



SECTION 1 REFLECTIVE PRACTICE

Editor's Introduction

Over a decade ago, I attended a “Transition into Ministry” young clergy conference organized by the Lilly Foundation. Our keynote speaker, who was none other than Matt Bloom, offered an observation about clergy that I’ve never forgotten. Bloom noted that when clergy are complimented for providing excellent spiritual leadership—delivering a dynamite sermon or handling a challenging interpersonal situation—they often demure and suggest all the credit should go to God. Why were we so quick to dismiss our capacities and ascribe them only to God, he asked? Bloom brought his point home by saying (and I’m paraphrasing from memory), “It’s funny. I don’t see God up on that altar. I see a person.”

Bloom was speaking to a group of Christian ministers and, therefore, describing leadership within that context, but I imagine his observation transcends any particular tradition. We who provide spiritual care to others may be in the habit of deflecting affirmation for work well done. We who teach and supervise those learning to be spiritual caregivers may be unintentionally transmitting that tendency to our students. I wonder how we may be hampering the flourishing of our profession when we diminish or deflect the impact our good work has on the lives of others.

I was, therefore, delighted when Matthew Floding, my co-editor, suggested that we include in this volume a few reflections on how this journal has contributed to the flourishing of experiential theological/dharmological education. Why not fill a few pages with some of the history of *Reflective Practice* and celebrate the ways in which those who have worked to keep this journal alive and well have enhanced the well-being of our community?

In this section, Rod Seeger provides us with an overview of the history of *Reflective Practice*. He shares with us some of the people who have been stewards of this resource and a few of the watershed moments for the journal. Christina R. Zaker and Susan Freeman then offer their reflections on how this journal has contributed to their flourishing in field education supervision and CPE education, respectively.

Nancy Wood
Co-Editor