

Introduction

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Issue 2

Dear reader,

When we posted an open call for submissions for this un-themed second issue of the *Teaching Practice Briefs* (TPB), we were not quite sure what briefs we would receive. We knew the briefs would be innovative; and, we knew they would be thoughtful. But, beyond those qualities, we were eager to receive the range of topics, suggestions, and groundbreaking ideas authors would submit. In time, we learned that contributing authors' briefs would not disappoint. The variety of teaching innovations submitted for the issue were more diverse and unique than we could have imagined.

While themed TPB issues focus instructional designs on a narrower subject matter area, our

open issues are designed to welcome entries on wide-ranging teaching innovations and instructional strategies in counselor education. With the essential support of TPB Editorial Board members, we are delighted to share the strongest briefs with you now. We believe they touch on imperative topics in counselor education, including Parker et al.'s brief on interprofessional collaboration and Walter et al.'s brief on student groupwork in online teaching. Inclusive syllabi, the topic of Briggs et al.'s brief, has been of special interest to many of our readers. Lastly, Hill & Delgado's brief infuses greater disability knowledge into counselor education and Messerschmitt-Coen's brief considers social justice competence through an essential classroom activity about advocacy. We believe the reader will take much away from the

diversity of ideas and range of instructional practices represented in this issue.

Our next issue will open our second volume of briefs with a focus on critical issues in doctoral counselor education. Doctoral education is core to the future of the profession. The TPB editorial team looks forward to elevating

critical and inclusive teaching innovations and instructional designs that advance social justice competence, improve disability justice knowledge, and scrutinize predominating epistemologies in counselor education.

We hope you enjoy this issue and look forward to seeing your submissions to future calls for TPBs.

Sincerely,

Javier F. Casado Pérez & Clare Merlin-Knoblich

Co-Editors, *Teaching Practice Briefs**

* Are you interested in submitting your own evidence-based counselor education teaching innovation or instructional strategy to a future issue of the *Teaching Practice Briefs*? Visit acesonline.net/TeachingPractice-Briefs to view calls for briefs and corresponding deadlines.
