

## PROGRAM OVERVIEW

### (STUDENT ADMISSIONS, OUTCOMES AND OTHER DATA)

Counseling Psychology is a PhD program accredited by the Commission on Accreditation of the American Psychological Association. *Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

*Office of Program Consultation and Accreditation:  
American Psychology Association  
750 1<sup>st</sup> Street, NE  
Washington, DC 20002  
Phone: (202) 336-5979/ E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

Applicants must submit all application materials by **December 15** for admission the following fall. New students are not admitted for spring or summer. Incomplete applications will not be considered.

Affirmative Action. The Counseling Psychology Program maintains an active policy of providing equal opportunity through affirmative action in employment, educational programs and activities, and admissions to programs. The Program encourages racial/ethnic minority applicants and welcomes all applicants regardless of race, color, religion, national origin, citizenship, intending citizenship, gender, sexual orientation, age, disability, special disabled veteran and veteran status.

## INTRODUCTION

Arizona State University is a research university with a very high research activity (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 empirical data as the basis for professional practice. The program faculty has endorsed the *Multicultural Counseling Competencies* of the American Counseling Association ([http://www.counseling.org/docs/competencies/multicultural\\_competencies.pdf?sfvrsn=5](http://www.counseling.org/docs/competencies/multicultural_competencies.pdf?sfvrsn=5)) and the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* and the *Guidelines for Psychological Practice with Lesbian, Gay, and*

*Bisexual Clients* of the American Psychological Association  
(<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>).

The Counseling Psychology program is committed to the scientist practitioner model. One manifestation of that commitment is the three complementary functions of the program's state-of-the-art Counselor Training Center, namely service delivery, clinical training, and research. Research foci include: multiculturalism, at-risk populations, career development, retention in education, process/outcome in therapy, supervision, and training.

The program is the 2006 recipient of the Suinn Minority Achievement Award from the American Psychological Association for our commitment to racial and ethnic minority issues in psychology.

Our doctoral program in Counseling Psychology is accredited by the American Psychological Association. 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.

## **PROGRAM OBJECTIVES**

Our program seeks to train scientist-practitioners who will manifest the highest standards of excellence and cultural competency in academic and/or service delivery settings. Consequently, we provide extensive course work 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 supplemented by seminars in ethics, and history and systems.
- An extensive empirical-foundations sequence that is fully adequate for enabling 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 field, multicultural competencies, and encourages the acquisition of specialized counseling capabilities.
- A counseling practice curriculum consisting of practica, fieldwork placements, externships, 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, and many courses require students to engage in this 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, others service providers, but all will be scientist-practitioners whose individual career decisions will be made on the basis of information and a broad repertoire of obtained competencies.

## **TRAINING VALUES OF THE COUNSELING AND COUNSELING PSYCHOLOGY PROGRAMS**

The Counseling and Counseling Psychology Programs at Arizona State University subscribe, and expect all students to subscribe, to the current ethical standards of the counseling and psychology professions (ACA, 2014; 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 Programs are 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.
2. An essential part of training is understanding and appreciating all aspects of human diversity, including sexual orientation, gender, race/ethnicity, cultures, language, religion, spirituality, economic status, ability, and age. 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. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary

action within the Programs. 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.”

3. Throughout their training, students should expect to work with colleagues and clients who are different from themselves. Learning to work with different kinds of people is a central goal of professional training. Students who have difficulty in working with particular kinds of clients must address and resolve these difficulties in supervision.
4. It is not acceptable for students to refuse to work with clients simply because the clients belong to a particular category of people (see Point 2 above). Nor is it acceptable for students to cite their own values as grounds for refusing to work with clients who are different—for example, “As a separatist, I refuse to work with men.” Students who take such positions do not belong in the Counseling and Counseling Psychology Programs at ASU.

## THE DOCTORAL CURRICULUM

To keep our programs current, faculty revise 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 reserve the right to make modifications to the program, curriculum, and exams to better address student, faculty, program, university and/or community needs.

We are frequently asked about the applicability of graduate work at other institutions in meeting doctoral program requirements in Counseling Psychology at Arizona State University. Because the actual content of similarly named courses at other institutions may vary, honoring such credit is not routine. If pre-existing mastery of a given requirement is clearly demonstrable, after admission the student may submit a formal petition to the advisor in which, for example the syllabi and competencies achieved in previous course work are compared with a current requirement. Formal testing out may be necessary. Under no conditions will previous practica from other institutions or work experience be applied to meeting the APA-mandated practicum requirements of our program.

Students can complete a Master of Arts (MA) degree 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).

Students wishing to complete a Master of Counseling (MC) degree en route to the PhD must fulfill all requirements of the MC program's research option described in the Master of Counseling brochure.

Our doctoral curriculum typically requires three to seven years of full-time graduate study plus a year-long internship in an APA-approved setting. Each of these years involves course work pertaining to theory, research, and practices 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 credits per semester in the course work years. This requirement applies only to the academic year and not summer sessions. At a minimum, students are required to complete two years of course work in residence (typically the first two) at Arizona State University.

## ENROLMENT AND ATTRITION

### Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred															
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Total	
Total number of students with doctoral degree conferred on transcript	13		11		6		4		3		3		7		47	
Mean number of years to complete the program	6.5		5.7		6.5		6.5		5.3		5		5.8		6	
Median number of years to complete the program	6		6		6.5		6.5		5.3		5		6		6	
<b>Time to Degree Ranges</b>	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	8	0	0	0	0	0	0	0	0	1	33	1	14	3	6
Students in 5 years	5	38	3	27	0	0	0	0	2	67	1	33	2	29	13	28
Students in 6 years	3	23	8	73	3	50	2	50	1	33	1	33	2	29	20	43
Students in 7 years	1	8	0	0	3	50	2	50	0	0	0	0	1	14	7	15
Students in more than 7 years	3	23	0	0	0	0	0	0	0	0	0	0	1	14	4	9

Prior Graduate Work: Students can waive coursework if they can demonstrate that they have completed an equivalent course as part of a degree program. Students can also count up to 12 credits of equivalent courses taken prior to admission that is not part of a formal degree program. Depending upon the amount of waivers, the time to degree is shorter.

### Attrition

Variable	Year of First Enrollment													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	7	-	8	-	7	-	7	-	6	-	8	-	7	-
Students whose doctoral degrees were conferred on their transcripts	1	14	3	38	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	5	71	4	50	7	100	6	86	5	83	7	88	7	100
Students no longer enrolled for any reason other than conferral of doctoral degree	1	14	1	13	0	0	1	14	1	17	1	13	0	0

### Licensure

Outcome	2004 to 2014
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	67
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	65
Licensure percentage	97%

### Curriculum

Our doctoral curriculum can be described from two perspectives. The first provides an overview of how the course work might be experienced on a semester-by-semester basis. The second details how the course work derives from APA criteria and the discipline of Counseling Psychology.

#### Curriculum Perspective 1: Possible Sequence of Courses

Year	Fall	Spring	Summer
<b>1</b>	<b>CPY 702</b> Research Methods in Counseling Psychology <b>CED 522</b> Theories of Counseling and Psychotherapy <b>CED 577</b> Counseling Pre-practicum <b>CDE 597/EDP 552</b> Multiple	<b>CPY 701</b> Science & Practice of Counseling Psychology <b>CED 567</b> Group Dynamics and Counseling <b>CED 545</b> Analysis of the Individual <b>CPY 691</b> Seminar -	<b>CPY 671</b> Multicultural Counseling <b>CED 680</b> Practicum (Beginning) (6)

	Regression and Correlations and Methods <b>CPY 645</b> Professional Issues and Ethics <b>CPY 691</b> Seminar - Professional Development (Brown Bag) (1)	Professional Development (Brown Bag) (1) <b>CDE 598/EDP 554</b> Analysis-of-Variance Methods <b>CPY 599</b> Thesis	
<b>2</b>	<b>CED 534</b> Occupations and Careers <b>CPY 780</b> Practicum (Advanced) <b>CPY 676</b> Social Bases of Behavior <b>CPY 691</b> Seminar - Professional Development (Brown Bag) (1) <b>CPY 599</b> Thesis	<b>CED 523</b> Psychological Tests <b>CPY 780</b> Practicum (Advanced) <b>CPY 677</b> Advanced Counseling <b>CPY 691</b> Seminar - Professional Development (Brown Bag) (1) <b>CPY 599</b> Thesis	<b>CPY 691/EDP 503</b> Introduction to Qualitative Research
<b>3</b>	<b>CPY 783</b> Fieldwork <b>CPY 691</b> Biobases of behavior <b>CED 529</b> Lifespan Human Development <b>CPY 670</b> Individual Differences <b>CPY 651</b> Personality Assessment	<b>CED 783</b> Fieldwork <b>CPY 679</b> History and Systems of Psychology <b>EDP 540</b> Theoretical Views of Learning  Multicultural Elective	
<b>4</b>	<b>CPY 783</b> Fieldwork <b>CPY 644</b> Psychology of Careers <b>CPY 678</b> Supervision Theory Statistics Elective	<b>CPY 783</b> Fieldwork <b>CPY 660</b> Prevention & Consultation Statistics Elective Other Elective	
<b>5</b>	<b>CPY 791</b> Supervision Practicum <b>CPY 799</b> Dissertation	<b>CPY 791</b> Supervision Practicum <b>CPY 799</b> Dissertation	
<b>6</b>	<b>CPY 784</b> Internship (1)	<b>CPY 784</b> Internship (1)	

### **Curriculum Perspective 2: Curriculum Requirements and Rationale**

Our Counseling Psychology Program can be roughly divided into four basic domains: 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. This list of courses is not exhaustive.



### Domain 1: Counseling Essentials

CED 522 Theories of Counseling and Psychotherapy	CED 534 Occupations and Careers
CED 545 Analysis of the Individual	CED 567 Group Dynamics and Counseling
CED 577 Counseling Prepracticum	CPY 645 Professional Issues and Ethics
CPY 671 Multicultural Counseling	CED 523 Psychological Tests

### Domain 2: General Psychology Core

Our 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:

<b><u>Biological Bases of Behavior</u></b> IBC 609 Clinical Neuropathophysiology CPY 691 Biobases of Behavior	<b><u>Individual Bases of Behavior</u></b> CPY 670 Individual Differences
<b><u>Social Bases of Behavior</u></b> CPY 676 Social Bases of Behavior	<b><u>Developmental Bases of Behavior</u></b> CED 529 Lifespan Human Development
<b><u>Cognitive-Affective Bases of Behavior</u></b> EDP 540 Theoretical Views of Learning CDE 591: 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 the CDE 597/EDP 552 Multiple Regression and Correlation Methods and CDE 598/EDP 554 (Analysis-of-Variance Methods). Three other courses are also required. EDP 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.



EDP 652 Multivariate Procedures for Data Analysis  
CDE 591/EDP 654 Structural Equation Modeling in Educational Research

Master's Equivalency Research Requirements: It is essential that students make steady progress in their development as researchers, just as they do in their development as counselors. Therefore, students should complete a number of research projects while in the program that lead to presentations at professional meetings and publications in referred journals. Toward this end, we require that students participate substantively in at least one research project prior to taking comprehensive examinations. Substantive participation means that students take a primary or fully collaborative role in conceptualizing, designing, and implementing the research project; in analyzing the data; and in writing up the research report for submission to a professional meeting or journal. Acceptance of the report for presentation or publication is not a part of this requirement.

Students will work with their advisor/committee members to fulfill this requirement. Students defend their research before their committee members. All doctoral students are required to complete the thesis/thesis equivalency by May 15 of the second year. Failure to complete this will result in the student being allowed to enroll only in practicum or fieldwork (if already committed) and thesis credit until the thesis is done. Also 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.

**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 1 course in each of the five 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><b><u>Counseling Theory and Intervention</u></b> CPY 677 Advanced Counseling* CPY 678 Supervision Theory* CED 672 Marriage &amp; Family Counseling CPY 591, 691, 791 Advanced Seminars</p>	<p><b><u>Consultation/Prevention</u></b> CPY 660 Prevention &amp; Consultation* CPY 691 Grant Writing and Grant Makers: The Washington Context CPY 675 Health and Wellness Counseling CPY 591, 691, 791 Advanced Seminars</p>
<p><b><u>Psychological Assessment</u></b> CPY 651 Personality Assessment* EDP 560 Individual Intellectual Assessment</p>	<p><b><u>Multicultural Diversity</u></b> CPY 674 Counseling Women CPY 591, 691, 791 Advanced Seminars</p>

CPY 591, 691, 791 Advanced Seminars	SWG 591 Lesbian, Gay & Bisexual Issues CPY 650 Counseling Latinos
<b><u>Career Psychology of Counseling</u></b> CPY 644 Psychology of Careers CPY 591, 691, 791 Advanced Seminars	

\*Required course. Various advanced seminars (CPY 591, 691, and 791) will be offered each semester on latest content in the field. Students are expected to specialize in one of the five areas and are thus required to take 3 courses in one of the above areas.

### **Domain 5: Counseling Practice**

The course work and counseling experiences falling under this domain include CED 680 (Beginning Practicum), CPY 780 (Advanced Practicum), CPY 783 (Fieldwork), and finally, completion of an APA-approved Internship (CPY 784). Specific information on these components is below:

Beginning Practicum. One semester CED 680 (6 credits) is required for students entering the program without a master's degree or without an approved previous practicum.

Advanced Practicum. Two semesters of CPY 780 Practicum are required. Each practicum section is a 3-credit academic course directly supervised by a member of the Counseling Psychology faculty. Practicum is designed to provide the student with the APA-minimum 400-hour experience over the course of an academic year.

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 services to university and community populations.

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-credit academic course directly supervised by Counseling Psychology faculty and faculty associates. Fieldwork placements ensure training well beyond the APA-minimum 400-hours experience. The Training Committee must approve all fieldwork placements.

An optional section of CPY 791 (supervision practicum) focusing on supervision is available for students who may be preparing for university faculty or supervisory positions.

Some fieldwork sites require background checks, so all students should expect to undergo such background checks.

Internship. Each student is required to complete a pre-doctoral internship (CPY 784) as part of the Counseling Psychology Training Program. The purpose of the internship is to provide the opportunity to apply new knowledge and skills with continuing supervision. The internship is considered a critical step for students preparing to function as independent doctoral-level professionals and, as such, is relevant even to those who have already had considerable practicum and/or employment experience.

Students must arrange internship placements for themselves. All students are required to apply to internship via APPIC internship match services. If a student is not matched, he or she may petition the training committee to do an internship in a non-APA-approved setting. That petition must demonstrate how all APA internship guidelines will be met. We offer a one credit course to assist students in the internship application process. We are pleased to report that our students have routinely secured internships at highly respected APA-approved sites across the nation.

**Internship Placement - Table 1**

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	4	-	3	-	8	-	3	-	8	-	6	-	7	-
Students who obtained internships	4	100	3	100	7	88	3	100	8	100	6	100	6	86
Students who obtained APA/CPA-accredited internships	4	100	2	67	7	88	3	100	8	100	5	83	4	57
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	1	33	0	0	0	0	0	0	1	17	2	29
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Internship Placement - Table 2**

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	4	-	3	-	7	-	3	-	8	-	6	-	7	-
Students who obtained paid internships	4	100	3	100	7	100	3	100	8	100	6	100	6	86
Students who obtained half-time internships* ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The internship is taken after the completion of coursework, practica, and comprehensive exam portfolio assessment and after the dissertation proposal has been approved. Students further along in the data-analysis and writing phases may schedule their dissertation defense, but are not permitted to graduate until the internship is completed.

Students must make a formal application to the faculty in the spring (May 1) prior to when they wish to apply for internship. The faculty then review student progress through the program and make a formal decision regarding readiness and formal approval to apply for internship. Students are required to have their dissertation proposal successfully defended by May 15 for the training director to be able to endorse the student as ready to the external internship agencies. So students will need to make internship readiness applications and successfully defend their dissertation proposal by May 15 of the year prior to their applying for internships.

### **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.

Now, it is the case that skills of a psychological nature are acquired in graduate programs such as counseling, special education, and social work. Graduates of these programs, who are in the independent private practice of their profession, are well within the law as long as they do not invoke the words “Psychologist” or “Psychology” to refer to themselves or their services. However, when graduates of such programs become doctoral students in Counseling Psychology, their professional identity becomes that of a psychologist-in-training, and we view the independent practice of that identity “under another name” as a violation of APA’s Ethical Code. 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 future employers and licensing boards.

### **FORMAL MONITORING OF STUDENT PROGRESS**

Because of the interpersonal skills essential to the conduct of Counseling Psychology practice, the faculty reserves the right to evaluate each student’s suitability for continued training. 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). The student is expected to maintain a grade point average consistent with Graduate Studies standards and achieve no less than “satisfactory” ratings from counseling practice supervisors.

## PROFESSIONAL DEVELOPMENT

Doctoral students are encouraged to become active in the 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 are also encouraged to become student affiliates of the **American Psychological Association** and the **American Counseling Association**. Each year Counseling Psychology students make presentations of their research at local, regional, and national conferences.

## THE ADMISSIONS PROCESS

Applicants to doctoral study in Counseling Psychology must first meet the admissibility standard referred to in the profession as the “FRK index” which is calculated by 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. To use the new GRE score in the above equation, convert the new GRE into the old GRE and plug it into the above equation. Conversion table: [http://www.ets.org/s/gre/pdf/concordance\\_information.pdf](http://www.ets.org/s/gre/pdf/concordance_information.pdf)

A minimum FRK index of 5.5 is required for admission to graduate study. A FRK of 5.5 can be had, for example, by an undergraduate grade point average of 3.00 and Graduate Record Exam 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 average about 120-150 applications per year and accept around 8 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. The average FRK index score of students admitted to doctoral study in Counseling Psychology over the past few years has been approximately 6.4; mean =Jr/Sr GPA, GRE verbal, and GRE quant scores comprising the FRK have been about 3.5, 540 and 570 respectively. Once accepted, the faculty work closely to help our students finish the program; our attrition rate is less than 10%. In recent years more women than men have applied and been admitted. Our ethnic minority representation is about 40%.

### **The application deadline for Fall 2015 is December 15, 2014.**

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

Graduate Application. The graduate degree application is submitted online. The application and details about Graduate Education requirements are on the Internet at <http://graduate.asu.edu/admissions>. This web site usually opens each September. It is the applicant's responsibility to peruse the application information and not overlook requirements that delay processing the application. Applicants are also 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.

Three letters of recommendation. 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). 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 send their letter of recommendation electronically directly to ASU.

Please upload the following to your application:

- *A personal statement, no longer than 2 pages (single-spaced), 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 also recommend that applicants contact at least one of the faculty with whom they are interested in working prior to submitting the application.
- A completed Biographical Information Form. <https://sls.asu.edu/node/336>
- *An example of your expository writing (e.g., conference paper/abstract, research manuscript, literature review, or a paper you have completed for a course). 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.*
- *A Curriculum Vitae (CV) documenting work and research experience.*

All of your application materials must be submitted by **December 15** 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 TOEFL 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 email [ccp@asu.edu](mailto:ccp@asu.edu) for questions not addressed in the handbook, or contact individual faculty members. Due to the large number of applicants, we cannot grant individual interviews. Faculty members do welcome your questions and will respond as time permits.

Applicants please note, ONE (1) official transcript is required as part of the application process. The official transcript is to be sent directly to Graduate Admission Services (<https://students.asu.edu/graduate/faqs>). A separate transcript is not needed for the program.

Applicants applying from ASU's Master of Counseling program are required to have a thesis proposed to be considered for admission and for the thesis to be completed 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. In addition to strong FRK scores the successful applicant will have 1) highly-developed expository writing skills, 2) recommendations indicating excellent interpersonal competence and outstanding potential as a scientist-practitioner, and 3) career aspirations congruent with faculty resources and program objectives. During the final phase of the selection process, finalists will be asked to participate in personal interviews and to provide additional evaluative data. In cases where a personal interview causes undue hardship, a telephone interview may be substituted. **Interviews of applicants will occur on February 20, 2015.**

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.

### **THE ADVISING PROCESS**

Students indicate the individuals with whom they wish to study on their application and then faculty select students whom they will advise. 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 examined and mechanisms are provided for students to change if needed. If needed students can change advisors at any time in the program.

### THE COMPREHENSIVE EXAM/PORTFOLIO ASSESSMENT

The Written 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 Program of Study 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; separate copies of the portfolio are kept by the student's advisor and the student. 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 Form attesting to the completion of the portfolio tasks.

The first tasks of the portfolio include three required tasks and a choice of two of five others (One of these latter choices must be Option B or Option C). The first two required tasks comprise the written comprehensive. 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	Course evaluations specifically attesting to

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)	the <i>student's</i> adequacy as a teacher; written feedback from a faculty member who has observed one class session, again attesting to the student's adequacy as a teacher; copy of the course syllabus.
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**Two of the Following Five Tasks Required (Student must complete either option B or C)**

<b>Task</b>	<b>Documentation</b>
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	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).

and group facilitation.	
E. The student must serve in a professional leadership or advocacy role within the psychological profession for one academic year, as committee member of 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 *Arizona State University Academic Catalog* available at <http://catalog.asu.edu>. Everything you'll need to know about preparing a thesis or dissertation including the process, format guidelines, contact information, and the [Format Manual](#) is available <https://graduate.asu.edu/sites/default/files/GraduateEducationFormatManual.pdf>. Graduate Education also offers format advising whereby graduate students may direct specific inquiries to format advisors by email to [gradformat@asu.edu](mailto:gradformat@asu.edu) or by making an appointment in Interdisciplinary B wing, room 170.

## **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 clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize 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 students 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.

## **CPY EVALUATION AND DISMISSAL POLICIES**

### **ROUTINE ANNUAL EVALUATION OF STUDENT PROGRESS**

Student progress through the program is assessed twice in the first year—once at the end of each semester—once a year thereafter, at the end of the academic year. First-year students do not turn in any paperwork for their first-semester review; the faculty simply holds a meeting to discuss their progress. But *all* students in the program, in anticipation of their year-end review submit to the advisor and the faculty head a completed **Annual Review of Student Progress** on or before the date announced by the faculty head in the spring semester. On the same date, students planning on applying for internship the following year also submit to the faculty head 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 (which includes clinical work) or in other critical areas of professional conduct—and that the student is not to be given an opportunity (or an additional opportunity) to remediate the deficiency. Recommended dismissal may follow a period of probation, but it does not have to.

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 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

(2010) **Code of Ethics** (<http://www.apa.org/ethics/code/index.aspx>), 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 cumulative graduate 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 meet this requirement are not permitted to re-enroll unless this is recommended by the program and approved by Graduate Education; otherwise, they may be dismissed from the program. Students in the program who are on academic probation may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case by case basis. (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. Also to continue in the program, Graduate Education requires continuous enrollment (defined as being enrolled in fall and spring semesters) otherwise the student will be dropped and have to apply for readmission.
2. Unsatisfactory performance in counseling practicum, field work, or 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 may also be dismissed for an ongoing failure to accept supervision.

3. Unethical or unprofessional conduct. Students are referred to APA's (2010) **Code of Ethics**, 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 counselor may be dismissed from the program.

## ACADEMIC INTEGRITY

ASU has very clear definitions of academic integrity (<https://provost.asu.edu/academicintegrity/defined>). Below is a copy of some of those policies.

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 (This 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 School of Letters and Sciences 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.

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 faculty head or professor in charge of the instructor's area who will employ the area's procedures to resolve the grievance.

If the grievance has not been successfully cleared 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 by the dean, three-person Academic Grievance Committee will be formed. The Dean will also 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 Education and Privacy Rights Act, 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 the Family Education and Privacy Rights Act 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 University College/School of Letters and Sciences 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.

## **SUPPLEMENTARY GENERAL INFORMATION**

### **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 at <http://students.asu.edu/costs>. 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. If students obtain graduate assistantship support, they are automatically considered in-state residents for tuition purposes. If the assistantship is .25 FTE, students earn \$8,000 for the academic year and receive 50% off tuition remission in program supported assistantships. If the program supported assistantship is .50 FTE, students earn \$16,000 and receive 100% tuition remission as well as health insurance coverage, if elected. For more information on costs and assistantship benefits, please refer to Graduate Education web page: <http://graduate.asu.edu>.

### **Program Costs**

<b>Description</b>	<b>2014-2015 1<sup>st</sup>-year Cohort Cost</b>
Tuition for full-time students (in-state)	10,610
Tuition for full-time students (out-of-state)	19,530
Tuition per credit hour for part-time students ( <i>if applicable enter amount; if not applicable enter "NA"</i> )	NA
University/institution fees or costs	523
Additional estimated fees or costs to students (e.g. books, travel, etc.)	1000

### **FINANCIAL AID**

Information about and application forms for graduate assistantships and fellowships can be found at the web site: <http://graduate.asu.edu>.

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. This resolution is supported by four granting agencies and 317 institutions of higher learning; 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](mailto:bbernstein@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](mailto:Cynthia.Glidden-Tracey@asu.edu)

**Judith Homer** (PhD, University of Oklahoma), Clinical Associate Professor

Specialty: Treatment of sexual abuse, counseling women, conflict management, clinical practice consultation.

Email: [jhomer@asu.edu](mailto:jhomer@asu.edu)

**John J. Horan** (PhD, Michigan State University), Professor

Specialty: Cognitive-behavioral and internet interventions, experimental methodology.

Sample publications:

Horan, J. J. (2010). Research and development activity in the Virtual Counseling Center. *Journal of Career Assessment, 18*, 328-335.

Horan, J.J. (2006-2112) The Virtual Counseling Center. CRESMET. Arizona State University, Tempe. <http://vcc.asu.edu>.

Maurico, A.M., Dillman-Carpentier, F., & Horan, J.J. (2005). An experimental evaluation of an Internet-delivered conflict resolution curriculum in a secondary school setting. *Journal of School Violence Prevention, 4*(3), 37-48.



Sheehy, R.S. & Horan, J.J. (2004). The effects of stress-inoculation training for first year law students. *International Journal of Stress Management*, 11, 41-55.

Email: [horan@asu.edu](mailto:horan@asu.edu)

**Gulsah Kemer** (PhD, University of North Carolina, Greensboro), Assistant Professor

Specialty: Clinical supervision, supervisor education and training, counselor education and training, assessment and research in counseling, developmental counseling and therapy.

Sample publications:

Rowell, P. C., Mobley, A. K., Giordano, A., & Kemer, G. (In press). Examination of a group counseling model of career decision-making with college students. *Journal of College Counseling*.

Kemer, G., & Atik, G. (2011). Hope and social support in high school students. *Journal of Happiness Studies*. doi:10.1007/s10902-011-9297-z

Kemer, G., & Myers, J. E. (2011). Application of Developmental Counseling and Therapy to Turkish college students. *Procedia-Social and Behavioral Journal*, 30, 1153-1160. doi:10.1016/j.sbspro.2011.10.225

Wester, K., Borders, L. D., Pehrsson, D., Briggs, C., & Kemer, G. (2010). ACES INFORM 2009: Energy, effect and expectations. *ACES Spectrum*, Spring 2010.

Email: [Gulsah.Kemer@asu.edu](mailto:Gulsah.Kemer@asu.edu)

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

Specialty: Values and meaning-of-life issues.

Sample publications:

Kinnier, R.T., Kernes, J.L., Hayman, J.W., Flynn, P.N., Simon, E., & Kilian, L.A. (2007). Values most extolled in Nobel Peace Prize speeches. *The Journal of Psychology*, 14, 581-587.

Kinnier, R.T., Dixon Rayle, A., Barratt, T.M., & Moyer, E. (2008). Should universalism trump cultural relativism in counseling? *Counseling and Values, 52*, 113-124.

Kinnier, R.T., Kernes, J.L., Tribbensee, N.E., & VanPuymbroeck, C.M. (2003). What eminent people have said about the meaning of life. *Journal of Humanistic Psychology, 43*, 105-118.

Kinnier, R.T., Kernes, J.L., & Dautheribes, T.M. (2000). A short list of universal moral values. *Counseling and Values, 45*, 4-16.

Email: [Richard.Kinnier@asu.edu](mailto:Richard.Kinnier@asu.edu)

**Sharon E. Robinson Kurpius** (PhD, Indiana University), Professor and Training Director

Specialty: Health psychology, ethics, and consultation.

Sample publications:

Pascal, B. & Robinson Kurpius, S. E., (2012). Perceptions of clients: Influences of client weight and job status. *Professional Psychology: Research and Practice, 43*, 349-355. 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 sophomore undergraduates: Implications for college counselors. *Journal of College Counseling, 16*, 198-212. DOI: 10.1002/j.2161-1882.2013.00037x

Sarma, A., Payakkakom, A. & Robinson Kurpius, S. E. (2012). Self-esteem, valuing of education, and academic stress among undergraduates in Thailand. *Journal of Asia Pacific Counseling, 2*, 67-74.

Bordes-Edgar, V., Arredondo, A., Robinson Kurpius, S. E., & Rund, J. (2012). A longitudinal analysis of Latina/o students' academic persistence. *Journal of Hispanic Higher Education, 10* (4), 358-368. DOI:10.1177/1538192711423318

Email: [Sharon.Kurpius@asu.edu](mailto:Sharon.Kurpius@asu.edu)

**Ashley K. Randall** (PhD, University of Arizona), Assistant Professor

Specialty: Emotional coordination and coregulation in romantic couples; stress and dyadic coping; couples coping interventions and therapies.

Sample publications:

Randall, A. K., Post, J. H., Reed, R. G. & Butler, E. A. (in press). Cooperating with your romantic partner: Associations with interpersonal emotional coordination. *Journal of Social and Personal Relationships*.

Butler, E. A. & Randall, A. K. (2013). Emotional coregulation in close relationships. *Emotion Review*, 5, 202-210.

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

Randall, A. K., Corkery, S. A., Duggi, D., Kamble, S. V. & Butler, E. A. (2011). "We're having a good (or bad) day": Difference in emotional synchrony in married couples in the United States and India. *Family Science*, 2, 203-211.

Randall, A. K., & Bodenmann, G. (2009). The role of stress on close relationships and marital satisfaction. *Clinical Psychology Review*, 29, 105-115.

Email: [Ashley.K.Randall@asu.edu](mailto:Ashley.K.Randall@asu.edu)

**Carlos E. Santos** (Ph.D., New York University), Assistant Professor

Specialty: Identity development across contexts (e.g., sociopolitical, peer networks, family and school experiences); measurement and development of multiple social identities (racial/ethnic and gender identity), particularly as it relates to psychological adjustment and academic achievement during adolescence; wellbeing of immigrant youth and families.

Sample publications:

Santos, C., Galligan, K., Pahlke, E., & Fabes, R. (in press). Gender stereotyping, boys' achievement and adjustment during junior high school. *American Journal of Orthopsychiatry*.

Santos, C. E., & Menjívar, C. (in press). Youth's perspective on Senate Bill 1070 in Arizona: The socio-emotional effects of immigration policy. *Association of Mexican American Educators Journal*.

Santos, C., Menjívar, C., & Godfrey, E. (2012). Effects of SB 1070 on children. In L. Magaña (Ed.), *Latino Politics and International Relations: The Case of Arizona's Immigration Law SB 1070*. New York: Springer.

Email: [carlos.e.santos@asu.edu](mailto:carlos.e.santos@asu.edu)

**Lisa B. Spanierman** (PhD, University of Missouri, Columbia), Associate Professor

Specialty: multicultural counseling competence, diversity in higher education, White individuals' racial attitudes, racial microaggressions.

Sample publications:

Spanierman, L. B., Garriott, P. O., & Clark, D. A. (2013). Whiteness and social class: Intersections and implications. In W. M. Liu (Ed.), *The Oxford handbook of social class in counseling* (pp. 394-410). New York: Oxford University Press.

Spanierman, L. B. & Soble, J. R. (2010). Understanding Whiteness: Previous approaches and possible directions in the study of White racial attitudes and identity. In J. G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (3rd ed., pp. 283-299). Thousand Oaks, CA: Sage.

Spanierman, L. B., Neville, H. A., Liao, H., Hammer, J., & Wang, Y. F. (2008). Participation in formal and informal campus diversity experiences: Effects on students' racial democratic beliefs. *Journal of Diversity in Higher Education*, 1, 108-125.

Spanierman, L. B., Poteat, V. P., Wang, Y. F., & Oh, E. (2008). Psychosocial costs of racism to White counselors: Predicting various dimensions of multicultural counseling competence. *Journal of Counseling Psychology*, 55, 75-88.

Spanierman, L. B. & Heppner, M. J. (2004). Psychosocial Costs of Racism to Whites Scale (PCRW): Construction and initial validation. *Journal of Counseling Psychology, 51*, 249–262.

**Terence J.G. Tracey** (PhD, University of Maryland), Professor and Faculty Head

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](mailto:Terence.Tracey@asu.edu) Webpage: <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 disparities; minority mental health.

Sample publications:

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

Tran, A. T. (2013). Family contexts: Parental experiences of discrimination and child mental health. *American Journal of Community Psychology*, 1-10.

Tran, A. T., & Lee, R. M. (2011). Cultural socialization as a moderator of friendships and social competence. *Cultural Diversity and Ethnic Minority Psychology*, 17, 456-461.

Email: [alisia@asu.edu](mailto:alisia@asu.edu)

#### **ASSOCIATED FACULTY**

##### **Emeriti Faculty (still teach courses or serve on committees)**

G. Miguel Arciniega (Ph.D., University of Arizona)

J. Jeffries McWhirter (Ph.D., University of Oregon)

##### **Affiliated Faculty (housed elsewhere but participate in the program)**

Jamie Bludworth (PhD, Arizona State University) Associate Director ASU Counseling Services)

David W. Coon (PhD, Stanford University), Professor, Social and Behavioral Sciences

Mary Dawes (PhD, Arizona State University), Director Academic and Career Exploration,  
University College

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

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

#### **OTHER FACULTY**

##### **Measurement, Statistics, and Methodological Studies**

Samuel B. Green (PhD, University of Georgia), Professor, School of Social and Family Dynamics

Marilyn Thompson (PhD, University of Kansas), Associate Professor, School of Social and  
Family Dynamics

Roy Levy (PhD, University of Maryland), Assistant Professor, School of Social and Family  
Dynamics

#### **Learning**

Sarah K. Brem (PhD, Northwestern University), Associate Professor, School of Social and Family Dynamics

Jenefer Husman (PhD, University of Texas-Austin), Associate Professor, School of Social and Family Dynamics

**Educational Technology**

Robert K. Atkinson (PhD, University of Wisconsin-Madison), Associate Professor, School of Computer Information & Decision Systems Engineering

**Faculty Associates** Michael Lavoie (PhD)

Alysha Bundy (PhD)



## **COUNSELING PSYCHOLOGY PHD ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)**

### **What is the application deadline?**

Completed applications are due December 15. 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 GRE is required. The advanced GRE is not required. The GRE can be scheduled through the internet <http://www.ets.org/gre/>. ASU Office of Evaluation and Educational Effectiveness also offers the GRE <https://uoeee.asu.edu/testing>.

### **Can I use past scores on the GRE?**

Yes, you can as long as the test was taken within the last 5 years.

### **Can I apply to both the MC and PhD programs?**

Yes. Two online applications must be submitted to Graduate Education—one for the MC and one for the PhD. Be sure and use the forms associated with the MC to submit items to the MC and the forms associated with the PhD to submit the required supplemental items to the PhD program.

### **Is a specific undergraduate degree required?**

No. It is desired that students have general background knowledge in psychology and counseling, but this is not required.

### **How many years does it take to complete the PhD?**

Most students complete the program in 5-6 years.

### **How many credits should I take in my first semester?**

In general most full-time students take around 12-15 credits (4-5 courses) in their first semester.