

NEXT ISSUE'S THEME:  
EDUCATIONAL CORNERSTONES AND ADAPTATION IN  
CHANGING LANDSCAPES OF PRACTICE<sup>1</sup>  
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"The more things change, the more they remain the same."

As editors we've been comparing notes about adaptation and change in CPE environments and in Theological Field Education. Clearly there are challenges being confronted in the new permutations of CPE and Theological Field Education environments. Adaptations are being made while the cornerstones of our educational process: action—reflection—action remains a constant.

In M.A./M.Div programs, Theological Field Education is conducted completely online, in various hybrid formats, or in traditional residential settings. In each, Theological Field Education provides *places to practice* and *spaces to reflect* (peer reflection group, with supervisor-mentor, and individually) under quality *supervision* committed to *mentoring*. Adaptation has been critical to delivering a rich formational experience.

In CPE, our cornerstone has long been educating and creating spiritual care leaders who embrace their unique and insightful pastoral identity and pastoral competence alongside their ability to engage in pastoral reflection. While this cornerstone remains the needed and necessary brick of CPE, new bricks of adaptation are on the horizon all around us. The new adaptations on the horizon center on the question of where pastoral identity, pastoral competence, and pastoral reflection are developed. How do we redefine "the clinic" in Clinical Pastoral Education? Maybe the clinic is technically not a clinic at all but just as viable a teaching and learning space -the homeless shelter, the domestic violence safe haven, the airport, or the college dorm. They are some of the new bricks that are calling us to adapt in CPE.... if we are open.

What is your experience? Can you reflect on the adaptations you've made within your program in this changing landscape of practice? How has the value of the cornerstones been affirmed or been challenged—or maybe been challenging to maintain? When you found adaptation necessary, what provided the firm place from which to pivot?

Editors, Matthew Floding and Danie J. Buhuro

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<sup>1</sup> Etienne Wenger, *Communities of Practice: Learning, Meaning, and Identity*, (New York: Cambridge University Press, 1998), 118ff.