

Teaching Practice Briefs
Association for Counselor Education & Supervision

Call for Issue IV Submissions

The ACES Teaching Practice Briefs (TPBs) are concise scholarly summaries and practical guides that describe teaching innovations and instructional strategies pertinent to counselor education. Briefs provide creative, evidence-based practices to promote high quality teaching, inclusive learning environments, curricular transformation, and excellence in counselor education instructional design. TPBs offer counselor educators (a) quick reference guides on a variety of topics pertaining to teaching strategies, learning environments, and translating community engaged practices to classroom settings, and (b) creative, evidence-based ideas for counseling instruction from within counselor education and across educational or helping disciplines. All briefs are masked and peer-reviewed prior to publication.

Call for Issue IV: OPEN

The ACES TPB Editorial Board is currently seeking submissions for the fourth issue of the TPBs, slated for publication in summer 2024. The theme for the Summer issue edition is *open submission*. Brief manuscripts are invited in wide-ranging topics related to teaching innovations and instructional strategies in counselor education, including:

- **Innovative Teaching**
- **Evidence-Based Instructional Strategies**
- **Community-Engaged Classrooms**
- **Clinical Supervision Education**
- **Effective Instruction in Online and Hybrid Environments**
- **Doctoral Student Preparation and Educator Identity**
- **Assessment of Teaching and Learning**
- **Classroom Implications of Curricular Design**
- **Classroom Dynamics and Student Issues**
- **And more...**

Submissions are due **03 February 2024** and must be emailed to teachingbriefs@acesonline.net. Submissions must follow the format and guidelines listed below.

TPB Format

Briefs, minus the title page and references, must be between 6 and 8 single-spaced pages in length. Additional writing style and citation guidelines must follow the Publication Manual of the American Psychological Association (7th ed.).

Briefs should be formatted for anonymous peer review and the title page should be submitted as a separate document. Brief abstracts should be a maximum of 100 words. The structure of submissions **must** adhere to the following TPBs format:

- I. Author and Affiliation (separate title page conducive to blind peer review)
- II. Abstract
- III. Introduction
 - A. Relevant research and literature support
 - B. Rationale or knowledge gap
 - C. How the teaching innovation/instructional strategy addresses the need/knowledge gap
- IV. Description of teaching innovation/instructional strategy
 - A. Application of the topic to counselor education
 - B. Ethical considerations for responding to learning diversity, classroom diversity, and fostering inclusive learning environments
 - C. Demonstrated reflexivity and intrapersonal awareness of the author(s)' about potential impacts on the classroom
 - D. Suggested resources for implementation
- V. Evaluation of effectiveness of teaching innovation/instructional strategy
- VI. Assessment tools/methods used in teaching innovation/instructional strategy to assess student learning
- VII. Implications
 - A. Unanswered questions and/or limitations
 - B. Future directions for practice and research
- VIII. References

Issue IV Briefs are due on 03 February 2023.

Submissions can be directed to teachingbriefs@acesonline.net.

TPBs Background Information

History of the TPBs

In 2021, the Association for Counselor Education and Supervision (ACES) governing council created the special committee on teaching. Committee members represented the five different ACES regions and included two ACES emerging leaders. Over the course of the academic year, the committee worked to envision and establish the processes and procedures of TPBs. The committee created a guiding blueprint for the TPBs proposed content, structure, rubrics, and

submission timelines. The committee also recruited co-editors and board members. Together with the committee, the co-editors revised the guiding document and developed the call for the inaugural issue of the briefs, which will focus on teaching innovations that center diversity, equity, and inclusion, as well as antiracist instructional strategies. The inaugural issue is slated for publication in January 2023, with the second issue published in June 2023.

Scheduled Calls for Briefs

Calls for TPBs consist of two categories: *Themed Issues* and *Open Submissions*. The Editorial Board aims to publish biannual issues in Winter and Summer. Published issues are housed on the ACES Teaching Practice Briefs website (<https://acesonline.net/teaching-practice-briefs/>).

Themed Issues cover special topics in counselor education. Briefs will focus on such areas as innovative/emerging practices, evidence-based instructional design, assessment of teaching and learning, doctoral student preparation, program structure and culture, “In the life of…” – offering a window into the lived experiences of educators and supervisors who work across institutional types and/or from different positionalities, and more. Calls will be distributed in June, with submission due in September.

Open Submissions issues welcome entries on wide-ranging teaching innovations and instructional strategies in counselor education. Briefs may address any of the aforementioned topics in themed issues, but Open Submission issues will be more expansive in scope. Calls will be distributed in October, with submission due in February.

Goals of the TPBs

1. To function as the primary resource for innovative, antiracist, socially just, and evidence-based teaching and learning practices that promote quality instruction for all learners in counselor education programs.
2. To present thought-provoking and applicable strategies that place anti-racist teaching practices and the development of culturally competent counselors, leaders, and advocates at the forefront of teaching and learning in counselor education.
3. To provide evidence-based teaching and learning practices that draw from the wisdom of other disciplines including K-12 education and other professions.
4. To help counselor educators implement emerging and innovative teaching strategies including how to translate community engaged work into classroom practices.
5. To support counselor education programs re-envisioning how they articulate the concepts of critical self-reflection, bravery, inclusion, rigor, and quality in their curriculum, program function, and classroom practices including issues pertaining to student recruitment, retention, and program climate.

Thank you to the ACES Special Committee on Teaching for their development of the TPBs:

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