

Counseling

Volume 6, Issue 1
May 2006

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 semi-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

- Janice L. DeLucia-Waack was recently chosen as the Association for Specialists in Group Work (ASGW) President-Elect. She is currently the author or editor of two books. *Multicultural Counseling and Training: Implications and Challenges for Practice* and *Using Music in Children of Divorce Groups* and *Using Music in Children of Divorce Groups: A Session-by-Session Manual for Counselors*. She is currently working on a two book series that focuses on psychoeducational groups for children, adolescents, and adults. Congratulations.
- Marsha Wiggins Frame, Ph.D., is a member of the Board of Directors of ASERVIC. She is a licensed professional counselor & licensed marriage and family therapist (Colorado). She is also a National Certified Counselor.

Do you have any announcements that you would like us to include in our next edition? Please e-mail Shaunte with your announcement by **9/15/06** at Shaunte.Scott@thomson.com.

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Great Ideas in Teaching

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 Shaunte at Shaunte.Scott@thomson.com OR, if you have a text proposal in mind that reflects YOUR great teaching, please email Senior Editor, Marquita Flemming at marquita.flemming@thomson.com.

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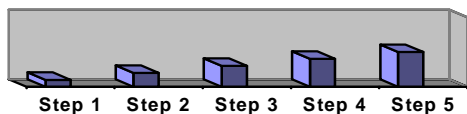
Author Spotlight

Five Steps to the Perfect Semester

Article submitted by Edward Neukrug, Ph.D., Old Dominion University

In a couple of weeks I'll be teaching our Intro to Counseling course for our summer session. I don't know why I'm nervous about it—after all, I did write the book. Students in my testing class tonight were kidding me about teaching the class. They said, "this will be a piece of cake for you, after all, you did write the book." Well, I also wrote the testing book, and it wasn't a piece of cake teaching that course this past semester. Didn't they know that I didn't know everything! In fact, didn't they realize that sometimes I couldn't even remember what I wrote? Well, at least I teach the testing class a couple of times a year, so I kind of have a rhythm in that class. For Intro, however, it's been a while since I've taught it, and I'm worried that I'll stumble through the class.

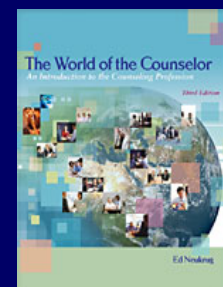
I guess in the long run, it isn't about me—it's about my students. I'm reminded of an article I wrote about teaching ethical decision-making from a constructivist and developmental perspective. It suggested that teaching graduate students is a five-step developmental process—each step building on the last with the purpose being to create an environment which gradually allows students to feel comfortable enough to be challenged to change the way they come to make sense out of the world. In the case of an Intro class, you're taking them through the foreign land of counseling. Although most of them are clear about their chosen profession, I have found the vast majority to be unclear about what this profession is all about. This is the first opportunity a program has to open their eyes and see the magic of the counseling profession. It allows them to understand the intricacies of the curriculum, the maze of values and ethics with which we struggle, the varieties of skills and tools we use, and the importance of embracing certain personal characteristics necessary to be an effective counselor. They will not like some of what they hear. It will be dissonant to their current understanding of the field. One needs to break them in slowly. The steps should help in this class, and probably in any class. I offer them as a possible model for teaching.



Step I: Offer Structure To Alleviate Student Anxiety And To Build Rapport

- Provide a clear & organized syllabus or agenda.
- Provide a text and ancillary materials that cover the basics.
- Offer a framework for the semester—what will be covered week to week
- Initially be didactic. Go through the syllabus, explain the rules, discuss the expectations.

Edward Neukrug is a Professor at Old Dominion University, Norfolk. Dr. Neukrug received his doctorate in counselor education from the University of Cincinnati and is currently Professor of Counseling and Human Services in the Department of Educational Leadership and Counseling at Old Dominion University. In addition to his teaching, Dr. Neukrug has worked as a crisis counselor; an outpatient therapist; an associate school psychologist; a school counselor; and a private practice psychologist and licensed professional counselor. He has published a number of texts, including: *Theory, Practice, and Trends in Human Services: An Introduction*; *Skills and Techniques for Human Services Professionals: Counseling Environment, Helping Skills, Treatment Issues, Skills and Tools for Today's Counselors and Psychotherapists*. His most recent books are **The World of the Counselor: An introduction to the counseling profession and Experiencing the World of the Counselor: A Workbook for Counselor Educators and Students**. *This title is available at the end of July.*





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Step II: Build A Relationship Through Acceptance

- Within the first few classes, move from a didactic orientation to a student-centered one (based on your style, some faculty will feel comfortable doing this more quickly than others). My style is to make this switch slowly.
- Offer vignettes, case studies, and experiential exercises to allow students to bounce around ideas. Most importantly—support all ideas and all points of view. For instance, if you are talking about ethical codes and ethical decision-making, have students get into small groups and discuss a situation (e.g., *The World of the Counselor* has a companion workbook, *Experiencing the World of the Counselor*, filled with exercises with this in mind).
- As students bounce around ideas generated from the activities, be accepting of all points of view. Positive points can be made of any response. Your role is to build a supportive relationship with your students.

Step III: Through Support with Challenge, Help Students to Think Alternately

- As students increasingly trust you, begin to take some risks by:
 - Playing the Devil's advocate (challenge students' ways of responding to situations by taking opposite positions).
 - Fracturing traditional roles: Help students to think alternately by taking on non-traditional roles in your responses (if a vignette involves a couple, after students respond, suggest that the couple is gay or lesbian, include a person who is transgendered, or suggest an alternative lifestyle for the couple, etc.).
 - Suggest multicultural perspectives to the responses.
- Remember, "support" in "support and challenge" comes first, so if students are beginning to disengage, back off and go back to your basic listening and supportive skills.

Step IV: Teach Relativism and Commitment to Relativism

- As students begin to feel increasingly more comfortable with different perspectives, explain the concept of relativism, especially in light of its importance to being an accepting and empathic counselor.
- Slowly suggest that students take on a relativistic perspective.
- Explain that being a relativist does not mean you don't have a point of view. Note that those who are "committed in relativism" take stands on issues, but can also see varying perspectives.
- Offer relativism and commitment to relativism as lifelong goals in our careers as professional counselors.

Step V: Get Feedback and Model Commitment to Relativism

- Be a model to your students by being willing to hear their feedback about the course. Do this often and consistently.
- Model in your class how you can hear varying points of view, but demonstrate to students that you indeed have your own point of view. You are exhibiting acceptance, yet modeling groundedness.
- Acknowledge that your point of view is not fixed, but can change as you gather feedback from others and additional information about situations.

Well, the course is still two weeks away, but writing my thoughts has helped. I don't need to know everything, but I do need to have a general framework for how I'm going to work with my students. I think keeping these steps in mind will be helpful for me. I hope that these steps might help you in any class you are teaching. In either case, teach, learn, and teach some more. Eventually, maybe, we'll have that perfect semester. ♦

(Source: Edward Neukrug, Old Dominion University, is the author of *The World of the Counselor & Experiencing the World of the Counselor*, both published by Brooks-Cole/Thomson)

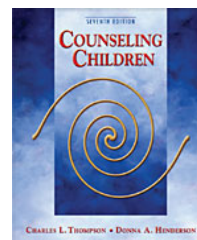
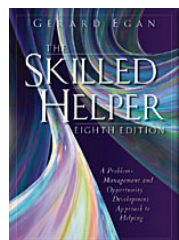
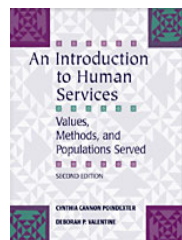
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Brooks/Cole News

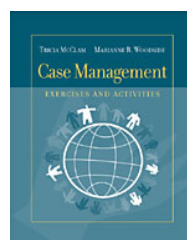
These 2007 revisions will be available in June & July!*

Click on the book titles for product details!



- **Neukrug**, *The World of the Counselor: An Introduction to the Counseling Profession, 3rd Edition*
- **Poindexter/Valentine**, *An Introduction to Human Services: Values Methods, and Populations Served, 2nd Edition*
- **Egan**, *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping, 8th Edition*
- **Long/Young**, *Counseling and Therapy for Couples, 2nd Edition*
- **Thompson/Henderson**, *Counseling Children, 7th Edition*

These 2007 FIRST EDITIONS will be available in June and July too!*



- **McClam/Woodside**, *Case Management: Exercises & Activities, 1st Edition*
- **Halpern/Tramontin**, *Disaster Mental Health: Theory and Practice, 1st Edition*

*Additional ©2007 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!

TO PROVIDE STUDENTS WITH AN ONLINE COURSE AND STUDY COMPONENT

AVAILABLE MAY 2006! THE NEW HELPING PROFESSIONS LEARNING CENTER



✓ **New!!**

Designed to help students bridge the gap between coursework and practice, the Helping Professions Learning Center (HPLC) offers students a centralized online resources that allows them to build their skills and gain even more confidence and familiarity with the principles that govern the life of the helping professional. The interactive site consists of six learning components: Video Activities organized by curriculum area and accompanied by critical thinking questions; Ethics, Diversity and Theory-based Case Studies; Flashcards and Practice Quizzes; a Professional Development Center, and a Research and Writing Center. This password-protected site will be available May 2006. [Click here](#) for a demo.

COMING in 2006! PERSONALIZED ONLINE LEARNING PROGRAM



✓ **New!!**

Offering choice and flexibility, ThomsonNOW™ saves you time through its automatic grading and easy-to-use grade book and provides your students with an efficient way to study. For every chapter, personalized learning plans allow students to focus on what they still need to learn and to select the activities that best match their learning styles (such as **videos, web links, and text pages**). In addition, with ThomsonNOW™, students can choose **how** they want to read the textbook – via integrated digital eBook or by reading the print version.

Assigning chapters in ThomsonNOW™ takes just seconds and student results flow automatically into your online gradebook. And ThomsonNOW™ gives you choices in the way you deliver its services and tools. **Thomson Wadsworth** offers integration of ThomsonNOW™ with many course management platforms, including WebCT and Blackboard. Students can log in at their school's course management platform, access all the ThomsonNOW™ content with no additional login, and see their grades in a single gradebook.

ThomsonNOW™ is accompanied by *User Manuals* that will help you and your students *get up and running quickly and allow you to take full advantage of its capabilities*. And to ensure you maximize the results you desire, we offer a dedicated service and training program: **Thomson Learning Connects**. This program includes a 24/7 ThomsonNOW™ service and support website, a lead teacher program, extensive first day of class services, and more. **For details, [Click here](#), or feel free to contact: www.thomsonedu.com/thomsonnow**

ThomsonNOW™ Available in 2006 with:
Corey/Corey/Callanan's Issues and Ethics in the Helping Professions, 7e



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✓ **New!!**

This proven online plagiarism-prevention software promotes fairness in the classroom by helping students learn to correctly cite sources and allowing instructors to check for originality before reading and grading papers. **Turnitin®** quickly checks student papers against billions of pages of Internet content, millions of published works, and millions of student papers and within seconds generates a comprehensive originality report. Access to this package is available bundled with any Thomson. [Click here](#) for additional information.



✓ **New!!**

Combined with your choice of several leading keypad systems, **JoinIn™ on Turning Point®** turns your ordinary Microsoft® PowerPoint® application into powerful audience response software. With just a click on a hand-held device, your students can respond to multiple-choice questions, short polls, interactive exercises, and peer review questions. You can take attendance, check student comprehension of difficult concepts, collect student demographics to better assess student needs, and even administer quizzes without collecting papers or grading. [Click here](#) for a demo.

✓ **New!!** **Counseling Online Lecture Series**

Throughout the academic year we will be conducting live sessions with Brooks/Cole authors on specific topics within Counseling; each lecture features topics of interest to today's professors and students. Each session, generally 30 minutes in length, will be followed by a question and answer session with the author.

The sessions will be conducted via conference call and a simultaneous online meeting program. You will be able to listen to the lecture and see the visual handouts. In order to participate in this event, you must have an internet connection and a separate phone line. If you are not able to participate live time for these informative lectures, each session will be recorded into a downloadable format and housed on this site.

This series was kicked off in March by **Jeff Cochran**, State University of New York, Brochport and author of *The Heart of Counseling: A Guide to Developing Therapeutic Relationships*. Jeff facilitated a one hour session on Reaching Hard to Reach Clients with Effective Therapeutic Relationship Skills.

Session Description: This presentation provides examples of how and why a focus on therapeutic relationships often succeeds with hard to reach clients even when a variety of techniques have not. Examples will be given of effective uses of therapeutic relationships with teen-age boys with highly aggressive behavior and significant histories of trauma. Applications will be discussed with clients who have behavioral and emotional difficulties or serious conduct problems, as well as clients who are slow to start for such reasons as being mandated or pressured to come to counseling, who are uncomfortable talking, are quite shy, or have difficulty expressing themselves in counseling. The presentation will include time for participants to ask questions about the approach in relation to their current or intended work settings and clients. This presentation will be of interest to faculty, practitioners of counseling and related fields, and beginning and advanced students.

To view the recording of the following session, [Click here](#)

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- ✓ **The Brooks/Cole Self-Study Resource Center**
(accessible from the left nav bar of our counseling home page: www.thomsonedu.com/counseling)



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.

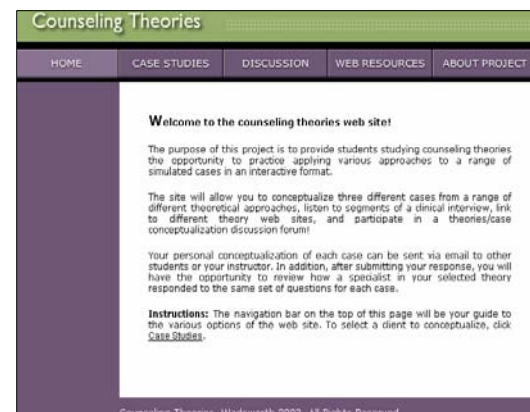
Disclaimer: We did not ask CACREP to endorse this site. Our intention is to provide you with easy access to Brooks/Cole information in order to assist you in the accreditation process. We believe that a number of our books reflect content consistent with the CACREP standards, but interpretation is up 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 [Click here](#) to take a guided tour!

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 professors. 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.



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✓ 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](#) 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 <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:

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| ▪ Research and the Research Paper | ▪ Special Kinds of Writing |
| ▪ Grammar | ▪ Modes of Exposition |
| ▪ The Writing Process | ▪ 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 WebCT 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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Support Your Online Activities

Becoming A Successful Online Learner: A Primer for Students

Make the most of today's technology resources--and help your students become successful online learners--with this hands-on guide to interactive tools for students in the helping professions. A useful supplement for both traditional and online courses, this guide contains information and resources that encourage the love of learning through technology. This guide also provides highlights from the literature, conversations with experts in the field, lessons learned from professional experience, and tips on how to use the *Counseling Curriculum Connector*. **Available free only when packaged with Brooks/Cole Helping Professions texts. Please contact your local representative for details and bundle ISBNs.**

Using Brooks/Cole's Online Resources Effectively: A Primer for Instructors

This booklet is written to provide professors with basic information to assist in integrating technology into teaching. The information and resources are useful for electronic assignments in a traditionally taught course, implementing a hybrid course (partially taught live and partially online), or for a course fully online. Features include: an outline of competency components for a successful online instructor, examples of instructional assignments utilizing various **Counseling Curriculum Connector** resources, and guiding principles for teaching online that include instructional design suggestions. Also included is a faculty favorite section where faculty using Brooks/Cole texts and online resources share samples of assignments they currently use in their courses. **Available to any professor using a Brooks/Cole Helping Professions title. Please contact your local representative to request a copy.**

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Instructor Resources

Should you decide to adopt any Thomson Brooks/Cole texts for the next semester, please feel free to take advantage of our support materials such as, our hub of *free online resources*, the *Curriculum Connector*, our *book-specific Website(s)*; and our *print support materials*.

Of course, availability of book-specific materials depends upon the text(s) you adopt. To find out what materials are available with your book(s), please visit the book's home page to learn about the print and electronic resources.

To learn about our online resources for specific books, please [Click here](#) to visit our **Instructor Resource Center** or feel free to contact your local representative for details.

The Instructor Companion Site is password-protected and provides teaching resources such as (varies by book) downloadable *Microsoft PowerPoint slides*, *Instructor's Manual*, and *teaching tips*.

FIRST DAY OF CLASS HELP

This program facilitates the integration of technology into the classroom and allows professors to download tools to help them successfully start their course. For students, it shows how to take advantage of the various learning tools available to them as well as providing essential information on study skills, paying for college, staying healthy, tech tools, and getting a job!

Professor First Day of Class Website: www.thomsonedu.com/fcis/instructor

Student First Day of Class Website: www.thomsonedu.com/fcis/student



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SERVICE & TRAINING WEBSITE

www.thomsonedu.com/tlc

Thomson Learning Connects (TLC) is a complete and flexible service and training program! Through TLC, we provide the training and service you need for a smooth and seamless integration of textbook and technology resources into your course. Our comprehensive program offers everything from product demonstrations to online seminars to customized onsite training sessions!

ADJUNCT DIRECT

<http://servicedirect.thomsonlearning.com/servicedirect/adjunct>

We know that adjunct instructors face challenges as well--last minute course assignments, courses at multiple schools and juggling a busy schedule without an office on campus. We created a Service Direct Web site, which will allow adjuncts to browse our product catalogs, request and track review or desk copies for classes 24 hours a day, and request support materials.

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Additional Resources

- To request **Review Copies** [Click here](#)
- [Visit our Newtexts](#) site to learn more about our latest titles
- Tips to **submitting manuscript proposals**: Go to our home page (www.thomsonedu.com/counseling), 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 (www.thomsonedu.com/counseling), 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 Shaunte at Shaunte.Scott@thomson.com.