



**COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM HANDBOOK**

2017-2018

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PROGRAM OVERVIEW

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

Questions related to accreditation 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 classified by the Carnegie Foundation as a doctoral university with highest research activity. 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: acculturative stress, career development, cultural socialization,

immigrant well-being, racism and racial attitudes, psychotherapy process and outcome, retention in graduate education, and social and personal relationships.

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 and multicultural competencies, and encourages the acquisition of specialized counseling capabilities.
- A counseling practice curriculum consisting of practica, fieldwork placements, and internships that promotes the acquisition and display of counseling skills with diverse client populations and presenting concerns.
- 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 American Psychological Association's (APA) [Ethical Principles of Psychologists and Code of Conduct](#) (2017). These principles 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

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.

Counseling Psychology faculty take into consideration a number of factors when reviewing applications for admission. These include: the FRK index, personal statement, transcripts (undergraduate and graduate, when applicable), GRE scores, and quality of writing sample. Additionally,

FRK INDEX

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 4-6 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 6.76. Average GPA, GRE verbal, and GRE quant scores have been 3.79, 535, and 661, 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 College](#). 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 clinically-oriented experiences
 - 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 advisor(s). **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 1 MB. In evaluating these samples, we look for evidence of scholarship and research potential as well as writing ability. For documents exceeding 1 MB, 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 promise as a scientist-practitioner, career goals, and interpersonal competence. Please remind recommenders that they will upload directly through the ASU electronic system.

GRE SCORE REPORT

Send separately to ASU Graduate College. 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](#).

APPLICATION PROCEDURES

All of your application materials must be submitted by **December 1** 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.

Soon after the application deadline, the faculty identifies a pool of the most promising applicants for further evaluation. Finalists will be asked to participate in an in-person interview, typically held in mid-February. In cases where a personal interview causes undue hardship, a Skype interview may be substituted.

We issue offers of admission shortly after interview day. In some cases, students are offered a place 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.

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

Students who were not selected for admission into the doctoral program may be considered for direct admission into the Master of Counseling program.

Please email ccp@asu.edu if you have questions.

PLAN OF STUDY (iPOS)

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) by the time they have enrolled in 50% of the minimum credit hours required towards their degree program. The iPOS must be approved by the student's advisor, the Faculty Head, and ASU Graduate College. The iPOS becomes a contract between the University and the student that guides the student in completing degree requirements. Refer to Graduate College 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 iPOS 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 iPOS 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 College.

Students must have an approved iPOS prior to submitting [Comprehensive Examination Portfolio](#).

A student must achieve a 3.0 grade point average (GPA) 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 College 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 reflect the nature of the course. The student presents the petition to the advisor, who makes an initial determination of potential 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 College's policy on preadmission credits. Please refer to Graduate College's [Policies and Procedures](#) for greater detail.

THE ADVISING PROCESS

The faculty advisor is responsible for assisting and guiding the student through the program. After the first year, there is an 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 College approves the request.

THE DOCTORAL CURRICULUM

To keep our program current and aligned with APA Standards of Accreditation for Health Service Psychology, the 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 of admission.

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

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 College requires that students maintain [continuous enrollment](#).

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).

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 B](#) 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. Because courses may be added periodically to reflect faculty expertise, 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 Pre-practicum	CPY 645 Professional Issues and Ethics
CPY 671 Multicultural Counseling	CED 523 Psychological Tests

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: affective, biological, cognitive, developmental, and social. 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
Affective Aspects of Behavior	CPY 691 Advanced Aspects of Cognitive and Affective Psychology*
Biological Aspects of Behavior	CPY 653 Neuropsychology CPY 654 Biobases of Behavior
Cognitive Aspects of Behavior	CPY 691 Advanced Aspects of Cognitive and Affective Psychology* LSE 540 Theoretical Views of Learning in the Learning Sciences CDE 591 Seminar: Cognitive Perspectives on Learning & Development
Developmental Aspects of Behavior	CED 529 Lifespan Human Development
Social Aspects of Behavior	CPY 676 Social Bases of Behavior

*CPY 691: *Advanced Aspects of Cognitive and Affective Psychology* meets the requirement of the *Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*, required by the [CoA C-7D](#), Category 3.

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. Because some states require six credits in each of the core psychology areas, students are advised to consult the licensing requirements for the state in which they intend to reside.

Domain 3: Empirical Foundations

This domain comprises courses in empirical foundations (i.e., research and statistics).

To satisfy our requirements in methods and statistics, students must enroll in 18 semester credits, which are comprised of the following:

- CPY 702 Research Methods in Counseling Psychology
- CPY 701 Science and Practice of Counseling Psychology
- CED 502 Counseling Data Analysis
- CDE 597/EDP 552 Multiple Regression and Correlation Methods, or equivalent (see below)
- COE 503 Introduction to Qualitative Research
- Advanced Statistics Elective (3 credit hours)

Students are encouraged to consult with their advisor regarding statistics electives.

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	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 and FAS 598 Quantitative Seminar and Various Topics (e.g., Item Response Theory, Mediation Analysis, Missing Data Analysis, Multilevel Modeling, Dyadic Data Analysis)

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

Domain 4: Counseling Theory and Method

This domain comprises 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. Furthermore, students are expected to specialize in one of the five areas and thus are required to take a total of three 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 652 Individual Intellectual Assessment CPY 591, 691, 791 Advanced Seminars</p>	<p><u>Diversity</u> CPY 671 Multicultural Counseling CPY 674 Counseling Women CPY 691, 791 Advanced Seminars CPY 650 Counseling Latinos CED 591 Counseling LGBT</p>
<p><u>Career Psychology</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 (Beginning Practicum), CPY 780 (Advanced 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 of Arts 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 Pre-practicum	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	<u>6 credits</u>
TOTAL		30 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 in passing.

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 the Program Coordinator
 - a. This form 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 College 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 College, 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, in accordance with program and Graduate College deadlines.

CLINICAL TRAINING

PRACTICUM

Beginning Practicum. One semester CED 680 (6 credits) is required for students entering the program without a master's degree or without an approved, equivalent beginning-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. Practicum is designed to provide the student with at least forty (40) direct client contact hours and at least sixty (60) indirect hours, equaling a minimum of one hundred (100) total hours over the course of a semester.

Advanced 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 at least forty (40) direct client contact hours and at least sixty (60) indirect hours, equaling a minimum of 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 state-of-the-art facility is administered by our program and provides clinical services to university and community populations.

Supervision Practicum. CPY 791 (Supervision Practicum) 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.

FIELD PLACEMENT

Field placements (CPY 783) are advanced practica that occur in settings both on and off campus. Field placements prepare students for their pre-doctoral internship. While two

semesters of CPY 783 are required, students should consult with their advisor on the number of field placements necessary to be competitive for pre-doctoral internship.

To apply for Field Placement, students must be in good standing (i.e., 3.0 GPA, satisfactory clinical evaluations, and successful thesis proposal or prior completion of master's thesis). **The [CPY Field Placement Application Approval](#) form is due to students' advisors by February 1. Students may not apply to Field Placement sites until the Faculty approve the application.**

Students whose Field Placement sites require clinical hours prior to the first day of classes must make arrangements with the fieldwork coordinator to enroll in a dynamically-dated CPY783 that reflects the actual start date. Some sites require background checks. Students are encouraged to consult with their advisor and the program's 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.

Applying for Pre-Doctoral Internship. Before applying for pre-doctoral internship, students must successfully complete: relevant coursework, clinical placements, the comprehensive exam portfolio, and their dissertation proposal. The [CPY Internship Application Approval](#) form is due to advisors no later than September 15 during the year prior to the actual internship. **Students may not apply for pre-doctoral Internship until the faculty approve the application.**

Once approved by the faculty, students may apply for pre-doctoral internship. 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 complete 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](#)).

Students must enroll in one (1) credit hour of CPY784 during fall, spring, and the final summer of the internship year (i.e., total three [3] credit hours]). Enrollment during the summer in

which students begin internship is not required. Students should prepare to pay tuition for CPY 784. If a student has defended the dissertation successfully prior to the final summer semester of their pre-doctoral internship, they may submit a petition to enroll in GRD595 instead of CPY784. Per an agreement with Graduate College, students do not pay tuition for enrollment in GRD 595.

Students are not permitted to graduate until the pre-doctoral internship is completed and the dissertation has been defended successfully. **We recommend strongly that students complete their dissertation prior to attending pre-doctoral internship.**

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 College.

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 students are completing their master's equivalency within the program, they must enroll in 6 credits of CPY 792Research. They may enroll for these credits any time prior to the completion of the project and may spread the credits over several semesters. Students should consult with their advisor regarding the timing of completing the equivalency project and the start of Field Placement. All equivalency projects must be completed by May 15 of the second year in order to continue on with Field Placement in Year 3.

Thesis proposal. Students are expected to work closely with their advisors to propose their master's thesis/thesis equivalency project by a suggested date of September 15 of their second year. The proposal consists of the following: literature review, purpose of the study, research questions, hypotheses, proposed methodology, analysis plan, and references. The student presents the proposal for approval to their committee, consisting of the advisor and at least two other faculty (one of whom must be core faculty in the program). Committee members outside of CCP must be approved by the CCP review committee and Graduate College. Unless other arrangements are made, students must provide a copy of the proposal to committee members at least two weeks before the proposal meeting.

To apply for field placement during Year 2 (for actual placement during Year 3), students must have proposed their thesis successfully by February 1. **The faculty recommend strongly that students propose their thesis by the suggested date of September 15 to allow ample time to complete and defend the thesis by May 15.**

Thesis defense. Students must defend the thesis/thesis equivalency successfully by May 15 of their second year. Students who “pass with revisions” must deposit their final thesis with Graduate College approval no later than August 1. Failure to successfully defend by May 15 and deposit by August 1 will result in forfeiture of CCP assistantships and delay Field Placement until spring semester contingent upon successful completion and deposit of thesis/thesis equivalency by December 15. For graduation and tuition purposes, students also must consult Graduate College deadlines.

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 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 College 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 CCP program office; the student also must retain a copy. It is the student’s responsibility to retain appropriate records to include in portfolio.

The student is to submit their completed portfolio to their committee and obtain the committee’s signature on the [Comprehensive Portfolio Checklist and Report of Doctoral Comprehensive Examination](#) form. All documents and the completed portfolio are then submitted to the Training Director for review and approval. Upon approval, the portfolio is submitted to the Faculty Head for final signature, attesting to the successful completion of the portfolio tasks. **The comprehensive exam/portfolio assessment must be submitted to the Training Director for review at least two (2) weeks prior to the scheduling of the dissertation proposal meeting.**

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 tasks are as follows:

Three Required Tasks

Task	Documentation
1. The student must serve as lead or sole author on a paper or poster 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 or poster.
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 committee.	Written acknowledgement of receipt of the manuscript from the journal editor with intention to review; memo from the student's advisor attesting that the manuscript is publishable; committee members' signatures 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 while currently enrolled in the PhD program. (<i>Note.</i> The student must assume a teaching role, not the role of an aide.)	Course evaluations specifically attesting to the <i>student's effectiveness</i> as a teacher; written feedback from a faculty member, or approved ASU administrator, who has observed at least one class session, 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/investigator on a research or program grant (<i>not</i> a travel grant) submitted to an internal (university) or 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.

Task	Documentation
C. Student must serve as a case-facilitation consultant in the CED684 Internship where the focus is placed on assisting students in conceptualizing 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 committee.
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 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 [Graduate College Policy Manual](#). Please consult the Graduate College [Format Manual](#) for information about preparing a thesis or dissertation including the process and format guidelines. Graduate College also offers format advising whereby graduate students may direct specific inquiries to format advisors by email to gradformat@asu.edu

Graduate College requires 12 credit hours of CPY 799 Dissertation on the [iPOS](#). The faculty recommend enrolling in 12 credits of dissertation prior to pre-doctoral internship to minimize financial costs while on internship. Students should discuss timing of dissertation credit hours with faculty advisors.

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.

1. 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 committee should include at least two other faculty (one of whom must be core faculty in the program). For outside members, please submit to the Program Coordinator the [Committee Approval Form](#), faculty member's CV, and a brief justification regarding relevant scholarly contributions. Committee members outside of CCP must be approved by the CCP review committee and Graduate College (see Graduate College Faculty at this [website](#)).

2. The student works closely with the chair and, as appropriate, committee members to develop a dissertation proposal. It is important for the student to learn what the particular chair's expectations are for the proposal. Generally, 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, per APA style.
3. Only after the approval of 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. Unless other arrangements have been made with the committee, it is customary for the student to provide a copy of the proposal to their committee members two weeks before the proposal meeting.
4. 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 College, 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 iPOS on file (no pending changes or petitions)
- All minimum 3.0 GPA requirements met (iPOS and Graduate)
- Approved full committee on iPOS (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 College](#) policy regarding:

- Formatting the dissertation
- 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 College 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 College](#)), are pass, pass with minor revisions, pass with major revisions, or fail.

Revisions and final submission to Graduate College. 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 College.

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 believe they have been unfairly or improperly graded may be assured of just treatment and fair consideration through the processes described in the College of Integrative Sciences and Arts (CISA) policy. Refer to Section 900 *Student Academic Grievance Procedures* of the [CISA Academic Affairs Policies and Procedures Manual](#).

PROFESSIONAL DEVELOPMENT

Doctoral students are encouraged to be active in the program's Doctoral Student Organization (DSO), Students for Social Justice (SSJ), and their various leadership activities. DSO serves as a peer mentoring organization, as well as a networking vehicle for prospective students, whereas SSJ focuses on students developing a unique set of skills and expertise related to social justice advocacy that can enable them to promote positive social change in the community. Students also are encouraged to become student affiliates of the American Psychological Association (APA), specifically the [Student Affiliates of Seventeen](#), Society of Counseling Psychology. Each year Counseling Psychology students are strongly encouraged to present their research at local, regional, national, and international conferences. Some funds are available to support student conference travel (e.g., program funds, GPSA, Graduate College, 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 (for TA's) 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. Applicants to our program should be aware that the independent private practice of psychology, even on 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 licensed in the 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 evaluate each student’s progress on academic, research, clinical, and professional competencies at the end of every academic year. 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. After this information has been submitted electronically, faculty meet to discuss students’ progress through the program.

Faculty also evaluate first-year students at the end of their first-semester.

The standard for satisfactory performance is appropriate 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 requirements, practicum and field work evaluation criteria, master’s thesis or equivalency standards, comprehensive examination portfolio documentation standards, dissertation standards, and internship evaluation criteria).

Students are expected to:

- Maintain a 3.0 GPA consistent with Graduate College standards
- Meet research milestones (e.g., thesis and dissertation)
- Achieve no less than “expected level” ratings from CPY780 and CPY783 clinical supervisors on the Clinical Competency Rating Form
- Demonstrate professional and ethical conduct

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:

1. The dismissal discussion is confidential.
2. The student may 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.
3. 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 [Ethical Principles of Psychologists and Code of Conduct](#) (2017), 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. In case of a discrepancy, external federal and state regulations as well as the APA's Ethical Code of Conduct supersede internal program documents.
4. The dismissal recommendation is made by the faculty as a whole by majority vote, based on examination of the evidence.
5. If the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student, the Dean of the College of Integrative Sciences and Arts, and to Graduate College.

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.
- (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) When students are placed on probation, a formal letter will be issued by the program outlining the terms necessary to restore academic good standing.

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 placed on a remediation plan or recommended for dismissal from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision.

- 3. Unethical or unprofessional conduct.** Students are referred to APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2017), 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 recommended dismissal from the program.
- 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 recommended 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 recommended for dismissal 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 via the [CPY student listserv](#) (CPYSTUD).
- The Counseling Psychology program has an active Doctoral Student Organization (DSO) with elected student 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.
- Doctoral students are given a file folder in 446 Payne Hall. 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.**

Please include your ten-digit ASU ID# in all email communications with the Program Coordinator and Graduate College.

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. Students must meet all Counseling Psychology program and [Graduate College requirements](#).

Graduation activities. [Commencement](#) is a University ceremony, whereas [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. Additionally, CCP Staff and the Master of Counseling Student Organization (MCSO) coordinate the Counseling and Counseling Psychology program hooding ceremony, held once per year in the Spring.

Policy on Summer Graduation. Students graduating in Summer may 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 (CPY784 or GRD595)
2. Dissertation defense must be completed successfully before Spring graduation deadline
3. Apply for Summer graduation by Graduate College early deadline (announced via email to listserv)
4. Must be enrolled in a minimum of 1.0 credit during the Summer semester. Student may be enrolled in other classes during graduation term but those classes may not be included on the Plan of Study.

CCP Program Hooding does not have the same restrictions. All graduates for Spring and the following Summer and Fall are permitted to participate. Students should contact the Program Coordinator 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 hours 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 the [ASU Tuition Estimator](#). 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](#).

GRADUATE ASSISTANTSHIPS

Most doctoral students are able to secure graduate assistantships (i.e., teaching and research assistantships) either within the program or in other campus units.

Assistantships with .50 FTE (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 .25 FTE (10 hours per week) appointments receive a 50% reduction in tuition, and are considered to be in-state residents for tuition purposes.

Assistantships also provide a stipend. For more information on assistantship benefits, please refer to [Graduate College](#). The following information is for the 2017-2018 school year.

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)

Please refer to ASU's [TA/RA Handbook](#) for detailed information.

FELLOWSHIPS AND OTHER FORMS OF FINANCIAL AID

Doctoral students in Counseling Psychology in need of financial support are typically able to secure funding 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.

Students may be nominated by the program for the University Graduate Fellowship and the Graduate College Fellowship, pending criteria.

We are proud to report that in 2016 and 2017 our incoming doctoral students received a generous first-year funding package of approximately \$34,000.

Applicants will be informed of the 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.

COUNSELING AND COUNSELING PSYCHOLOGY FACULTY

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

Specialties: Persistence of women and minorities in science careers, counseling women, online psychological interventions, clinical supervision.

Sample grants and publications:

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.

Bernstein, B. L. (Principal Investigator), & Bekki, J. (2009-2015). *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.

Bernstein, B. L., Bekki, J. M., Wilkins, K. G., & Harrison, C. J. (2016). Analysis of instructional support elements for an online, educational simulation on active listening for women graduate students in science and engineering. *Journal of Computing in Higher Education*, 1-36.

Wilkins, K. G. Bernstein, B. L., & Bekki, J. M. (2015). Measuring communication skills: Development of the STEM – Interpersonal Communication Skills Assessment Battery (STEM – ICSAB). *Journal of Engineering Education*, 104 (4), 433-453.

Email: bbernstein@asu.edu

CareerWISE resilience training: <http://careerwise.asu.edu>

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

Specialties: Crisis assessment and intervention, training and supervision, theories of counseling/psychotherapy, ethics, counseling center administration.

Sample publications/presentations:

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.

Corey, G., & Bludworth, J. (2017, March). Counseling theory in practice. Day-long preconference learning institute conducted at the American Counseling Association Annual Conference, San Francisco, CA (10th consecutive pre-conference learning institute presentation).

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.

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.

Email: james.bludworth@asu.edu

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

Specialties: Intimate partner violence, trauma, community mental health, LGBTQ counseling

Sample Publications:

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.

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.

Email: angela.catena@asu.edu

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

Specialties: Latina/o psychology; multicultural psychology; Puerto Rican diaspora, acculturation/enculturation; ethics and culture

Sample publications:

Delgado-Romero, E., Unkefer, E. N. S., Capielo, C., & Crowell, C. N. (2017). El que oye consejos, llega a viejo: Examining the published life narratives of U.S. Latino/a psychologists. *Journal of Latina/o Psychology*, 5(3), 127-141.

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.

Email: Cristalis.Capielo@asu.edu

Frank R. Dillon (PhD, University of Missouri – Columbia), Associate Professor

Specialties: Health disparities affecting racial, ethnic, and sexual minority groups in the United States; cultural and social determinants of health; multicultural counseling research and Practice

Sample publications:

Dillon, F.R., Odera, L., Fons-Scheyd, A., Sheu, H., Ebersole, R.C., & Spanierman, L. (2016). A dyadic study of multicultural counseling competence. *Journal of Counseling Psychology*, 63, 57-66.

Dillon, F. R., Alessi, E., Craig, S., *Ebersole, R. C., *Kumar, S., & *Spadola, C. (2015). Development of the Lesbian, Gay, and Bisexual Affirmative Counseling Self-Efficacy Inventory – Short form. *Psychology of Sexual Orientation and Gender Diversity*, 2, 86-95.

Dillon, F. R. (2013). Measurement equivalence of the Revised Helping Alliance Questionnaire across African American and Non-Latino White substance using adult outpatients. *Journal of Substance Abuse Treatment*, 45, 173-178.

Dillon, F. R., De La Rosa, M., & Ibañez, G. E. (2013). Acculturative stress and diminishing family cohesion among recent Latino immigrants. *Journal of Immigrant and Minority Health*, 15, 484-491.

Dillon, F. R., De La Rosa, M., Sastre, F., & Ibañez, G. E. (2013). Alcohol misuse among recent Latino immigrants: The protective role of pre-immigration familismo. *Psychology of Addictive Behavior*, 956-965.

Email: Frank.Dillon@asu.edu

Cynthia E. Glidden-Tracey (PhD, University of Illinois at Urbana-Champaign), Clinical Associate Professor, Associate Editor of *Addiction Research & Theory*

Specialties: Interpersonal psychotherapy, theories and treatment of addictions, supervision, issues of gender and culture in therapy.

Sample publications:

Martin, J. L., Burrow-Sanchez, J. J., Iwamoto, D. K., Glidden-Tracey, C. E., Vaughan, E. L. (2016). Counseling Psychology and Substance Use: Implications for Training, Practice, and Research. *The Counseling Psychologist*, 44, 8, 1106-1131.

Glidden-Tracey, C. (2014). Might as well face it, there's addiction among your clients: Assessing for substance abuse. www.ContinuingEdCourses.net/active/courses/course030.php

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., Glidden-Tracey, C. E., Bludworth, J. (2012) Parallel Process: When does a parallel occurrence carry meaning? *Psychotherapy: Theory, Research, Practice, and Training*, 49, 347-348.

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

Email: Cynthia.Glidden-Tracey@asu.edu or cglidden@asu.edu

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

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

Sample Publications:

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

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., 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.

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.

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

Specialties: Health psychology, ethics, and at-risk adolescents.

Sample publications:

Hassert, S., Payakkakom, A., Robinson Kurpius, S. E., & Kodysova, E. (in press). Postpartum depressive symptoms: Risk for Czech and Thai mothers. *Journal of Perinatal Education*.

Robinson Kurpius, S. E., Hassert, S., & Foley Nicpon, M. (2016-2017). Counseling women at midlife. In M. Kopala & M. Keitel (Eds). *Handbook of Counseling Women* (pp. 192-203). Los Angeles, CA: Sage.

Goldsmith, J. S., & Robinson Kurpius, S. E. (2015). Older Adults and Integrated Health Settings: Challenges and Opportunities for Mental Health Counselors. *Journal of Mental Health Counseling*, 37 (2), 124-137.

Robinson Kurpius, S. E., Keaveny, M., Kim, C., & Walsh, K. (2015). MCAC and State Licensure Laws: David and Goliath. *The Counseling Psychologist*.

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Email: Sharon.Kurpius@asu.edu

Jenn Pereira (PhD, University of Florida), Clinical Assistant Professor (LPC, LMHC-S, RPT-S)

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

Sample Publications:

Pereira, J. K. (2017). Michael and the Camouflage Crutches. In *Child and Adolescent Counseling Case Studies: Fostering developmental, relational, systemic, & multicultural contexts*. Eds. Jones, B.; Duffy, T.; Haberstroh, S.

Pereira, J. K. & Smith-Adcock, S. (2017). The Emotion of Touch: Healing reactive attachment disorder through child centered play therapy. In: *Touch in Child Counseling and Play Therapy: An ethical and Clinical Guide*. Eds. Courtney, J. A. & Nolan, R. D. p. 149-161.

Davis, E., & Pereira, J. (2016). Using Song Lyrics to Enhance Counselor Trainee Perceptions of their Reflective Listening Skills. *The Journal of Counselor Preparation and Supervision*, 8(1), 31-56.

Smith-Adcock, S. & Pereira, J. (2016). The Counseling Process: Establishing a therapeutic alliance. In: *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity* (Counseling and Professional Identity). Eds. Smith-Adcock, S. & Tucker, C. Sage Publications, Thousand Oaks, CA.

Smith-Adcock, S., Shin, S. M., & Pereira, J. (2015). Critical incidents in learning child-centered play therapy: Implications for teaching and supervision. *International Journal of Play Therapy*, 24(2), 78-91.

Email: jkpereira@asu.edu

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

Specialties: Stress and dyadic coping; interpersonal emotion systems; romantic relationships.

Sample publications:

Randall, A. K., Tao, C., Totenhagen, C. J., Walsh, K. J., & Cooper, A. (in press). Associations between sexual orientation discrimination and depression among same-sex couples: Moderating effects of dyadic coping. *Journal of Couple and Relationship Therapy*.

Randall, A. K., & Bodenmann, G. (2017). Stress and its associations with relationship satisfaction. *Current Opinion in Psychology*, 13, 96-106.

Randall, A. K., Hilpert, P., Jimenez-Arista, L. E., Walsh, K. J., & Bodenmann, G. (2016). Dyadic coping in the U.S.: Psychometric properties and validity for use of the English version of the Dyadic Coping Inventory. *Current Psychology, 35*, 570-582.

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.

Schoebi, D., & Randall, A. K. (2015). Emotional dynamics in intimate relationships. *Emotion Review, 7*, 342-348.

Email: Ashley.K.Randall@asu.edu

Carlos E. Santos (PhD, New York University), Assistant Professor
Associate Editor, Journal of Adolescent Research

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

Sample publications:

Santos, C. E., Grzanka, P. R., & Moradi, B. (Eds.). (in press). Intersectionality research in counseling psychology. [Special section]. *Journal of Counseling Psychology*.

Santos, C. E., Goldstein, A., & Tracey, T. T. (2017). Development and evaluation of the Gender Expression Attitudes Towards Transgender Clients Scale. *The Counseling Psychologist, 45*(3), 353-386.

Santos, C. E., Kornienko, O., & Rivas-Drake, D. (2017). Peer influence on ethnic-racial identity development in adolescence: A multi-site investigation. *Child Development, 88*(3), 725-742.

Santos, C. E., Menjivar, C., VanDaalen, R. A., Kornienko, O., Updegraff, K. A., & Cruz, S. (2017). Awareness of Arizona's immigration law SB 1070 predicts classroom behavioural problems among Latino youths during early adolescence. *Ethnic and Racial Studies*. Advance online publication.

Santos, C. E., & VanDaalen, R. A. (2017). Associations among psychological distress, high-risk

activism and conflict between ethnic-racial and sexual minority identities in lesbian, gay, bisexual racial/ethnic minority adults. *Journal of Counseling Psychology*. Advance online publication.

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*

Specialties: Diversity in higher education, white racial attitudes, racial microaggressions, multicultural counseling competence.

Sample publications:

Spanierman, L. B. & Smith, L. (2017). Roles and responsibilities of White allies: Implications for research, teaching, and practice. *The Counseling Psychologist, 45*, 606-617.

Spanierman, L. B., Poteat, V. P., Whittaker, V. A., Schlosser, L. Z., & Arévalo Avalos, M. R. (2017). Allies for life? Lessons from White scholars of multicultural psychology. *The Counseling Psychologist, 45*, 618-650.

Houshmand, S., Spanierman, L. B., & DeStefano, J. (2017). Racial microaggressions: A primer with implications for counselling practice. *International Journal for the Advancement of Counselling, 39*, 203-216.

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*, 404-415.

Email: Lisa.Spanierman@asu.edu

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

Specialties: Development and structure of interests, interpersonal models of personality and psychotherapy, client-therapist interaction, supervision, and ethnic identity.

Sample publications:

Tracey, T. J. G. & Caulum, D. (2015). Minimizing gender differences in children's interest assessment: Development of the Inventory of Children's Activities-3 (ICA-3). *Journal of Vocational Behavior*, 87, 154-160. DOI: 10.1016/j.jvb.2015.01.004.

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.

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.

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.

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

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

Specialties: Racism, discrimination, and bias; cultural socialization; financial/socioeconomic stress and disparities; minority mental health.

Sample publications:

Tran, A. T., Cheng, H. L., Netland, J. D., & Miyake, E. R. (2017). Far from fairness: Prejudice, skin color, and psychological functioning in Asian Americans. *Cultural Diversity and Ethnic Minority Psychology*, 23, 407-415.

Tran, A. T., Mintert, J. S., & Jew, G. (2017). Parental ethnic-racial socialization and intergroup attitudes among White American college-going emerging adults. *American Journal of Orthopsychiatry*, 87, 347-356.

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

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.

Email: alisia@asu.edu

Brandon J. Wilde (PhD, Idaho State University) Clinical Associate Professor and Director of MC Training

Specialties: Program evaluation; professional counselor identity development; suicide risk assessment and intervention competence in counselor trainees; and innovative teaching and assessment of student learning in Counselor Education.

Sample Publications:

Wilde, B., Feit, S.S., Harrawood, L.K., & D.M. (2015). A Phenomenological Exploration of Beginning Counselor Educators' Experiences Developing a Research Agenda. *The Qualitative Report, 20* (7), 996-1008.

McCaughan, A., Binkley, E., Wilde, B., & Parmanand, S. (2013). Measuring the Pedagogical Development of a Counselor Education Doctoral Cohort: A Single Case Design. *The Practitioner Scholar: Journal of Counseling and Professional Psychology, 2*, (1), 95-107.

Binkley, E., Wilde, B., Parmanand, S., McCaughan, A., & Kleist, D. (2012). Developing counseling skill using the Landro Play Analyzer (LPA): A grounded theory. *The Practitioner Scholar: Journal of Counseling and Professional Psychology, 1*, (1), 25-39.

Harrawood, L., Parmanand, S. & Wilde, B. (2011). Experiencing emotion across a semester-long family role-play and reflecting team: Implications for counselor development. *The Family Journal, 19* (2), 198-203.

Harrowood, L., Doughty, E. & Wilde, B. (2011). Death education and counselors'-in- training attitudes toward death: An exploratory study. *Counseling and Values, 56* (1-2), 83-95.

Email: brandon.wilde@asu.edu

FACULTY AT POLYTECHNIC CAMPUS

Patricia Arredondo (EdD, Boston University), Clinical Professor

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

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.

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

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.

Email: empower@asu.edu

Devina Wadhera (PhD, Arizona State University, Tempe), Clinical Assistant Professor

Specialties: Psychology of eating; learning and behavior

Sample Publications:

Wadhera, D., Capaldi-Phillips, E.D., & Wilkie, L. (2015). Teaching children to like and eat vegetables. *Appetite*, 93, 75-84.

Wadhera, D., Capaldi Phillips, E.D., Wilkie, L., & Boggess, M. (2015). Perceived recollection of frequent exposure to foods in childhood is associated with adulthood liking. *Appetite*, 89(1), 22-32.

Capaldi-Phillips, E.D, & Wadhera, D. (2014). Associative conditioning can increase liking for and consumption of Brussels sprouts in 3-5-year-old children. *Journal of the Academy of Nutrition and Dietetics*, 114(8), 1236-1241.

Wadhera, D. & Capaldi-Phillips, E.D. (2014). A review of visual cues associated with food on food acceptance and consumption. *Eating Behaviors*, 15(1), 132-143.

Wadhera D. & Capaldi, E.D. (2012). Categorization of foods as “snack” and “meal” by college students. *Appetite*, 58, 882-888.

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EMERITI FACULTY

G. Miguel Arciniega (PhD, University of Arizona)

J. Jeffries McWhirter (PhD, University of Oregon)

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

FACULTY ASSOCIATES

Lindsey Buckman (PsyD, Pepperdine University)

Michael Lavoie (PhD, California School of Professional Psychology)

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 6 years, on average.

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 College.

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>			
Affective Aspects of Behavior ***	3		
Biological Aspects of Behavior	3		
Cognitive Aspects of Behavior	3		
Social Aspects of Behavior	3		
Developmental Aspects of Behavior	3		
<u>Domain 3: Empirical Foundations</u>			
CPY 701 Science & Practice of Counseling Psychology	3		
CPY 702 Research Methods in Counseling Psychology	3		
CED 502 Counseling Data Analysis**	3		
EDP 552 Multiple Regression and Correlation Methods	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. Total hours needed for degree still holds.

**If students are sufficiently advanced in statistics, they may consult with advisor to determine course to replace CED502.

***CPY 691: Advanced Aspects of Cognitive and Affective Psychology meets the requirement of the Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, required by the CoA C-7D, Category 3.

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			
Area 1: Counseling Theory & Intervention			
CPY 677 Advanced Counseling ***	3		
CPY 678 Supervision Seminar ***	3		
	3		
Area 2: Psychological Assessment			
CPY 651 Personality Assessment ***	3		
	3		
	3		
Area 3: Career Psychology			
	3		
	3		
	3		
Area 4: Consultation/Prevention			
CPY 660 Prevention & Consultation ***	3		
	3		
	3		
Area 5: Diversity			
CPY 671 Multicultural Counseling	3		
	3		
	3		
Professional Development			
CPY 635 Professional Development	1		
CPY 635 Professional Development	1		
CPY 635 Professional Development	1		
CPY 635 Professional Development	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 Dissertation	12		
Total Hours (minimum of 113)			

APPENDIX B – SUGGESTED COURSE SEQUENCES

Suggested CPY Course Sequence for Direct Admits	
YEAR ONE	
<p>Semester 1 (13 credits) CED 522 Theories of Counseling and Psychotherapy CPY 645 Professional Issues and Ethics CPY 702 Research Methods in Counseling Psychology CPY 691 Professional Development CED 502 Counseling Data Analysis</p>	<p>Semester 2 (13 credits) CPY 701 Science & Practice of Counseling Psychology 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>Semester 3 (10-13 + thesis) 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>Semester 4 (13 + thesis) 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>Semester 5 (12-15 credits) CPY 783 Fieldwork CPY 654 Biobases of Behavior CED 567 Group Dynamics and Counseling Option (select one): CPY 691 Advanced Aspects of Cognitive and Affective Psychology CPY 644 Psychology of Careers Option (select one): CPY 651 Personality Assessment CPY 679 History and Systems Statistic Elective Elective</p>	<p>Semester 6 (12-15 credits) CPY 783 Fieldwork CPY 660 Prevention & Consultation Option (select one): CPY 676 Social Bases of Behavior CPY 677 Advanced Counseling Option (select one): COE 503 Intro to Qualitative Research Statistics Elective Elective</p>

YEAR FOUR	
<p>Semester 7 (12-15 credits) CPY 783 Fieldwork CPY 678 Supervision Seminar Option (select one): CPY 691 Advanced Aspects of Cognitive and Affective Psychology CPY 644 Psychology of Careers Option: CPY 651 Personality Assessment CPY 679 History and Systems CPY 799 Dissertation* Statistics Elective Elective</p>	<p>Semester 8 (12-15 credits) CPY 783 Fieldwork CPY 791 Supervision Practicum Option (select one): CPY 677 Advanced Counseling CPY 676 Social Bases of Behavior Option: Statistics Elective Elective CPY 799 Dissertation*</p>
YEAR FIVE	
<p>Semester 9 CPY 799 Dissertation* EDP 540 Theoretical Views of Learning Option (select one): Statistic Elective Elective</p>	<p>Semester 10 CPY 799 Dissertation* Option (select one): Statistic Elective Elective</p>
YEAR SIX	
<p>Semester 11 CPY 784 Pre-doctoral Internship¹</p>	<p>Semester 12 CPY 784 Pre-doctoral Internship¹</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 iPOS

¹ Students must enroll in Fall, Spring, and Summer Internship

EXCERPTED FROM: CISA ACADEMIC AFFAIRS POLICIES AND PROCEDURES MANUAL

Appendix C - Section 900 Student Academic Grievance Procedures

900 STUDENT ACADEMIC GRIEVANCE PROCEDURES

Revised: July 8, 2010

Students who are enrolled in a University College or 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.

901: 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.

902: 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. The dean will form a three-person Academic Grievance Committee and 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 may make grade changes, if any are recommended. The dean shall inform the student, the instructor, the appropriate faculty head, the registrar, and the grievance committee of any action taken.