

The Brooks/Cole Counseling E-Communicator Brought to you by The Wadsworth Group

Welcome to the Brooks/Cole Counseling E-Communicator. The goal of our quarterly newsletter is to communicate with you, our valued customer. Our intent is to provide you with informative news, announcements, great ideas in teaching, and an opportunity for you to find out more about us.

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Announcements

Brooks/Cole Author, Mary Ivey recently became a Fellow of the American Counseling Association! This is a new status within the Association and Mary is one of the first ten nationally to be so recognized. This honor comes first from her work at Fort River School where her counseling program was once named one of the ten best in the nation. In the past, she also received the O'hana Award from ACA for her multicultural work.

Do you have any announcements that you would like us to include in our next edition? Please e-mail Rebecca with your announcement by **8/15/05** at rebecca.weisman@thomson.com.

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Great Ideas in Teaching

"I teach substance abuse counseling at Southern University at Shreveport. Each student in the clinical writing class has to obtain a client to work with. They must do a complete Biopsychosocial on the client and develop a treatment plan. They also have to conduct weekly sessions. The students have to identify the client verbal skills, body language and possible defense mechanisms. The student has to decide which counseling method is best for themselves. It is very informative and the students begin to identify their skills and possible problems for them in the counseling field."

-Norma Whitaker

We'd like to highlight and share great ideas in teaching counseling... whether it's an activity, a unique lesson, or a self-created web component, we'd love to showcase your great teaching efforts. To submit a "Great Ideas in Teaching" Counseling example, please e-mail Rebecca at rebecca.weisman@thomson.com OR, if you have a text proposal in mind that reflects YOUR great teaching, please email Executive Editor, Lisa Gebo at lisa.gebo@thomson.com (skills & practicum areas) or Senior Editor, Marquita Flemming at marquita.flemming@thomson.com (for all other counseling areas).

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Author Spotlight

A Powerful way of Teaching Group Counseling

Article submitted by Mei-whei Chen, Ph.D., Northeastern Illinois University

Some of today's therapists-in-training miss the most powerful force of group work: interpersonal processes and group dynamics. I've often felt terrified when I would hear stories of therapists-in-training learning group counseling through theories and role playing. Attempting to understand group work without practical experiences is extremely difficult and ineffective.

The amount of information that must be covered while teaching group counseling and therapy often overwhelms teachers, who can easily fall into the "theory dump" trap. An overabundance of ideas and abstract concepts without real life applications can cause students to lose interest in the subject.

Research has shown that people's learning process improves when they can put concepts and skills into immediate practice. This kind of "hands-on" approach requires teachers to instruct in experimental ways. Through my years of teaching group counseling, I've developed a strategy of establishing a foundation of key concepts and skills, followed by a stage of immediate application, which goes beyond role playing.

Many instructors resort to role-playing as a minimal form of experiential teaching, but this method does not establish solid internalization of skills and concepts. I try to make the training process to be more than just gaining knowledge. I try to make the learning of group process an excellent opportunity for trainees to gain self-knowledge, build self-awareness about their own interpersonal processes, learn new life skills, and expand their consciousness of self and others. Under my guidance, trainees take turns going through twelve consecutive sessions of peer group counseling. Through these direct experiences, they get an intimate understanding of the power of group process. One trainee said,

"The peer group sessions give me more understanding about the process that I could ever get from reading about it. It gives me insight into the emotions and insight, that which can only be gained through the experience itself. I can see why one could never fully appreciate the group process if one has never experienced it in the group."

Another trainee commented,

"Learning group counseling by being directly inside it gives you insight that reading ten books could never offer. The emotions and feelings you experience in yourself and on behalf of the other people is something that has to be lived and experienced in all its colors."

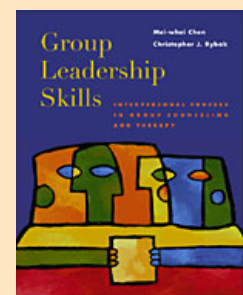
One other trainee stated,

"I benefit greatly by reading about the group process in the textbook and then seeing it unfold through the group dynamics of our peer experiential sessions. It allows me to experience what it feels like to be validated, to share my story, to be in the hot seat, and to see the interpersonal patterns unfold in the here-and-now. Your true feelings all come out in the immediacy of the real experiences."

Mei-whei Chen is an Associate Professor at Northeastern Illinois University. She teaches group counseling, individual counseling, grief counseling, and stress management. She has received many awards, the most recent being the Faculty Excellence Award from Northeastern Illinois University for the third time. She has co-authored a book on Individual Counseling as well as many published journal articles.

Mei-whei is co-author of the Brooks/Cole title:

***Group Leadership Skills:
Interpersonal Process in
Group Counseling and
Therapy***



By: Mei-whei Chen and
Christopher Rybak
2004©



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When we, as instructors, put trainees in the driver's seat, we need to assume the role of the process observer and the coach of the process. Teachers become a live, real person, while experiencing a type of satisfaction that goes far beyond what teaching can offer. My students love it when I assume the role of a live and coach and one said, "With the instructor's gentle coaching, it gives me more of an idea of what to do as a group leader when I get stuck in some rough spots in the session."

Teaching group in such an experiential way requires students to follow a textbook that provides abundant examples of putting concepts and techniques into direct practice. The textbook titled "Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy," published by Brooks/Cole (2004), serves perfectly for that purpose. Furthermore, I do not need to spend too much time lecturing with such a textbook as a teaching tool. I can use the first hour to highlight key points, saving the other two hours each week for direct group experiences.

My methods allow me to keep assignments relatively small and very focused, while remaining directly aligned with the trainees' experiential learning. Trainees are required to turn in their critical reflections on the group dynamics and on the roles they play to contribute to these dynamics. Leaders are required to turn in group progress notes. These assignments involve after-the-session reflections, which will be graded. However, no materials or actions in the session are evaluated, policy that is reassured repeatedly and adhered to strictly.

Being part of a group is a powerful experience and teaching group counseling in an experiential way is another venue that can expand our growth as educators. ♦

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Brooks/Cole News

*These 2006 revisions will be available in June & July!**



- **Alle-Corliss/Alle-Corliss**, *Human Service Agencies: An Orientation to Fieldwork*, 2nd Edition
- **Doweiko**, *Concepts of Chemical Dependency*, 6th Edition
- **Jacobs/Masson/Harvill**, *Group Counseling: Strategies & Skills*, 5th Edition
- **Osborn/Zunker**, *Using Assessment Results for Career Development*, 7th Edition
- **Sharf**, *Applying Career Development Theory to Counseling*, 4th Edition
- **Teyber**, *Interpersonal Process in Therapy: An Integrative Model*, 5th Edition
- **Woodside/McClam**, *Generalist Case Management: A Method of Human Service*, 3rd Edition
- **Zunker**, *Career Counseling: A Holistic Approach*, 7th Edition



Click on the
book titles
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*These 2006 FIRST EDITIONS will be available in June and July too!**



- Cochran/Cochran, *The Heart of the Counseling: Developing Therapeutic Relationships, 1st Edition*
- Holosko, *Primer for Critiquing Social Research: A Student Guide, 1st Edition*
- Neukrug/Schwitzer, *Skills & Tools for Today's Counselors/Psychotherapists (with Video), 1st Edition*

**Additional 2006c titles will be highlighted in subsequent newsletters.*

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Online Tools

With our powerful online tools, we provide you ways to take your course beyond classroom boundaries!
Start your test drive now!

✓ The Brooks/Cole Self-Study Resource Center

(accessible from the left nav bar of our counseling home page: <http://counseling.wadsworth.com>)



We know that preparing for accreditation or re-accreditation requires an enormous amount of time, research, and resources to complete the process. In an effort to support this process, we have created this website to help you and your programs access various resources.

Disclaimer: We did not ask CACREP to endorse this site. Our intention is to provide you with easy access to Brooks/Cole information in order to assist you in the accreditation process. We believe that a number of our books reflect content consistent with the CACREP standards, but interpretation is up to each program and site visitor.

✓ Opposing Viewpoints Resource Center – Online Library of Current Event Topics Exclusively from Thomson/Wadsworth & the Gale Group!

Expose your students to *all* sides of today's most compelling issues! The *Opposing Viewpoints Resource Center* draws on Greenhaven Press' acclaimed social issues series, as well as core reference content from other Gale and Macmillan Reference USA sources. The result is a dynamic online library of current event topics--the facts **as well as the** arguments of each topic's proponents and detractors. For more information, please contact your Thomson/Wadsworth representative or visit <http://www.gale.com/opposingviewpoints/> and take a guided tour!



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- ✓ Did you know that adopters of our Ethic and Theories of Counseling books can get FREE access to online cases exercises for students?!

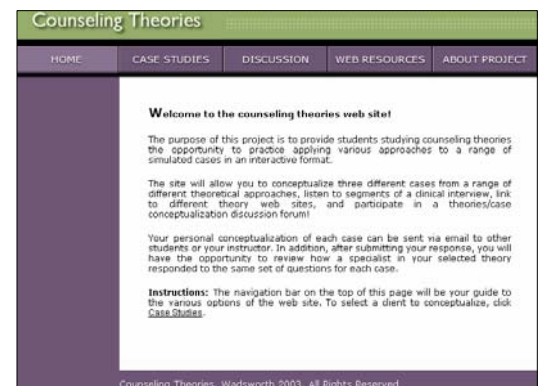


You're in the Hot Seat

- This site provides students with ethics related cases & encourages them to apply what they've learned to determine a plan of action (correlated to Corey & Welfel texts)
- Available free to students when you adopt your Wadsworth text bundled with the **You're in the Hot Seat Passcode**. Contact your local Thomson/Wadsworth sales representative for details.

The Expert Theories Analysis Website

- Created by Dr. Aaron Rochlen, this site provides theories of counseling students with the opportunity to conceptualize 3 different cases from a range of different theoretical approaches, listen to segments of a clinical interview, link to different theory websites, and participate in a theories/case discussion forum. Students can submit case responses to other students and/or prof. Students also get to review how a specialist would respond.
- Available free to students when you adopt your Wadsworth text bundled with the **Expert Theories Analysis Website Passcode**. Contact your local Thomson/Wadsworth sales representative for details.



- ✓ Online Database of Research Articles from academic journals and popular sources



- **FREE** when bundled with any Brooks/Cole Social Work Texts
- While visiting [InfoTrac College Edition](http://infotrac.thomsonlearning.com) online, be sure to visit the Instructor Resource Center, where you'll find information on receiving an Instructor 30-day trial, tips for using InfoTrac College Edition in the classroom, and more.
- Review the list of Journals in InfoTrac College Edition at: <http://infotrac.thomsonlearning.com/journals.html>
- Test drive InfoTrac College Edition today at: <http://infotrac.thomsonlearning.com/Demo/page1.html>

New to InfoTrac College Edition! Students now have instant access to InfoWrite: a handy resource that covers paper writing, critical thinking, and more. InfoWrite covers:

- "Research and the Research Paper"
- "Grammar"
- "The Writing Process"
- "Special Kinds of Writing"
- "Modes of Exposition"
- "Critical Thinking"

Review InfoWrite at <http://infotrac.thomsonlearning.com/infowrite/index.html>

✓ **FREE Online Study & Course Management Tools**

WebTUTOR™ on Blackboard

WebTUTOR™ on WebCT

- Creating an engaging e-learning environment is easier than ever with WebTutor content from Thomson. Whether you want to Web-enhance your class, or offer an entire course online, WebTutor allows you to focus on what you do best-Teaching!
- Blend your course materials with WebTutor to:
 - Save time building your online course
 - Reinforce concepts with online summaries and multimedia flashcards
 - Provide immediate feedback on quizzes and exams
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 - Promote active learning with online discussion topics
 - Assist research efforts with InfoTrac® College Edition
- Preloaded* with content and available **FREE** via pin code when packaged with **selected texts**, WebTutor ToolBox for WebCT pairs all the content of a text's rich Book Companion Web Site with all the sophisticated course management functionality of a WebCT product. You can assign materials (including online quizzes) and have the results flow AUTOMATICALLY to your gradebook. Contact your Thomson representative for information on packaging WebTutor ToolBox with your text. *Preloaded for selected Counseling titles, contact Thomson rep for details.
- Selected books have online resources such as web links, online quizzes and professor instructor materials. To see if your book has such resources, please visit our Counseling website and select Instructor Resources.
- Test drive WebTutor on Web CT and Blackboard today at:
<http://webtutor.thomsonlearning.com/default.asp?platform=Blackboard&action=bap>
<http://webtutor.thomsonlearning.com/default.asp?platform=WebCT&action=wap>

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Additional Resources

- To request **Review Copies**: http://www.thomsonlearning.com/samples/samp_order.asp
- To see **what else is new**, our 2005 & 2006 Texts: http://www.newtexts.com/newtexts/discipline.cfm?discipline_id=32
- Tips to **submitting manuscript proposals**: Go to our home page (<http://counseling.wadsworth.com>), select **Contact Us**, then select **Visit Our Author's Corner** (see box located at the right of the screen)
- Instructor Support materials are not automatically sent to adopters. To receive available text support materials, contact your local Wadsworth sales representative. Go to our home page (<http://counseling.wadsworth.com>), select **Find your Rep**

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Do you have any comments or suggestions concerning this newsletter?

Would you like to submit materials?

Please contact Rebecca at rebecca.weisman@thomson.com.