



Practice in Ministry and Mission Field Education



The mission of Wesley Theological Seminary is to equip persons for Christian ministry and leadership in the church and the world, to advance theological scholarship, and to model a prophetic voice in the public square.

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1. Welcome to Wesley Practice of Mission and Ministry Program

Welcome, Seminarians!

As a seminarian, you are preparing to answer the call to give your professional life to ministry work through a church or nonprofit organization. Practice in Ministry and Mission (PMM) is an opportunity to engage in partnership with the life and ministry of a church or nonprofit committed to help you explore Christian discipleship. When graced by God's presence and shaped by God's guidance, the time you spend in field education becomes an integral part of your formation for ministry. It should be undertaken as a consequential part of your call that is as worthy of your energy and thought as the work you will do once you have graduated.

PMM placements are designed to assist you, not confine you, as you prepare for your life's work as a ministry leader. Expect to be stretched and to encounter situations that require theological and leadership reflection and spiritual discernment. Expect new experiences that will challenge your interpersonal abilities as well as develop practical skills. PMM internships are meant to expand your concept of ministry and increase your self-understanding. By integrating theological education with PMM experiences, the more liberated and capable you will become for vocational life.

Welcome, Learning Partners!

The faculty and staff of Wesley Theological Seminary welcome you as colleagues in the Practice in Ministry and Mission Program (PMM). PMM serves to meet the goals of Wesley Seminary's mission to equip persons for Christian ministry and leadership in the church and the world, to advance theological scholarship, and to model a prophetic voice in the public square. How seminarians fulfill their call to ministry will depend in large measure on help they receive during these formative years from the seminary and from their PMM learning partners. We regard our mission as a sacred trust, and we are heartened by others in Christian leadership roles who join us as partners in this sacred task.

Seminarians at Wesley Theological Seminary engage in rigorous coursework. Areas of study include biblical interpretation, church history, systematic theology, philosophy of religion, Christian ethics, sociology and anthropology, preaching and worship, pastoral care and counseling, evangelism, Christian formation, church leadership and administration, and the relationship between Christianity and the fine arts.

However, practical application of this education is crucial to formation. The deepest truths of the Christian faith are learned best when the teachings of Jesus are followed and not merely studied. To fulfill its mission, Wesley provides opportunities for the seminarian to integrate academic training with practical experience, to strengthen the unity of knowledge with vital piety. As Wesley's PMM interns broaden their experience and deepen their spirituality, they are also translating education into vocation. This formation does not take place without the help of leaders in discipleship who know what it means to walk with Christ in the world and are able to show others the way.

Being a PMM learning partner means helping to train the next generation of ministry leaders by providing teaching settings for disciples, by guiding, advising, and supervising them. Moreover, learning partners find that PMM benefits their own ministry and mission. All too often, our planning and strategizing becomes reactive rather than proactive. We respond to immediate needs and interests rather than set our agenda according to the teachings of Jesus Christ. Seminarians can expand opportunities for ministry and mission. An on-site intern engaged in structured PMM learning activities can bring a fresh perspective to your existing programs and may provide invigorating ideas for how your church or nonprofit pursues its work in the world. In that sense, both the interns and their learning partners are open to discovering ways to fulfill their call.

2. Introduction to Practice in Ministry and Mission

Contextual education at Wesley seeks to prepare graduates of its professional degree program (Master of Divinity or M.Div.) to minister effectively in culturally diverse settings. The three components of the contextual education program are Spiritual Formation for the Practice of Ministry, Intercultural Immersion experience, and Practice in Ministry and Mission (PMM) Placement—field education.

The prerequisite for beginning a PMM placement is the completion of any 24 credit hours of coursework, which must include MM-101 and MM-102. It is highly recommended that seminarians complete courses that are required for Advancement to Candidacy (foundational coursework) prior to beginning PMM. The PM&M office also manages the Intercultural Immersion component of contextual education. To learn more about the intercultural immersion experience, contact PM&M Associate Director for immersion guidelines, goals, design standards, as well as necessary forms and medical information.

Practice in Ministry and Mission (PMM) placements provide the opportunity to integrate classroom learning with practical experience in a teaching congregation or other setting for ministry. Faithful discipleship, shared pastoral leadership, and accountability in ministry are fundamental principles in this experiential sequence of the curriculum. Typically, placements are made for the second and third years of the M.Div. program.

Seminarians may not simultaneously register for PMM and CPE (PC-491 or PC-493) in the same semester. In other words, a seminarian may not “double-dip” and receive academic credit for both PMM and CPE at the same time and in the same context of ministry.

The standard PMM Program involves four academic credits incorporating part-time yearlong and/or full-time summer internships for two consecutive academic years. Seminarians may elect to participate in a 9-week intensive (full-time) summer internship at one site either for their first or second year of colloquy. PMM placements beginning in the Fall semester are determined by May 1 and summer internships are determined by April 1.

Seminarians may coordinate their PMM placements with any of the specializations in the M.Div. program such as African American Church Studies, Urban Ministry, Missional Church, or Public Theology. The Pastor Program is for qualified seminarians engaged in an approved pastoral ministry setting throughout the duration of their M.Div. program.

Some seminarians exploring ordination have requirements from their denomination or religious organization to serve a year-long full-time supervised internship in ministry. These religious organizations, such as the Unitarian Universalist Association, usually have a regularized process for organizing and supervising these internships. Seminarians with such requirements from their religious organizations are encouraged to consult with the PM&M office to see how the respective structures, time frame, and requirements of PMM and the religious organization might best be aligned or adapted.

3. Overview of the Program

The Practice in Ministry and Mission program at Wesley Theological Seminary (WTS) is shaped by a General Rule of Discipleship that summarizes the basic practices of loving God and neighbor. Because it is a general rule, it allows for maximum flexibility in its application. The General Rule of Discipleship is to witness to Jesus Christ in the world and to follow his teachings through acts of compassion, justice, worship, and devotion under the guidance of the Holy Spirit.

The PMM Program creates opportunities for seminarians to prepare for ministry in diverse settings through a model of action and reflection. Seminarians are placed in an approved teaching congregation or other setting for ministry (e.g., campus ministry, social justice ministry) in which they experience a broad range of ministerial learning activities. These internships involve approximately 800 hours of supervised ministry for M.Div. seminarians. Internships may be structured utilizing part-time ministry placements during the regular

academic year and/or full-time summer placements – in accordance with the respective PMM processes and course requirements for these options.

During a part-time internship, seminarians are involved in the life of a congregation, nonprofit, or other ministry setting for 8-9 working hours each week throughout the academic year (including the winter months but not normally during the summer). There is a required daylong PMM-SPP Orientation Session held at Wesley for all seminarians and their Learning Partners prior to the beginning of a part-time internship. Seminarians engaged in part-time internships will also attend a colloquy on campus led by the faculty member and a pastoral co-leader over the course of the internship.

The PMM curriculum is designed to be a full-year integrative experience. Typically, a seminarian must complete and pass consecutive fall and spring terms.

During a full-time summer internship, seminarians are engaged in ministry for 25 working hours each week for nine total weeks. During these nine weeks seminarians may not be registered for any other courses at the Seminary. There are four required synchronous colloquy sessions throughout the internship period. The internship learning team—intern and both learning partners—are required to attend the June PMM-SPP orientation. Seminarians engaged in full-time internships will also participate in an online colloquy led by the faculty member and a pastoral co-leader during the summer internship. In both part- and full-time internships, Learning Partners from the host placements will help seminarians develop individual learning goals. They will engage together in regular theological and leadership reflection and in evaluation of seminarian learning.

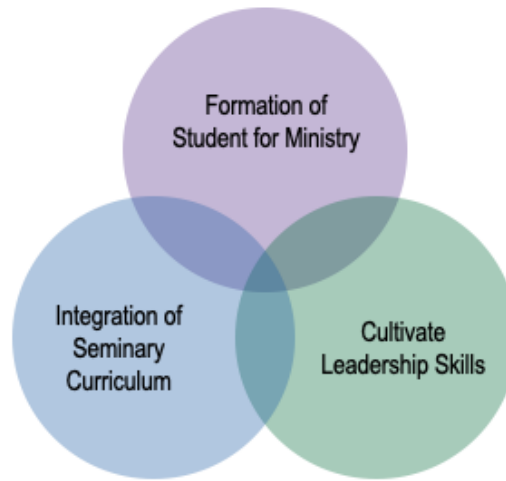
Program Goals

Briefly, the goals for seminarians are to integrate their education into practice and to continue Christian vocational formation as they endeavor to have an impact through ministry. Through PMM, they should become more competent and culturally aware and gain experience in theological and leadership reflection and discipleship. The PMM experiences are a part of contextual education that also includes covenant discipleship, colloquy, and immersion. In the sections that follow, the handbook contains more detailed information about the different elements and aspects of PMM as well as its goals and desired outcomes. Sections cover the program goals, learning partnership, learning goals, learning activities, the PMM colloquy groups, and the final or end-of-term evaluations.

Wesley's goals for formation of its seminarians for their practice in ministry are the following:

1. To model Christlike leadership sustained by vital faith and active discipleship.
2. To better discern their call to ministry, continue in their faith journey, grow in effectiveness, and discern their gifts and graces for ministry.
3. To develop the relational skills required for effective pastoral care, for practical and transformational leadership, for modeling inclusiveness, and for working collegiality.
4. To discover the stories and systems, the denominational identity, the demographic constraints, and the opportunities for ministry in the setting in which they find themselves.
5. To connect with ecumenical and interfaith partners in worship and mission and to work well within an interpersonal and institutional network.
6. To understand the purpose of the church or organization and its significance for ministry, the formation of disciples, and bringing about change in service to God.
7. To model good stewardship in caring for themselves as well as their families, congregations, organizations, and communities.
8. To develop and demonstrate skill in communicating, preaching, and teaching.
9. To develop and demonstrate intercultural competence.
10. To become open and engaged practitioners who are able to integrate the theological disciplines into their pastoral experiences.

Goals for PM&M



Program Aspects



Desired Outcomes



4. The Teaching Setting

Wesley partner with church or nonprofit settings willing to help with the task of preparing the next generation of faithful and fruitful ministerial leaders. Settings include congregations, hospitals, nonprofits, schools, retirement communities, hospices, and campus ministries. Each teaching setting offers ways to teach effective ministry and it has ministries to which the seminarian can make significant contributions.

Settings must be adequately staffed able to provide competent, appropriately trained, and experienced persons who will have the time and energy to act as learning partners. In a congregation, the requirements to be the clergy learning partner are the following: 1) must meet religious affiliation or congregational standards for a pastoral leadership position, 2) must have completed a form of theological study at least on year prior to the start of a potential internship, and 3) must not be in the first year of their current position. In a nonprofit setting, the requirements for the mentoring learning partner are 1) to have a minimum of three years leadership 2) served at the site for at least one year.

The clergy or learning partner must be named in the teaching setting application form. For more information about the learning partners, see the Learning Partnership section.

There are restrictions placed on teaching settings. Seminarians may not serve as PMM interns in their home churches, nor can learning partners and the seminarian be relatives. A seminarian placed in a church and in the first placement year may need to move to a different setting if the clergy partner transitions to a different leadership position.

To become more familiar with contextual education, read the [Values of Contextual Education at Wesley Theological Seminary](#). More information can be found on PMM's [Congregations and Nonprofits page](#) on Wesley's website, including both the site interest form and the site application-agreement form. Guidelines, criteria, and policy requirements for teaching settings are also available from the PM&M Program Administrator. For the first steps in becoming a teaching setting, see the First Steps for Teaching Settings section.

5. The Learning Partnership

A congregational teaching site must have a clergy and lay learning partner, and a nonprofit teaching site must have a mentoring and a site learning partner. Learning partners should be competent, appropriately trained, and experienced. The lay learning partner should be determined by the clergy learning partner. There may be more than one layperson in specialized settings where the seminarian is practicing in more than one location, in multi-point ministry charges, or in another exceptional situation. In a nonprofit teaching setting, the site contact typically determines the mentoring and site learning partners.

Ideally, in either setting, both learning partners will interview and evaluate potential interns. The seminarian, once matched with a teaching site, completes the learning partnership. Because it is a fundamental part of the PMM Program, the site should identify both learning partners at application time. Should learning partner changes arise, update the site application with the associated learning partner profile.

Before the internship begins, the learning partners and the seminarian are required to attend an orientation together. Orientation dates are announced by the PM&M Office and are on the website. Seminarians cannot participate in PMM before they and their partners attend an orientation. Current dates may be found on the [Upcoming Events page](#).

The Purpose and Approach of Partnership

The learning partnership is a formal arrangement that characterizes the relationship between the teaching setting and the seminarian, linking them in a mutually beneficial relationship. Each member has diverse gifts, abilities, and experiences, and is able to identify learning areas and goals related to their experiences and education. Each member contributes to the successful completion of an effective internship. Just as Paul

spoke of the diverse members of the body of Christ being united by their greater concern and desire, each team member “is a part of it” (I Corinthians 12:27).

Learning Partners are expected to do the following:

- To be willing to give their time and to learn alongside the intern.
- To support the PMM objectives and policies.
- To attend PMM-SPP Orientation before the internship begins.
- To meet monthly for year-long internships or weekly for summer internships.
- During year-long internships, to be available for an annual site visit led by a colloquy leader. During summer internships, online meetings with a colloquy leader may be scheduled as needed.
- If applicable, to support the seminarian in leading a small group or a meeting at the site.

The learning partnership should embody shared servant leadership that responds to God’s call with a collegial approach to one another. The members should be guided by the principles of mutual respect, responsibility, and accountability. The work of setting ministry goals and reaching them depends on being realistic thinkers who communicate well and are willing to negotiate a shared approach that honors and extends the gifts and contributions of each person.

Partnership Responsibilities

In defining the nature of the shared ministry, the partnership designs and evaluates the seminarian’s learning processes. Together, the members agree to do the following:

- Develop the learning goals and the criteria for evaluating progress in meeting those goals. (See Learning Goals.)
- Plan ministry activities to provide the intern with experience and a way to develop competence in various aspects of ministerial leadership and that are consistent with the learning goals. (See Ministry Activities.)
- Meet monthly during a year-long internship or weekly during a summer internship. (See Regular Meetings.)
- Meet with the Wesley leader of the intern’s colloquy group during a site visit. (See colloquy.)
- Complete and review together a final evaluation. (See End-of-Term Evaluations.)

The Regular Partnership Meetings

Since all members of the partnership are to be present in person or virtually at the regular meetings, the meetings dates should be determined at the beginning of each internship term. Eileen Campbell-Reed’s book, *Pastoral Imagination*, chapter 3 and chapter 28, can be particularly helpful for partnership meetings. Handouts about the regular meetings are also provided during orientation. Tasks included in all meeting agenda:

- To review progress on learning goals.
- To review what has been accomplished since the last meeting.
- To plan learning activities to further attain learning goals.
- To reflect together on the theological and leadership aspects of the seminarian’s ministerial experiences.

By identifying feedback mechanisms and evaluative criteria, seminarians participate in the assessment of their work. Are we doing what we agreed to do? What are the outcomes? On what basis and by whom will those outcomes be assessed? What subsequent action or learning is suggested? The emphasis is not on mistakes or blame but on a realistic account of what occurred. The objective is ongoing improvement and learning, and

the intention is to develop self-directed, healthy, and helpful patterns that continue throughout the seminarian’s ministry.

End of Term Evaluations

Through practice in theological and leadership reflection on their Ministry experiences, seminarians become increasingly adept at integrating theology and the practice of ministry and mission. In this way, seminarians learn the discipline of consistent theological and leadership reflection and thereby center their ministry on Jesus Christ and improving leadership skills in ministry activities.

To bring this into focus, the interns engage with their Learning Partners at the end of each internship term in an evaluation based on learning goals for their PMM experience. The Learning Partnership (intern, Clergy/Mentoring Partner, and Lay/Site Partner) complete an evaluation individually. These evaluations are then discussed together at the concluding Learning Partnership meeting of each term. This consultation is intended to affirm the seminarian’s growth and learning as well as clarifying areas of future learning.

Each evaluation should include the name of the intern, name of setting, names of each Learning Partners, and the term which is covered in the evaluation. Copies should be shared among the Learning Partnership and are automatically sent to the PM&M Office.

Examples of the final evaluation reports are included under Resources.

6. The Learning Goals

The first task of the learning partnership is to agree upon feasible and helpful internship goals appropriate to the intern’s interests, experiences, gifts, and growth points. Consistent with the objective of promoting lifelong patterns of thoughtful decision-making, seminarians will first give careful discernment of their gifts as well as the site’s ministerial needs. It should mention mutual support that would be available to the intern. For instance, the regular learning partnership meetings provides the intern an opportunity for sharing, reflection, and guidance.

Learning goals are documented by completing a Learning Goals Document that defines the goals and the ways to track progress during the internship. Once the Learning Goals Document is drafted, the document must be approved by a member of the PMM faculty. Information and forms related to the learning agreement can be found on Wesley’s PMM section, [Establishing A Learning Agreement](#).

Guidelines and Setting SMART Learning Goals

A goal should be written to make explicit the expectations and objectives of the seminarian and also consider the needs of the teaching setting. Goals are set that will create, enhance, and expand competencies. For example, a learning goal for an intern with little experience in preaching may be to preach contextually appropriate sermons. A goal for an intern who has preaching experience may be to develop more effective sermons that demonstrate scholarly exegetical work. Descriptions of each key area are provided to help seminarians formulate their learning goals in three ministry learning areas.

SMART is an acronym for are specific, measurable, achievable, relevant, and time-based — five elements of each goal that need to be addressed when learning goals are being formulated. Goals should be:

- | | | |
|----|------------|---|
| 1. | Specific | Precisely describe the goal’s intentions. Make clear what you seek to achieve. |
| 2. | Measurable | Think about steps needed, due dates, and what will illustrate your progress. |
| 3. | Attainable | Make sure the goal can be achieved. |
| 4. | Relevant | Make sure the goal is good for the site and will prepare the intern for ministry. |
| 5. | Time-based | Assign time schedules for all aspects of the goal. |

Ministry Learning Areas

Through their field education experiences, seminarians develop proficiency in several key areas of ministry: mission, administration, leadership, teaching, pastoral care, and preaching and worship in congregational settings or written and oral communication in other settings. As a basis for the internship's learning goals document, seminarians will develop concrete learning goals in three areas described below.

Mission

In mission, seminarians explore God's ongoing work of transformation in the world through engagement with individuals, congregations, and local communities. Mission practices include discipleship, education and formation, evangelism, and social justice.

Competence in this area is demonstrated by an ability to accompany individuals and communities in spiritual journeys through the study of scripture, prayer, spiritual disciplines, and worship, and also being able to turn outward to transform others through evangelism, social justice, advocacy, and public witness.

Excellence is reached when one integrates these abilities so that in one's service in creating disciples becomes instrumental in communal transformation and, likewise, laboring to transform the world is a means of helping others attain deeper faith and spirituality.



Administration

In the administration area of ministry, interns participate in God's transforming work through managing the daily work of the organization. This area includes such practices as time management, institutional knowledge, and ability to collaborate with others.

Competence in this area is demonstrated by comprehending the inner workings of the institution and working with others efficiently and productively. Fulfilling the mission of the organization is approached as an essential part of vocational ministry.

Excellence is demonstrated by competently engaging in the day-to-day life of an organization with compassion, grace, and adeptness and by managing and understanding administrative activities as ministry that impacts the lives of those inside and outside of the faith community.

Leadership

In the leadership area of ministry, seminarians develop discernment of God's work in their lives and the lives of others within the congregation or organization and in the community surrounding it. It requires one to cultivate an awareness of one's own gifts as well as the gifts of people in the community. Leadership includes such practices as self-awareness, self-motivation, adaptive thinking, visioning, and innovation.

Competence is demonstrated by ability to use one's gifts for ministry to empower the community to live into God's calling. This ability depends upon an ongoing.

Excellence is demonstrated by competent leadership that reflects an exegete the organization and broader community and being able to help the community discern God's calling and to embody the transforming power of the Spirit. These leaders extend help to people inside and outside the faith community.

Worship and Preaching (a congregational internship option)

In the worship and preaching area, seminarians explore how to effectively communicate the gospel through the written and spoken word. It develops skills in leading worship, preaching, and writing appropriate liturgies for the community.

Competence in this area is demonstrated by ability to use sermons, prayers, reflections, and other liturgical methods to create worship experiences that are clear, meaningful, and useful in communicating the transforming power of the gospel inside and outside of the faith community.

Excellence is attained by finding one's own voice in preaching and worship leadership, by engaging the diversity within the community one serves, and by writing original liturgies that blend various worship styles appropriate for the community. It also demonstrates mature sermon development that draws from a deep well of biblical and theological sources.



Public Communication (a nonprofit internship option)

In the public communication area of nonprofit ministry, interns develop and hone skills used in sharing the mission of the organization through public speaking and writing, leading, and speaking at group gatherings as well as producing written communication to use within the organizational setting.

Competence is demonstrated by communicating effectively on behalf of the organization, constructing meaningful speeches and written documents that illustrate solid research and clear intent to be delivered to those inside and outside the organization, thereby advancing organizational goals.

Excellence is demonstrated by finding one's own voice, by highly effective writing and speaking that conveys authenticity, clarity of thought and expression, trustworthiness, conviction, and empathy with the listener or reader. It also means ability to communicate the mission of the organization to a broad constituent base.

Teaching

In the teaching area, the intern is both teacher and learner, creating opportunities for learning to take place in their ministry site and to develop teachers who will transform the hearts and minds of those in the community.

Competence is demonstrated by facilitating thoughtful dialogue and reflection, by demonstrating teaching skills, including thorough preparation, planning, and listening as well as striving to improve their own understanding of the subjects they seek to teach.

Excellence is demonstrated by versatility in choosing pedagogical methods, by creating theologically coherent studies rather than rely on less suitable educational materials on hand. It is demonstrated by trusting, productive relationships and a sense of community and belonging among members of the learning group.

Pastoral Care

In the pastoral care area, interns develop and use pastoral care skills and learn to embody a pastoral presence appropriate for their congregation or organization and the community being served. Pastoral care also involves practices of self-care.

Competence is demonstrated by a deep love of God and neighbor shown through empathy, sympathy, and compassion and by personal integrity and trustworthiness. It is also shown by remaining aware of one's personal well-being while caring for others.

Excellence is demonstration of emotional intelligence, by courage to journey with others during difficult moments and personal tragedies including sickness, heartbreak, and imminent death, and by knowing one's own limitations and ably procuring appropriate care and services from other professional practitioners.

7. The Learning Activities

Ministry learning activities should provide the seminarian with a comprehensive experience. The PMM Program intends that internship will provide experience in all aspects of ministry available in the congregation or nonprofit.

Generally, learning activities will be normally occurring events and programs. In some cases, practice sessions or other forms of instruction and preparation may be needed. For instance, the intern will likely need help from a learning partner or another experienced person before conducting a baptism or funeral, chairing a meeting, or handling hospital visitation. Also, similar help will be warranted when an activity is arranged that is not part of the ministry and mission of the teaching setting but will make the internship more comprehensive. Examples include starting a Bible study group, initiating outreach to the homeless, conducting door-to-door evangelism, or organizing efforts around issues relevant to the community.

In nonprofit sites, the learning activities will be compatible with the work of the teaching setting. Interns will consult with the learning partners before beginning an outside activity such as public speaking, preaching, teaching, visitation, or administrative tasks. When interns need help in adapting learning activities to their learning goals, they should consult Wesley's PM&M Director or Associate Director.

The process of identifying ministry learning activities should start with the learning goals document, which suggests activities to reach the goals. Consider the opportunities available in the teaching setting. Some of the opportunities for ministry can be identified in the programmatic planning process. Unexpected and valuable opportunities may develop during the internship. New opportunities may proceed from evaluation of progress or be inspired by reflecting on theological or practical dimensions of current activities. Familiarity with the Learning Goals Guide may suggest different activities to pursue. Consulting the UMC General Rule of Discipleship suggested activities in the areas of devotion, compassion, worship, and justice might also become a resource. (See Resources for examples.)

Tracking Weekly Time Commitment

How the seminarian will utilize scheduled hours in the teaching setting requires negotiation among the members of the learning partnership. Summer interns spend 25 hours per week for nine weeks in the teaching setting, part-time year-long interns spend 8-9 hours per week in the teaching setting. To gain a sense of the rhythm and scope of ministry at the church or organization, part-time seminarians should spend time on the site at least two days per week.

Learning to gauge and schedule learning activities prepares interns to manage the demands of ministry. It helps to avoid the pitfall of self-deception in coping with ministry pressures. The learning partnership can provide regular checkpoints to ensure that seminarians, learning partners, and other people in their teaching settings are prioritizing how weekly internship hours are spent.

The learning partners should monitor the presence of the seminarian to avoid inordinate demands by the setting or excessive involvement of the seminarian. Seminarians have multiple course requirements that must be considered. Seminarians in year-long internships may arrange a two-week vacation. This must be scheduled so that the seminarian can be present during significant holidays such as Christmas and Easter or other times when significant events are scheduled at their ministry settings.

The Ministry Activity Log

The intern's ministry activity log is used to keep track of ministry activities. The log is also used to record the intern's reflections on the theological, Leadership, and practical aspects of whatever is experienced and learned in association with the activities. "What have I learned?" is a key question to address. The response may be an insight gained or simply a way into contemplation. It can lead to a great "Ah Hah!" moment of self-recognition or present a new challenge. It may pose a great problem or resolve one. An optional form for this log is in the Resource section.

Interns are expected to engage in theological and leadership reflection and discussion during learning partnership meetings and in the seminary colloquy sessions. The thoughts and ideas in the ministry activity log are foundational to one's productive contributions in these meetings. Guidelines for theological and leadership reflections can be found in this handbook in Section Five. Pastoral Imagination and the materials distributed at the PMM-SPP General Orientations are also excellent resources to help with the theological and leadership reflection process.

8. Integrating PMM on Campus

Theological reflection is a tool that offers seminarians the opportunity to look at their experiences through theological lenses and to integrate classroom learnings in other disciplines with their experiences in ministry settings. One of the most important objectives of PMM is to integrate the internship activities with the academic work of studying God and God's relation to the world.

The WTS faculty has made a commitment to this by agreeing to participate in PMM each year by either leading an Intercultural Immersion experience or leading a colloquy group in theological and leadership reflection.

The PMM Colloquies

Seminarians are expected to engage in oral reflection in seminary colloquy sessions. A faculty member and a resident area minister from a ministry setting lead these groups collegially. These are held at Wesley Seminary or other designated venues and include online meetings. The colloquy provides opportunities for the following:

- Peer interaction and reflection around ministry issues
- Resourcing for the internship and reflections on ministry learning activities
- Support for each individual in personal growth and development of ministerial identity

Each colloquy should begin with time to check in for each intern to focus on a key aspect that stood out as a learning or growing edge and to give other group members an opportunity to reflect and contribute to the discussion. Learning activities and experiences recorded in the ministry activity log are the basis for these reflections.



PMM interns also have a series of written assignments on ministerial practice and ministerial identity. These are posted online to encourage theological and leadership reflection with other interns. Resources for theological and leadership reflection are provided in the syllabi and Blackboard courses for colloquy.

Seminarians in part-time internships attend PMM Colloquy sessions weekly. They remain in the same colloquy for the entire PMM experience.

Summer seminarians are required to participate in a weekly online colloquy and to meet together four times. The last meeting is for final theological and leadership reflection focused on the evaluation.

PMM 1: The first half of PMM focuses on the placement setting and issues in ministry.

Each intern will submit a Learning Goals Document.

Interns need to be ready to reflect on ministry work in their regular meetings with their learning partners. This discussion is also shared with their colloquy.

Field evaluations are to be discussed by the learning partnership in a regular learning team meeting near the end of the term. Notes from this meeting will be shared in colloquy.

PMM 2: The second half of PMM Colloquy focuses on the writing of case studies & theological reflection.

Learning goals document is revised.

A written case study on a learning activity or situation in ministry experienced by the intern. Seminarians will present the case study to the colloquy as a teaching/learning experience. A theological reflection will subsequently be written on the case study and the colloquy discussion following the presentation.

A summary on the PMM experience: What have I learned about myself? About ministry? About myself in ministry?

Field evaluations are to be discussed by the learning partnership in a regular learning team meeting near the end of the term. Notes from this meeting will be shared in colloquy.

9. Getting Help and Getting Started

The PMM faculty and staff are available to advise and assist you with all aspects of the PMM program. We are available during office hours in Suite K-107, Kresge Academic Center. We can be reached by phone and email.

| Director | Spiritual Formation Professor and SPP Coordinator | Program Administrator |
|--|--|---|
| Rev. Dr. F. Douglas Powe Jr. DPowe@WesleySeminary.edu 202-664-5700 | Dr. Emily Peck EPeck@WesleySeminary.edu 202-885-8672 | Rev. Debra M. Whitten PMMAssistant@WesleySeminary.edu 202-885-8666 |

What are the First Steps for Seminarians?

Participate in the placement process. This process is explained by the PM&M Office during the Information Meetings held the fall semester.

Complete a Seminarian Placement Application. Application forms are available on the PMM webpages and should be returned early in the spring semester at the initiation of the placement process.

Complete the Wesley PMM Leadership Fitness Questionnaire. Questionnaire forms are available on the PMM webpages and should be returned using the secure portal with the Seminarian Placement Application early in the spring semester at the initiation of the placement process.

Placements and placement approvals. The PM&M office provides listed sites and seminarians may discover a site. Interview with sites that have the ability to strengthen your skills or prepare you for the ministry work to which you have been called. Follow the placement process found on the PMM webpages on www.WesleySeminary.edu, using the menu: Study/Field Education: Practice in Ministry and Mission, then select Applying for PM&M. The PM&M office provides a confirmation email, if the placement proposal is approved. This email provides instructions on next steps found on the same webpage.

Register for PMM-SPP Orientation Session (For approved placements only). Orientation is provided and the entire learning partnership needs to attend to gain clarification and begin team building for the upcoming internship.

Register for PMM/SPP (For approved placements only). Following completion of the required 24 credit hours in the M.Div. program and after being placed with a site, seminarians register for MM-360 and MM-361 for fall/spring internship term. Seminarians who are fulfilling a portion of their PMM requirement in the summer should register for MM-347 (PMM I) or MM-348 (PMM II).

What are the First Steps for Teaching Settings?

Gain consensus in the setting. The first step is to ensure that the church or nonprofit fully support the program. The Clergy Learning Partner and the representative board or council of the congregational setting or the Mentoring Learning Partner and nonprofit leader for the nonprofit must fully understand and accept the conditions to be met if the placement is to provide the seminarian with the desired practice for ministry and mission.

Complete a teaching setting application and a site agreement. This form is downloaded from the [Wesley website](#) and submitted to the PM&M Office to initiate the placement process.

Participate in the orientation session. Orientations take place in June, July, and August. Dates are announced by the PM&M Office. The clergy learning partner and the lay learning partner for a congregation or else the mentoring learning partner and the site learning partner for a nonprofit are required to take part in one of the orientation sessions with the seminarians will attend the same orientation session as the learning partners from their setting. Seminarians may not be permitted to participate in PMM before satisfying this orientation requirement. They may have to wait until the following term.

10. Teaching Seminars

The intercultural immersion will no longer be a requirement for the Master of Divinity degree. The potential for theological education travel continues with the travel or education seminars found in the Wesley Course Catalog.

11. Resources

The General Rule of Discipleship

The PMM Program is shaped by a General Rule of Discipleship that summarizes the basic practices of loving God and neighbor.

The General Rule of Discipleship is to witness to Jesus Christ in the world and to follow his teachings through acts of compassion, justice, worship, and devotion under the guidance of the Holy Spirit.

The Basics of Discipleship

The importance of the General Rule is the balance it maintains between all the teachings of Jesus: private and personal; public and social.

Acts of Devotion – These are the personal spiritual disciplines of prayer, Bible reading, and inward examination that brings us face-to-face with God.

Acts of Compassion – These are actions of kindness and charity to our neighbor.

Acts of Worship – These are the means of grace that we exercise together. They enable us to build each other up in the Body of Christ.

Acts of Justice – We must not only minister to people in need, but also ask why they are in need. In the name of Christ, we must implement God's righteousness and speak and act forcefully against injustice.

Discipleship for Today

The General Rule of Discipleship is derived from time-honored practices of the Christian Church based on the teachings of Jesus Christ to love God and neighbor. For many centuries, these practices have been named respectively works of piety and works of mercy. The General Rule of Discipleship makes these practices accessible to the Church today, acknowledging that the teachings of Jesus Christ have social and public application as well as personal and private application.

- Works of Mercy – Acts of Compassion & Acts of Justice
- Works of Piety – Acts of Devotion & Acts of Worship

Together they provide a balanced Christian discipleship and an important compass heading for daily Christian living. These distinctive gifts and graces should be used to the fullest – they will complement and enhance everyone’s strengths and skills. The New Testament image of the Body of Christ is helpful in this regard: each part of the body contributes to the well-being of the whole precisely because each part is distinct, yet inseparable. So it is with discipleship. Each of us has a unique contribution to make the whole.

If we are not careful, we find ourselves following those teachings of Jesus Christ that suit our temperament and avoiding those that do not. We find ourselves engaged in those aspects of ministry and mission that appeal to us, while neglecting those that do not.

The General Rule of Discipleship reminds us to be mindful of all the teachings of Jesus, to recognize and be grateful for the gifts and graces in ourselves and others, to cooperate with grace that is freely offered, and to trust that the Holy Spirit will teach and equip us to live as disciples. In these ways, it is liberating, practical, and illuminating.

Personal Resource

Your **Rule of Life** from your Spiritual Formation Course (MM-102) may be one of the important resources for your internship journey. To learn more about Rule of Life, see the section in Adele Calhoun’s *Spiritual Disciplines Handbook* and Marjorie Thompson’s book *Soul Feast*. Another resource is Margaret Guenther’s *At Home in the World: A Rule of Life for the Rest of Us*.

Devotional Resources

1. A Guide to Prayer for All God’s Children ed. Rueben P. Job
2. The Oxford Book of Prayer
3. Prayer: Finding the Heart’s True Home by Richard Foster
4. The Imitation of Christ by Thomas á Kempis
5. Chicken Soup for the Soul
6. Daily Guideposts
7. Book of Common Prayer
8. Morning by Morning by Charles H. Spurgeon
9. Soul Feast: An Introduction to the Christian Spiritual Life by Marjorie J. Thompson
10. Reformed Spirituality: An Introduction for Believers by Howard Rice
11. Presbyterian (U.S.A.) Book of Common Worship: Daily Prayer edition
12. The Upper Room
13. My Utmost for His Highest by Oswald Chambers
14. Writings of Madeline L’Engle
15. Writings and Devotionals of Henri Nouwen
16. Religion of the Heart by Ted A. Campbell
17. Sacred Journeys by James V. Darnton

18. Upper Room Disciplines (published yearly)
19. The Release of the Spirit by Watchman Nee
20. Walking on Thorns by Allen Boesak
21. The Inward Journey by Howard Thurman
22. Journaling: A Spiritual Journey by Anne Broyles

Example of a Learning Goal

Goal #1:

Specific: Worship experience for an underserved population in the community.

Measurable: We can create markers that move toward the first worship service.

- Survey to determine who the people of the community are demographically.
- Learn what other services are being offered in the area.
- Develop a community survey or do a focus group.
- Recruit a worship team.

Attainable: This is scheduled to be done within the internship year.

Relevant: Seeking to connect with those not in the church.

- People in the community who have no church home.
- People in the community who may no longer attend church.

Time-based: one year

- Week of Sep 27 – do a census analysis.
- Week of Oct 24 – meeting of focus group.
- Week of Oct 31 – work with the worship team to develop a worship experience.
- Week of Nov 8 – create a worship team (to include members of the congregation and music ministry).
- Week of Nov 15 – lead a worship experience with the focus group.
- Nov 28 – first worship service to be held (which is First Sunday of Advent).

*This learning goal will be accomplished in relation to the congregation's Core Values, Mission Statement and Vision Statement:

Core Values:

- Worship must be authentic, relevant and transformative.
- Each and every believer is gifted and called ministry.
- We are united in the celebration of diversity.

Mission Statement:

- Christ-centered community of faith proclaiming God's love for all people.
- Transformation through authentic and experiential worship.

Vision Statement:

- Evolving into a multi-congregational body of 300 committed believers.
- Sharing the saving grace of Jesus Christ with people where they are both geographically and spiritually united in our diversity as a loving and nurturing community.

Example of PMM Ministry Learning Activities

Seminarians in nonprofit settings should adapt the Learning Activities according to their setting. Consult with the PM&M Director or Associate Director if you need help in thinking creatively.

So that the seminarian will have a comprehensive experience, the learning partners can facilitate the Seminarian's experience with the following (but not limited to) activities listed for each area:

Learning Area – Acts of Compassion

1. Research the ministries of compassion in which churches in the community are engaged, at local and denominational levels and submit a summary of these ministries.
2. Become involved in a ministry of compassion, with persons from your Teaching Setting and with another setting or local non-profit.
3. Make at least one ministry visit to each of the following:
 - A first-time visitor/client
 - A prospective member/client
 - A longstanding member/client
4. Make at least one supervised ministry visit to each of the following:
 - A hospitalized person
 - A bereaved person or family
 - A person or family in a crisis situation

Learning Area – Acts of Devotion

1. Participate in training that the setting provides.
2. Lead a Bible study group for a series of four to six meetings. If necessary, form the group.
3. Teach a class or lead a prayer group in the setting (for at least three meetings) about the role of the following spiritual disciplines in devotional life:
 - Prayer
 - Searching the Scriptures
 - Contemplation
 - Fasting
4. Engage in a full-day personal spiritual retreat. Ask your small group members if they want to join you.

Learning Area – Acts of Justice

1. Research community efforts in the Teaching Setting, and in the community in the areas of social justice or consciousness-raising. Submit a summary of your findings.
2. Organize a group or meet with a Sunday school class for a series of four to six meetings to study and discern an appropriate Christian witness for the setting with respect to social justice issues.
3. Engage in an activity that addresses at least one aspect of God's justice by:
 - Joining with an established church or community
 - Organizing a group within your setting
 - Joining with an intern in another setting to organize a cooperative justice project

Learning Areas – Acts of Worship

So that the Seminarian will have a comprehensive experience, the Learning Partners can facilitate the Seminarian's experience with the following (but not limited to):

1. Plan the liturgy, prepare the bulletin, and serve as liturgist for a regularly scheduled or occasional worship service at least once each semester.

2. Preach at a regularly scheduled worship service at least once each semester.
3. Learn how to administer the Communion/Eucharist, and share in the leading of a communion service at least once each semester.
4. Learn how to baptize a child and an adult or to baptize by Immersion, and share in the leading of a baptismal service at least once a year.
5. Learn how to conduct a funeral and share in the leading of a funeral service at least once a year, including the grave side committal.
6. Pray in public at least four times a year, both with a prepared manuscript and with spontaneity.

Additional Activities

1. Participate in the teaching ministry and lead a Sunday or Church School class – preschool through 12th grade – for a month. Become familiar with Confirmation or New Member resources used by the setting. Share in the leadership of at least one session.
2. Become familiar with the administrative structure of the church:
 - Attend at least one administrative board, governing council or church meeting, and the charge conference or equivalent annual meeting of the setting each year.
 - Become familiar with stewardship at setting. Attend a finance committee or budget planning session.
 - Attend a meeting of the trustees and participate in at least one trustee activity.
 - Attend a evangelism committee meeting and participate in at least one evangelism program or strategy.
 - Attend a nominating committee meeting or leadership training event and become familiar with positions in the organizational structure.
3. Incorporate the arts into at least one learning activity each year.

Ministry Activity Log Form Option

WESLEY THEOLOGICAL SEMINARY
PRACTICE IN MINISTRY AND MISSION

MINISTRY ACTIVITY LOG

Name _____ Congregation or Nonprofit _____

| Date & Time | Ministry Activity | What I Have Learned | Notes |
|-------------|-------------------|---------------------|-------|
| | | | |

Example Page of a Seminarian Self-Evaluation

Full examples of evaluations are available on the website under [Conducting Transparent Evaluations](#).

WHITTEN, DEBRA

From: Wesley Theological Seminary PM&M Office <no-reply@wufoo.com>
Sent: Friday, September 02, 2022 6:49 PM
To: FAsbury1784@USMethodicalBishops.org
Cc: PMM Assistant
Subject: PMM-SPP Intern's Self Evaluation Demo

Your evaluation for 's internship has been completed.

PMM-SPP Intern's Self Evaluation Demo

| | |
|---|--|
| Evaluator's Learning Team Position * | Seminarian Intern |
| Name of Intern * | Francis Asbury |
| Email of Evaluator * | FAsbury1784@USMethodicalBishops.org |
| Name of Clergy/Mentoring Learning Partner * | Richard Allen |
| Name of Lay/Site Learning Partner * | Susanna Wesley |
| Site Name and Location (City, State) * | Growing Communities of Methodists, U.S.A. |
| In mission, seminarians explore God's ongoing work of transformation in the world through engagement with individuals, congregations, and local communities. Mission practices include discipleship, education and formation, evangelism, and social justice. | Is a seminarian internship goal |
| Please select one: * | |
| Please evaluate your progress in the ministry area of mission: | Not Evident at this Time |
| Competent: | |
| Competence in this area is demonstrated by an ability to accompany individuals and | |

Example Page of a Learning Partner’s Evaluation of an Intern

Full examples of evaluations are available on the website under [Conducting Transparent Evaluations](#).

WHITTEN, DEBRA

From: Wesley Theological Seminary PM&M Office <no-reply@wufoo.com>
Sent: Friday, September 02, 2022 7:23 PM
To: RAllen@AMEPhiliPA.org
Cc: PMM Assistant
Subject: PMM-SPP Learning Partner Evaluation Demo

Your evaluation for 's internship has been completed.

PMM–SPP Learning Partner Evaluation Demo

| | |
|---|--|
| Evaluator's Learning Team Position * | Clergy or Mentoring Learning Partner |
| Name of Intern * | Francis Asbury |
| Name of evaluating Learning Partner * | Richard Allen |
| Email of Evaluator * | RAllen@AMEPhiliPA.org |
| Name of Lay/Site Learning Partner * | Susanna Wesley |
| Site Name and Location (City, State) * | Growing Communities of Methodists, U.S.A. |
| In mission, seminarians explore God's ongoing work of transformation in the world through engagement with individuals, congregations, and local communities. Mission practices include discipleship, education and formation, evangelism, and social justice. | Is a seminarian internship goal |
| Please select one: * | |
| Please evaluate the seminarian's progress in the ministry area of mission: | Not Evident at this Time |
| Competent: | |
| Competence in this area is demonstrated by an ability to accompany individuals and | |

Evaluation Confirmation Page

After submitting an evaluation, a confirmation email with your responses will automatically be sent to the address provided.



Thank you for submitting this PMM internship evaluation!

Before your PMM learning team evaluation discussion meeting where the three evaluations of the intern are shared, please share your completed evaluation with your two fellow team members and request of each the evaluation of the intern that each is to complete.

You should receive your submission via e-mail. Please check your inbox and spam for the emailed report of your responses.

Didn't receive an e-mail? Tell PM&M at PMMAssistant@WesleySeminary.edu.

CPE and PMM Internships

I. Policy

The policy about CPE in the context of a PMM placement was approved by the PMM/Immersion Committee in Nov. 2009 and brought to the faculty afterwards. It reads:

. . . students who do their PMM at a hospital setting will be allowed to pursue one unit of CPE provided that CPE is consistent with the student's vocational discernment and meets the concurrence of the PMM staff. However, the student may not simultaneously register for PMM and CPE [PC-491 and PC-493] in the same semester.

The main problem we want to avoid with CPE is students double-dipping with regard to academic credit for the same unit--or the same amount of practicum hours.

II. Rationale

- A. When we were allowing students to do PMM in hospitals but prohibiting CPE entirely within the context of that placement, we found ourselves inadvertently avoiding some of the more pedagogically effective hospitals as PMM sites. So, we are now more flexible.
- B. Another reason for the more relaxed policy is to better empower student responsibility and student agency in their own experience of PMM.

III. Disincentives

There are two general disincentives for students to not do CPE during PMM, though: one financial and the other the time devoted to the process.

- A. **Financial.** If students want their tuition to cover the fees for CPE, there is no provision for this to happen with PMM as it does with the two official CPE courses in the catalog.
- B. With regard to **process**, we still require the whole PMM process for all students in hospital settings, including colloquy.
 - 1. So the question for students is: How best do they want to utilize their time and engage the reflective process?
 - 2. Also, If CPE supervisors are to serve as PMM pastor-mentors they too would have to use our PMM process, including participation in orientation and the PMM evaluation process. Some may balk at this.
 - 3. CPE supervisors may also have qualms about students using case material from their CPE setting in case discussions within the seminary colloquy—a requirement of our PMM course.

IV. Summer

PMM is especially problematic for CPE with regard to process for the following reasons:

- A. The dates for the unit of CPE would have to coincide with the dates for the 10-week summer PMM internship and on-line colloquy;
- B. Summer PMM has required reflective materials—both reading and methods of analysis—that might work in tension with reflective materials utilized in CPE, hindering rather than reinforcing the reflective process in one context or the other;
- C. The summer on-line colloquy is intensive, requiring students to log-in and respond five or six times a week. Students exhausted from their clinical hours in the hospital and already having processed some of their experience with peers in CPE will be less inclined to participate faithfully or meaningfully in the on-line colloquy with their Wesley peers.

In fact, it is quite conceivable that a student might complete a unit of CPE with flying colors but still fail PMM because of this multiplicity of requirements and expectations. Students who want to pursue this direction should **check carefully with both the PMM office and their CPE supervisor to ensure compatibility between the two.**

Wesley Theological Seminary Covenant and Policies

1. Non-Discrimination Statement found in the [Wesley Catalog](#)'s Appendix section
2. Covenant of Professional Ethics and Behavior (see Office of Community Life)
3. [Disabilities Statement & Procedures](#) (see Office of Community Life)
4. Sexual Harassment Policy (see Office of Community Life)
5. [Commitment to Diversity](#) under Compliance