



REFLECTIVE PRACTICE

Volume 43

Editor's Introduction

The advertisement I saw in the ACPE weekly email excited me: the journal *Reflective Practice* was looking for new editors. I didn't know much about what editing a journal entailed, but I certainly appreciated *Reflective Practice*. Like so many ACPE certified educator candidates in the "old" process, as soon as I'd been accepted into Readiness, I'd combed through at least a dozen back volumes of the journal, reading each issue's Theory Papers of the Year in an attempt to try and unlock the secret to writing an excellent paper. A few years later, when as a newly ACPE certified educator I was asked to supervise a CPE unit in another state via Skype (yes, Skype!), I turned to *Reflective Practice* to learn what I could about online CPE, a novel approach to supervision very few educators had yet experienced. The wisdom of the journal's authors had been helpful to me in my formation as an ACPE certified educator. I now hoped I could contribute to the journal in a new way.

Thanks to Eileen Campbell-Reed and Christian Scharen's piece "The Learning Pastoral Imagination Project: A Ten-Year Overview," I see now that the thought of co-editing *Reflective Practice* sparked my pastoral imagination. Indeed, I imagine pastoral imagination is at the heart of why many of the spiritual directors, theological field educators, practical theologians, and CPE educators shared the essays, research projects, poetry, reflections, and meditations that make up this volume. Certainly, the authors included in volume 43 demonstrate through their words and images the "integrative, embodied, and relational capacity" that is the hallmark of pastoral imagination.

This is our first digital-only volume. Because our readers overwhelmingly read the journal on the web, the *Reflective Practice* board made the decision to retire the print form of journal and move to a fully online format. It turns out that this year's issue, with the theme of imagination, was the perfect inaugural all-online volume. When we received submissions with vivid charts, graphs, and images, we no longer had to consider the high cost of printing in color. We could and did readily welcome and encourage the visual content that accompanied and enhanced the text. Now that ACPE requires certified

educator candidates to complete a theory integration project (allowing for more creative and visual content in the process than had been permitted in the essay-only format), and because so many educators incorporate images and video into their curricula, it is fitting that this journal can now readily welcome both words and images and the ways they can dance together to further our reflection and practice.

For the past three years, I've been very fortunate to serve as co-editor with my colleague Matthew Floding. You won't find a more thoughtful, generous, intelligent, and kind person with whom to collaborate. While I will miss the hours we've spent together dreaming about each volume of *Reflective Practice* and then working to make it a reality, the journal couldn't be in better hands. Danielle Buhuro brings to the co-editor role a wealth of wisdom, experience, and compassion. I'm grateful to have worked with both Danielle and Matt over the past six months. I look forward to seeing where their—and all of our—pastoral imaginations take us.

Nancy Wood

Co-Editor with Danielle Buhuro and Matthew Floding

Reflective Practice: Formation and Supervision in Ministry

Is only an Online Journal

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Printed copies of previous volumes are available of *Reflective Practice* and may be ordered through the journal's website at www.reflective.practice.journal.org.



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