



## 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.*

**[www.nccucounseling.com](http://www.nccucounseling.com)**

Syllabus

# CON 5373

Consultative/Referral Process in Counseling

**Spring Semester 2026**

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## Required texts:

1. Scott, D.A., Royal, C.W., & Kissinger, D.B. (2014). *Counselor as Consultant*. Thousand Oaks, CA: SAGE.
2. Bauman, S., & Royal, C.W. (2025). *The Clinician's Handbook: Essential Knowledge for Mental Health Professionals* (2<sup>nd</sup> ed.). Cognella. Previously published as: Bauman, S. (2008). *Essential Topics for the Helping Professional*. Pearson. [If you use the older edition, please check chapter numbers to ensure you are reading the correct content]

## 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.

## 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

### 2024 CACREP STANDARDS ADDRESSED IN THIS COURSE

Standard	Assignment(s)	How the Assignment(s) Addresses the Standard
3.A.12. (Professional Counseling Orientation and Ethical Practice) the purpose of and roles within 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).
3.E.4. (Counseling Practice and Relationships) consultation models and strategies	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),

		<p>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).</p> <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. 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.</li> </ul>
3.E.19. (Counseling Practice and Relationships). Suicide prevention and response 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>
3.E.20. (Counseling Practice and Relationships) crisis intervention, trauma-informed, community-based, and disaster mental health strategies.	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 Canvas 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 Canvas 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 “Modules” 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.

### 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 to check to see if you are watching the videos.

### 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.

### 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.

### 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.

### 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.

## Course Evaluation

<i>Method</i>	<i>Points</i>
Quizzes (11 quizzes @ 15 pts each)	165
Short Answer Questions	60
Field/Consultation Experience	35
Final Exam	25
<b>TOTAL</b>	<b>285</b>

## Grading Scale

<i>Point Total</i>	<i>Final Letter Grade</i>
256-285	A
228-255	B
199-227	C
Below 199	F

## Course Schedule

(Instructor reserves the right to adjust the schedule and assignments)

Please complete all unit tasks under “Modules” every week

DATE	Topic	READINGS	ASSIGNMENTS/ TASKS DUE by 11:59pm
<b>Jan. 12</b> Monday	Class begins at 12:01am		
<b>Jan. 16</b> Friday	<ul style="list-style-type: none"> <li>Orientation to the Course</li> </ul>	Syllabus and all elements visible on website	“Getting Started” folder
<b>Jan. 20</b> Tuesday	<ul style="list-style-type: none"> <li>Introduction and Overview of Consultation</li> <li>Sexual Abuse</li> </ul>	SRK - Ch. 1 Reading in Canvas	UNIT 1
<b>Jan. 27</b> Tuesday	<ul style="list-style-type: none"> <li>The Role of Consultant and Consultee</li> <li>Self-harming Behavior</li> </ul>	SRK - Ch. 2 BR – Ch. 9	UNIT 2
<b>Feb. 3</b> Tuesday	<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 BR – Ch. 8	UNIT 3
<b>Feb. 10</b> Tuesday	<ul style="list-style-type: none"> <li>Consultation Stages</li> <li>LGBTQIA+</li> </ul>	SRK - Ch. 4 BR – Ch. 3	UNIT 4
<b>Feb. 17</b> Tuesday	<ul style="list-style-type: none"> <li>Behavioral and Cognitive-behavioral Consultation</li> <li>Homelessness</li> </ul>	SRK - Ch. 5 BR – Ch. 4	UNIT 5
<b>Feb. 24</b> Tuesday	<ul style="list-style-type: none"> <li>Solution-Focused Consultation</li> </ul>	SRK - Ch. 6	UNIT 6
<b>March 3</b> Tuesday	<ul style="list-style-type: none"> <li>Ethical and Legal Aspects of Consultation</li> <li>Suicide</li> </ul>	SRK - Ch. 7 BR – Ch. 7	UNIT 7
<b>Spring Break: March 7-15</b>			
<b>March 17</b> Tuesday	<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	UNIT 8
<b>March 24</b> Tuesday	<ul style="list-style-type: none"> <li>Consultation in Education (or School System) Settings</li> <li>Trauma</li> </ul>	SRK - Ch. 9 BR – Ch. 6	UNIT 9
<b>March 31</b> Tuesday	<ul style="list-style-type: none"> <li>Consultation in Career Counseling Settings</li> </ul>	SRK - Ch. 10	UNIT 10
<i>***April 2 is the last day to withdraw from the course with a WC***</i>			
<b>April 7</b> Tuesday	<ul style="list-style-type: none"> <li>Consultation in Organizational Settings</li> <li>Grief and Bereavement</li> </ul>	SRK - Ch. 11 BR – Ch.5	UNIT 11
<b>April 14</b> Tuesday	<ul style="list-style-type: none"> <li>Epilogue</li> <li>Grief and Bereavement (continued)</li> </ul>	SRK - Ch. 12	UNIT 12
<b>April 21</b> Tuesday			<b>Field Experience Due</b>
<b>April 29</b> Wednesday	<i>April 28<sup>th</sup> is Reading Day</i>		<b>Final Exam</b>

### NOTES:

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

BR = Bauman, S., Royal, C.W. (2025). *The Clinician's Handbook*. Cognella.

- Jan. 26: Drop/Add ends
- Feb. 13: Last day to withdraw and receive a prorated tuition adjustment/refund
- March 16: Summer and Fall registration begins. Contact your advisor before registration begins.
- April 2: 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.

## ATTENDANCE VERIFICATION POLICY

Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

## STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to providing a learning environment that is welcoming and accessible for everyone. NCCU prohibits discrimination and harassment based on race, color, national origin, religion, sex (including pregnancy), sexual orientation, gender identity, age, disability, genetic information, veteran status, or any other protected class as defined by law. The University makes all decisions regarding admissions, employment, and access to programs and activities without unlawful bias or discrimination and remains dedicated to fostering a community that values and promotes the fair and respectful treatment of every individual.

## STUDENT ACCESSIBILITY SERVICES

The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building, or online by visiting [www.nccu.edu/sas](http://www.nccu.edu/sas). Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symphlicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS.

Further information is available in the SAS website [www.nccu.edu/sas](http://www.nccu.edu/sas).

## 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 01.04.2). 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.** The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (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. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. 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.
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- Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. (2017). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. Routledge.
- Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings* (6th ed.). Cengage Learning.
- 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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