authors.

\* Seminal Work