

# Introduction

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Issue 4

Dear reader,

Our most recent call for submissions to the fourth issue of *Teaching Practice Briefs* drew the largest response from the counselor education community yet. From those briefs submitted, we are excited to publish two issues—the current one (Issue IV), and a forthcoming issue in the Fall (Issue V). Briefs selected for the current issue coincidentally reflected similar topics—multicultural, social justice, and decolonizing teaching in counselor education.

The need to mainstream critical anti-oppressive and liberatory counselor education remains pressing, with a building emphasis on addressing learning and experiential disparities in counselor

education. Counselor educators, in their scholarship of teaching and learning, have emphasized the importance of robust examinations of prejudice and oppression in instructional environments that are inclusive, engender cross-cultural communication, and celebrate ignorance as the start of knowledge (Mainella et al., 2023). Washington et al. (2022) asserted that critical race and social theories must move into mainstream counselor education instruction and scholars must work to develop explicit anti-racist counseling dispositions. The briefs in this issue attempt to address these priorities through innovative and student-facing strategies.

Reyes et al. launch this issue with *An invitation to lead anti-oppressive research labs in counselor*

*education programs.* The authors illustrate the implementation of three classroom strategies to prepare counselors education students for (a) critical reflexivity, (b) centering relationships, and (c) assessing efficacy through the discussion of a research lab. The authors pose six essential questions for students to consider their research and leadership identities. Kene et al. continue to engage students in *Decolonizing mental health counseling pedagogy through student engagement: Development of diverse case studies*, by involving students in programmatic efforts to decolonize counselor education curriculums. Working with students, these authors generated intersectional case studies for didactic and experiential discussions that engage sociocultural issues and sociopolitical challenges clients or students may experience in their daily lives.

Xu and Brown-Smythe describe their application of narrative-based approaches in teaching multicultural counseling in *Narrative means*

*to multicultural ends.* The authors portray the use of narrative strategies to construct storied metaphors that guide students to encounters with and discussions of sociocultural and sociopolitical issues. In *Integrating social justice advocacy into teaching counseling ethics*, Luo and Reynolds craft innovations that promote social justice advocacy awareness when teaching counseling ethics, including a student-driven mini advocacy conference. Branco et al. conclude this third fourth issue with *Teaching family systems theory in online courses: Socioculturally attuned counseling skills training*. The authors demonstrate how family systems counselor educators can adapt microskills training for the online teaching environment with a sociocultural approach .

We appreciate all our authors' innovative ideas and hope readers can try out their briefs in their own classrooms as applicable. We look forward to sharing additional teaching innovations and instructional strategies with our next issue in the Fall.

Sincerely,

Javier F. Casado Pérez & Clare Merlin-Knoblich

**Co-Editors, *Teaching Practice Briefs*\***

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\* 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](http://acesonline.net/TeachingPractice-Briefs) to view calls for briefs and corresponding deadlines.

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