



North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

Syllabus

CON 5373

Consultative/Referral Process in Counseling

Spring 2016

Instructor:	Chadwick Royal, Ph.D., LPCS
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On Mondays, Wednesdays, and Thursdays, you may (a) call my telephone # or (b) Skype with me (video and/or audio). On Tuesdays, you are welcome to call or stop by the office.

If you would like to schedule an appointment for time during office hours, please visit: <http://croyal.appointy.com/>

REQUIRED TEXTS:

Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). *Counselor as Consultant*. Thousand Oaks, CA: SAGE.
Bauman, S. (2008). *Essential Topics for the Helping Professional*. Boston: Pearson.

PREREQUISITES:

- You must be a counseling major
- Phase 1 counseling courses completed or approval of advisor (must have completed group counseling)

COURSE DESCRIPTION:

Prerequisites: Phase 1 completion. This course provides an examination of the theories of consultation and the skills needed in working with parents, families, agencies, and organizations. Opportunities to practice consultation in class and the field will be provided. The development of treatment plans will be discussed as well as procedures and processes for making referrals.

FOLIOTEK STATEMENT:

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. There will be multiple assignments from this class that you will need to upload to Foliotek once the course ends.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

CON 5373 - STUDENT LEARNING OUTCOMES When applicable, corresponding CACREP Standards (CACREP, 2009) and NCDPI/NCATE Standards are listed with each expected outcome. The student will be able to...	Method for Obtaining Outcome	Method for Evaluation of Outcome
<ul style="list-style-type: none"> Articulate a general framework for understanding and practicing consultation (Understands systems theories, models, and processes of consultation) CORE – 5f; SC – M4; CC – C2 	Lecture Readings Class activities and discussion	Quizzes; Summative Paper; Field Experience Paper
<ul style="list-style-type: none"> Identify counseling supervision models, practices, and processes CORE – 1e 	Lecture or video lect.	Summative Paper
<ul style="list-style-type: none"> Identify and apply principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; CORE – 8d; SC – I2, CMHC – I2, CC – I2 	Lecture or video lect. Class activities Readings	Quizzes; Research Paper; Summative Paper
<ul style="list-style-type: none"> Demonstrate how to critically evaluate relevant research. SC – I1, CMHC – I1, CC – I1 	Lecture or video lect. Readings Research project	Research Paper; Summative Paper
<ul style="list-style-type: none"> Apply basic strategies for evaluating counseling outcomes (e.g., behavioral observation, program evaluation). SC – I3 	Lecture or video lect. Readings Research project	Research Paper; Summative Paper
<ul style="list-style-type: none"> Identify current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). SC – I4 	Lecture or video lect. Readings	Research Paper; Summative Paper
<ul style="list-style-type: none"> Demonstrate an understanding of outcome research data and best practices identified in research literature. SC – I5 	Lecture or video lect. Readings	Research Paper; Summative Paper
<ul style="list-style-type: none"> Apply strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. SC – M5 	Field experience Readings Lecture or video lect.	Field Experience Paper; Summative Paper
<ul style="list-style-type: none"> Identify organizational theories, behavior, planning, communication, and management useful in implementing programs. CC – K1 	Readings Lecture or video lect.	Summative Paper
<ul style="list-style-type: none"> Identify leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution. CC – K3 	Readings Lecture or video lect.	Summative Paper

COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919/530-7676).
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.

COURSE REQUIREMENTS AND ASSIGNMENTS

Each week, you will find a "Unit" folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within each unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. The tasks need to be completed by 11:59pm on the day it is due.

1. READINGS, VIDEOS, AND VIDEO LECTURES:

Candidates are expected to complete all assigned readings and view or listen to all material by the designated deadlines. You are required to view all of the video lectures provided. The video lectures will be movies that should play on any computer (high speed internet connection may be needed). It is not acceptable to ignore this portion of your assignments. Please note that the Blackboard system tracks what parts of the website you use, and the instructor will be able check to see if you are watching the videos.

2. QUIZZES:

Each quiz will consist of multiple-choice and/or true/false items.

3. SHORT ANSWER OR ESSAY QUESTIONS:

There will be online questions that you will need to respond to almost every week. Responses will be subjectively graded based on your comprehension of the question and your ability to knowledgeably respond to it. There will be no length requirement for your responses. Keep in mind that you want to give enough of a response for your instructor to be able to evaluate your comprehension and knowledge (i.e., the more detailed and knowledgeable your response, the better your grade). Your responses should be very specific - do not provide broad or generic responses.

4. CONSULTATION EXPERIENCE (FIELD EXPERIENCE):

Contact a parent of a child or adolescent -- and request their help for this assignment. Perform two consultation sessions with that person (with you serving as the consultant) – regarding a parenting issue/concern (their issue or concern). Just remember, that this is not a counseling experience – it is a consultation experience. Do not conduct family counseling. You are to consult with the parent(s) and they are responsible for implementing any ideas.

There will be a link for the write-up of this assignment on the course website.

Once your consultation experience is completed, you will need to respond to several questions on the course website. The questions will consist of some version of the following questions: Who was the consultee? Who was/were the client system? What happened during your consultation experience? How did you feel like you did? How would you do things differently? What did you learn from this experience?

It is recommended that you wait to conduct your first consultation session until after you have read up to chapter 6 from the Scott, Royal, and Kissingner text.

Because you are required to conduct two sessions with your consultee, please do not wait until the last minute to start your assignment. Late submissions will not be accepted. You will need to complete this assignment (with ALL online questions answered) by the deadline.

5. RESEARCH PAPER:

You will need to research a specific counseling topic related to your program of study (school, agency, career) – and review a technique that might be considered a "best practice" for your chosen topic. Please try to pick a topic in which you are interested and passionate about. Your assignment will require you to research appropriate sources (primarily journals = articles that have conducted some

type of investigation = data). Review, evaluate, and critique the existing literature. The results of your evaluation should specify suggestions for best practices based on your findings. Your suggestions are based on the data, not your opinion. Your final product will be written in APA format (including cover page, abstract, and references). A grading rubric will be available on Blackboard under the link for this assignment.

Think of this assignment as an effort to help you develop a certain expertise in a specific topic...a topic in which you might serve (in the future) as an expert consultant.

6. FINAL PAPER:

The final course task is to complete a written review of the course objectives, responding to specific questions/prompts. A link for this assignment will be available on Blackboard. Each element/question will require at most around a one to three paragraph response. The instructor will grade this assignment subjectively – your goal is to respond comprehensively in detail to the prompts on the template. Do not respond with generalities. The final paper attempts to assess your overall attainment of the course objectives. Please note that this is an assessment and accountability tool, not exactly a pedagogical tool.

7. PARTICIPATION:

Your participation grade is subjectively based on your ability (and timeliness) to complete all required assignments. This includes:

- Viewing or listening to all posted material.
- Participating in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

COURSE EVALUATION

<i>Method</i>	<i>Points</i>
Quizzes (11 quizzes @ 15 pts each)	165
Short Answer Questions	60
Field/Consultation Experience	75
Research Paper	75
Final Paper	35
Participation	30
<i>TOTAL</i>	<i>440</i>

GRADING SCALE

<i>Point Total</i>	<i>Final Letter Grade</i>
396-440	A
352-395	B
308-351	C
Below 308	F

COURSE SCHEDULE*(Instructor reserves the right to adjust the schedule and assignments)*

Please complete all weekly unit tasks under “Course Content” every week

DATE	Topic	READINGS	ASSIGNMENTS/ TASKS DUE by 11:59pm
Jan. 11	First day of classes		
Jan. 15	<ul style="list-style-type: none"> Syllabus Syllabus Review Video Website orientation 		“Getting Started” folder Syllabus and Syllabus video review confirmation Introductions
Jan. 19	<ul style="list-style-type: none"> Introduction and Overview of Consultation Sexual Abuse 	SRK - Ch. 1 B – Ch. 1	UNIT 1 Weekly Assignments
Jan. 26	<ul style="list-style-type: none"> The Role of Consultant and Consultee Self-Mutilation 	SRK - Ch. 2 B – Ch. 2	UNIT 2 Weekly Assignments
Feb. 2	<ul style="list-style-type: none"> Necessary Skills of a Consultant Eating Disorders Needs Assessment and Program Evaluation 	SRK - Ch. 3 B – Ch. 3	UNIT 3 Weekly Assignments
Feb. 9	<ul style="list-style-type: none"> Consultation Stages Sexual Minorities 	SRK - Ch. 4 B – Ch. 4	UNIT 4 Weekly Assignments
Feb. 16	<ul style="list-style-type: none"> Behavioral and Cognitive-behavioral Consultation Substance Abuse 	SRK - Ch. 5 B – Ch. 5	UNIT 5 Weekly Assignments
Feb. 23	<ul style="list-style-type: none"> Solution-Focused Consultation 	SRK - Ch. 6	UNIT 6 Weekly Assignments
March 1	<ul style="list-style-type: none"> Ethical and Legal Aspects of Consultation Suicide 	SRK - Ch. 7 B – Ch. 6	UNIT 7 Weekly Assignments
March 8 <i>Deadline to withdraw is March 9</i>	<ul style="list-style-type: none"> Consultation in Mental Health Settings Evaluating Research Outcomes and Best Practices Counselor Supervision 	SRK - Ch. 8 Online Readings	UNIT 8 Weekly Assignments FIELD EXPERIENCE DUE
March 12-20	Spring Break		
March 22	<ul style="list-style-type: none"> Consultation in Education (or School System) Settings Trauma and Violence 	SRK - Ch. 9 B – Ch. 7 (pp. 203-225)	UNIT 9 Weekly Assignments
March 29	<ul style="list-style-type: none"> Consultation in Career Counseling Settings Trauma and Violence (continued) 	SRK - Ch. 10 B – Ch. 7 (pp. 225-246)	UNIT 10 Weekly Assignments
April 5	<ul style="list-style-type: none"> Consultation in Organizational Settings Grief and Bereavement 	SRK - Ch. 11 B – Ch. 8 (pp. 247-262)	UNIT 11 Weekly Assignments
April 12	<ul style="list-style-type: none"> Epilogue Grief and Bereavement (continued) 	SRK - Ch. 12 B – Ch. 8 (pp. 262-278)	UNIT 12 Weekly Assignments
April 19			RESEARCH PAPER DUE

April 26

**FINAL ASSIGNMENT
DUE****NOTES:**

SRK = Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). *Counselor as Consultant*. Thousand Oaks, CA: SAGE.

B = Bauman, S. (2008). *Essential Topics for the Helping Professional*. Boston: Pearson.

ASSIGNMENT RUBRICS

Found on course Blackboard site – please refer to each rubric before beginning any written assignment.

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite 120 in the Student Services Building. Please contact the SDS staff at (919)530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate** link. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

STUDENT SUPPORT/OMBUDSPERSON

The Student Ombudsperson is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

ADDITIONAL RESOURCES

- Adlerfer, C. P. (1990). Organizational consolation: The state of the field. *Journal of Applied Behavioral Science*, 23, 281-284.
- Anderson, D. (1992). A case for standards of counseling practice. *Journal of Counseling and Development*, 71, 22-26.
- Astramovich, R. L., & Coker, K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling and Development*, 85, 162-172.
- Baker, S B., & Shaw, M.C. (1987). *Improving counseling through primary prevention*. Columbus, OH: Merrill.
- Barlow, D. H., Hayes, S. C., & Nelson, R. O. (1984). *The scientist practitioner*. New York: Pergamon Press.
- Barry, G. M. (1991). Consulting with contrary types. *Organization and Development Journal*, 9 (1), 61-66.
- Beer, M., & Spector, B. (1993). Organizational diagnosis: Its role in organizational learning. *Journal of Counseling and Development*, 71, 642-650.
- Bergan, J.R., & Kratochwill, T. R. (1990). *Behavioral consultation and therapy*. New York Plenum.
- Brinkman, T. M., Segool, N. K., Pham, A. V., & Carlson, J. S. (2007). Writing comprehensive behavioral consultation reports: Critical elements. *International Journal of Behavioral Consultation and Therapy*, 3(3), 372-383.
- Brown, D., Kurpius, D. J., & Morris, J. R. (1988). *Handbook of consultation with individuals and small groups*. Alexandria, VA: American Association for Counseling and Development.
- Brown, D., Pryzwansky, W. B., & Schulte, A. C. (1995). *Psychological consultation: Introduction to theory and practice* (3rd edition). Boston: Allyn & Bacon.
- Campbell, C. A. (1992). The school counselor as consultant: Assessing your aptitude. *Elementary School Guidance & Counseling*, 26, 237-250.
- Campbell, C.A. (1993). Strategies for reducing parent resistance to consultation in the schools. *Elementary School Guidance & Counseling*, 28, 83-91.
- Caplan, G., & Caplan, R. B. (1993). *Mental health consultation and collaboration*. San Francisco: Jossey-Bass.
- Cherniss, C. (1976). Pre-entry issues in consultation. *American Journal of Community Psychology*, 4 (1), 13-24.
- Conoley, C. W., Conoley, J. C., Ivey, D. C., & Scheel, M. J. (1991). Enhancing consultation by matching the consultee's perspectives. *Journal of Counseling and Development*, 69, 546-549.
- Cosier, R. A., & Dalton, D. R. (1993). Management consulting: Planning, entry, performance. *Journal of Counseling and Development*, 72, 191-198.
- Dougherty, A.M. (2009). *Psychological Consultation and Collaboration in School and Community Settings*. (5th ed.). Pacific Grove, CA: Wadsworth.
- Downing, J., & Downing, S. (1991). Consultation with resistant parents. *Elementary School Guidance & Counseling*, 18 (2), 130-136.
- Dustin, D., & Ehly, S. (1992). School consultation in the 1990s. *Elementary School Guidance & Counseling*, 26, 165-175.
- Egodigwe, L. (2003). Watch out for career scams: How to discern what counselors, coaches, and consultants actually do. *Black Enterprise*, 10, 53.
- Erchul, W. P. (2003). Communication and interpersonal process in consultation: Guest editor's comments. *Journal of Educational and Psychological Consultation*, 14(2), 105-107.
- Erchul, W. P., & Conoley, C. W. (1991). Helpful theories to guide counselors' practice of school-based consultation. *Elementary School Guidance & Counseling*, 25, 204-211.
- Gerler, E. R. Jr. (1992). Consultation and school counseling. *Elementary School Guidance & Counseling*, 26, 162.
- Gottfredson, D. C. (1993). Strategies for improving treatment integrity in organizational consultation. *Journal of Educational and Psychological Consultation*, 4(3), 275-279.
- Hansen, J. C., Himes, B. C., & Meier, S. (1990). *Consultation: Concepts and practices*. NJ: Prentice Hall.
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- Holcomb-McCoy, C. (2004). Assessing the multicultural competence of school counselors: A checklist. *Professional School Counseling*, 7(3), 178-183.
- Hosie, T. W. (1994). Program evaluation: A potential area of expertise for counselors, *Counselor Education and Supervision*, 33(4), 349-355.
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- Klein, M. D., & Harris, K. C. (2004). Considerations in the personnel preparation of itinerant early childhood special education consultants. *Journal of Educational and Psychological Consultation*, 15(2), 151-165.
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- Koortzen, P., & Oosthuizen, R. M. (2010). A competence executive coaching model. *South African Journal of Industrial Psychology*, 36(1), 1-11.
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- Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development, 79*, 26-38.
- Meyers, A. B. (2002). Developing nonthreatening expertise: Thoughts on consultation training from the perspective of a new faculty member. *Journal of Educational and Psychological Consultation, 13*(1&2), 55-67.
- Meyers, B. (2002). The contract negotiation stage of a school-based, cross-cultural organizational consultation: A case study. *Journal of Educational and Psychological Consultation, 13*(3), 151-183.
- Meyers, J. (2002). A 30 year perspective on best practices for consultation training. *Journal of Educational and Psychological consultation, 13*(1&2), 35-54.
- Moe, J. L., & Perera-Diltz, D. M. (2009). An overview of systemic-organizational consultation for professional counselors. *Journal of Professional Counseling: Practice, Theory, and Research, 37*(1), 27-37.
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- Paylor, S., & Royal, C. (2015). Assessing the Effectiveness of EMDR in the Treatment of Sexual Trauma. *The Practitioner Scholar: Journal of Counseling and Professional Psychology, 4*, 111-116.
- Plax, T. G. (2006). How much are we worth? Estimating fee for service. *Communication Education, 55*(2), 242-246.
- Priest, S. (2001). A program evaluation primer. *Journal of Experiential Education, 24*(1), 34-40.
- Pycszak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Glendale, CA: Pycszak.
- Pycszak, F., & Bruce, R.R. (2007). *Writing empirical research reports* (6th ed.). Glendale, CA: Pycszak.
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- Rogers, M. R. (2000). Examining the cultural context of consultation. *School Psychology Review, 29*(3), 414-418.
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- Stum, D. L. (1982). DIRECT: A consultation skills training model. *Personnel and Guidance Journal, 60*, 296-301.
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- West, M. (2010). Nonprofits face a wealth of options as consulting field expands. *Chronicle of Philanthropy, 23*(1), 9.
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