

Teaching Practice Briefs
an Association for Counselor Education and Supervision publication

Author Guidelines

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1. Guidelines for Authors

Teaching Practice Briefs (TPBs) are concise summaries that act as practical guides describing pertinent topics in teaching and learning that can be applied in counselor education classrooms. TPBs are designed to provide innovative, antiracist, socially just, and evidence-based teaching and learning practices that can promote quality instruction for all learners. They further reflect brave and critically reflective and inclusive classroom environments, challenging curriculum, and counselor education programs of excellence.

TPBs provide counselor educators with (1) easily accessible quick reference guides on a variety of topics pertaining to teaching strategies, learning environments, and the translation of community-engaged practices to classroom settings; and (2) best-practices and innovative ideas for counseling andragogy from within counselor education and across educational or helping disciplines:

Topics for TPBs may include:

- **Innovative Teaching.** Approaches to teaching, learning, supervision that are new or being translated from another field, have limited research or evidence base, but offer anecdotal evidence for success.
- **Evidence-Based Instructional Strategies.** Insights and explanations of current andragogical practices that are widely used and practiced within counselor education broadly or within specific specialty areas of counselor education.
- **Community-Engaged Classrooms.** Explorations of how community engaged practices can translate into teaching and learning in counselor education classrooms.
- **Clinical Supervision.** Focused on the innovative and/or evidence-based teaching and learning practices in clinical courses, including but not limited to practicums, internships at the master's or doctoral level, and supervision-related coursework at the doctoral level. Could also include innovative practices in providing quality professional development to current in-field practitioners and supervisors.
- **Effective Instruction in Online and Hybrid Environments.** Highlights specific needs and concerns related to effective online and hybrid instruction and classroom environments.
- **Doctoral Student Preparation and Educator Identity.** Approaches to equipping doctoral students with the dispositions, skills, and experiences needed to teach in counselor education programs.

- **Assessment of Teaching and Learning.** Provides recommendations for how assessment of teaching and learning can be created and evaluated: as a whole, for diversity/equity/inclusion practices, for professional growth, and/or for student learning outcome measures.
- **Program Structure and Curricular Design.** Explores best-practice or innovative strategies that promote safe and inclusive program climates, curriculum, student recruitment and retention, mentorship, support and involvement issues/roles related to students and new professionals in counselor education.
- **Classroom Dynamics and Student Issues.** Insights into anti-oppressive strategies that counselor educators may use to craft and manage productive classroom dynamics for learning, as well as respond to student issues in need of support.
- **“In the life of...”** Offers a window into the lived experiences of educators and supervisors who work across institutional types and/or from different positionality. May also include doctoral student stories that emphasize the roles of culture, identity, and positionality in teaching and learning.

Submission materials prepared in accordance with the Author Guidelines may be submitted online to teachingbriefs@acesonline.net.

Full instructions and support for submitting TPBs are available on the [Teaching Practice Briefs website](#).

Each submitted manuscript is reviewed by at least two editorial board members and typically undergoes revision before final acceptance. All submissions are anonymously peer reviewed. Therefore, authors must submit a manuscript that contains no clues to the authors' identity. Citations that may reveal the authors' identities (e.g., “in an extension of our previous work [citation of work with authors' names]”) should be masked (e.g., [“Authors, 2011”]). The authors' names, positions or titles, places of employment, and mailing addresses should appear on one cover title page only, not in an author footnote. Other subsequent pages should include only the manuscript title in the header. The Co-Editors makes final decisions regarding publication.

Authors submitting manuscripts to the *Teaching Practice Briefs* should not simultaneously submit them to another publication, nor should manuscripts have been published elsewhere in substantially similar form or with substantially similar content.

This publication does not charge submission fees.

For article-specific questions and feedback, please contact the co-editors:

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2. Preparation of Briefs

Authors should carefully prepare their briefs in accordance with the instructions below.

All briefs should be prepared according to the *Publication Manual of the American Psychological Association* (7th ed.; American Psychological Association [APA], 2020). Briefs should be as concise as possible, yet sufficiently detailed to permit adequate communication and critical review. Consult the APA *Publication Manual* for specific guidelines regarding the format of the manuscript, abstract, citations and references, tables and figures, and other matters of editorial style. Tables and figures should be used only when essential.

Required Sections for Brief Submissions

Authors should ensure that the following sections are included in all submitted TPBs:

Title Page: The first page of the manuscript should be masked and contain only the title of the manuscript.*

***Note.** Prepare a separate, supplemental file labeled “Title Page” and email it to teachingbriefs@acesonline.net, in addition to the blinded manuscript, when submitting a brief. This title page document should contain the article title, the names and affiliations of all coauthors, author notes or acknowledgments, and complete contact information of the corresponding author who will review page proofs (including complete mailing address and email). Please use this format: Author(s) Name only (i.e., no degrees or position titles listed), Department Name, University Name, at City (if applicable). Author Name is now at Department Name, University Name, at City (if changed from above listing). Correspondence concerning this article should be addressed to Author Name, full mailing (including street or PO Box) address, City, State (using postal abbreviation), zip code (email: name@name.edu).

Abstract: The abstract should express the central idea of the manuscript in nontechnical language. It should be on page 2 and is limited to 100 words.

Keywords: Keywords should follow the abstract on page 2 and consist of five words.

Introduction: Briefs should begin with an introduction that includes relevant research and literature support to justify their TPB. This justification should include an appropriate review of the evidence base for their teaching innovation or instructional strategy and a clear articulation for the need for their idea. Lastly, the introduction should include a concise description of the teaching innovation or instructional strategy and how it addresses the rationale provided.

Description of Teaching Innovation or Instructional Strategy: Authors should describe their proposed teaching innovation or instructional strategy with attention to its relevance in counselor education and how it promotes inclusive learning environments. They ought to describe ethical considerations for the teaching innovation or instructional strategy and attend to their own demonstrated reflexivity when implementing it. Lastly, authors are asked to provide resources related to their topic that are recent, relevant, representative, and inclusive in nature.

Assessment & Evaluation: Each brief should include a review of methods used to assess student learning outcomes related to the teaching innovation or instructional strategy, with attention to students' sociocultural diversity and neurodiversity. Authors should also describe processes for evaluating the effectiveness of the teaching innovation or instructional strategy in meeting learning outcomes.

Discussion & Implications: Authors should review logical conclusions and integrate relevant literature in a final discussion section. They should also present implications for readers' teaching practices and promotion of inclusive learning environments. Briefs also must include areas of improvement and limitations for the teaching innovation or instructional strategy, as well as future directions for practicing or researching it.

References: Relevant, timely, and inclusive sources ought to be used to support TPBs. References should follow the style detailed in the *APA Publication Manual*. Check all references for completeness, including year, volume number, pages for journal citations, and DOIs. Make sure that all references mentioned in the text are listed in the reference section and vice versa and that the spelling of author names and years is consistent.

Tables and Figures: No more than three tables and two figures with each manuscript will be accepted. Please be sure to indicate the table or figure callouts within the manuscripts. However, do not embed tables or figures within the body of the manuscript. Each table or figure should be placed on a separate page following the reference list. Figure captions ought to be on an attached page, as required by APA style. Figures (graphs, illustrations, line drawings) must be supplied in electronic format with a minimum resolution of 600 dots per inch (dpi) up to 1200 dpi. Halftone line screens should be a minimum of 300 dpi. JPEG or PDF files are preferred. (See *APA Publication Manual*, pp. 195–224, for more detailed information on table preparation and pp. 225–250 for further details on figure preparation.)

Footnotes or Endnotes: Do not use. Incorporate any information within the body of the manuscript.

Other: Authors must also carefully follow *APA Publication Manual* guidelines for nondiscriminatory language regarding gender, sexual orientation, racial and ethnic identity, disabilities, and age. In addition, the terms *counseling*, *counselor*, and *client* are preferred, rather than their many synonyms.

Page Limitations: Manuscripts should be 6 to 8 double-spaced pages total, including all references, tables, and appendices.

Lengthy quotations: Quotations of 400 cumulative words or more from one source require written permission from the copyright holder for reproduction. Previously published tables or figures that are used in their entirety, in part, or adapted also require written permission from the copyright holder for reproduction. It is the author's responsibility to secure such permission, and a copy of the publisher's written permission must be provided to the Editor immediately upon acceptance for publication.

3. Accepted Briefs

The following processes will be used when processing accepted briefs:

Copyright agreement: Authors will receive information for submitting a final copy of their article upon acceptance from the journal field editor. This final version of the article should have any previously masked author references and in-text citations reinstated, and include all author names with their departmental and university affiliations. Full contact information should be included for the designated corresponding author (CA). Once the article is in production with the ACES Publications team, the CA will receive copyedited PDF page proofs for review via email. Please note, the article cannot be published until ACES has received a signed copyright license agreement. The CA will be contacted by the TPB co-editors to complete the copyright license agreement. The CA is responsible for signing the licensing agreement on behalf of any co-authors.

Notification of Publication: The TPB co-editors will notify all CAs when a TPB issue is published with their manuscripts on the ACES TPB website. The most recently published TPB issue will be available to authors and the general public via the ACES TPB website at no cost. When an issue is recently published, authors may download it for their records. Once additional issues are published, previous issues will be accessible to ACES members only, and authors will not be able to download TPB issues unless they have purchased ACES membership.

Promoting Their Work: Authors are invited to promote their work and share their published TPB with students and counselor educators. Wiley and ACA provide helpful resources for doing so with the [Author Promotional Toolkit](#).