



## North Carolina Central University

*"Communicating to Succeed"*

*"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> 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 Counselor Education Program prepares counselors to work in clinical 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. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

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Syllabus

# CON 5373

Consultative/Referral Process in Counseling

Summer Session 2 - 2023

**Instructor:** Chadwick Royal, Ph.D., LCMHCS (he/him/his)  
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**Office Hours:** No regular office hours during the summer – please email or call as needed

### 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:

CON 5351: Principles and Procedures of Group Counseling

### COURSE DESCRIPTION:

Prerequisites: CON 5351. 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.

## COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into evidence-based practices;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. 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;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

<b>CON 5373 - STUDENT LEARNING OUTCOMES</b>		
The student will be able to...	Method for Obtaining Outcome	Method for Evaluation of Outcome
1. Articulate a general framework for understanding and practicing consultation (Understands systems theories, models, roles, and processes of consultation)	Lecture Readings Class activities and discussion	Quizzes; Field Experience Paper Short answer questions
2. Identify counseling supervision models, practices, and processes	Lecture or video lect.	Quizzes
3. Identify and apply principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Lecture or video lect. Class activities Readings	Quizzes; Field Experience
4. Apply strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Field experience Readings Lecture or video lect.	Field Experience Paper Short answer questions

### CACREP STANDARDS ADDRESSED IN THIS COURSE

Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
2.F.1.m. (Professional Counseling Orientation and Ethical Practice) the role of counseling supervision in the profession	Lecture/video lecture Quizzes	There is a video lecture on counselor supervision in UNIT 8 of CON 5373. Topics covered (as indicated in the video lecture PowerPoint) are meant to orient the student to supervision so that they can evaluate its effectiveness and describe different approaches and techniques that they might expect to experience. <i>Method for evaluating outcome:</i> Quizzes (as in Unit 8 quiz with items about consultation and the role of supervision).
2.F.5.c. (Counseling and Helping Relationships) theories, models, and strategies for understanding and practicing consultation	Lecture Readings Class activities and discussion Quizzes Field Experience	Students are assigned readings from the primary text, "Counselor as Consultant", specifically chapters on: Introduction and Overview of Consultation (chapter 1), the Role of Consultant and Consultee (chapter 2), Necessary Skills of a Consultant (chapter 3), Consultation Stages (chapter 4), Behavioral and Cognitive-behavioral consultation (chapter 5), Solution-focused consultation (chapter 6), Ethical and Legal Aspects of Consultation (chapter 7), Consultation in Mental Health Settings (chapter 8), Consultation in Education/School Settings (chapter 9), Consultation in Career Settings (chapter 10), and Consultation in Organizational Settings (chapter 11). <ul style="list-style-type: none"> <li>• Students take quizzes in every UNIT that contains readings from the primary consultation text.</li> <li>• Students complete a field experience (an experience conducting consultation) with a parent or caregiver of a child.</li> </ul>

		<p>The experience is intended for them to attempt to provide consultation regarding a child-rearing concern or issue. The student serves as the consultant, the parent/caregiver as the consultee, and the child as the client. Students submit a report of their experience by responding to specific questions within the Canvas Learning Management System.</p> <ul style="list-style-type: none"> <li>○</li> </ul>
2.F.5.l. (Counseling and Helping Relationships). Suicide prevention models and strategies	Readings Video lectures Discussion Board Short Answer Question	<p>Suicide is addressed as topic worthy or requiring consultation when faced with the prospect of having a suicidal client. The CON 5373 syllabus shows the suicide reading assignment.</p> <ul style="list-style-type: none"> <li>• Students are required to read a chapter from the Bauman text on Suicide (chapter 6) – and this occurs within UNIT 7.</li> <li>• In UNIT 7, students are required to watch two videos on suicide <ul style="list-style-type: none"> <li>○ A video lecture on suicide awareness</li> <li>○ A Video on cyberbullying and teen suicide</li> </ul> </li> <li>• In UNIT 7, students are required to contribute a discussion board with the following prompt: “Thoughts on Suicide Intervention: How do you feel about working with individuals who may be suicidal? For instance: Do you feel prepared? Do you feel competent? Do you feel like you will encounter this issue? What will be difficult when you are in this situation? What will be easy?”</li> <li>• In UNIT 7, students are required to answer a short answer question (short answer 5 – UNIT 7). The prompt reads: “What will you do when a client of yours says, “I think everyone would be better off if I were just not here anymore?”. In the context of this course, it is expected that students reply first with “I will seek consultation”, before talking about specific interventions (although those are expected as well in their response).</li> </ul>
2.F.5.m. (Counseling and Helping Relationships) crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	Readings Audio/Video lectures Short answer questions Discussion Boards	<p>There are several topics addressed in the course that are issues in which most counselors may need to seek consultation when faced with the topic. “Sexual Abuse”, “Trauma and violence”, and “Grief and Bereavement” are addressed as topics worthy or requiring consultation when faced with in the field. Sexual abuse is covered in UNIT 1, Trauma and Violence is covered in UNITS 9 and 10, and Grief and Bereavement is covered in UNITS 11 and 12. In each of these Units, students are required to listen or watch lectures, contribute to short answer items and discussion boards that address this standard.</p>

## 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 Canvas. Not knowing how to use various functions of the learning management system is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (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 Canvas to submit your work. Please use the Canvas 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 learning management 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 “Unit” folders under the "Course Content" link within the course Canvas 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 equivalent to an in-class meeting. 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 cannot be made up once a due date ends and unit folders will not be made available again after they expire.

### 1. READINGS, VIDEOS, AND VIDEO LECTURES:

Students 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 Canvas 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 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 EXAM:**

The final exam will be an online, open-book, open-note exam. It may include a combination of multiple-choice, true-false, and essay questions. You will have approximately one week to complete the exam.

## 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

<b><i>Method</i></b>	<b><i>Points</i></b>
Quizzes (11 quizzes @ 15 pts each)	165
Short Answer Questions	60
Field/Consultation Experience	35
Final Exam	25
Participation	15
<b><i>TOTAL</i></b>	<b><i>300</i></b>

## GRADING SCALE

<b><i>Point Total</i></b>	<b><i>Final Letter Grade</i></b>
270-300	A
240-269	B
210-239	C
Below 210	F

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

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

DATE	Topic	READINGS	ASSIGNMENTS/ TASKS DUE by 11:59pm
<b>June 29</b> Thursday	Class begins at 12:01am	<ul style="list-style-type: none"> <li>Syllabus</li> <li>All content visible on website</li> </ul>	<ul style="list-style-type: none"> <li>“Getting Started” folder</li> <li>Syllabus video review confirmation</li> <li>Introductions</li> </ul>
<b>July 6</b> Thursday	<ul style="list-style-type: none"> <li>Introduction and Overview of Consultation</li> <li>Sexual Abuse</li> </ul>	SRK - Ch. 1 B – Ch. 1	UNIT 1 UNIT 2 UNIT 3
	<ul style="list-style-type: none"> <li>The Role of Consultant and Consultee</li> <li>Self-Mutilation</li> </ul>	SRK - Ch. 2 B – Ch. 2	
	<ul style="list-style-type: none"> <li>Necessary Skills of a Consultant</li> <li>Eating Disorders</li> <li>Needs Assessment and Program Evaluation</li> </ul>	SRK - Ch. 3 B – Ch. 3	
<b>July 12</b> Wednesday	<ul style="list-style-type: none"> <li>Consultation Stages</li> </ul>	SRK - Ch. 4	UNIT 4 UNIT 5 UNIT 6
	<ul style="list-style-type: none"> <li>Behavioral and Cognitive-behavioral Consultation</li> </ul>	SRK - Ch. 5	
	<ul style="list-style-type: none"> <li>Solution-Focused Consultation</li> </ul>	SRK - Ch. 6	
<b>July 18</b> Tuesday	<ul style="list-style-type: none"> <li>Ethical and Legal Aspects of Consultation</li> <li>Suicide</li> </ul>	SRK - Ch. 7 B – Ch. 6	UNIT 7 UNIT 8 UNIT 9
	<ul style="list-style-type: none"> <li>Consultation in Mental Health Settings</li> <li>Evaluating Research</li> <li>Outcomes and Best Practices</li> <li>Counselor Supervision</li> </ul>	SRK - Ch. 8 Online Readings	
	<ul style="list-style-type: none"> <li>Consultation in Education (or School System) Settings</li> <li>Trauma and Violence</li> </ul>	SRK - Ch. 9 B – Ch. 7	
<b>July 24</b> Monday	<ul style="list-style-type: none"> <li>Consultation in Career Counseling Settings</li> </ul>	SRK - Ch. 10	UNIT 10 UNIT 11 UNIT 12
	<ul style="list-style-type: none"> <li>Consultation in Organizational Settings</li> <li>Grief and Bereavement</li> </ul>	SRK - Ch. 11 B – Ch. 8 (pp. 247-262)	
	<ul style="list-style-type: none"> <li>Epilogue</li> <li>Grief and Bereavement (continued)</li> </ul>	SRK - Ch. 12 B – Ch. 8 (pp. 262-278)	
<b>July 26</b> Wednesday			<b>Field Experience Due</b>
<b>July 28</b> Friday			<b>Final Exam</b>

### 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.

- July 5:** Drop/Add (“Schedule Adjustment”) ends; last day to withdraw from the university with a tuition adjustment or refund
- July 10:** Last day for graduate students to withdraw from a class with a WC grade

## **NCCU 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 ACCESSIBILITY 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symphlicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

## **CONFIDENTIALITY AND MANDATORY REPORTING**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

## **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](mailto: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](mailto: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](mailto: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](mailto: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.
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- Barlow, D. H., Hayes, S. C., & Nelson, R. O. (1984). *The scientist practitioner*. New York: Pergamon Press.
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- 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.
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- 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.
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- 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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- 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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