



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

COUNSELOR EDUCATION PROGRAM 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 2019

Instructor:	Chadwick Royal, Ph.D., LPCS, CCCE
Campus Office:	2127 School of Education
Telephone:	919/530-6465 (please feel free to call M-F during regular business hours)
email:	croyal@nccu.edu
Office Hours (campus):	Tues. 10am-12pm; 1pm-3pm
Office Hours (virtual):	Mon., Wed., & Thurs. 10am-12pm Sundays (WebEX only): 8-8:30pm (aka "Sunday Funday")

On Mondays, Wednesdays, and Thursdays, you may call my telephone # . On Tuesdays, you are welcome to call or stop by the office. There is a WebEX room reserved each Sunday; the link to this room can be found on the Blackboard course site. WebEX can be accessed on a computer or mobile device.

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

REQUIRED TEXTS:

1. Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). *Counselor as Consultant*. Thousand Oaks, CA: SAGE.
2. 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 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; Field Experience Paper
<ul style="list-style-type: none"> • Identify counseling supervision models, practices, and processes CORE – 1e 	Lecture or video lect.	Quizzes
<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; Final Assignment
<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	Field Experience Final Assignment
<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 Final Assignment

COURSE POLICIES AND EXPECTATIONS

1. 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.
10. Extra credit opportunities are not provided in the course. What you see below are your opportunities to earn points in the course – the grade received is the grade earned.

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. For most, if not all, unit folders, you will have an entire week to access the content in the folder. Once a due date ends for a unit folder, and the link for it disappears, it will not be made available again. Each unit folder is treated as an equal to an in-class experience. If you miss the access to a unit folder, you need to think of it as missing a class on campus. You will need to check with a classmate to see what was missed. Quizzes can not be made up once a due date ends.

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. Each quiz is automatically scored. However, the correct answers will not be visible until the due date ends for that respective unit. There is information on the course website that provides instructions for how to check your grades and find out the correct answers to quiz 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. Ideally, seek out someone with which you do not have a personal relationship (perhaps a friend of a friend). 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 or parents (not the child or children) - and the parent or parents are responsible for implementing any ideas.

Your consultation activity should consist of the following: You will consult with the parents about an issue that they are having with their child. You do not need to interact with or observe the child. Your job is to work the parent/caregiver. Consultation is an indirect activity. Help the parent or caregiver problem-solve regarding the issue, knowing that they will have to implement whatever you discuss.

Most people completing this activity feel compelled to cover very personal issues with the parent or child. Do not give in to this temptation. Please remember that this is a practice consultation – with someone that you might know. Focus only on the task assigned. Brainstorm solutions to their problem with their child. Do not delve into personal issues or concerns with the parent/caregiver. Your job is to brainstorm and problem-solve as a consultant, not conduct a counseling session with an individual or a family. Consultation is indeed an interpersonal activity, and can feel a lot like counseling, but it contains

a slightly different set of skills. Because of the nature and factors of this simulated activity, please keep in mind your professional and personal boundaries.

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? 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 Kissinger 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. **FINAL ASSIGNMENT:**

The final course task is to complete a series of short-answer questions related to the course objectives, responding to specific questions/prompts. A link for this assignment will be available on Blackboard – and will contain the questions to be addressed. 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.

6. **PARTICIPATION:**

Your participation grade is based on your completion (and timeliness) 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. Please do not contribute to the discussion just before the deadline ends for a respective unit. This is not really an attempt to communicate 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
Final Assignment	35
Participation	30
<i>TOTAL</i>	<i>365</i>

GRADING SCALE

<i>Point Total</i>	<i>Final Letter Grade</i>
328-365	A
292-327	B
255-291	C
Below 255	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. 7	First day of classes		
Jan. 11	<ul style="list-style-type: none"> Syllabus Syllabus Review Video Website orientation 		“Getting Started” folder Syllabus and Syllabus video review confirmation Introductions
Jan. 15	<ul style="list-style-type: none"> Introduction and Overview of Consultation Sexual Abuse 	SRK - Ch. 1 B – Ch. 1	UNIT 1
Jan. 22	<ul style="list-style-type: none"> The Role of Consultant and Consultee Self-Mutilation 	SRK - Ch. 2 B – Ch. 2	UNIT 2
Jan. 29	<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
Feb. 5	<ul style="list-style-type: none"> Consultation Stages Sexual Minorities 	SRK - Ch. 4 B – Ch. 4	UNIT 4
Feb. 12	<ul style="list-style-type: none"> Behavioral and Cognitive-behavioral Consultation Substance Abuse 	SRK - Ch. 5 B – Ch. 5	UNIT 5
Feb. 19	<ul style="list-style-type: none"> Solution-Focused Consultation 	SRK - Ch. 6	UNIT 6
Feb. 26	<ul style="list-style-type: none"> Ethical and Legal Aspects of Consultation Suicide 	SRK - Ch. 7 B – Ch. 6	UNIT 7
March 5 <i>Deadline to withdraw is March 6</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
March 11-15	Spring Break		
March 19			FIELD EXPERIENCE DUE
March 26	<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
April 2	<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
April 9	<ul style="list-style-type: none"> Consultation in Organizational Settings Grief and Bereavement 	SRK - Ch. 11 B – Ch. 8 (pp. 247-262)	UNIT 11
April 16	<ul style="list-style-type: none"> Epilogue Grief and Bereavement (continued) 	SRK - Ch. 12 B – Ch. 8 (pp. 262-278)	UNIT 12
April 23			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.

ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator 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, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@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.
- Hansen, L. S., & Keierleber, D. L. (1978). BORN FREE: A collaborative consultation model for career development and sex-role stereotyping. *Personnel and Guidance Journal*, 56(7), 395-399.
- Hoffman, M. A., Phillips, E. L., Noumair, D. A., Shullman, S., Geisler, C., Gray, J., Homer, J., Horne, S., Paulk, D.L., Remer, R., Robinson, S., Rocha-Singh, I., Tinsley, D. J., Toporek, R., & Ziegler, D. (2006). Toward a feminist and multicultural model of consultation and advocacy. *Journal of Multicultural Counseling and Development*, 34, 116-128.
- 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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- 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.
- Orcher, L.T. (2005). *Conducting research*. Glendale, CA: Pycszak.
- 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.
- Remley, T. P. (1993). Consultation contracts. *Journal of Counseling and Development*, 72, 157-158.
- 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.
- Washburn, J. J., Manley, T., & Holiwski, F. (2003). Teaching on Racism: Tools for Consultant Training. *Journal of Educational and Psychological Consultation*, 14(3&4), 387-399.
- West, M. (2010). Nonprofits face a wealth of options as consulting field expands. *Chronicle of Philanthropy*, 23(1), 9.
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