



WESLEY
THEOLOGICAL SEMINARY

Practice in Ministry and Mission



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. Introduction to Practice in Ministry and Mission

Contextual education at Wesley DC seeks to prepare graduates of its professional degree program (Master of Divinity or M.Div.) to minister effectively in culturally diverse settings. The components of the contextual education program are Spiritual Formation for the Practice of Ministry and Practice in Ministry and Mission (PM&M) Placement—field education, which combines coursework and ministry work.

The prerequisite for beginning a PM&M 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 a PM&M internship.

PM&M 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 or third years of the M.Div. program.

Seminarians may not simultaneously register for [PM&M and CPE](#)¹ (PC-491 or PC-493) in the same semester. In other words, a seminarian may not “double dip” and receive academic credit for both PM&M and CPE at the same time and in the same context of ministry.

The standard PM&M Program involves four academic credits incorporating one part-time yearlong internship or two consecutive full-time summer internships. PM&M placements beginning in the fall semester are determined by May 1 and summer internships beginning early in June are determined by April 1.

Seminarians may coordinate their PM&M placements with any of the specializations in the M.Div. program such as African American Church Studies, Urban Ministry, Missional Church, or Public Theology.

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 PM&M and the religious organization might best be aligned or adapted.

2. Program Details

The Practice in Ministry and Mission program (PM&M) 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 PM&M 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 PM&M 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

¹ Documents for Wesley DC policy on CPE may be found on [Wesley's website](#).

but not normally during the summer). Viewing the [PM&M Orientation](#) video is required for all seminarian interns and both respective learning partners prior to the beginning of a part-time internship. Seminarians engaged in part-time internships will also attend a colloquy online led by a faculty member and a ministry practitioner colloquy leader over the course of the internship.

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. The internship learning team—intern and both learning partners—are required to view the [PM&M orientation](#) video. Seminarians engaged in full-time internships will participate in an online colloquy led by the faculty member and/or a ministry practitioner colloquy leader as well asynchronous coursework during the summer internship.

In both part- and full-time internships, Learning Partners from the ministry setting will help seminarians develop individual learning goals. They will engage together in regular theological and leadership reflection and in evaluation of seminarian learning.

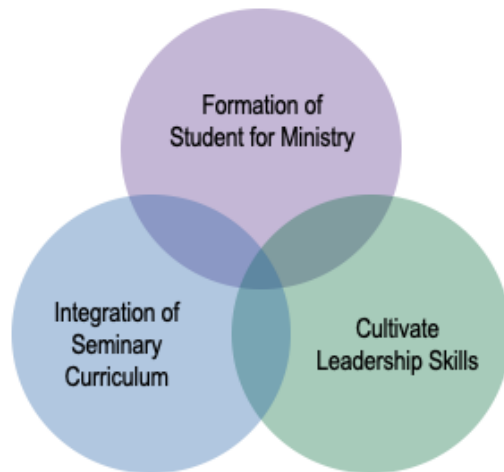
Program Goals

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. The PM&M experiences are a part of contextual education that also includes covenant discipleship and colloquy. In the sections that follow, the handbook contains more detailed information about the different elements and aspects of PM&M as well as its goals and desired outcomes. Sections cover the program goals, learning partnership, learning goals, learning activities, the PM&M colloquy groups, and the final or end-of-term evaluations.

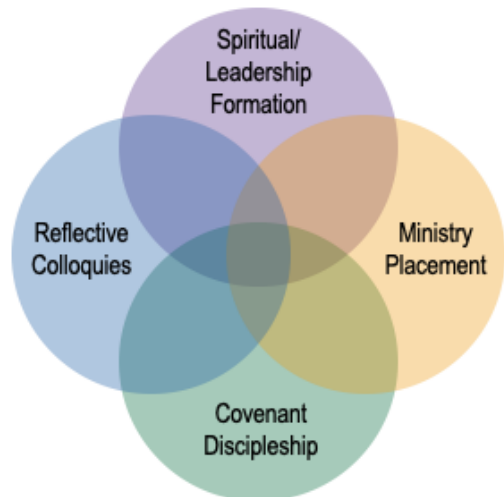
Goals for Seminarians in PM&M:

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 can integrate the theological disciplines into their pastoral experiences.

Goals for PM&M



Program Aspects



Desired Outcomes



3. Getting Help and Getting Started

The PM&M faculty are available by appointment and staff are available in person or virtually 8:30 a.m. to 4:30 p.m. to advise and assist seminarians with all aspects of the PM&M program. We are available during office hours by phone, email, or on the Wesley DC campus in Suite K-107, Kresge Academic Center.

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What are the First Steps for Seminarians?

Placement information from start to finish and associated paperwork are online on Wesley's website under [Applying for PM&M](#) and [Current Learning Partnerships](#).

Participate in the placement process detailed on Applying for PM&M and addressed by the PM&M office in the Information Meetings video. Initial notice of interest and registration for the PM&M Information Meeting Q&A sessions held early in the spring semester and to request for access to the information video is on this webpage.

There are two internship types—lead pastor and nonprofit or non-lead pastor:

1: PMM nonprofits and congregations when the seminarian is not the lead pastor:

The PM&M office provides listed ministry settings and seminarians may propose an unlisted ministry setting. Interview with site(s) that may strengthen your skills or prepare you for the ministry work to which you have been called.

2: Student Lead Pastors/Student Pastors (SPP):

Student lead pastors are bringing their pastorate as an internship site. Finding a clergy learning partner and ensuring the congregation is on board is important. Denominational authorities should be helpful. See more information in the [Student Lead Pastors sections](#).

Complete the Wesley PM&M Leadership Fitness Questionnaire. Questionnaire forms are available on the PM&M webpages and should be returned using the secure portal when submitting the Seminarian Placement Application or the Lead Pastor Information Sheet early in the spring semester at the initiation of the placement process.

For seminarians who are seeking a PMM internship, complete a Seminarian Placement Application. This is a webform provided online, which will automatically be sent to the PM&M office and to the email address provided as your Wesley email. It should be submitted early in the spring semester at the initiation of the placement process.

For seminarians who are or may become lead pastors, complete the Lead Pastor Information Sheet with all currently known information. This form is available on the PM&M webpages and should be returned to the PM&M office early in the spring semester at the initiation of the placement process.

Finding and providing information about a potential placement site:

PMM non-lead pastors

1. Review the PMM Ministry Setting Listed Sites (Blackboard organization) or find a site on your own.

Lead pastors (SPP)

1. Keep the PM&M office apprised of your pastorate, current or potential.
2. Seek a clergy learning partner of any denomination near your pastorate.

2. Discern the best placement site using the placement goals document and meet with the site contact and/or learning partner(s).²
3. Confirm your proposed ministry setting online.
4. Stay alert for communications from the PM&M office and complete or support your proposed site in completing requested paperwork.
3. Complete your information sheet once your pastorate is known.
4. Complete the remaining placement paperwork after your pastorate begins or sooner.

Placement Approval. After determining all needed paperwork is received, the PM&M office sends a confirmation of placement email to the learning team and site contact if the ministry setting and then the proposed placement are both approved. This email provides instructions on post-placement steps, which are on the placement process webpage and noted below.

If your proposed internship is during the summer term, then check out the information provided about summer internships and prepare your calendar.

Course (colloquy) registration information for your internship is provided on the webpage. The first colloquy session is held the first Wednesday of the fall semester for academic year part-time internships and early to mid-June for summer full-time internships. Please visit [Upcoming Events](#) for dates. If there are business or registrar's office issues, please keep the PM&M office informed.

PM&M Orientation. Registration is completed by the seminarian intern for the entire learning partnership. The orientation requirement is considered complete when the entire learning partnership attends a session together. The internship may not go forth without a completed orientation. The contact, when not on the learning team, may attend. These sessions are conducted on ZOOM and conclude with time for each learning team to meet and organize for the internship term. PM&M personnel remain online for support learning partnerships as needed.

What are the First Steps for Teaching Ministry Settings?

Gain consensus in the setting. The first step is to ensure that the church or nonprofit fully support the program. All parties 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 site application-agreement. This form is downloaded from the [Wesley website](#) and submitted to the PM&M office for the potential intern's placement proposal. Once the PM&M office receives a seminarian's confirmation of the proposed site, the contact will receive an emailed request for this document, copying known learning partnership members.

Participate in the orientation session. Orientation is provided by video. Access will be emailed to all learning team members in the confirmation email. For summer internships, questions may be posted on your Blackboard course to be addressed by your colloquy leader. For academic year internships, the dates for Q&A sessions are announced by the PM&M office and may be found on [Upcoming Events](#). The clergy learning partner and the lay learning partner for a congregation or the mentoring learning partner and the site learning partner for a nonprofit are required to view the video, either as a team or individually, and return an email confirmation, copying the entire team to the PM&M office. Seminarians may not be permitted to participate in PM&M before satisfying this orientation requirement. They may have to wait until the following term.

² Share your resumé, use the goals document, and peruse the website to help discern.

4. The Teaching Ministry Setting

Wesley partners 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, campus ministries, etc. Each ministry setting offers ways to teach effective ministry and it has ministries to which the seminarian can make significant contributions.

The learning partners' information must be included in the site application-agreement form. For sites that may be both congregations and nonprofits, either form may be submitted. For more information about the learning partners, see the [Learning Partnership section](#).

There are restrictions placed on ministry settings. Seminarians may not serve as PM&M interns in their home churches unless on paid ministerial staff, nor can learning partners and the seminarian be relatives. A seminarian placed in a church the first summer placement term may need to move to a different setting if the clergy partner transitions to a different leadership position.

5. The Learning Partnership

A congregational teaching ministry site must have a clergy and lay learning partner, and a nonprofit ministry 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 ministry setting, the site contact typically determines the mentoring and site learning partners.

The learning partnership is a formal arrangement that characterizes the relationship between the ministry setting, the seminarian, and the seminary, linking them in a mutually beneficial relationship. This partnership is responsible for the completion of learning goals, status reports³, and individual evaluations with time for partnership discussion. Each member has diverse gifts, abilities, and experiences, and may 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).

Settings must be adequately staffed and 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 one 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 of leadership
- 2) served at the site for at least one year.

Both lay and site learning partners are individuals who offer gifts, talents, and diversity but are not required to be professional theologians or ministers.

- 1) The lay learning partner is a member of the congregation or charge who need not hold a position on any committee within the congregation.
- 2) The site learning partner is a person from the nonprofit who is willing to walk with the seminarian intern.

Lead pastors are provided more details on learning partners in the [Student Lead Pastor section](#).

Ideally, in either setting, the contact and/or both learning partners will interview and evaluate potential interns. As it is a fundamental part of the PM&M Program, both learning partners may be identified early in preparation for interviews or for completing the site application-agreement form once the seminarian identifies a formed partnership by completing a proposed site confirmation form. Should learning partner changes arise, update the site application-agreement by returning the associated learning partner profile.

Before the internship begins, the learning partnerships engages in a [PM&M orientation](#). Information on orientation is contained in the placement confirmation email and associated dates may be found on the [Upcoming Events](#) webpage.

Learning Partners are expected to do the following:

- To give their time and to learn alongside the intern.
- To support the PM&M objectives and policies.
- To attend to the provided PM&M Orientation before the internship begins.
- If applicable, to support the seminarian in leading a small group or a meeting at the site.
- To participate in the [responsibilities of the learning partnership](#).

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 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](#).)
- Submit a site status report and, when needed, meet with the Wesley ministry practitioner colloquy leader of the intern's colloquy group or the Colloquy Administrator for a site visit. (See [colloquy](#) and [Regular Meetings](#).)
- Complete individually and review together the three final evaluations. (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 meeting dates should be determined at the beginning of each internship term. Regular meetings are outlined on [Suggestions for the Meeting of Learning Partnerships](#). 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.

End of Term Evaluations

The interns engage with their Learning Partners at the end of each internship term in an evaluation based on learning goals for their PM&M 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.

Copies of the three evaluations should be shared among the Learning Partnership and are automatically sent to the PM&M office.

Examples of the final evaluation may be found on [Conducting Transparent Evaluations](#).

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, other site leadership or groups that have expertise in the goal area.

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 is submitted for colloquy leader review. Information and forms related to the learning agreement can be found on the Wesley PM&M website sections, [Establishing A Learning Agreement](#) and the handbook section [Ministry Learning Areas](#).

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 two to three learning goals within the ministry learning areas described in the Learning Goals Guide.

Guidelines and Setting SMART Learning Goals

A goal should be written to make explicit the expectations and objectives of the seminarian and consider the needs of the ministry setting. Goals should 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 goals.

Goals should be SMART— **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-based:

- | | | |
|----|------------|--|
| 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.

See more information on goals in the [Resources section](#).

7. The Learning Activities

The PM&M Program intends that the 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, in preparing for and conducting a baptism or funeral, chairing a meeting, or a 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 ministry 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, 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 the ministry practitioner colloquy leader.

The process of identifying ministry learning activities should start with the [Learning Goals Guide](#), which suggests activities to reach the goals. Consider the opportunities available in the ministry 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 [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 ministry setting requires negotiation among the members of the learning partnership. Summer interns spend 25 hours per week for nine weeks in the ministry setting. Part-time year-long interns spend 8-9 hours per week for almost nine months in the ministry setting. To gain a sense of the rhythm and scope of ministry at the church or organization, part-time seminarians should spend time on site at least two days per week.

Learning to gauge and schedule learning activities prepares interns to manage the demands of ministry and 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 ministry 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 ministry 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 ha!" 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 modelled 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 under [the Learning Partner section](#) on [regular meetings](#). *Pastoral Imagination* and the materials distributed through the [PM&M Orientation](#) are also excellent resources to help with the theological and leadership reflection process.

8. Integrating PM&M 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 PM&M is to integrate the internship activities with the academic work of studying God and God's relation to the world.

The Wesley DC faculty has made a commitment to this by agreeing to participate in PM&M each year by leading a colloquy group in theological and leadership reflection.

The PM&M Colloquies

Seminarians are expected to engage in oral reflection in seminary colloquy sessions. A faculty member and/or a resident area minister from a ministry setting lead these groups collegially. These are held online using ZOOM. 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

Part-time academic year internships (fall/spring):

PM&M 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 PM&M Colloquy sessions weekly. They remain in the same colloquy for the entire PM&M internship term.

Fall Semester: The first half of PM&M focuses on the placement setting and issues in ministry. Seminarians will:

- Submit a [Learning Goals Document](#).
- Reflect on ministry work in their [regular meetings](#) with their learning partners, which is shared in [colloquy](#).
- Complete a site status report and have each member of the learning partnership complete one as well. If necessary, the learning partnership might meet with Wesley's PM&M personnel.

Spring Semester: The second half of PM&M Colloquy focuses on the writing of case studies & theological reflection. Seminarians will:

- Revise their [Learning goals document](#).
- Write a case study on a learning activity or an experienced situation and present it in colloquy.
- Submit a theological reflection on the presented case study and the subsequent colloquy discussion.
- Submit a summary on the PM&M experience that answers the following questions: What have I learned about myself? About ministry? About myself in ministry?

- Complete and discuss [field evaluations](#) with the learning partnership and share takeaways from this meeting in [colloquy](#).

Full-time summer internships:

Summer seminarians are required to participate in weekly online colloquy and to meet together several times on ZOOM. The last meeting is for final theological and leadership reflection focused on the evaluation takeaways from the learning team's evaluation meeting.

Summer 1: The first half of PM&M focuses on the placement setting and issues in ministry. Seminarians will:

- Submit a [Learning Goals Document](#).
- Reflect on ministry work in their [regular meetings](#) with their learning partners, which is shared in [colloquy](#).
- Complete and discuss [field evaluations](#) with the learning partnership and share takeaways from this meeting in [colloquy](#).

Summer 2: The second half of PM&M Colloquy focuses on the writing of case studies & theological reflection. Seminarians will:

- Revise their [Learning goals document](#).
- Write a case study on a learning activity or an experienced situation and present it in colloquy.
- Submit a theological reflection on the presented case study and the subsequent colloquy discussion.
- Submit a summary on the PM&M experience that answers the following questions: What have I learned about myself? About ministry? About myself in ministry?
- Complete and discuss [field evaluations](#) with the learning partnership and share takeaways from this meeting in [colloquy](#).

9. Student Lead Pastors (SPP)

Being a student lead pastor in a church involves a partnership between the denominational authority, the local church, and the seminary. The congregational setting is an integral part of the total learning context of student lead pastors enabling them to relate academic studies to the practice of ministry.

The student selects the clergy learning partner, in consultation with the PM&M office, who may be a neighboring or retired clergy. Specifics on clergy and lay learning partner criterion may be found in the section [ministry setting](#) and the [learning partnership](#). Students with a SPP designation will participate in colloquies with other interns, which creates a rich learning environment of different perspectives given the various placements.

10. Resources

The General Rule of Discipleship

The PM&M 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 PM&M Ministry Learning Activities

Seminarians in nonprofit settings should adapt the Learning Activities according to their setting. Consult with your ministry practitioner colloquy leader 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 Ministry Setting and with another setting or local nonprofit.
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 Ministry 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.
5. Learn how to conduct a funeral and share in the leading of a funeral service at least once, 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.
 - Become familiar with stewardship at the 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.

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

The full log may be found on [Handbooks & Forms](#).

Wesley DC Covenant and Policies

1. The policies for CPE at Wesley DC and with PM&M may be found on [Handbooks and Forms](#).
2. Non-Discrimination Statement found in the [Wesley Catalog](#)'s Appendix section
3. Covenant of Professional Ethics and Behavior found under Community Life Mission Statement in the [Student Handbook](#)
4. [Disabilities Statement & Procedures](#) (see Office of Community Life)
5. Prohibited Discrimination, Harassment, and Retaliation Policy found under Seminary Policies in the [Student Handbook](#)
6. [Commitment to Diversity](#) under Compliance