



COUNSELING PSYCHOLOGY PROGRAM HANDBOOK

2016-2017

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PROGRAM OVERVIEW

Counseling Psychology is a PhD program accredited by the Commission on Accreditation of the American Psychological Association (APA). The program was first accredited in 1972 and has since maintained continuous accreditation, being most recently re-accredited until 2020.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation:

American Psychological Association

750 1st Street, NE

Washington, DC 20002

Phone: (202) 336-5979/ E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

In accordance with Arizona State University's (ASU) [Academic Affairs Manual](#), the Counseling Psychology program is committed to providing an environment free of discrimination, harassment, and retaliation for the entire university community, including students, faculty members, staff, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status (i.e., race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information).

INTRODUCTION

Arizona State University is an intensive research university (Carnegie Research University/Very High). The doctoral program in Counseling Psychology at Arizona State University closely mirrors this function and adheres to the scientist-practitioner training model in preparing graduates for employment in academic and/or service delivery settings. Although faculty interests are diverse, there is a common emphasis on using empirical data as the basis for professional practice. The program faculty has endorsed the [APA's *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*](#), [Guidelines for Psychological Practice with Girls and Women](#), [Guidelines for Psychological Practice with Transgender and Gender Nonconforming People](#), and the [Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients](#).

The Counseling Psychology program is committed to the scientist-practitioner training model. One manifestation of that commitment is the three complementary functions of the program's state-of-the-art Counselor Training Center, namely research, clinical training, and service

delivery. Research foci include: multiculturalism, at-risk populations, career development, retention in graduate education, social and personal relationships, process and outcome in therapy, and play therapy.

The program was recognized by the APA in 2006 with the *Suinn Minority Achievement Award* for our commitment to racial and ethnic minority issues in psychology.

PROGRAM OBJECTIVES

Our program seeks to train scientist-practitioners who manifest the highest standards of excellence and cultural competency in academic and/or service delivery settings. Consequently, we provide extensive coursework and other learning opportunities in all areas relevant to the counseling psychology profession. These include:

- A general psychology core consisting of the traditional substantive areas, as well as seminars in ethics and history and systems.
- An empirical-foundations sequence that enables graduates to conduct independent scholarly inquiry, as well as to evaluate aspects of professional practice.
- A counseling theory and method curriculum that fosters a full array of assessment and intervention skills, ensures competence in the core areas of counseling psychology such as career development, multicultural competencies, and encourages the acquisition of specialized counseling capabilities.
- A counseling practice curriculum consisting of practica, fieldwork placements, and internships that allow for the acquisition and display of counseling skills with diverse client populations and problems.
- Opportunity to attain and demonstrate instructional, supervisory, and consultation skills appropriate for counseling psychologists.

Students should be aware that self-exploration and self-knowledge are prerequisites for effective counseling. Thus, many courses require students to engage in self-reflection.

We do not attempt to pre-select the specific career paths of our students. Rather we hope to provide our students with a sufficient critical mass of empirical and applied skills that will enable them to find success and satisfaction throughout the field of counseling psychology. Some will opt to become researchers and/or clinical service providers, and all will be scientist-practitioners who use empirical evidence and a broad repertoire of obtained competencies in their careers.

TRAINING VALUES OF THE COUNSELING PSYCHOLOGY PROGRAM

The Counseling Psychology program at Arizona State University subscribes, and expect all students to subscribe, to the current ethical standards of the American Psychological Association (APA; 2010). These standards apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, research, consultation, and collegial relations. In addition, the program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the program. There are no acceptable excuses for such behavior; therefore, students are cautioned about what they may say as a “joke” or “in the heat of the moment.”
2. An essential part of training is understanding and appreciating all aspects of human diversity, including race, ethnicity, national origin, citizenship status, language, gender identity, sexual orientation, religion, age, ability status, socioeconomic status, and veteran status. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any of these aspects of diversity. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above.
3. Students should expect to work with colleagues (e.g., peers, faculty, and supervisors) and clients who are different from themselves throughout their training. Learning to work with different kinds of people is a central goal of professional training. Students who have difficulty in working with particular types of clients must address and resolve these difficulties in supervision.

THE ADMISSIONS PROCESS

Counseling Psychology faculty take into consideration a number of factors when reviewing applications. These include: the FRK index, personal statement, transcripts (undergraduate and graduate, when applicable), GRE scores, and quality of writing sample. Additionally, our program adheres to a “mentor-mentee” model wherein students are mentored closely by a faculty advisor who shares their area of interest. Prospective students are encouraged to contact program faculty to discuss their research interests and program fit before applying.

To calculate FRK index, please use the following formula:

$$\text{FRK index} = \text{Undergraduate GPA (or Jr/Sr GPA)} + ((\text{GREverbal} + \text{GREquant})/400)$$

The GRE score in this formula is the “old” GRE score ranging from 200-800. The “new” GRE ranges from 130-170. **You must convert the new GRE to the old GRE and plug it into the above equation** using the ETS [conversion table](#).

The faculty give preference to applicants with a minimum FRK index of 5.5. For example, a student might obtain a 5.5 FRK index with a 3.0 undergraduate GPA and GRE scores of 500 in both the verbal and quantitative areas. The FRK index formula permits higher GRE scores to compensate for lower GPA and vice-versa.

As with most doctoral programs in Counseling Psychology, admission is highly competitive. We receive 120-150 applications per year and accept approximately 6-7 students. **Many applicants who have FRK scores in excess of 5.5 are not admitted because our faculty size is not large enough to provide proper training to all who qualify on this dimension.** Among students who entered the program during the past three years, the average FRK index was 6.87. Average GPA, GRE verbal, and GRE quant scores have been 3.81, 541, and 681, respectively.

The Counseling Psychology program admits students once a year to begin the program in the fall semester. **The application deadline is December 1.**

To apply to the program, applicants must submit both the Graduate Admission application and the materials required by the Counseling Psychology program as directed in this section. Inquiries may be sent to ccp@asu.edu.

GRADUATE ADMISSION APPLICATION

The Graduate Admission application is submitted online at [Graduate Education](#). Applications are available starting September 1. It is the applicant’s responsibility to peruse the application

information and not overlook requirements that delay processing the application. Applicants are responsible for ensuring that their files are complete.

SUPPLEMENTAL MATERIALS REQUIRED BY THE COUNSELING PSYCHOLOGY PROGRAM

The following materials are required by the program and are to be submitted online.

Please upload the following to your application:

- A completed [Biographical Information Form](#).
- A Curriculum Vitae (CV) documenting work and research experience. Please include:
 - Education history
 - Research experience (including presentations and publications)
 - Relevant field work experience
 - Honors, awards, and professional affiliations
 - Leadership
 - Teaching experience
 - Specialized training
- A personal statement, no longer than 2 pages (single-spaced, roughly 600-800 words), that addresses your professional goals, preparation for doctoral training, and reasons for pursuing a doctorate in counseling psychology. Additionally, please describe your research interests and how these fit with both ASU's counseling psychology program and potential faculty advisors. We recommend that applicants contact at least one of the faculty with whom they are interested in working prior to submitting the application.
- An example of your expository writing (e.g., conference paper, research manuscript, literature review, or a paper you have completed for a course) not to exceed 7 double-spaced pages. In evaluating these samples, we look for evidence of scholarship and research potential as well as writing ability. Do not exceed 7 pages, double-spaced. For documents exceeding 7 pages, please select the excerpt that best highlights your scholarship, research potential, and writing ability.

THREE LETTERS OF RECOMMENDATION

As part of the online application, applicants are asked to provide the names and email addresses for each of their recommenders so that ASU can contact them directly to solicit letters. As part of the application process, you will be asked if you do or do not waive your right to review the letter of recommendation sent on your behalf. Each recommender will be informed of your decision and asked to submit their letter of recommendation electronically to

ASU. We prefer that two of these letters be from persons familiar with your academic work, unless you have been away from school for many years. It is in your best interests to request that these letters address, in a detailed way, your interpersonal competence, your promise as a scientist-practitioner, and your career goals (i.e., our evaluation criteria). Please remind recommenders that they will upload directly through the ASU electronic system.

GRE SCORE REPORT

Send separately to ASU Graduate Education. Use University Code 4007 for submitting GRE. There is no department code. If a department code is requested, use 0000.

OFFICIAL TRANSCRIPTS

Send separately to [ASU Graduate Admissions](#).

All of your application materials must be submitted by **December 1** in order to ensure consideration for admission the following fall semester. Keep in mind that processing takes time, so plan to take the GRE (and [English proficiency exam](#) if needed) well in advance of the deadline. It is the applicant's responsibility to make sure that all materials are sent to the correct offices early enough to be received by the deadline.

Please review the CPY Handbook and email ccp@asu.edu if you have remaining questions.

Applicants applying from ASU's Master of Counseling program are required to have passed their thesis proposal before submitting their application. The thesis must be defended successfully prior to entry into the doctoral program.

Soon after the application deadline, the Admissions Committee identifies a pool of the most promising applicants for further evaluation. During the final phase of the selection process, finalists will be asked to participate in in-person interviews and to provide additional evaluative data. Typically, we interview finalists during mid-February. In cases where a personal interview causes undue hardship, a telephone interview may be substituted.

We will issue offers of admission shortly after interview day. In some cases, students will be offered a spot on our alternate list. Students offered admission have until April 15 to notify the program in writing of their decision to accept the offer of admission or not. Acceptance of an admissions offer means that the student has read the policies and procedures and agrees to abide by them.

Students who do not already have a master's degree in counseling or other applied psychology program may be offered the option of direct admission into the Master of Counseling.

THE DOCTORAL CURRICULUM

To keep our programs current, faculty revises requirements from time to time. If your decision to apply for the program is based on specific course requirements, please be sure you have the latest program description before you accept any offer for admission and register for classes.

The faculty reserves the right to make modifications to the program, curriculum, and exams to better address student, faculty, program, university, and community needs.

Students can complete a [Master of Arts](#) in passing (MA in Counseling Psychology) en route to the PhD degree. This requires 30 credits of coursework normally taken as a PhD student and completion of the Master's thesis (CPY 599).

Our doctoral curriculum typically requires five to seven years of full-time graduate study, including the 12-month [pre-doctoral internship](#). Each of these years involves course work pertaining to theory, research, and practice in Counseling Psychology. Students are expected to maintain full-time status while in the program, though exceptions may be made in consultation with the faculty. Full-time status involves being registered for at least 9 credit hours per semester in the course work years. This requirement applies only to the academic year (i.e., fall and spring) and not summer sessions. At a minimum, students are required to complete two years of course work in residence (typically the first two). ASU's Graduate Education requires that students maintain [continuous enrollment](#).

CURRICULUM PERSPECTIVES

Our doctoral curriculum can be described from two perspectives. The first provides a possible sequence of courses. The second details how the course work derives from APA criteria and the discipline of Counseling Psychology. Refer to the [CPY Coursework Checklist](#) for complete requirements.

CURRICULUM PERSPECTIVE 1: Possible Sequence of Courses

Please refer to [Appendix C](#) for suggested course sequences.

CURRICULUM PERSPECTIVE 2: Curriculum Requirements and Rationale

The Counseling Psychology program can be roughly divided into five basic domains: Counseling Essentials, General Psychology Core, Empirical Foundations, Counseling Theory and Method,

and Counseling Practice. We have attempted to integrate these domains by providing simultaneous course work in each throughout all years of doctoral study. Moreover, a number of our courses address more than one domain. Nevertheless, categorizing our course work in this manner facilitates discussion of curriculum requirements. Because courses may be added periodically to reflect faculty expertise, this list of courses is not exhaustive.

Domain 1: Counseling Essentials

<p> CED 522 Theories of Counseling and Psychotherapy CED 545 Analysis of the Individual CED 577 Counseling Pre-practicum CPY 671 Multicultural Counseling </p>	<p> CED 534 Occupations and Careers CED 567 Group Dynamics and Counseling CPY 645 Professional Issues and Ethics CED 523 Psychological Tests </p>
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Domain 2: General Psychology Core

The program provides foundation courses in history and systems of psychology (CPY 679) as well as domain specific courses on the different psychological bases of behavior: biological, social, cognitive-affective, individual differences, and developmental. These topics are also integral components of advanced professional course work and experiences. Students must complete at least one 3-hour course in each of these core areas of psychology:

Core Area	Courses Offered
Biological Bases of Behavior	CPY 691 Neuropsychology CPY 691 Biobases of Behavior
Social Bases of Behavior	CPY 676 Social Bases of Behavior
Individual Bases of Behavior	CPY 691 Advanced Aspects of Cognitive and Affective Psychology
Developmental Bases of Behavior	CED 529 Lifespan Human Development
Cognitive-Affective Bases of Behavior	EDP 540 Theoretical Views of Learning CDE 591 Seminar: Cognitive Perspectives on Learning and Development

Faculty may approve alternative courses to fulfill these domain requirements. Completion of these requirements is consistent with the accreditation criteria of the APA and enables graduates to meet the specific licensure requirements of most states. Since some states now require six credits in each of the core psychology areas, students are advised to consider completing one or more courses in these areas.

Domain 3: Empirical Foundations

Our empirical foundations requirement consists of 18 semester credits beginning with CED 502 Counseling Data Analysis and CDE 597/EDP 552 Multiple Regression and Correlation Methods. Three other courses are also required (e.g., EDP 652 Multivariate Procedures for Data Analysis, CDE 591/EDP 654 Structural Equation Modeling in Educational Research). COE 503 Introduction to Qualitative Research may be taken anytime.

Students are expected to enroll in the CPY 702 Research Methods in Counseling Psychology and CPY 701 Science and Practice of Counseling Psychology year-long research sequence in their first year. The final required course may be chosen from the following list or other similar courses can be substituted with faculty approval.

Statistic Course Topics	Courses Offered*
Analysis of Variance	CDE 598 Topic: ANOVA for Behavioral Scientists EDP 554 Analysis-of-Variance Methods PSY 530 Analysis of Variance
Multiple Regression	EDP 552 Multiple Regression and Correlation Methods CDE 598 Topic: Regression Models-Multi-Level & Non-Normal Data FAS 505 Applied Regression Analysis PSY 531 Multiple Regression in Psychological Research
Multivariate	EDP 652 Multivariate Procedures for Data Analysis PSY 532 Analysis of Multivariate Data
Structural Equation Modeling	CDE 591 Seminar: Structural Equation Modeling-Longitudinal Data CDE 591 Seminar: Structural Equation Modeling for Social Sciences EDP 654 Structural Equation Modeling in Educational Research PSY 533 Structural Equation Modeling
Advanced Statistic Electives	PSY 537 Longitudinal Growth Modeling PSY 538 Advanced SEM PSY 555 Experimental and Quasi-Experimental Designs PSY 591 Quantitative Seminar PSY 591 Item Response Theory PSY 591 Mediation Analysis PSY 591 Missing Data Analysis PSY 591 Multilevel Modeling FAS 598 Topic: Analysis of Dyadic Interactions

*Students may need to contact program coordinator of department offering course in order to obtain an override to enroll. Consult with advisor.

Domain 4: Counseling Theory and Method

This domain is broken down into five substantive areas important to the research and practice of counseling psychology. Students are expected to take at least one course in each of the five areas. Students are expected to specialize in one of the five areas and are thus required to take three (3) courses in one of these areas. Specific courses (other than those required) are approved by the advisor on the basis of the student’s goals. The areas (with sample courses listed) are:

<p><u>Counseling Theory and Intervention</u> CPY 677 Advanced Counseling* CPY 678 Supervision Theory* CED 672 Marriage & Family Counseling CPY 691, 791 Advanced Seminars</p>	<p><u>Consultation/Prevention</u> CPY 660 Prevention & Consultation* CPY 668 Grant Writing and Grant Makers CPY 675 Health and Wellness Counseling CPY 591, 691, 791 Advanced Seminars</p>
<p><u>Psychological Assessment</u> CPY 651 Personality Assessment* CPY 691 Individual Intellectual Assessment CPY 591, 691, 791 Advanced Seminars</p>	<p><u>Multicultural Diversity</u> CPY 674 Counseling Women CPY 691, 791 Advanced Seminars SWG 561 LGBTQ Issues CPY 650 Counseling Latinos</p>
<p><u>Career Psychology of Counseling</u> CPY 644 Psychology of Careers CPY 591, 691, 791 Advanced Seminars</p>	

*Required course. Various advanced seminars (CPY 591, 691, and 791) will be offered each semester on latest content in the field.

Domain 5: Counseling Practice

The course work and counseling experiences falling under this domain include CED 680 (Master’s Practicum), CPY 780 (Doctoral Practicum), CPY 783 (Fieldwork), and finally, completion of an APA-approved Pre-doctoral Internship (CPY 784). Refer to [Clinical Training](#).

MASTER OF ARTS IN PASSING (MIP)

Doctoral students can earn a Master of Arts (MA) in Counseling Psychology en route to their PhD. Requirements consist of 24 credits of coursework already taken as part of the doctoral curriculum and completion of a Master’s thesis, requiring enrollment in six (6.0) credits of CPY 599, for a total of 30 credit hours.

Required courses for Master's in Passing:

CED 522	Theories of Counseling and Psychotherapy	3 credits
CED 523	Psychological Tests	3 credits
CED 534	Occupations and Careers	3 credits
CED 567	Group Counseling and Dynamics	3 credits
CED 577	Counseling PrePracticum	3 credits
CED 680	Practicum Seminar	3 credits
CED 680	Practicum Clinic	3 credits
CPY 645	Professional Issues and Ethics	3 credits
CPY 599	Thesis	6 credits

Students with 30 credit hours from a previously awarded master's degree on their interactive Plan of Study ([iPOS](#)) are not eligible to earn the MA.

Procedure:

1. Student submits doctoral iPOS which must include the CPY 599 credits
 - a. Including CPY 599 on the iPOS will trigger a petition
 - b. Student should indicate on petition that they are applying for a Master's in Passing
2. After iPOS is approved, student submits a [Master's in Passing Request Form](#) to Program Coordinator
 - a. Should be submitted once student has completed at least 15 credits toward MIP requirements, at least two semesters prior to the planned thesis defense
 - b. Student must check thesis option, with planned Master's thesis defense date supplied (no other culminating experience options are permitted by the program)
3. Graduate Education reviews and approves MIP request and contacts student with next steps
 - a. Student must initiate a separate iPOS for the MIP
 - i. MIP iPOS should only list completed and graded coursework (see list above)
 - ii. Six credits of CPY 599 must be included on MIP iPOS
 - b. After iPOS is approved by Graduate Program Services, student must apply for graduation from the MIP program
 - i. Student must be enrolled during the term in which they intend to graduate
 - ii. Master's in passing degrees are awarded at the end of the semester for which they applied
4. Schedule and hold thesis defense

CLINICAL TRAINING

PRACTICUM

Master's Practicum. One semester CED 680 (6 credits) is required for students entering the program without a master's degree or without an approved, equivalent master's-level practicum. On the [iPOS](#), list CED 680 Practicum as two separate classes (3.0 credit hours each): CED 680 Practicum Seminar and CED 680 Practicum Clinic, both during the same semester.

Doctoral Practicum. One semester of CPY 780 Practicum is required. A second semester of CPY 780 Practicum may be recommended at the advisor's discretion based on the student's clinical evaluations at the end of the first semester. Each practicum section is a 3.0 credit academic course directly supervised by a member of the Counseling Psychology faculty. Practicum is designed to provide the student with forty (40) direct client contact hours and one hundred (100) total hours over the course of a semester.

Practicum clients are seen in the [Counselor Training Center](#), located on the fourth floor of Payne Hall. This well-equipped training-treatment facility is administered by our program and provides clinical services to university and community populations.

Supervision Practicum. An optional section of CPY 791 (supervision practicum) focusing on supervision is available for students who may be preparing for supervisory positions. Students wishing to enroll in CPY 791 should contact the instructor to request consent to enroll.

FIELDWORK

Two semesters of CPY 783 are required. Fieldwork placements are advanced practica that occur in settings both on and off campus. Each section of fieldwork is a 3.0 credit academic course directly supervised by licensed Counseling Psychology faculty and faculty associates. Fieldwork placements ensure training well beyond the APA-minimum 400-hours experience. In early January, students submit the [CPY Fieldwork Application](#) to the fieldwork coordinator. Faculty must approve all fieldwork placements. Some fieldwork sites require background checks, so all students should expect to undergo such background checks. Please consult with your advisor or the fieldwork coordinator with any questions.

PRE-DOCTORAL INTERNSHIP

Each student is required to complete a 12-month pre-doctoral internship (CPY 784) as part of the Counseling Psychology training program. The purpose of the internship is to apply new knowledge and skills with continuing supervision. The internship is critical in preparing students to function as independent doctoral-level professionals.

Students enroll in their pre-doctoral internship after the successful completion of coursework, practica, comprehensive exam portfolio, and after the dissertation proposal has been approved. Students further along in the data-analysis and writing phases may conduct their dissertation defense in consultation with their advisor, but are not permitted to graduate until the pre-doctoral internship is completed. We recommend strongly that students complete their dissertation prior to attending pre-doctoral internship.

Applying for Pre-Doctoral Internship. Students planning on applying for internship the following year submit to the training director a completed [CPY Internship Application Approval](#). Faculty will review student progress through the program and make a formal decision regarding readiness and grant approval to apply for internship. Students are required to have their dissertation proposal successfully defended by May 15 for the training director to endorse the student as ready for internship. It is customary for students to provide a copy of their proposal to committee members two weeks before the proposal meeting.

Once approved by the faculty, students apply for pre-doctoral internship during the following fall semester. Students must apply to internship via the Association of Psychology Postdoctoral and Internship Centers ([APPIC Match](#)). We recommend strongly that all students complete an APA-accredited internship. If a student is not matched, he or she may petition the faculty to do an internship in a non-APA-accredited setting that meets all APA internship guidelines. However, we do not recommend this, as attending a non-APA-accredited internship could present obstacles for obtaining employment and licensure. Most of our students have secured internships at APA-accredited sites across the nation (see [APA Student Admission, Outcomes and Other Data](#)).

To be considered full-time and eligible for financial aid while taking 1 unit credit for internship, it is necessary to file a [Verification Of Full-Time/Half-Time Status For Graduate Students](#) form. The student must be enrolled for the semester in question for the form to be processed. It is the student's responsibility to complete and submit the form to the Counseling Psychology program office for signature by the Faculty Head. The Counseling Psychology program will then submit the completed form.

CULMINATING EXPERIENCES AND RELATED TASKS

MASTER'S EQUIVALENCY REQUIREMENTS

The master's equivalency project is viewed as identical to a master's thesis. However, the equivalency project does not involve filing with Graduate Education.

Entering with a master's degree (empirical thesis completed). If the student has entered the program with a master's degree *and completed a thesis as part of that degree*, the thesis will be reviewed by the advisor and one other faculty member to see if it meets the equivalency requirement.

Entering with a master's degree (no thesis). If the student has entered the program with a master's degree *but without a thesis as part of that degree*, they must complete their master's equivalency within the program and enroll in 6.0 credits of CPY 792 Research. Students enroll in these credits in two or more semesters prior to the completion of the project. Students should consult with their advisor regarding timing.

Students are expected to work closely with their advisors to develop their master's equivalency project. The proposal consists of the following: literature review, purpose of the study, research questions, hypotheses, and proposed methodology and analysis. The student presents the proposal for approval to her or his committee, consisting of the advisor and at least two other faculty (one of which must be core faculty in the program). It is customary for students to provide a copy of the proposal to committee members two weeks before the proposal meeting.

Once the proposal is approved by the committee and [IRB](#), the student may collect data. Next, the student will analyze data and draft the results and discussion sections under the advisor's supervision. Finally, the student defends the project before the same committee, who determine whether the project passes, passes with revisions, or fails. Evidence of completion of the master's equivalency is submitted to the faculty head, using the [Report of Master's Thesis Equivalency Defense](#), which is then placed in the student's permanent file.

All students are required to submit an electronic copy of the final form of their thesis equivalency to their advisor and the program coordinator.

All doctoral students are required to complete the thesis/thesis equivalency by May 15 of their second year. Failure to meet this deadline will result in the student being allowed to enroll only in practicum or fieldwork (if already committed) and thesis credit until the thesis is completed successfully. Additionally, students who do not complete the thesis within this time span will not be supported on any program assistant lines (e.g., RA or TA lines) until the thesis is

completed successfully (i.e., pass). In exceptional cases with extenuating circumstances the faculty will review a petition for an extension no later than December 15 of the same year. Students requesting an extension must submit the [CPY Thesis Request for Extension](#).

THE WRITTEN COMPREHENSIVE EXAM/PORTFOLIO ASSESSMENT

The Comprehensive Portfolio of the Counseling Psychology program is designed to establish essential tasks for students to demonstrate professional competencies outside the area of clinical practice. Practice is excluded from the portfolio because the practicum, fieldwork, and internship experiences required of all students allow for the systematic development of clinical skills and the thorough evaluation of those skills. The portfolio establishes a comparable set of tasks and accompanying evaluations with which students can demonstrate competency in research and scientific writing, professional presentation, teaching, grant development, clinical supervision, case consultation, organizational consultation, and professional leadership.

The portfolio itself consists of the documentation relevant to the completion of five tasks, as well as a copy of the Plan of Study ([iPOS](#)) as filed with Graduate Education prior to submission of the completed portfolio. The required documentation is indicated below, along with the description of the tasks. The original portfolio is included in the student's official file in the Program Office; the student also must retain a copy. It is the student's responsibility to ensure that the portfolio is current at all times and that the original portfolio and the copies are completely consistent. The student is to obtain the advisor's signature on the [Comprehensive Portfolio Checklist](#) and the advisor and committee members' signatures on the [Report of Doctoral Comprehensive Examination](#) attesting to the successful completion of the portfolio tasks. The portfolio must be successfully completed at least two weeks prior to conducting the dissertation proposal/prospectus defense.

The portfolio comprises three required tasks and a choice of two among five others (One of these latter choices must be Option B or Option C). These are as follows:

Three Required Tasks

Task	Documentation
1. The student must serve as lead or sole author on a paper presented at a regional, national, or international professional conference.	Acceptance letter from the conference; page from conference program listing the presentation; copy of the paper.
2. The student must serve as lead or sole author on a research manuscript submitted to a national refereed journal; the manuscript must be deemed publishable by the student's advisor.	Written acknowledgement of receipt of the manuscript from the journal editor; memo from the student's advisor attesting that the manuscript is publishable; copy of the

	manuscript. (<i>Note.</i> It is not necessary that the manuscript be accepted for publication.)
3. The student must serve as a teaching assistant for one semester. (Note that the student must actually assume a teaching role, not the role of an aide. Also this teaching must be face-to-face)	Course evaluations specifically attesting to the <i>student's effectiveness</i> as a teacher; written feedback from a faculty member who has observed at least one class session, again attesting to the student's effectiveness as a teacher; copy of the course syllabus.

Two of the Following Five Tasks Required (Student must complete either option B or C)

Task	Documentation
A. The student must serve as lead or sole author on a research or program grant (<i>not</i> a travel grant) submitted to an internal (university) or a principal in an application to an external agency. The grant must include a proposal and a budget.	Written acknowledgement of receipt of the grant from the agency to which it is submitted; memo from the student's advisor attesting that the grant meets the RFP stipulations; copy of the grant.
B. The student must supervise a master's-level counseling student for one semester of practicum, under the rubric of the supervision practicum in Counseling Psychology.	Written feedback from the supervision course instructor attesting to the student's satisfactory supervision; satisfactory grade in the supervision course.
C. Student must serve as a case consultant in the internship class where focus is placed on assisting students conceptualize their cases.	Written feedback from the internship course instructor attesting to the student's satisfactory case conceptualization. In addition, student must complete a 5-8 page paper detailing how the experience fit with case consultation theory. The adequacy of this paper is assessed by the advisor.
D. The student must serve as an organizational consultant, or co-consultant, with a faculty member, to an organization. This organization may be academic, professional, commercial, industrial, governmental, not-for-profit or the like. The consultation may include (but is not limited to) such strategies as needs assessment, training, conflict resolution and group facilitation.	Written feedback from the student's consultation supervisor attesting to the student's satisfactory work as a consultant; copies of any reports or materials developed (if these are not confidential).
E. The student must serve in a professional leadership or advocacy role within the psychological profession for one academic year, as committee member or volunteer.	Letter from the student's supervisor in the association describing the student's activities; time log signed by supervisor.

DISSERTATION REQUIREMENTS

General information on dissertation requirements appears in the [Graduate Education Policy Manual](#). Everything you'll need to know about preparing a thesis or dissertation including the process, format guidelines, and contact information is available in the [Format Manual](#). Graduate Education also offers format advising whereby graduate students may direct specific inquiries to format advisors by email to gradformat@asu.edu

Graduate Education requires students to have 12 credit hours of CPY 799 Dissertation on the [iPOS](#). Enrolling in 12 credits of dissertation prior to pre-doctoral internship is recommended because otherwise the student will have to enroll in more than 1 credit while taking internship. Students are responsible for discussing this with their faculty advisor.

Dissertation Proposal/Prospectus and Doctoral Candidacy. The dissertation proposal/prospectus process consists of four steps and culminates in the student's admission to doctoral candidacy. First, the student consults with advisor to choose a dissertation committee and updates the iPOS to include committee members who have agreed to serve. The dissertation chair must be faculty in the Counseling Psychology program; it is possible to include a co-chair from outside of the program. The student must submit the [Committee Approval Form](#) as documentation.

Second, the student works closely with the chair and, as appropriate, committee members to develop a dissertation proposal. The form of the proposal varies somewhat according to faculty preference, so it is important for the student to learn what the particular chair's expectations are for the proposal. Generally, however, the proposal provides a statement of problem, rationale for the research supported by empirical literature, research questions or hypotheses, proposed methodology (including the projected data analysis), and references, with ancillary materials appended. It should also be prepared in current APA style.

Third, and only after completing the [comprehensive examination portfolio](#), the student schedules a proposal meeting with the chair and committee to receive formal feedback on the proposal and approval to proceed with the dissertation research. It is customary to provide a copy of your proposal to committee members two weeks before the proposal meeting.

Fourth, after the proposal has been approved by the committee, the student submits the completed and signed [Report of the Doctoral Dissertation Proposal](#) form to the Faculty Head. Once this form has been approved by Graduate Education, the student is considered to have been admitted to doctoral candidacy.

Completing the Dissertation (Defense). Dissertation defenses are scheduled via MyASU. The “Defense” link in MyASU will not appear until the following conditions are met:

- Approved POS on file (no pending changes or petitions)
- All minimum 3.0 GPA requirements met (iPOS and Graduate)
- Approved full committee on POS (no pending changes)
- All milestone requirements have been satisfied (Doctoral students must have reached candidacy- portfolio submitted and proposal accepted)
- Student is active and currently enrolled
- Applied for graduation

Refer to [Graduate Education](#) policy on preparing for and scheduling defenses.

Student must confirm with their committee and reserve a room with the Program Coordinator prior to scheduling the defense in MyASU. Students are encouraged to consult with Graduate Education directly to ensure compliance with the [Absent Committee Member Procedures](#).

Oral defense. The oral defense is a public meeting that includes the student, chair, committee, and anyone else who would like to attend. As the defense is also an examination of the student’s research, most of the meeting is devoted to the student's presentation of the research and the committee's questions to the student. The chair serves as the facilitator of the defense and determines whether, and when, those not on the committee can ask questions or offer comments. When the committee is determining the outcome of the defense, the student and non-committee members are asked to leave the room. Possible outcomes of the defense, as specified and defined on the Announcement and Report for Doctoral Dissertation Defense (Pass/Fail form; supplied by [Graduate Education](#)), are pass, pass with minor revisions, pass with major revisions, or fail.

Once the student has successfully defended the dissertation, the committee must sign the Pass/Fail form. Students must complete required revisions before the chair signs the form and submits it to the Program Coordinator. Students are then eligible to electronically submit the dissertation to [UMI/ProQuest](#). The document will not be processed until all signatures have been obtained and the original Pass/Fail form has been recorded with Graduate Education.

PLAN OF STUDY

The *Plan of Study* specifies the requirements that students must complete for their degree and is submitted and revised electronically via the interactive Plan of Study system (iPOS). The iPOS

must be approved by the student's advisor, the head of the academic unit, and ASU Graduate Education. The iPOS becomes a contract between the University and the student that guides the student in completing degree requirements. Refer to Graduate Education guide on [How to Submit your Plan of Study](#).

All work toward the PhD degree must be completed within ten consecutive years. The ten years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the Plan of Study must have been completed with three years of the semester and year of admission to the program.

Students complete the iPOS online via their MyASU link. However the iPOS must be formally approved by the advisor and faculty head. This approval requires that the student print the iPOS approval page and get signatures from these two individuals before the iPOS can be approved electronically. The student should print out the iPOS approval page along with a completed [CPY Coursework Checklist](#) and submit both together to the advisor and then the faculty head for signatures.

Once a student's official *Plan of Study* has been approved, course changes and changes in the committee are submitted electronically via the iPOS. Any changes must be approved by the advisor, the faculty head, and Graduate Education.

Students must have an approved *Plan of Study* prior to submitting [comprehensive examination portfolio](#).

A student must achieve a 3.0 grade point average (GPA) of 'B' or better on all three GPAs (iPOS GPA, Overall Graduate GPA, and Cumulative GPA) to maintain satisfactory academic progress and graduate. If a 3.0 GPA is not maintained, the student will be placed on academic probation. The student must work with her/his advisor to make meaningful progress toward meeting University and program requirements. Please see [Graduate Education Policy and Procedures](#) for greater detail.

COURSE SUBSTITUTION

Students who have taken graduate coursework at other universities that may satisfy a program requirement at ASU may petition the faculty to waive the ASU requirement in favor of the previous coursework. A separate petition must be filed for each course. A petition consists of a cover sheet, the [Petition for Course Substitution](#), the syllabus of the previously taken course, and any other materials (e.g., reading list, exams, and so forth) that speak to the nature of the course. The student presents the petition to the advisor, who makes a determination of course equivalence. If the advisor approves, the petition is forwarded to the instructors of the relevant courses. If the petition is approved, the faculty head signs the form, gives a copy to the student, and places a copy in the student's file. The student is required to submit these courses on their iPOS. No more than 30 hours of previous coursework may be included on the iPOS.

PREADMISSION (TRANSFER) CREDITS

Credits earned prior to admission to the Counseling Psychology program are subject to ASU Graduate Education's policy on preadmission credits. Please refer to Graduate Education's [Policies and Procedures](#) for greater detail.

THE ADVISING PROCESS

When applying, students should indicate the faculty member with whom they wish to work as their advisor. The advisor is responsible for assisting and guiding the student through the program. After the first year, there is a formal evaluation process whereby the advising relationship is reviewed.

The faculty works hard to develop effective advising relationships. In some cases, students may wish to change advisors. The procedure is as follows:

1. Obtain consent from both the assigned and prospective faculty advisor. Submit [Change of Advisor](#) form and/or [Committee Approval](#) form as documentation.
2. Student must submit these changes on iPOS. Changes will be recommended for approval only when required forms are on file.
3. The student will be notified through MyASU when Graduate Education approves the request.

PROFESSIONALISM

ACADEMIC INTEGRITY

ASU has very clear definitions of [academic integrity](#). The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing (includes self-plagiarism).
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Violation of these standards can result in course failure or expulsion from the program.

ACADEMIC APPEALS POLICY

Students who are enrolled in a College of Integrative Sciences and Arts course and believe they have been unfairly or improperly graded may be assured of just treatment and fair consideration through the processes described in this document. Any such grievance must be started within the regular semester immediately following the course at issue, whether the student is enrolled in the university or not. Refer to the [CISA Academic Affairs Policies and Procedures Manual](#).

The grievance procedures do not deal with matters that properly belong in personnel proceedings.

Primary Procedures

1. Initially, the aggrieved student should communicate with the faculty member concerned and discuss the problem openly.
2. If this discussion does not result in a satisfactory resolution, the student may appeal to the training director or faculty head who will employ the area's procedures to resolve the grievance.
3. If the grievance has not been cleared successfully at this time, the student may request that the grievance be referred to the Office of the Dean, who will forward the case to an Academic Grievance Committee. The committee will convene for the specific purpose of hearing a student academic grievance as needed.

Secondary Procedures

1. The student must file a written statement of the grievance with the Dean. The grievance must include a description of the specific events, actions, course and grade (if applicable), relating to the grievance and the resolution the student is seeking.
2. If deemed appropriate, the Dean will form a three-person Academic Grievance Committee. The Dean will appoint a committee chair who will:
 - a. Notify the student that all further communication related to the grievance should be made with the chair of the panel.
 - b. Forward a copy of the grievance to the faculty member against whom the grievance is filed and request the instructor to file three copies of a written response with the panel chair within seven (7) days after receiving a copy of the grievance.
 - c. Forward a copy of the student grievance and faculty response to the faculty head of the area offering the course and ask that administrator to provide an opinion on the case at hand to the committee within seven (7) days after receiving a copy of the two documents.

3. The committee chair will:
 - a. Forward copies of the grievance, the instructor's response to the student, and the response from the faculty head to the other members of the panel.
 - b. Schedule a hearing, which may consist of one or more meetings with the student and the instructor, to hear the positions of the student and instructor respectively, related to the grievance. The first meeting will be scheduled no later than 30 days after the panel chair received the grievance.
4. If the student or instructor believes a member of the panel should not participate, based on perceived or actual bias or conflict of interest, the student or instructor may request, in writing, that the panel member be excused and the dean will appoint another member of the faculty to serve on the committee. If a designated committee panel member believes he or she has a bias or conflict of interest which would negatively impact on the ability to decide the grievance fairly, the panel member will excuse himself or herself, notify the dean, and the dean will appoint a new panel member.
5. The student and instructor may provide documents to the panel for review and consideration, if three (3) copies of the documents are provided to the panel chair at least 10 days before the first scheduled date of the hearing. However, the chair of the panel will advise the student and the instructor that the panel will only consider documents that specifically relate to the grievance and response. The panel chair will retain one set of documents and forward the other two sets to the other two panel members at least seven (7) days before the hearing.
6. In keeping with the [Family Educational Rights and Privacy Act](#) (FERPA), if the grievance involves the grievant's grade, other matters, or information contained in the grievant's academic or educational records maintained by ASU, it is presumed that the student has consented to the review of such information by the filing of the grievance. In the event any information will be reviewed or provided to the panel related to grades or information contained in the educational records or academic files of students other than the grievant, such information is considered confidential under FERPA and the panel shall proceed as follows:
 - a. The panel will obtain the written consent of the students involved (other than the grievant) to review grades or information from their educational records, OR
 - b. The chair of the panel will excise the names, social security numbers, addresses, and any other identifying information from the education records of the students involved (other than the grievant).
7. The hearing shall be conducted by the panel chair and shall be closed. Participants may be accompanied by an advisor of their choice. Advisors may make an oral statement on behalf of, and confer with, their advisee. Advisors may not directly address the committee or other

participants. Arrangements for the order of appearance, for submission of materials, testimony, and related matters should be made through and by the panel chair.

8. At the hearing, the grievant will present his or her position first and try to do so within 30 minutes, including presentation of witness testimony and documentation. The chair may extend the time if necessary. The members of the panel may question the grievant during the presentations of their testimony. The instructor may question the student at the end of the presentation, but questioning should be limited to approximately 10 minutes or less. The chair may require the instructor to direct questions to the grievant through the chair.
9. The same process will be followed with the presentation of the instructor's case.
10. All questions should be related to the specific allegations of the grievance or statements in the response and the chair has final authority to judge relevancy.
11. The chair of the panel will digitally record the hearing and the digital file will be maintained by the College of Integrative Sciences and Arts for two years after the decision on the grievance is made. The student and/or instructor may record the meeting at their own expense and with their own equipment.
12. After the presentations of the grievant and instructor have concluded, each will be excused while the panel deliberates.
13. The chair of the panel shall prepare a written report with the recommendations of the majority of the panel for the dean. If there is disagreement among the panel, a minority report and recommendation may be submitted by the dissenting panel member to the dean. The report shall include:
 - a. Identity of student grievant and instructor involved in the grievance.
 - b. Date grievance and response were filed with the committee.
 - c. Identity of the panel members who heard the grievance.
 - d. Dates the panel met to conduct the grievance.
 - e. Summary of the positions of the student and instructor.
 - f. Summary of the testimony and documents presented.
 - g. Conclusions of the panel.
 - h. Recommendations of the panel.
14. The dean will take final action in each case after full consideration of the committee's recommendation. The dean, if any are recommended, may make grade changes. The dean shall inform the student, the instructor, the appropriate faculty head, the registrar, and the grievance committee of any action taken.

PROFESSIONAL DEVELOPMENT

Doctoral students are encouraged to become active in the program's Doctoral Students Organization (DSO) and its various leadership activities. The DSO serves as a peer mentoring organization, as well as a networking vehicle for prospective students. Students also are encouraged to become student affiliates of the American Psychological Association (APA). Each year Counseling Psychology students are strongly encouraged to present their research at local, regional, and national conferences. Some funds are available to support student conference travel (e.g., program funds, GPSA, Graduate Education, and APA).

PROFESSIONAL BEHAVIOR AND SOCIAL NETWORKS

Students who use social networking sites (e.g., Facebook, Twitter, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by colleagues, faculty, clients, and other mental health professionals. As such, students should not post visual or printed material that may be deemed inappropriate for a psychologist. To this end, students should set all security settings to "private" and avoid posting information/photos and/or using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include information or comments about clients and/or students for whom they currently serve or have served as an instructor, clinical supervisor, and/or clinical consultant. Clients and current faculty and supervisors should not be included as part of a personal social network (e.g., Facebook friends), since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or student represents a violation of confidentiality, which is a breach of the ethical standards that govern the practice of counselors, psychologists, and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

INDEPENDENT PRIVATE PRACTICE

Although we encourage our graduates to pursue licensure, our primary training objectives are to prepare students for academic, research, and/or practice careers in, for example, university and other service delivery settings. We do not view our program as appropriate for those applicants wishing to pursue a career in the independent private practice of psychology on a full-time basis. Applicants to our program should also be aware that the independent private practice of psychology on even a part-time basis prior to graduation would be a violation of Arizona Revised Statutes §32-2701 and §32-2083.

Graduates of programs such as social work or counseling, who are in the independent private practice of their profession, are well within the law as long as they do not invoke the word "Psychologist" or "Psychology" to refer to themselves or their services. We are required to

consider all facets of professional behavior in our annual reviews of student progress and to report any violations of APA ethical standards to APPIC, licensing boards, and future employers.

CPY EVALUATION AND DISMISSAL POLICIES

FORMAL MONITORING OF STUDENT PROGRESS

Faculty reserves the right to evaluate each student's suitability for continued training due to the interpersonal skills essential to the conduct of Counseling Psychology practice. Faculty meetings for the purpose of monitoring student progress on both academic and interpersonal competence indices are held once a year (twice for new students – at the end of the Fall and Spring semesters). First-year students do not turn in any paperwork for their first-semester review; the faculty simply holds a meeting to discuss their progress. Students are expected to maintain a 3.0 grade point average consistent with Graduate Education standards and achieve no less than "expected level" ratings from CPY780 and CPY783 clinical supervisors on the Clinical Competency Rating Form.

In anticipation of their year-end review, all students must submit electronically the Annual Review of Student Progress Form on or before the date announced by the training director in the spring semester. On the same date, students planning on applying for internship the following year also submit to the training director a completed [CPY Internship Application Approval](#).

After these forms have been submitted, and on a date designated by the faculty head, faculty meet to discuss student's progress through the program. The standard for satisfactory performance is regular progress through the program—that is, all aspects of the program are completed at the expected time—and each aspect of the program is completed at a satisfactory level, as determined in advance for each aspect of the program (via course syllabi, practicum and field work evaluation criteria, master's thesis or equivalency standards, comprehensive examination portfolio documentation standards, internship evaluation criteria, and dissertation standards).

RECOMMENDED DISMISSAL FROM THE PROGRAM

A recommended dismissal of a student from the program represents the determination of the faculty that the student has not demonstrated an expected level of performance in academic work, including clinical tasks, or in other critical areas of professional conduct. At the point of recommended dismissal, the student will not be given additional opportunities to remediate the deficiency. Depending on the circumstances, recommended dismissal might follow a period of academic probation. In other cases, it might not involve probation.

Rules regarding recommended dismissal of a student from the program include the following:

- First, the dismissal discussion is confidential.
- Second, the student may, but is not required to, appear before the faculty, or provide the faculty with a written statement, or both. Any oral or written statement by the student is expected to focus solely on the behavior at issue.
- Third, performance standards on which a recommended dismissal could be based are written and made available to students upon entering the program. These standards may be found in a variety of sources internal and external to the program. Internal program documents include course syllabi, practicum and internship evaluation criteria, master's thesis or equivalency standards, and comprehensive examination standards. Documents external to the program include APA's [Code of Ethics](#) (2010), university regulations concerning academic or scientific misconduct, and federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.
- Fourth, the dismissal recommendation is made by the faculty as a whole on a majority vote, based on examination of the evidence.
- Fifth, if the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student and to Graduate Education.

The following paragraphs describe five circumstances that might be basis for dismissal.

1. Failure to maintain minimum academic standards.

- (a) Students are placed on academic probation whenever their overall graduate GPA, cumulative ASU GPA, or iPOS GPA drops below 3.0. Students on academic probation have one semester to raise the graduate GPA to 3.0 or above and thus return to good standing. Students failing to maintain [satisfactory academic progress](#) are not permitted to re-enroll unless this is recommended by the program and approved by Graduate Education; otherwise, they may be recommended for dismissal from the program.
- (b) As a matter of program policy, no grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period.
- (c) Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a cumulative GPA of 3.0 or above.

2. Unsatisfactory performance in counseling practicum, field work, or pre-doctoral internship. Students who receive an unsatisfactory performance evaluation from their

clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision. A student also may be dismissed for an ongoing failure to accept supervision.

3. **Unethical or unprofessional conduct.** Students are referred to APA's [Code of Ethics](#) (2010), as well as to university regulations concerning academic or scientific misconduct and federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Substantial violation of any of these documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program. As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.
4. **Circumstances that interfere with training or threaten client welfare.** Student conduct that, in the opinion of faculty, obstructs or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program.
5. **Felony conviction that affects ability to practice or be licensed.** Students whose conduct, within or outside the program, has resulted in a felony conviction that would preclude licensure in Arizona as a psychologist may be dismissed from the program.

GENERAL INFORMATION

COMMUNICATING PROGRAM CHANGES

The program utilizes the following procedures to disseminate new and/or changing information about the doctoral program:

- The faculty head will note programmatic changes in the faculty meeting minutes, which are distributed to all students.
- The Counseling Psychology program has an active Doctoral Student Organization (DSO) with elected representatives. These individuals meet with the faculty during regularly scheduled faculty meetings and are charged with communicating all program changes to their constituency. The DSO holds regular meetings, where they also will announce programmatic changes.
- Program changes and announcements are communicated via the [CPY student listserv](#) (CPYSTUD).
- Doctoral students are given a file folder in Payne Hall, room 446. These alphabetical student folders are for receiving mail and other notices.

Email is the official method of university communications. **Students must use their assigned ASU email address or they will miss important program communications.** Program information is disseminated via email through the student listserv to those addresses. Please include your ten-digit ASU ID# in all emailed communications with the Program Coordinator and Graduate Education.

GRADUATION

Students must apply for graduation via MyASU when ready. Credentials evaluators in the [Office of the Registrar](#) confirm that students meet all degree requirements. All Counseling Psychology program and [Graduate Education requirements](#) must be met.

Graduation activities. [Commencement](#) is a University ceremony; [Convocation](#) is a College ceremony. These are held twice annually, in the Fall and Spring. Attendance is not required but students must RSVP via MyASU if they wish to attend. The Master of Counseling Student Organization (MCSO) coordinates the Counseling and Counseling Psychology program hooding ceremony, held once per year in the Spring.

Policy on Summer Graduates. Students graduating in Summer can participate in Spring Commencement and/or Convocation if they meet the following criteria:

1. Pre-doctoral Internship is the only Plan of Study course left to complete during the Summer semester
2. All other degree requirements are met:
 - a. Comprehensive exam/portfolio must already be completed and passed by end of Spring semester
 - b. Defense must be held before Spring graduation deadline
3. Apply for Summer graduation by Graduate Education's early deadline (will be announced via email to listserv)
4. Must be enrolled in a minimum of 1.0 credit during the Summer semester (CPY 784 Internship most likely). Student may be enrolled in other classes during graduation term but those classes may not be included on the Plan of Study.
5. Program Hooding does not have the same restrictions
 - a. All graduates for Spring and the following Summer and Fall are permitted to participate
 - b. Students should contact MCSO and/or their advisor with questions about participating

LICENSURE

Although the content of our program is consistent with the licensure requirements of most states, it is wise to determine the exact requirements of the state in which one intends to reside. Applying for licensure often requires submitting documents such as clinical hour logs, syllabi, and program/degree requirements. **It is the student's responsibility to retain their own copies of practicum, fieldwork, and internship logs and evaluations, Training Plans, program handbooks, course syllabi, waivers or course equivalency approval forms, and any other relevant documentation.**

RE-SPECIALIZATION

The Counseling Psychology Program does not currently accept post-doctoral psychologists for re-specialization training.

COSTS

The costs of enrollment can be obtained from [ASU Financial Aid and Scholarship Services](#). Tuition and fees are subject to annual approval by the Arizona Board of Regents. Current tuition and fees are listed below but can change. Always check the current costs.

For questions or comments about tuition and fees, please contact the [Student Accounts Office](#).

For questions or comments about financial aid and cost of attendance, please contact [Student Financial Assistance](#).

Most doctoral students are able to secure graduate assistantships (i.e., teaching and research assistantships) either within our program or in other campus units. Assistantships with half-time (20 hours per week) appointments receive a full tuition remission and student health insurance at no cost; however, enrollment in the insurance plan is required each semester. Spring semester insurance coverage includes the summer months. Assistantships with quarter-time (10 hours per week) appointments receive a 50 percent reduction in in-state resident tuition. Those with an appointment of quarter time or more are treated as in-state residents for tuition purposes. In addition, assistantships pay a small stipend. For more information on assistantship benefits, please refer to [Graduate Education](#).

TA compensation:

- .25 FTE for the academic year \$8,000 (1 course per semester)
- .50 FTE for the academic year \$16,000 (2 courses per semester)

RA compensation:

- .25 FTE for the academic year \$7,450 (10 hours per week)
- .50 FTE for the academic year \$14,900 (20 hours per week)

FINANCIAL AID

Doctoral students in Counseling Psychology in need of financial support are typically able to secure it throughout all years of doctoral study. Given the vicissitudes of funding opportunities, we cannot guarantee future financial support; nevertheless, past history suggests a favorable future.

Applicants should indicate in a cover letter to the Admission Committee whether or not they are seeking financial aid and to which sources outside of our program (if any) they are also applying. Financial need has no bearing on our acceptance decisions; we extend offers of admission to our most promising prospects regardless of their ability to support themselves.

Applicants will be told whether an offer of admission is accompanied by a financial-support commitment for their first year. It is important to note that an applicant's acceptance of an offer of financial aid becomes binding in accordance with a [resolution](#) adopted by the Council of Graduate Schools in the United States. Four granting agencies and 317 institutions of higher learning support this resolution; it reads in part as follows:

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15, and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

The Council of Graduate Departments of Psychology has modified the [resolution](#) regarding offering an accepting financial aid after April 15 as follows:

An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on behalf of the offering institution.

FACULTY

COUNSELING PSYCHOLOGY

Bianca L. Bernstein (PhD, University of California, Santa Barbara), Professor

Specialty: Broadening participation of women and minorities in science careers, gender and ethnic issues in counseling, online interventions, clinical supervision, preparing future faculty.

Sample grants and publications:

Bernstein, B. L. (Principal Investigator), Atkinson, R., & Bekki, J. (2009-2013). *Large Empirical Emerging Topics: CareerWISE II: Enhanced Resilience Training for STEM Women in an Interactive, Multimodal Web-Based Environment*. National Science Foundation grant. NSF-DRL #0910384. CareerWISE resilience training: <http://careerwise.asu.edu>

Prime, D. R.*, Bernstein, B. L., Wilkins, K. G.*, & Bekki, J. M. (in press). Measuring the advising alliance for female graduate students in science and engineering: An emerging structure. *Journal of Career Assessment*.

Bekki, J. M., Smith, M. L., Bernstein, B. L., & Harrison, C. J. (2013). Effects of an online personal resilience training program for women in STEM doctoral programs. *Journal of Women and Minorities in Science and Engineering*, 19 (1), 17 – 35.

Bernstein, B. L. (2011). Managing barriers and building supports in science and engineering doctoral programs: Conceptual underpinnings for a new online training program for women. *Journal of Women and Minorities in Science and Engineering*. 17 (1), 29-50.

Chen, E. C., Bernstein, B.L. (2000). Relations of complementarity and supervisory issues to supervisory working alliance: A comparative analysis of two cases. *Journal of Counseling Psychology*, 47, 485-497.

Email: bbernstein@asu.edu

Cristalís Capielo (PhD, The University of Georgia), Assistant Professor

Specialty: Latina/o psychology; multicultural psychology; Puerto Rican diaspora, acculturation/enculturation

Sample publications:

Capielo, C., Delgado-Romero, E. A., & Stewart, A. (2015). A Focus on an emerging Latina/o population: The role of psychological acculturation, acculturative stress, and coping on depression symptoms among Central Florida Puerto Ricans. *Journal of Latina/o Psychology, 3*(4), 209-223.

Capielo, C., Mann, L.E., Nevels, B., Delgado-Romero, E. (2014). Multicultural considerations in measurement and classification of positive psychology. In Pedrotti, J. T. & Edwards, L. M. (Eds.), *Perspectives on the Intersection of Multiculturalism & Positive Psychology* (pp. 31-57). New York, NY: Springer Science & Business Media B.V.

Delgado-Romero, E. A., Nevels, B. N., Capielo, C., Galván, N., Hunter, M. R., Torres, V. (2013). Latino/a Americans. In G. McAuliffe (Ed.), *Culturally alert counseling: A comprehensive introduction* (2nd ed.) (pp. 293-314). Los Angeles, CA: Sage Publications.

Email: Cristalis.Capielo@asu.edu

Angela Catena (PhD, University of New Mexico), Clinical Assistant Professor

Specialty: intimate partner violence, trauma, community mental health, LGBTQ counseling

Sample Publications:

Catena, A. M. & Goodrich, K. M. (in review). Dual diagnosis and gender. In Nadal, K. L. *SAGE Encyclopedia of Psychology and Gender*. Newbury Park, CA: Sage.

Goodrich, K. M., Sands, H., & Catena, A. M. (2015). Journal of LGBT issues in counseling publication patterns: Author and article characteristics from 2006 to 2012. *Journal of LGBT Issues in Counseling, 9*(3), 180-198.

Catena, A. M. (2015). Below the surface: A multifaceted approach to group supervision. In M. Luke & K. Goodrich (Eds.), *Group Work Experts Share Their Favorite Activities for Supervision*. Association for Specialists in Group Work, Alexandria, VA.

Professional Service:

Past President, *New Mexico Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (NMALGBTIC)*

Leadership Fellow, *Chi Sigma Iota*

Emerging Leaders, *Western Association for Counselor Education and Supervision (WACES)*

Email: Angela.Catena@asu.edu

Cynthia E. Glidden-Tracey (PhD, University of Illinois at Urbana-Champaign), Clinical Associate Professor

Specialty: Issues of gender and culture in therapy, supervision, theories and treatment of addictions, interpersonal psychotherapy.

Sample publications:

Glidden-Tracey, C. (2005). *Counseling and therapy with clients who abuse alcohol and other drugs: An integrative approach*. Mahwah, NJ: Lawrence Erlbaum Associates.

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy, 49*, 330-343. DOI: 10.1037/a0026246.

Glidden-Tracey, C.E., & Parraga, M.E. (1996). Assessing the structure of vocational interests among Bolivian university students. *Journal of Vocational Behavior, 48*, 96-106.

Glidden-Tracey, C.E., & Wagner, L. (1995). Gender salient attribute x treatment interaction effects of ratings of two analogue counselors. *Journal of Counseling Psychology, 42*, 223-231.

Email: Cynthia.Glidden-Tracey@asu.edu

Richard T. Kinnier (PhD, Stanford University), Professor

Specialty: Moral values and the search for wisdom and meaning in life.

Kinnier, R. T. (2013). *The point of it all* (2nd ed.). Acton, MA: XanEdu.

Kinnier, R. T., Wilkins, K. G., Hauser, D. L., Hassert, S. M., & Petrolle, L. C. (2011). The main contributors to a future utopia. *Current Psychology*, 30, 383-94.

Partch, J. J., & Kinnier, R. T. (2011). Values and messages conveyed in college commencement speeches. *Current Psychology*, 30, 81-92.

Kinnier, R. T., Kernes, J. L., Tribbensee, N. E., & Puymbroeck, C. M. (Eds.). (2010). *The meaning of life, according to the great and the good*. (2nd ed.). Bath, England: Palazzo Editions, Ltd.

Kinnier, R. T., & Kernes, J. L. (2009). Did Viktor Frankl know the meaning of life? In A. Batthyany & J. Levinson (Eds.), *Existential psychotherapy of meaning: A handbook of Logotherapy and Existential analysis* (pp. 129-36). Phoenix, AZ: Zeig, Tucker, & Thiesen, Inc..

Kinnier, R. T., Hofsess, C., Pongratz, R., & Lambert, C. (2009). Attributions for overcoming anxiety and depression. *Psychology and Psychotherapy: Theory, Research, and Practice*, 82, 153-69.

Email: Kinnier@asu.edu

Sharon E. Robinson Kurpius (PhD, Indiana University), Professor

Specialty: Health psychology, ethics, and academic persistence.

Sample publications:

Robinson Kurpius, S. E., Hassert, S., & Foley-Nicpon, M. (in press). Women at midlife: A biopsychosocial perspective. In *Handbook of Counseling Women*.

Robinson Kurpius, S. E., Keaveny, M. K., Kim, C. S., & Walsh, K. J. (2015). MCAC and State Licensure Laws: David and Goliath. *The Counseling Psychologist*, 43, 1008-1033. Doi: 10.1177/0011000015575393

Hassert, S., Robinson Kurpius, S. E., & Tracey, T. J. G. (2015). Testing a conceptual model of postpartum depressive symptoms in the first year. *Women & Health*, 55, 700-716. DOI: 10.1080/03630242.2015.1039181

Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, and disclosure. *Professional Psychology: Research and Practice, 45*, 11-19. Doi: 10.1037/a0033478

Rigali-Oiler, M. B. & Robinson Kurpius, S. E. (2013). Promoting Academic Persistence among Racial/Ethnic Minority and Euro-American Freshmen and Sophomores Undergraduates: Implications for College Counselors. *Journal of College Counseling, 16*, 198-212. Doi: 10.1002/j.2161-1882.2013.00037.x.

Email: Sharon.Kurpius@asu.edu

Jennifer Pereira (PhD, University of Florida), Clinical Assistant Professor

Specialty: The efficacy of play and experiential based modalities for: counseling children and adolescents, counselor education pedagogy and counselor supervision.

Sample publications:

Pereira, J. K., & Davis, E. S. (In Press, 2015). Using lyrics and music as an experiential medium for teaching core counseling skills to master's level counseling students. *Journal of Creativity in Mental health Counseling* (Qualitative study).

Smith-Adcock, S., Shin, S. L., & Pereira, J. K. (In Press, 2015). Critical incidents in the pedagogy of a master's level play therapy course. *The International Journal of Play Therapy* Special Edition: Supervision (Qualitative study)

Pereira, J. K. (2014). Can we play too?: Experiential techniques for marriage and family therapists to actively include children in session. *The Family Journal, 22*(4), 390-396 (Conceptual/Practice)

Pereira, J. K. (2014). Superhero's and the family shield: An experiential technique for families. *VISTAS*. (Conceptual/Practice)

Pereira, J. K. & Smith-Adcock, S. (2013). The Effects of a Training on School Counselor Trainee's Attitudes, Knowledge, and Skills, and Self-Estimate of Ability. *International Journal of Play Therapy, 22*(3), 129-142. (Quantitative study)

Email: Jkpereira@asu.edu

Ashley K. Randall (PhD, University of Arizona), Assistant Professor and Training Director

Specialty: Couples' stress and dyadic coping; emotional dynamics within romantic relationships; interventions and therapies for couples and families.

Sample publications:

Randall, A. K., & Bodenmann, G. (in press). Stress and its associations with relationship satisfaction. *Current Opinion in Psychology*.

Randall, A. K., Totenhagen, C. J., & †Walsh, K. J., †Adams, C. B., & †Tao, C. (in press). Coping with workplace minority stress: Associations between dyadic coping and anxiety among women in same-sex relationships. *Journal of Lesbian Studies*.

Schoebi, D., & Randall, A. K. (2015). Emotional dynamics in intimate relationships. *Emotion Review*. Advanced online publication.

Randall, A. K., & Schoebi, D. (2015). Lean on me: Susceptibility to partner's affect attenuates psychological distress over a 12 month period. *Emotion*, 15, 201-210.

Bodenmann, G. & Randall, A. K. (2012). Common factors in the enhancement of dyadic coping. *Behavior Therapy*, 43, 88-98.

Falconier, M. K., Randall, A. K., & Bodenmann, G. (Eds.). (2016). *Couples coping with stress: A cross-cultural perspective*. New York, NY: Routledge.

Email: Ashley.K.Randall@asu.edu

Carlos E. Santos (PhD, New York University), Assistant Professor

Associate Editor, *Journal of Adolescent Research*

Specialty: social identities (ethnic-racial, gender, and sexual identity), its intersections, and stereotyping related to these identities among diverse youth and young adults; wellbeing of immigrant youth and families.

Sample publications:

Santos, C. E., Kornienko, O., & Rivas-Drake, D. (in press). Peer influence on ethnic-racial identity development in adolescence: A multi-site investigation. *Child Development*.

Santos, C. E., & Collins, M. A. (2016). Ethnic identity, school connectedness, and achievement in standardized tests among Mexican-origin youth. *Cultural Diversity and Ethnic Minority Psychology, 22*(3), 447-452.

Santos, C. E., & Umaña-Taylor, A. J. (Eds.). (2015). *Studying ethnic identity: Methodological and conceptual approaches across disciplines*. Washington, D.C.: American Psychological Association Press.

Santos, C. E., & Updegraff, K. A. (2014). Feeling typical, looking typical: Physical appearance and ethnic identity among Mexican-origin youth. *Journal of Latina/o Psychology, 2*(4), 187-199.

Santos, C. E., Galligan, K., Pahlke, E., & Fabes, R. A. (2013). Gender-typed behaviors, achievement and adjustment among racially and ethnically diverse boys during early adolescence. *American Journal of Orthopsychiatry, 83*(2-3), 252–264.

Email: Carlos.E.Santos@asu.edu

Lisa B. Spanierman (PhD, University of Missouri, Columbia), Professor and Faculty Head

Associate Editor, *Journal of Diversity in Higher Education*

Specialty: diversity in higher education, whiteness, racial attitudes, racial microaggressions, multicultural counseling competence.

Sample publications:

Kleiman, S., Spanierman, L. B., & Smith, N. G. (2015). Translating oppression: The effect of sexual minority status on White men's racial attitudes. *Psychology of Men and Masculinity, 16*(4), 404-415.

Spanierman, L. B. (2015). White racial identity: Looking back and considering what is ahead. In L. Salett & D. Koslow (Eds.), *Race, ethnicity and self: Identity in multicultural perspective* (2nd ed., pp. 123-138). New York: National Association of Social Workers.

Poolokasingham, G., Spanierman, L. B., Kleiman, S., & Houshmand, S. (2014). "Fresh off the boat?" Racial microaggressions that target South Asian Canadian students. *Journal of Diversity in Higher Education, 7*(3), 194-210.

Houshmand, S., Spanierman, L. B., & Tafarodi, R. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada. *Cultural Diversity and Ethnic Minority Psychology, 20*(3), 377-388.

Yeung, J., Spanierman, L. B., & Landrum-Brown, J. (2013). "Being White in a multicultural society": Critical whiteness pedagogy in a dialogue course. *Journal of Diversity in Higher Education*, 6, 17-32.

Email: Lisa.Spanierman@asu.edu

Terence J.G. Tracey (PhD, University of Maryland), Professor

Editor, *Journal of Counseling Psychology*

Specialty: Interpersonal models of personality and psychotherapy, client-therapist interaction, development and structure of interests, supervision, and ethnic identity.

Sample publications:

Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist*, 69, 218-229. DOI:10.1037/a0035099

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy*, 49, 330-343. DOI: 10.1037/a0026246.

Tracey, T. J. G., Allen, J., & Robbins, S. B. (2012). Moderation of the relation between person-environment congruence and academic success: Environmental constraint, personal flexibility and method. *Journal of Vocational Behavior*, 80, 38-49. DOI: 10.1016/j.jvb.2011.03.005

Tracey, T.J.G. (2002). Personal Globe Inventory: Measurement of the spherical model of interests and competence beliefs. [Monograph]. *Journal of Vocational Behavior*, 60, 113-172. <https://pgi.asu.edu>

Email: Terence.Tracey@asu.edu

Web: <http://tracey.faculty.asu.edu/>

Alisia (Giac-Thao) T. Tran (PhD, University of Minnesota), Assistant Professor

Specialty: Racism, discrimination, and bias; cultural socialization; financial/socioeconomic stress and disparities; minority mental health; neuropsychological research methods.

Sample publications:

Tran, A. T., Mintert, J. S.*, & Jew, G.* (in press). Parental ethnic-racial socialization and intergroup attitudes among White American college-going emerging adults. *American Journal of Orthopsychiatry*.

Tran, A. T. (2015). In these spaces: Perceived neighborhood quality as a protective factor against discrimination for Lesbian, Gay, and Bisexual (LGB) adults. *Psychology of Sexual Orientation and Gender Diversity*, 2(3), 345-352.

Tran, A. T., Miyake, E. R.*, Martinez-Morales, V.*, & Csizmadia, A. (2015). "What are you?" Multiracial identities and responses to racial identification inquiries. *Cultural Diversity and Ethnic Minority Psychology*, 22, 26-37.

Tran, A. T., & Lee, R. M. (2014). You speak English well! Asian Americans' reactions to an exceptionalizing stereotype. *Journal of Counseling Psychology*, 61, 484-490.

Tran, A. T. (2014). Family contexts: Parental experiences of discrimination and child mental health. *American Journal of Community Psychology*, 53, 37-46.

Email: alisia@asu.edu

Web: <https://sites.google.com/site/tempelab/>

FACULTY DURING ACADEMIC YEAR 2016-2017

Patricia Arredondo (EdD, Boston University), Visiting Professor

Specialty: Multicultural competencies and guidelines for Counseling and Psychology, immigrants' mental health and identity development, Latina/o psychology, women's leadership development, leadership through cultural competence in the workplace

Sample Publications

Arredondo, P. (2012). Pathways to cultural malpractice: Shortcomings in professional psychology education and training programs. *Professional Psychology: Research and Practice*.

Arredondo, P. & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, 37, 1.5.

Arredondo, P. (2002). Mujeres Latinas-santas y marquesas. *Cultural Diversity and Ethnic Minority Psychology*, 8, 1-12.

Sue, D. W., Arredondo, P., & McDavis, R. (1992). Multicultural competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 477- 486.

Arredondo-Dowd, P. (1981). Personal loss and grief as a result of immigration. *The Personal and Guidance Journal*, 58, 657-661.

Books

Arredondo, P., Gallardo Cooper, M. & Delgado-Romero, E., Zapata, A. (2014). Culturally responsive situational counseling with Latinos. Alexandria, VA: American Counseling Association.

Arredondo, P. (1996). Successful diversity management initiatives: A Blueprint for planning and implementation. Thousand Oaks, CA: Sage.

Email: empower@asu.edu

Jamie Bludworth (PhD, Arizona State University), Clinical Assistant Professor and Interim Director of the Counselor Training Center

Specialty: crisis assessment and intervention, training and supervision, theories of counseling/psychotherapy, ethics.

Sample publications/presentations:

Corey, G., & Bludworth, J. (2016, March). *Counseling theory in practice*. Day-long pre-conference learning institute conducted at the American Counseling Association Annual Conference, Toronto, Canada (8th consecutive pre-conference learning institute presentation).

Tracey, T. J. G., Glidden-Tracey, C. E., & Bludworth, J. (2012). Parallel process: When does a parallel occurrence carry meaning? *Psychotherapy: Theory, research, Practice, Training*, 49(3): 347-348.

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are There Parallel Processes in Psychotherapy Supervision? An Empirical Examination. *Psychotherapy: Theory, Research, Practice, Training*, 49(3): 330-343.

Bludworth, J., Tracey, T.J.G., & Glidden-Tracey, C. (2010). The bi-level structure of the Outcome Questionnaire-45. *Psychological Assessment*, 22(2): 350-355.

Corey, G., & Bludworth, J. (2007). Case approach to counseling and psychotherapy: The case of Stan. Supplementary video for: Corey, G. (2007). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Email: james.bludworth@asu.edu

EMERITI FACULTY

G. Miguel Arciniega (PhD, University of Arizona)

J. Jeffries McWhirter (PhD, University of Oregon)

AFFILIATED FACULTY

Nicole A. Roberts, (PhD, University of California, Berkeley), Associate Professor, Social and Behavioral Sciences

Hyung Chol Brandon Yoo (PhD, University of Minnesota), Associate Professor, Asian Pacific American Studies and School of Social-Transformation

FACULTY ASSOCIATES

Michael Lavoie (PhD, California School of Professional Psychology)

Donna Sheperis (PhD, University of Mississippi)

COUNSELING PSYCHOLOGY PHD ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Completed applications are due December 1. ALL materials must be RECEIVED by this date. It takes time to process files; therefore, it is wise to get your materials in 4-6 weeks before the deadline to ensure that all is ready for consideration.

What standardized tests are required?

The [Graduate Record Examination \(GRE\)](#) is required and students may register online. The Psychology Subject Test is not required. [ASU Office of Evaluation and Educational Effectiveness](#) also offers the GRE.

Can I use past scores on the GRE?

Yes. Past scores are acceptable; however, the test must be retaken if the test date was more than 5 years ago.

Is a specific undergraduate degree required?

No. However, we prefer students with degrees in psychology and related fields so that they are prepared for the rigors of our program.

How many years does it take to complete the PhD?

Most students complete the program in 5-7 years.

How many credits should I take in my first semester?

Most full-time students take 13 credits in their first semester. Keep in mind that 9 credits is full-time status per Graduate Education.

APPENDIX A – CPY COURSEWORK CHECKLIST

CPY Coursework Checklist

(Complete in conjunction with [Plan of Study](#) [iPOS])

Course and Title	Hours	Semester taken/ planned or waived*	Grade
<u>Domain 1: Counseling Essentials</u>			
CED 522 Theories of Counseling and Psychotherapy	3		
CED 523 Psychological Tests	3		
CED 534 Occupations and Careers	3		
CED 545 Analysis of the Individual	3		
CED 567 Group Dynamics and Counseling	3		
CED 577 Counseling Pre-practicum	3		
CPY 645 Professional Issues and Ethics	3		
CPY 671 Multicultural Counseling	3		
<u>Domain 2: General Psychology Core</u>			
CPY 679 History and Systems	3		
<i>Supply titles of courses taken in topics below:</i>			
Biological Bases:	3		
Cognitive-Affective Bases:	3		
Social Bases:	3		
Individual Bases:	3		
Developmental Bases:	3		
<u>Domain 3: Empirical Foundations</u>			
CPY 701 Science & Practice of Counseling Psychology	3		
CPY 702 Research Methods in Counseling Psychology	3		
EDP 552 Multiple Regression and Correlation Methods	3		
CED 502 Counseling Data Analysis**	3		
COE 503 Intro to Qualitative Research	3		
<i>Supply title of additional course below:</i>			
Course title:	3		
CPY 792 Research (Master's Thesis Equivalency); attach certifying letter if already completed)			
CPY 599 Thesis (Master's in Passing)			

* If a course waiver was obtained, attach a copy of the letter certifying waiver of program requirement. NOTE: waiver only refers to not needing to take a program requirement. Total hours needed for degree still holds.

** EDP 554 Analysis of Variance Methods may be taken instead if student is sufficiently advanced in statistics. Consult with advisor.

Course and Title	Hours	Semester taken/ planned or waived*	Grade
Domain 4: Counseling Theory and Method (Must take at least 1 course in each of the 5 areas and must take a total of 3 courses in area of specialization) ***denotes a required course			
<i>Area 1: Counseling Theory & Intervention</i>			
CPY 677 Advanced Counseling ***	3		
CPY 678 Supervision Seminar ***	3		
<i>Area 2: Psychological Assessment</i>			
CPY 651 Personality Assessment ***	3		
<i>Area 3: Career Psychology</i>			
	3		
<i>Area 4: Consultation/Prevention</i>			
CPY 660 Prevention & Consultation ***	3		
<i>Area 5: Diversity</i>			
	3		
Other courses taken in your area of specialization:			
	3		
	3		
CPY 691 Professional Development	0-1		
CPY 691 Professional Development	0-1		
CPY 691 Professional Development	0-1		
CPY 691 Professional Development	0-1		
Domain 5: Counseling Practice			
CED 680 Beginning (Master's) Practicum	6		
CPY 780 Advanced (Doctoral) Practicum	3		
CPY 783 Fieldwork	6		
CPY 784 Pre-doctoral Internship	2		
CPY 799 <u>Dissertation</u>	12		
Total Hours (minimum of 113)			

APPENDIX B – COURSE OFFERING FREQUENCY

COURSE TITLE	FREQUENCY	REQUIRED	ELECTIVE	NOTE
CED 502 Counseling Data Analysis	every semester	X		
CED 522 Theories of Counseling and Psychotherapy	every semester	X		
CED 523 Psychological Tests	every semester	X		
Prevention and Consultation	every semester	X		
CED 529 Lifespan Human Development	every semester		X	meets requirement for Domain 2: Developmental Bases
CED 534 Occupations and Careers	every semester	X		
CED 545 Analysis of the Individual	every semester	X		
CED 567 Group Dynamics and Counseling	every semester	X		
CED 577 Counseling Pre-practicum	every semester	X		
CPY 623 Counseling At-Risk Youth			X	
CPY 644 Psychology of Careers	Biannual-Fall (even years)		X	meets requirement for Domain 4, Area 3: Career Psychology
CPY 645 Professional Issues and Ethics	every semester	X		
CPY 650 Counseling Latinos	Biannual-Spring (odd years)		X	meets requirement for Domain 4, Area 5: Diversity
CPY 651 Personality Assessment	Biannual-Fall (odd years)	X		
CPY 660 Prevention and Consultation	every semester	X		
CPY 668 Grant Writing			X	
CPY 671 Multicultural Counseling	every semester	X		
CED 672 Marriage and Family Counseling	Spring		X	meets requirement for Domain 4, Area 1: Counseling Theory and Intervention
CPY 674 Counseling Women			X	meets requirement for Domain 4, Area 5: Diversity
CPY 675 Health and Wellness Counseling			X	meets requirement for Domain 4, Area 4: Consultation and Prevention
CPY 676 Social Bases of Behavior	Biannual-Spring (odd years)		X	meets requirement for Domain 2: Social Bases
CPY 677 Advanced Counseling	Biannual-Spring (even years)	X		
CPY 678 Supervision Theory	Fall	X		

COURSE TITLE	FREQUENCY	REQUIRED	ELECTIVE	NOTE
CPY 679 History/Systems of Psychology	Triannual-Fall	x		
CED 680 Beginning (Master's) Practicum Seminar	every semester	x		
CED 680 Beginning (Master's) Practicum Clinic	every semester	x		
CPY 691 Seminar: Crisis Intervention			x	
CPY 691 Seminar: Group Intervention	every semester		x	
CPY 691 Seminar: Professional Development	every semester	x		
CPY 691 Seminar: Neuropsychology	Biannual-Fall (even years)		x	meets requirement for Domain 2: Biological Bases
CPY 691 Seminar: Indiv Intellect Assessment	Biannual-Fall (even years)		x	meets requirement for Domain 4, Area 2: Psychological Assessment
CPY 691 Advanced Aspects of Cognitive and Affective Psychology	Biannual-Fall (odd years)		x	meets requirement for Domain 2: Individual Bases
CPY 691 Seminar: Biobases of Behavior	Biannual-Fall (odd years)		x	meets requirement for Domain 2: Biological Bases
CPY 691 Seminar: Advocacy, Systems and Community Counseling			x	
CPY 691 Seminar: Counseling Survivors of Abuse			x	
CPY 691 Seminar: Psychotherapy and Meaning in Life			x	
CPY 691 Seminar: Relationships, Emotions, and Mental Health			x	
CPY 691 Seminar: Counseling Children and Adolescents			x	
CPY 691 Seminar: Child Counseling and Play Therapy			x	
CPY 691 Seminar: Grief and Loss Counseling			x	
CPY 691 Seminar: Working with Trauma in Counseling			x	
CPY 694 Substance Abuse	Fall		x	
CPY 701 Science & Practice of Counseling Psychology	Spring	x		
CPY 702 Research Methods in Counseling Psychology	Fall	x		
CPY 780 Advanced (Doctoral) Practicum	every semester	x		
CPY 791 Seminar: Supervision Practicum	every semester			

APPENDIX C – SUGGESTED COURSE SEQUENCES

Suggested CPY Course Sequence for Direct Admits	
YEAR ONE	
<p><i>Semester 1 (13 credits)</i> CED 522 Theories of Counseling and Psychotherapy CPY 645 Professional Issues and Ethics CPY 702 Research Methods in Counseling Psychology¹ CPY 691 Professional Development CED 502 Counseling Data Analysis</p>	<p><i>Semester 2 (13 credits)</i> CPY 701 Science & Practice of Counseling Psychology² CED 545 Analysis of the Individual CED 577 Counseling Pre-practicum CPY 691 Professional Development Option (select one): EDP 554 Analysis of Variance Methods¹ CED 534 Occupations and Careers</p>
YEAR TWO	
<p><i>Semester 3 (10-13 + thesis)</i> CED 680 Beginning Practicum Seminar CED 680 Beginning Practicum Clinic EDP 552 Multiple Regression and Correlation Methods CPY 599 Thesis CPY 691 Professional Development Option: CED 534 Occupations and Careers (if not taken 1st year)</p>	<p><i>Semester 4 (13 + thesis)</i> CED 523 Psychological Tests CPY 671 Multicultural Counseling CPY 780 Advanced Practicum CED 529 Lifespan Human Development CPY 599 Thesis CPY 691 Professional Development</p>
YEAR THREE	
<p><i>Semester 5 (12-15 credits)</i> CPY 783 Fieldwork CPY 691 Biobases of Behavior¹ CED 567 Group Dynamics and Counseling Option (select one): CPY 691 Advanced Aspects of Cognitive and Affective Psychology¹ CPY 644 Psychology of Careers¹ Option (select one): CPY 651 Personality Assessment¹ CPY 679 History and Systems¹ Statistic Elective Elective</p>	<p><i>Semester 6 (12-15 credits)</i> CPY 783 Fieldwork CPY 660 Prevention & Consultation Option (select one): CPY 676 Social Bases of Behavior² CPY 677 Advanced Counseling² Option (select one): COE 503 Intro to Qualitative Research Statistics Elective Elective</p>

YEAR FOUR	
<p><i>Semester 7 (12-15 credits)</i> CPY 783 Fieldwork CPY 678 Supervision Seminar Option (select one): CPY 691 Advanced Aspects of Cognitive and Affective Psychology¹ CPY 644 Psychology of Careers¹ Option: CPY 651 Personality Assessment¹ CPY 679 History and Systems¹ CPY 799 Dissertation* Statistics Elective Elective</p>	<p><i>Semester 8 (12-15 credits)</i> CPY 783 Fieldwork CPY 791 Supervision Practicum Option (select one): CPY 677 Advanced Counseling² CPY 676 Social Bases of Behavior² Option: Statistics Elective Elective CPY 799 Dissertation*</p>
YEAR FIVE	
<p><i>Semester 9</i> CPY 799 Dissertation* EDP 540 Theoretical Views of Learning Option (select one): Statistic Elective Elective</p>	<p><i>Semester 10</i> CPY 799 Dissertation* Option (select one): Statistic Elective Elective</p>
YEAR SIX	
<p><i>Semester 11</i> CPY 784 Pre-doctoral Internship³</p>	<p><i>Semester 12</i> CPY 784 Pre-doctoral Internship³</p>

* Work with advisor to distribute 12 dissertation credits throughout program

ⁱ Not required. Please consult with your advisor as to whether it is appropriate for your plan of study

¹ Offered only in Fall. Refer to [Appendix B](#): Course Offering Frequency

² Offered only in Spring. Refer to [Appendix B](#): Course Offering Frequency

³ Students must enroll in Fall, Spring, and Summer Internship