



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 2021

Instructor: Chadwick Royal, Ph.D., LCMHCS
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 (virtual): Mon., Tues., Wed., Thurs. 10am-12pm; Tues. 1pm-3pm

On Mondays, Tuesdays, Wednesdays, and Thursdays, you may (a) call my telephone number or (b) we can pre-arrange a videoconference meeting via WebEX.

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:

- 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:

- 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		Method for Obtaining Outcome	Method for Evaluation of Outcome
The student will be able to...			
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
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 Final Assignment
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 Final Assignment

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	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

practicing consultation		<p>Education/School Settings (chapter 9), Consultation in Career Settings (chapter 10), and Consultation in Organizational Settings (chapter 11).</p> <ul style="list-style-type: none"> • Students take quizzes in every UNIT that contains readings from the primary consultation text. • Students complete a field experience (an experience conducting consultation) with a parent or caregiver of a child. 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 Blackboard Learning Management System. • Students complete a final assignment that is intended to assess whether or not they have met the course objectives (i.e., met the standards linked to the objectives). The final assignment contains questions such as: <ul style="list-style-type: none"> ○ “In one to three paragraphs, explain the behavior differences between counseling and consultation” ○ “In two to three paragraphs, specify what you consider to be some basic and advanced skills in consultation. Please consider your chosen path of study in your response (school, agency, or career).” ○ “In two to four paragraphs, identify consultant and collaborator roles and functions – addressing the similarities and differences with other types of professional activities.”
2.F.5.I. (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"> • Students are required to read a chapter from the Bauman text on Suicide (chapter 6) – and this occurs within UNIT 7. • In UNIT 7, students are required to watch two videos on suicide <ul style="list-style-type: none"> ○ A video lecture on suicide awareness ○ A Video on cyberbullying and teen suicide • 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?” • 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).
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 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 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 can not 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:

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. 11 Monday	Class begins at 12:01am		
Jan. 15 Friday	<ul style="list-style-type: none"> Orientation to the Course 	Syllabus and all elements visible on website	“Getting Started” folder
Jan. 19 Tuesday	<ul style="list-style-type: none"> Introduction and Overview of Consultation Sexual Abuse 	SRK - Ch. 1 B – Ch. 1	UNIT 1
Jan. 26 Tuesday	<ul style="list-style-type: none"> The Role of Consultant and Consultee Self-Mutilation 	SRK - Ch. 2 B – Ch. 2	UNIT 2
Feb. 2 Tuesday	<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. 9 Tuesday	<ul style="list-style-type: none"> Consultation Stages Sexual Minorities 	SRK - Ch. 4 B – Ch. 4	UNIT 4
Feb. 16 Tuesday	<ul style="list-style-type: none"> Behavioral and Cognitive-behavioral Consultation Substance Abuse 	SRK - Ch. 5 B – Ch. 5	UNIT 5
Feb. 23 Tuesday	<ul style="list-style-type: none"> Solution-Focused Consultation 	SRK - Ch. 6	UNIT 6
March 2 Tuesday	<ul style="list-style-type: none"> Ethical and Legal Aspects of Consultation Suicide 	SRK - Ch. 7 B – Ch. 6	UNIT 7
March 5th is the last day to withdraw from the course with a WC			
March 9 Tuesday			FIELD EXPERIENCE DUE
March 16 Tuesday	<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 23 Tuesday	<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
March 30 Tuesday	<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 6 Tuesday	<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 13 Tuesday	<ul style="list-style-type: none"> Epilogue Grief and Bereavement (continued) 	SRK - Ch. 12 B – Ch. 8 (pp. 262-278)	UNIT 12
April 20 Tuesday			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.

- *Jan. 15: Drop/Add ends*
- *Feb. 12: Last day to withdraw and receive a prorated tuition adjustment/refund*
- *March 5: Last day for graduate students to withdraw from a class with a WC grade*
- *March 15: Summer and Fall registration begins*

ASSIGNMENT RUBRICS

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

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.

COVID-19 HEALTH AND SAFETY REQUIREMENT FOR WEARING A FACE MASK OR OTHER FACE COVERING IN THE CLASSROOM OR OTHER INSTRUCTIONAL SETTING

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

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 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.symplicity.com/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. 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, or submitting the online form through the Title IX Reporting Form, located at 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](tel: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](tel: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](tel: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.
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- 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.
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- 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.
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- 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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- 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.
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