



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.

<http://www.nccucounseling.com>

Syllabus

CON 5373

Consultative/Referral Process in Counseling
Summer Session 2 - 2013

Instructor: Chadwick Royal, PhD, LPCS
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Campus Phone: 919.530.6465
Summer/Alternate Phone: 919.585.5229 (virtual/online office number)
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Skype Username: chadwick.royal (videoconferencing available)
Office Hours: No regular office hours during the summer – please email as needed or use "summer/alternate phone" to reach the instructor (email is preferred mode of communication)

REQUIRED TEXTS:

Dougherty, A.M. (2009). *Psychological Consultation and Collaboration in School and Community Settings*. (5th ed.). Pacific Grove, CA: Wadsworth.
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.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

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.

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.
2. Because this course is delivered completely over the internet, you are required and responsible for reading the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions). Late assignments will not be accepted.
3. 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.
4. Read and listen/watch all material provided on the course website (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.).
5. Complete all assigned readings. You are expected to be prepared to discuss, summarize, and react to all readings. It is not acceptable to read only a portion of the class reading assignments.
6. 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 (or that your mailbox is full), then it is not the fault of the instructor.
7. 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).
 8. Please do not email your work to the instructor unless specifically asked to do so. 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.
 9. You are given a "window" of time to complete assignments - and you do not have 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. No accommodations are made for last minute technical problems. For example, student X waits until the last minute to complete their quiz. Student X experiences technical problems - and is unable to submit the quiz by the deadline. Student X will receive a zero for the assignment.

COURSE REQUIREMENTS AND ASSIGNMENTS

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 short-answer items.
3. **SHORT ANSWER OR ESSAY QUESTIONS:** There will be online questions that you will need to respond to almost every week. If you fail to complete and click "submit" for an assignment, you will be given a zero for that assignment. The instructor is unable to read anything that you have "saved" in order to come back to later. You must click "submit". 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 or family 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. There will be a link for 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 Dougherty text (the generic consultation model).

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 (Summative) PAPER:** The final course task is to complete a written review of the course objectives. 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
 - Submitting quizzes and responses to short answer questions on time (and not at the last minute)
 - Submitting your field experience responses, research paper, and summative paper on time (and not at the last minute)

COURSE EVALUATION

<u>Method</u>	<u>Points</u>
Quizzes (4 quizzes at 15 points each)	60
Short Answer Questions (8 groups at 7.5 pts each week)	60
Field/Consultation Experience	75
Research Paper	75
Final Paper	50
Participation	30
TOTAL	350

GRADING SCALE

<u>Point Total</u>	<u>Final Letter Grade</u>
315-350	A
280-314	B
245-279	C
Below 245	F

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

DATE	Topic	READINGS	ASSIGNMENTS/ TASKS DUE by 11:59pm
July 2	First day of classes		
July 9	<ul style="list-style-type: none"> • Introduction and overview • Sexual Abuse 	D - Ch. 1 B – Ch. 1	Short Answer/Essay 1
	<ul style="list-style-type: none"> • Consultants, consultees, and collaborators • Self-Mutilation 	D - Ch. 2 B – Ch. 2	Short Answer/Essay 2
	<ul style="list-style-type: none"> • A model and entry stage • Eating Disorders • Needs Assessment and Program Evaluation 	D - Ch. 3 B – Ch. 3	Quiz 1
July 16	<ul style="list-style-type: none"> • Diagnosis stage • Sexual Minorities 	D - Ch. 4 B – Ch. 4	Short Answer/Essay 3
	<ul style="list-style-type: none"> • Implementation stage • Substance Abuse 	D - Ch. 5 B – Ch. 5 (pp. 121-140)	Short Answer/Essay 4
	<ul style="list-style-type: none"> • Disengagement stage • Substance Abuse (continued) 	D - Ch. 6 B – Ch. 5 (pp. 140-166)	Quiz 2
July 23	<ul style="list-style-type: none"> • Ethical, professional, and legal issues • Suicide 	D - Ch. 7 B – Ch. 6 (pp. 167-184)	Short Answer/Essay 5
	<ul style="list-style-type: none"> • Pragmatic issues of working within an organization • Suicide (continued) 	D - Ch. 8 B – Ch. 6 (pp. 184-201)	Short Answer/Essay 6
	<ul style="list-style-type: none"> • Evaluating Research • Outcomes and Best Practices • Counselor Supervision 	Online Readings	
	<ul style="list-style-type: none"> • Mental health consultation • Trauma and Violence 	D - Ch. 9 B – Ch. 7 (pp. 203-225)	Quiz 3 FIELD EXPERIENCE DUE
July 30	<ul style="list-style-type: none"> • Behavioral consultation • Trauma and Violence (continued) 	D - Ch. 10 B – Ch. 7 (pp. 225-246)	Short Answer/Essay 7
	<ul style="list-style-type: none"> • Organizational consultation • Grief and Bereavement 	D - Ch. 11 B – Ch. 8 (pp. 247-262)	Short Answer/Essay 8
	<ul style="list-style-type: none"> • School-based consultation and collaboration • Grief and Bereavement (continued) 	D - Ch. 12 B – Ch. 8 (pp. 262-278)	Quiz 4
August 1			RESEARCH PAPER DUE
August 2			Final/Summative Paper

NOTES:

D = Dougherty, A.M. (2009). *Psychological Consultation and Collaboration in School and Community Settings*. (5th ed.). Pacific Grove, CA: Wadsworth.

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

STUDENT DISABILITY SERVICES (FORMALLY STUDENT SUPPORT SERVICES)

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325 or email studentdisabilityservices@ncsu.edu. If you are already registered in the office, you will need to return to the office **each semester** to review your information and receive updated accommodations.

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.
- 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.

- Ingraham, C. L. (2003). Multicultural consultee-centered consultation: When novice consultant explore cultural hypotheses with experienced teacher consultees. *Journal of Educational and Psychological Consultation*, 14(3&4), 329-362.
- 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.
- Knoff, H. M., McKenna, A. F., & Riser, K. (1991). Towards a consultant effectiveness scale: Investigating the characteristics of effective consultants. *School Psychology Review*, 20, 81-96.
- Koortzen, P., & Oosthuizen, R. M. (2010). A competence executive coaching model. *South African Journal of Industrial Psychology*, 36(1), 1-11.
- Kurpius, D. J., Fuqua, D. R., & Rozecki, T. (1993). The consulting process: A multidimensional approach. *Journal of Counseling and Development*, 71, 601-606.
- Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation*, 19, 26-44.
- 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.
- Orcher, L.T. (2005). *Conducting research*. Glendale, CA: Pycszak.
- 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.
- Schein, E. H. (1988). *Process consultation, volume I: Its role in organization development*. Reading, MA: Addison-Wesley.
- 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.
- Wheeler, P. T., & Loesch, L. (1981). Program evaluation and counseling: Yesterday, today, and tomorrow. *Personnel and Guidance Journal*, 51, 573-578.