



MASTER OF COUNSELING PROGRAM HANDBOOK

2017-2018

Revised 8/18/2017

LETTER FROM THE FACULTY HEAD

Dear Applicant,

Thank you for your interest in the Master of Counseling (MC) program in clinical mental health counseling at Arizona State University. Our clinical mental health counseling program, which is accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), prepares counselors for practice in mental health, education, and social service settings. Upon graduating and passing the National Counselor Examination, graduates are eligible to become Licensed Associate Counselors (LAC) in Arizona. After completing two years (3200 hours) of supervised clinical work, LACs are eligible to become Licensed Professional Counselors (LPC).

Each year, we select a class of approximately 45 students. We seek students with academic excellence, relevant work and life experiences, and superior letters of recommendation. Ideally, an applicant would have an undergraduate GPA of at least 3.5, GRE test scores in the 90th percentile or above, and at least one year of work or volunteer experience in a helping setting. We review applicants holistically, so a weakness in one area (e.g., low GRE scores) could be offset by other strengths. Importantly, we value multicultural knowledge, awareness, and skills.

Applicants should get an early start by taking admissions exams and soliciting letters of recommendation as soon as possible, as the deadlines are firm. For more detail, please review the [Program Admission](#) section of this document.

We hold group information sessions during the fall semester. We will post dates and times on our website after September 15. Please join us to learn more about the MC program.

Again, thank you for your interest. We look forward to reviewing your application.

Sincerely,



Lisa B. Spanierman, PhD
Professor and Faculty Head

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MISSION STATEMENT

The mission of the Master of Counseling (MC) program in clinical mental health counseling is to prepare students to become clinical mental health counselors, culturally competent to work with diverse clientele in a variety of mental health settings in Arizona and other states. Clinical mental health counselors seek to prevent or treat psychological problems and to promote the health of individuals, families, groups, and organizations in a culturally-diverse society.

SPECIFIC GOALS OF TRAINING

To establish strong professional counselor identities among students and prepare them with foundational knowledge and skills in the following areas:

- The history and philosophy of clinical mental health counseling and related helping professions.
- Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- Culturally appropriate counseling techniques of assessment, testing, intervention, and diagnostic evaluation with a variety of clients.
- Evidence-based counseling strategies and techniques for prevention and intervention.
- Sociocultural factors that influence mental health across the lifespan.
- Theories and models of counseling, multicultural counseling, personality, career development, group dynamics, and human development.
- Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation.

The faculty designed the MC program in clinical mental health counseling according to the standards set forth by the [Council for the Accreditation of Counseling and Related Educational Programs](#) (CACREP). The MC program was first accredited by CACREP as a community counseling program in 1995 and maintained continuous accreditation until 2010. The MC program was reaccredited in 2010 as a clinical mental health counseling program under the 2009 CACREP Standards that phased out all community counseling programs. Our program now aligns with the 2016 CACREP Standards.

The MC program is committed to the scientist practitioner model. One manifestation of that commitment is the three complementary functions of the program's Counselor Training Center: service delivery, clinical training, and research.

The MC program at Arizona State University is committed to creating an educational environment that reflects the following:

- A learning community that is respectful of human rights and cultural differences.
- A curriculum that addresses the complexity of a multicultural society and issues of diversity as represented by the populations that counselors serve.
- A curriculum that reflects expertise and competencies, credentialing, and community needs for culturally competent counselors.
- Opportunities for students to apply their counseling skills in a structured, supervised learning environment.
- A comprehensive program that is open to revision based upon the changing needs of students, faculty, the institution, professional counseling associations, and society.
- A curriculum and learning opportunities that reflect current professional counseling standards.

The State of Arizona has licensure requirements for master's level counselors. Check with the [Board of Behavioral Health Examiners](#) for complete information.

The faculty has endorsed the following American Counseling Association (ACA) [competencies](#): *ALGBTIC Competencies for Counseling LGBTQIA Individuals (2012)*, *Competencies for Counseling the Multiracial Population (2015)*, *Multicultural and Social Justice Counseling Competencies (2015)*, *Competencies for Addressing Spiritual and Religious Issues in Counseling (2009)*, and *Multicultural Career Counseling Competencies (2009)*.

TRAINING VALUES OF THE MASTER OF COUNSELING PROGRAM

The MC Program at Arizona State University subscribes, and expects all students to subscribe, to the [ACA \(2014\) Code of Ethics](#). These standards apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, research, consultation, and collegial relations. In addition, the program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful.

Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated and will be considered grounds for disciplinary action within the program. There are no acceptable excuses for such behavior; therefore, students are cautioned about what they may say as a “joke” or “in the heat of the moment.”

2. An essential part of training is understanding and appreciating all aspects of human diversity, including sexual orientation, gender, race, ethnicity, culture, language, religion, spirituality, socioeconomic status, ability, and age. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any of these aspects of diversity. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above.
3. Throughout their training, students should expect to work with colleagues and clients who are different from themselves. Learning to work with different kinds of people is a central goal of professional training. Students who have difficulty in working with particular kinds of clients must address and resolve these difficulties in supervision.

PROGRAM ADMISSION

Admission to the MC program is based on the applicant’s potential for graduate study, previous preparation and experience, and the possession of personal qualities that contribute to success as a counselor. To balance student demand with available resources, the program is limited in the number of students admitted each year. Factors that are evaluated in the admission process include:

1. Academic potential as measured by the FRK index (see below).
2. Professional and volunteer experiences in helping-related fields.
3. Personal statement.
4. Recommendations from persons able to address areas 1 and 2 above.

ACADEMIC POTENTIAL

Counseling faculty take into consideration a number of factors when reviewing applications. These include: the FRK index, personal statement, transcripts, GRE scores, and letters of recommendation.

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.

Recruitment activities and admissions recommendations are program-based. Under exceptional circumstances, students whose FRK index falls below 5.5 may still be considered where there is other strong evidence of the student’s academic potential. All students must be graduates of accredited higher education institutions.

PERSONAL STATEMENT

Applicants are required to submit a maximum 2 to 3 page personal statement (12pt. Times New Roman font with 1” margin, double-spaced) that indicates their qualifications (e.g., professional experiences and personal attributes) and interest in ASU’s MC program.

Specifically, applicants are asked to describe how their education and training as well as volunteer and professional experiences inform why they want to pursue the MC degree. They also should outline how our program will help them meet their future career goals. Applicants are expected to discuss their ability to work with and be sensitive to the needs of a multicultural and diverse society, including (but not limited to), members of diverse racial and ethnic groups and sexual minority individuals.

RECOMMENDATIONS

At least two (2) and at most three (3) recommendation letters are required. These should be from persons able to evaluate the applicant’s academic potential (e.g., a previous academic instructor) and/or professional experience (e.g., a supervisor in a job). 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. Applicants are discouraged from asking for recommendations from individuals or acquaintances who have not overseen their professional or academic work.

You will be asked if you do or do not waive your right to review the recommendation sent on your behalf. Each recommender will be informed of your decision and asked to send their recommendation electronically to ASU. Do not email, mail or fax materials.

THE APPLICATION PROCESS

To apply to the program, applicants must submit the online Graduate Application and the supplemental materials required by the MC 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](#). The online application portal is available starting September 1. It is the applicant's responsibility to review the application information and note requirements that could delay processing the application, including ensuring the applicant is applying for the appropriate semester for which applications are being accepted. Applicants are responsible for ensuring that their files are complete.

Supplemental Materials Required by the MC Program.

- Personal statement as described above—upload as part of the graduate admission online application.
- At least two and a maximum of three completed recommendations, submitted directly from letter writers (see above).
- GRE Score Report—sent separately to ASU Graduate College. Use University Code 4007 for submitting GRE. If a department code is requested, use 0000.
- Official Transcripts—sent separately to ASU Graduate College. Electronic submission of transcripts by an applicant is not accepted. Official transcripts must be forwarded to ASU by the reporting undergraduate institution. Reporting institutions may send official transcripts electronically via transcript clearinghouse or mail to [Graduate College](#)

Timeline. The Graduate Application and all materials required by the MC program must be received prior to the **annual deadline of the first business day after January 1** for consideration of entry in the subsequent fall. Applications are considered once a year for the fall semester only, there is no spring admission.

Please allow ample time prior to the deadline for administrative processing (6 weeks recommended). Responsibility for meeting the deadline is solely that of the applicant.

Incomplete files will not be considered. It is the applicant's responsibility to ensure that the file is complete.

The MC program reviews all applications and accepts students based on qualifications. The admissions committee will need approximately 8 weeks (after January 1st) to review the completed files. The committee's recommendations will then be forwarded to Graduate College for a decision. Applicants will be notified in their MyASU (i.e., student communication portal) by Graduate College concerning admission to the program. The program staff cannot release information regarding admission decisions.

Deferral Policy. Admitted students may defer their admission to the following fall term. One deferral is permitted per Graduate College policy. Deferrals must be requested officially via MyASU no later than the first day of classes. Students will be required to reapply for admission if deferral is not requested by this deadline. The MC program does not permit deferrals to the spring term.

Affirmative Action. In all admissions, the MC program, the College of Integrative Sciences and Arts, and the University are committed to Affirmative Action policy.

Advisor Assignments. Upon accepting our offer of admission, students will receive information related to their faculty advisor, program orientation, and guidelines for navigating the program effectively.

CACREP VITAL STATISTICS ON STUDENTS

Information on 2016-2017 CACREP Vital Statistics will be available on our [webpage](#).

PROGRAM

If your decision to apply for the program is based on specific course requirements, please ensure that you have the latest program description before you accept an offer of admission and enroll in classes. The program faculty reserves the right to make modifications to the program, curricula, and evaluation methods to best address student, faculty, program, university, and/or community needs.

PROGRAM REQUIREMENTS

The following are policies of the MC program, the College of Integrative Sciences and Arts, and/or ASU Graduate College regarding the MC degree:

1. A minimum of 60 graduate credit hours approved by the faculty advisor, faculty head, and Graduate College is required for graduation.
2. The information in this section relates to a student's *Plan of Study*. The *Plan of Study* specifies the requirements that students must complete for their degree and is submitted and revised electronically via the [interactive Plan of Study system \(iPOS\)](#). To facilitate degree completion, **graduate students must submit their iPOS by the time they have enrolled in 30 of the 60 credit hours** required to complete the MC degree. The iPOS becomes a contract between the University and the student that guides the student in completing degree requirements.
 - a. All work toward the MC degree must be completed within six consecutive years. The six years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the Plan of Study must have been completed with three years of the semester and year of admission to the program.
 - b. 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. Students should print out the iPOS approval page along with a completed [MC Coursework Checklist](#) and submit both together to their advisor and then the faculty head for signatures.
 - c. Once a student's official *Plan of Study* has been approved, course changes and changes in the committee are submitted electronically via the iPOS. Any changes must be approved by the advisor, the faculty head, and Graduate College.
 - d. Students must have an approved *Plan of Study* prior to scheduling their comprehensive examination or thesis defense.
 - e. A student must obtain satisfactory evaluations in pre-practicum, practicum, and internship.
 - f. A student must achieve a grade point average (GPA) of 'B' (3.0) or better on all three GPAs (POS 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.

3. ASU Graduate College and the College of Integrative Sciences and Arts have established policies for the acceptance of equivalent graduate courses completed prior to admission to the MC program. The following policies are adhered to consistently:
 - a. A maximum of twelve (12) semester hours of counseling-relevant graduate level courses taken prior to the semester of admittance may be applied to the MC degree.
 - b. Only courses in which the student has received a grade of 'B' or better are accepted for credit in meeting *equivalent* course requirements.
 - c. The MC program considers transfer credits pursuant to ASU Graduate College policy and only those from CACREP-accredited programs
4. 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., bibliographies and exams) that speak to the nature of the course. The student presents the petition to the advisor, who makes a determination of course equivalence. If the advisor approves, the petition is forwarded to the instructor(s) of the relevant course(s). 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. Students should be aware that state licensure boards might require special justification of courses transferred from other institutions because these courses will not appear on ASU transcripts.

PROGRAM TRACKS

The MC degree is a 60-semester-hour professional program that prepares counselors for a number of mental health counseling settings, including colleges, universities, schools, organizational settings, healthcare settings, and community and mental health agencies. The program can be completed in no less than two years. Most students complete the program in 2-3 years, with approximately 52.3% completing it in two years (typically including summer enrollment), and 90.9% completing within three years. The program is designed for full-time students, but the faculty makes exceptions in cases with extenuating circumstances.

The **Practitioner Track** places considerable emphasis on supervised field experiences and specialized clinical coursework. In addition to the core courses, students complete 12 credits of clinically-relevant electives. A [comprehensive written examination](#) is required to complete this track.

The **Research Track** places joint emphasis on developing research competencies along with supervised field experiences. In addition to the core courses, students complete two research methods courses. Successful completion of a [master's thesis](#) is required in this track.

Although the Research Track is designed to meet the needs of students who intend to pursue doctoral study with a research emphasis, the Practitioner Track also prepares students for doctoral degrees in counselor education and related programs.

Refer to [Appendix A](#) for course sequences for both Practitioner and Research Tracks.

CURRICULA

A minimum of **60 credit hours** is required to complete the program. All students are required to complete the Professional Core (48 credits), plus 12 credits of electives (if on [Practitioner Track](#)) or 12 credits of thesis and statistics (if on [Research Track](#)).

THE PROFESSIONAL CORE

CED 522 Theories of Counseling and Psychotherapy	3 hrs
CED 523 Psychological Tests	3
CED 527 Prevention & Consultation	3
CED 529 Lifespan Human Development	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
CED 680 Practicum Clinic ^a	3
CED 680 Practicum Seminar ^a	3
CED 684 Internship ^b	6
CED 501 Introduction to Research and Evaluation in Counseling	3
CED 502 Counseling Research Data Analysis ^c	<u>3</u>
Total	48 hrs

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

^a Counseling Practicum (CED 680) is designed to foster the development of students' counseling skills, promote professionalism, and provide an opportunity for personal growth. Faculty approval is required prior to registering for practicum. Moreover, students must familiarize themselves with the procedures of the Counselor Training Center (CTC) prior to beginning practicum and provide proof of personal liability insurance. See additional information [here](#).

^b Prior to registration for Internship (CED 684), approval must be received from the student's advisor and practicum supervisor and proof of personal liability insurance must be provided. See additional information [here](#).

^c CED 502 (Counseling Research Data Analysis) is a basic statistics course. SOC/FAS 598 (Statistics for Social Sciences) and COE/EDP 502 (introduction to Data Analysis) are both courses that can be taken instead of CED 502. It is also possible for a student to enroll in a more advanced course, such as regression techniques. Please consult with advisor.

THE PRACTITIONER TRACK

Students in the Practitioner Track are required to complete the [Professional Core](#) (48 credit hours) and four advisor-approved electives (12 credit hours). Refer to [Appendix C](#) for electives offered by the Faculty of Counseling and Counseling Psychology. Refer to [Appendix D](#) for pre-approved electives offered through other academic departments.

Comprehensive Written Exam. Students in the Practitioner Track must pass a standardized comprehensive examination in order to graduate. The MC program uses the [Counselor Preparation Comprehensive Examination \(CPCE\)](#). A passing score of 76 is required. Students not passing on the first administration of this test will have only one more opportunity to pass the test. If a student fails after two administrations, the student is recommended for dismissal from the program. Refer to [Appendix E](#) for more information about the comprehensive exam.

THE RESEARCH TRACK

All students are admitted directly into the Practitioner Track. Any student subsequently seeking admission into the Research Track should follow these steps:

1. The student consults with faculty advisor during summer prior to enrollment regarding research track. The advisor will guide the student in how to identify a thesis advisor.
2. The student follows the suggested [course sequencing](#) for the Research Track.
3. The student contracts (i.e., establishes an agreement) with a faculty member willing to serve as thesis advisor who helps to develop the initial research idea into a research

proposal. The thesis advisor must be faculty in the MC program. Student must update the Plan of Study to reflect this.

4. The student and thesis advisor jointly inform the faculty head in writing of their contract to work together. **This notification to the faculty head constitutes admission into the Research Track.**
5. The student and thesis advisor jointly decide on the other two members of the thesis committee, secure their agreement to serve, and notify the faculty head. Committee members may be faculty from other programs; however, at least two members must be core faculty in Counseling and Counseling Psychology. Student must submit the [Committee Approval Form](#) as documentation.
6. The student must submit the Plan of Study as follows:
 - a. The thesis advisor must be identified on the POS as Committee Chair
 - b. The committee members identified above must be listed as Committee Members on the POS
 - c. The student must choose the Thesis option on the Degree Requirements screen in the iPOS when prompted
7. The student completes the research proposal to the thesis advisor’s satisfaction and defends the proposal before the thesis committee. The proposal defense must occur and the [Report of Master’s Thesis Proposal](#) must be submitted before the thesis research can be conducted.

8. In addition to the [Professional Core](#) (48 hours), Research Track students complete:

EDP 552 Multiple Regression and Correlation Methods*	3 hrs
EDP 554 Analysis-of-Variance Methods**	3
CED 599 Thesis	6
Total	12 hrs

*Students should consult with their advisors regarding equivalent statistics courses (e.g., FAS 505 Applied Regression Analysis or PSY 531 Multiple Regression in Psychological Research).

**COE 503 Introduction to Qualitative Research may be substituted if student is conducting a qualitative thesis.

Master’s Thesis. Students in the Research Track must complete and defend a master’s thesis in order to graduate. Students should work closely with their thesis advisor to develop their research proposal and defense. Refer to [Appendix F](#) for more information about the Master’s Thesis.

Students considering the Research Track should be aware that it is a major commitment of time and energy on the part of the student and faculty. The decision to enter the research track should be made very carefully and in consultation with the faculty advisor. If this decision is not made in the first semester, it is unlikely that the student can complete the Research Track within two years. Refer to [Appendix G](#) for an example of thesis requirements and expectations.

Research Track students, just as Practitioner Track students, are required to complete 600 hours of Internship.

MC COURSE SEQUENCING

There are a variety of ways of registering for courses. Most courses are offered at least twice a year but some only once. The sample course schedules in [Appendix A](#) provide three options of how one should enroll for courses (i.e., Practitioner Track A, Practitioner Track B, and Research Track) to ensure that courses are taken in a sequence to optimize progress in the program.

CLINICAL TRAINING

Students need to be aware that it is extremely difficult, if not impossible, to be employed full time while enrolled in practicum and/or internship. These courses require a significant time commitment (10-12 hours per week for practicum and 20 hours per week for internship).

Pursuant to the [2016 CACREP Standards](#), all students are required to obtain individual professional liability insurance while enrolled in practicum and internship. Because of the many professional benefits of membership in the [American Counseling Association](#) (ACA), including individual professional liability insurance, the program requires proof of membership in ACA prior to beginning CED680 Practicum and CED 684 Internship.

Counseling practicum (CED 680). Initial practicum is a very important course in the training of counselors. It is a time when students apply the content that they have learned in their work with clients at the Counselor Training Center (CTC). Because we have an ethical imperative to provide quality service and to do “no harm,” the faculty needs to make sure that all students who are in practicum have foundational knowledge and the necessary interpersonal and professional skills for effective practice. For these reasons, students must have faculty approval to enroll in practicum.

In CED 680 Practicum, students are called upon to demonstrate counseling skills with actual clients. During this 100 clock hours (40 direct and 60 indirect) learning experience, supervisors work closely with students both individually and in small groups. Practica are offered only through the CTC and are integral to the training of clinical mental health counselors. All practica are graded as pass or fail. Students should expect to commit 10-12 hours per week to the practicum experience. Given this time commitment, it is recommended that students enroll for no more than 12 hours in the semester that they take practicum.

Those students interested in enrolling in counseling practicum (CED 680) must make formal application in the semester prior to desired enrollment. These applications are available in the CTC. Students must have completed CED 522, CED 545, CED 577, and CPY 645 prior to enrolling in practicum. See [Appendix A](#). The faculty will review applications and make determinations. Decisions about admittance to practicum will be based on an assessment of student skill and readiness as well as course and CTC resources.

The program cannot guarantee that every student will be allowed to enroll in practicum when they wish or even at all. The faculty needs to balance student demand with program resources and client demand so that there are appropriate numbers in each semester. Given the faculty's ethical responsibility of ensuring competent provision of service, it is possible that certain students will not be allowed to enroll because of concerns regarding the appropriateness of the placement or lack of student readiness for practicum. Faculty will review students' applications with respect to readiness for practicum. If a student is deemed not ready for practicum, the faculty will inform the student of specific remediation options. In rare cases, a student may be recommended for dismissal from the program.

Deadlines:

Fall practicum	Application due no later than April 15 of the previous spring
Spring practicum	Application due no later than November 1 of the previous fall
Summer practicum	Application due no later than April 15 of the previous spring <i>(These spots are very limited and not always offered)</i>

Internship in Clinical Mental Health (CED 684). The required Internship in clinical mental health counseling is designed to enhance students' professional skills in an applied setting. Internship is conducted in cooperating community agencies or educational institutions under the supervision of one or more of their professional staff. Students must apply for internship in the semester prior to the desired enrollment. Faculty will review students' applications with respect to appropriateness for internship. If the student is approved, he or she will be allowed to apply to external agencies for a placement. In consultation with the Internship Coordinator and the

student's advisor, the student selects an approved site, makes interview arrangements, and completes all necessary paperwork. The internship experience has a **600-clock-hour requirement that includes 240 hours of direct client contact, an average of one hour per week individual or small group (3 interns) supervision, and one and a half hours per week of group supervision.** Given this extensive time commitment, the faculty advises that students enroll in no more than 12 hours total when taking internship (9 total credit hours might be optimal). Students may NOT commit to any internship site prior to being approved by the faculty as ready for internship. Some internship sites will require background checks, so all students should expect to undergo such background checks.

For purposes of liability, students engaged in any internship placement must be enrolled for internship credit. It may occur that students do not have enough hours at the end of a semester, they may (with internship coordinator consent) continue at the agency until they obtain the required hours. However for this to occur they must be enrolled for internship credit the following semester. For example, if a student is doing an internship placement in the spring and does not have the required 600 hours, that student may continue at the site (with internship coordinator approval) during the intersession and into the summer. However, the student must enroll for internship credit in the summer to provide coverage. Therefore, the intersession can only be done if the student is enrolled in the subsequent semester.

LICENSURE

Students in the Practitioner Track generally seek licensure after completing the program. Licensure requirements vary by state; more information can be found [here](#). Requirements for the State of Arizona are available at the Arizona Board of Behavioral Health Examiners ([AZBBHE](#)). The State of Arizona requires the [National Counselor Examination](#) (NCE) as part of the licensure process. MC students may take the exam while still enrolled in the program, usually during their last semester before graduating. It is important to keep the iPOS current, including the anticipated graduate date, because this determines a student's eligibility to take the exam. The NCE is offered twice annually; information regarding eligibility and application procedures will be disseminated via the student email listserv. Students in the Research Track are eligible to take the NCE.

Applying for licensure often requires submitting documents such as clinical hour logs, syllabi, and program/degree requirements. **It is the student's responsibility to retain their own copies of practicum and internship logs, program handbooks, course syllabi, waivers or course equivalency approval forms, and any other relevant documentation.**

To become a licensed professional counselor in the state of Arizona, you must become certified by the Arizona Board of Behavioral Health Examiners (<http://www.azbbhe.us/>). Upon graduating from the MC program and passing the National Counselor Examination, graduates are eligible to become Licensed Associate Counselors (LAC) in Arizona. After completing two years (3200 hours) of supervised post-master's-degree clinical work, LACs are eligible to become Licensed Professional Counselors (LPC). If you are seeking employment in other states, you must consult the licensing board and relevant laws in that state and seek their licensure requirements.

Note regarding applying for licensure in California: For applicants who earn their degrees out-of-state, the [State of California](#) requires coursework in 7 of 13 content areas including: psychopharmacology, addictions counseling, crisis/trauma counseling, and advanced counseling. These courses are not required by the MC program but are offered as [electives](#). If you are planning to apply for licensure in California, consider choosing these courses when completing your Plan of Study. If students plan to become licensed in another state, they should be familiar with that state's licensure laws and requirements.

PROGRAM POLICIES

ENDORSEMENT POLICY

All of our MC graduates, because they have satisfactorily completed all program requirements, are endorsed to be clinical mental health counselors. This means that they have passed all coursework and successfully passed their comprehensive exam or thesis defense and that three faculty members (their student advisory committee) have signed their completion forms indicating program endorsement. All students submit a [Total Clinical Hours for Licensure](#) form documenting their practicum and internship hours throughout the program to the clinical supervisor and internship coordinator as appropriate.

STUDENT ADVISORY COMMITTEE

A faculty advisor is assigned to each student upon admission into the program. Students are encouraged to meet with their faculty advisor to discuss their POS, progress in the program, completing practicum or internship application forms, or career interests. It is a student's responsibility to make appointments. Faculty hold regular office hours and most are also available at other times.

CHANGING ADVISOR OR COMMITTEE MEMBERS

For various reasons, a student may want to change his/her faculty advisor or committee members. The procedure is as follows:

1. Consent to the change advisors must be obtained from both the assigned and prospective faculty advisor.
2. Discuss with both, obtain signatures, and submit [Change of Advisor](#) form and/or [Committee Approval](#) form as documentation.
3. Student must submit these changes on the iPOS. Changes will be recommended for approval only when required forms are on file.
4. The student will be notified through MyASU when the request has been approved by Graduate College.

COMMUNICATING PROGRAM CHANGES

The following procedures are utilized to disseminate new and/or changing information about the MC program:

- The MC Program has an active Master in Counseling Student Organization (MCSO) that has elected representatives. These individuals meet with the faculty during regularly scheduled faculty meetings and are charged with communicating all program changes to their constituency.
- Program changes and announcements are communicated via the MC [student listserv](#) (CEDSTUD).
- The MCSO holds regular meetings and professional lectures.
- Master's students are given a mail folder in Payne Hall, room 446. These alphabetical student folders are for program information and other relevant notices.
- Changes in the program will be noted in the faculty meeting minutes, which will be distributed to all students. Such changes would also be announced at MCSO meetings and on the listserv.
- Program changes, which must be communicated to personnel in cooperating or associated agencies, are communicated via mail and email.

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

POLICY REGARDING STUDENTS PROVIDING UNSUPERVISED COUNSELING SERVICES PRIOR TO COMPLETING THE PROGRAM

The following policy was adopted by the Counseling faculty in 1980 and applies to students who, prior to completing the program, establish themselves as private practitioners and offer

counseling services for remuneration. This does not apply to internships or other supervised experiences, nor does it apply to those persons who are working in organizations where supervision is mandated (i.e., mental health agencies, hospitals, etc.).

The program subscribes to the professional and ethical standards of the American Counseling Association and expects students to adhere to those standards when providing services to clients. Consistent with these standards, students-in-training may not independently offer mental health diagnosis, counseling, or consultation services for which they are not qualified.

Students-in-training who offer independent counseling services for remuneration will be subject to review by a faculty committee as to the appropriateness of continuation in the Master of Counseling program.

ISSUES RELEVANT TO ALL MC STUDENTS

COSTS

The costs of tuition and fees vary by year. Current figures can be obtained using the [Tuition Estimator](#). Tuition and fees are subject to annual approval by the Arizona Board of Regents. **Due to the intensive nature of the program, students in the MC program are required to pay additional program fees (\$300 per credit).**

FINANCIAL ASSISTANCE

Information related to various forms of financial assistance available to graduate students can be found at [Graduate College](#).

Note that a portion of the program fees referenced above are set aside for financial aid for those in the program. This money is awarded to students in the program based on need. Students interested in applying for this financial assistance need to apply for financial aid at [ASU Financial Aid](#).

Loans are available to graduate students. Admission to the program is a criterion for financial aid. Some teaching and research assistantships are available for new students entering the program; others are available to continuing students with particular expertise. Students should consult with their advisor about applying for assistantships.

There are a limited number of graduate teaching and research assistantships in the program for which many students apply. These applications form a pool from which recruitment is possible. As the number and types of assistantships become known, the applications are reviewed by

faculty heads and selections are made. The policy has been that PhD students receive first consideration. As teaching and research assistantships become available through the [College of Integrative Sciences and Arts](#), announcements are posted via the student listserv ([CEDSTUD](#)). Individual faculty who have research grants, which include research assistantships, follow similar procedures in securing students to work with the grant. Some students secure assistantships with faculty in other programs across campus (e.g., T. Denny Sanford School of Social and Family Dynamics).

Assistantships with half-time (20 hours per week) appointments receive a full tuition remission and student health insurance at no cost; however, enrollment in the insurance plan is required each semester. Spring semester insurance coverage includes the summer months. Assistantships with quarter-time (10 hours per week) appointments receive a 50 percent reduction in in-state resident tuition. Those with an appointment of quarter time or more are treated as in-state residents for tuition purposes. In addition, assistantships pay a small stipend. For additional information, please visit [Graduate College](#).

Finding sources of financial support can be challenging for first year Master's students. If you are not able to find an assistantship for your first year, one option is to look for a staff position at ASU. Many staff positions provide benefits including partial or full tuition waivers. New positions are posted daily and each position details requirements and qualifications in the job description. If benefits information is not available in the description, contact the department and/or hiring manager for further information. Visit [ASU Human Resources](#) for more information and use the External Applicant link to apply for staff positions.

Loans, one of the major sources of aid, are available to students. If you are interested in seeking loan assistance, visit [ASU Financial Aid](#).

GRADUATION

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

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

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

1. Internship is the only Plan of Study course left to complete during the Summer semester
2. All other degree requirements are met:
 - a. Comprehensive written exam must already be completed and passed by end of Spring semester, OR
 - b. Thesis Defense completed successfully prior to Spring graduation deadline
3. Apply for Summer graduation by Graduate College's early deadline (will be announced via email to listserv)
4. Must be enrolled in a minimum of 1.0 credit during the Summer semester (CED 684 Internship most likely). Student may be enrolled in other classes during graduation term but those classes may not be included on the Plan of Study
5. Program Hooding does not have the same restrictions
 - a. All graduates for Spring and the following Summer and Fall are permitted to participate
 - b. Students should contact MCSO and/or their advisor with questions about participating

HOUSING

ASU has limited housing facilities for students. Numerous apartments are available in Tempe and adjacent communities that are utilized by the majority of students at ASU. See the various options available (and application process) at [ASU Housing](#).

DISABILITY AND HEALTH RESOURCES FOR STUDENTS

[ASU Disability Resource Center](#) and [ASU Health Services](#) offer services to students. See websites for more complete descriptions of services.

PERSONAL COUNSELING

Students are eligible for personal counseling at [ASU Counseling Services](#) (located in the Student Services building) or at any of the counseling centers on the other ASU campuses. The faculty fully recognizes that counseling our own students would constitute a dual relationship and, therefore, refer students who request information about counseling to ASU Counseling Services or to mental health professionals in the area.

PERSONAL AND PROFESSIONAL EXPECTATIONS FOR STUDENTS

There are four categories of personal and professional expectations for students. The first comprises general expectations and relates to such areas as maintaining an acceptable grade point average; meeting commitments related to program deadlines, procedures, program forms, and final papers or comprehensive examinations; and demonstrating behavior consistent with the [University Student Code of Conduct](#).

The second set of personal and professional expectations for students relates to the experiential aspects of the program and center around behaviors appropriate for CED 680 Practicum and CED 684 Internship in Counseling. These expectations are distributed to students on forms descriptive of these various experiential course areas.

The third set of personal and professional expectations is that students are required to obtain membership in the [American Counseling Association \(ACA\)](#). The ACA, a professional association composed of over 60,000 counselors and human development specialists, provides leadership training, continuing education, professional development opportunities, and advocacy services for its members. ACA has 14 divisions and special interest groups that members may join. Each division publishes a newsletter and may publish journals. Student memberships are available at reduced rates and include subscriptions to the *Journal of Counseling and Development* and *Counseling Today*. Student memberships are available at the ACA website. ACA members are eligible for individual professional liability insurance, which is required for students enrolled in practicum and internship. Students also are encouraged to seek membership in other relevant professional organizations. The [Arizona Counselors Association \(AzCA\)](#) is a professional association composed of counselors and human development specialists within Arizona. AzCA provides leadership training, continuing education, and professional development opportunities for its members. Student memberships are available at the AzCA website.

The fourth set of personal and professional expectations relates to social networks—a critical issue for 21st century counselors. Students who use social networking sites (e.g., Facebook, Twitter, and so forth) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should not post visual or printed material that may be deemed inappropriate for a professional counselor. To this end, students should set all security settings to “private” and should avoid posting information or photos that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients. Students also should not include undergraduate or graduate students for whom they are currently serving as an instructor as part of their social network, since doing so constitutes a boundary violation. Additionally, any

information that might lead to the identification of a client or represent a violation of client confidentiality 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 dismissal from the program.

ACADEMIC INTEGRITY

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

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

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

ACADEMIC APPEALS POLICY

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

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

PRIMARY PROCEDURES

1. Initially, the aggrieved student should communicate with the faculty member concerned and discuss the problem openly.
2. If this discussion does not result in a satisfactory resolution, the student may appeal to the faculty head or professor in charge of the instructor's area who will employ the area's procedures to resolve the grievance.
3. If the grievance has not been successfully cleared at this time, the student may request that the grievance be referred to the Office of the Dean, who will forward the case to an

Academic Grievance Committee. The committee will convene for the specific purpose of hearing a student academic grievance as needed.

SECONDARY PROCEDURES

1. The student must file a written statement of the grievance with the dean. The grievance must include a description of the specific events, actions, course and grade (if applicable), relating to the grievance and the resolution the student is seeking.
2. 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 Educational Rights and Privacy Act](#) (FERPA), if the grievance involves the grievant's grade, other matters, or information contained in the grievant's academic or educational records maintained by ASU, it is presumed that the student has consented to the review of such information by the filing of the grievance. In the event any information will be reviewed or provided to the panel related to grades or information contained in the educational records or academic files of students other than the grievant, such information is considered confidential under FERPA and the panel shall proceed as follows:
 - a. The panel will obtain the written consent of the students involved (other than the grievant) to review grades or information from their educational records, OR
 - b. The chair of the panel will excise the names, social security numbers, addresses, and any other identifying information from the education records of the students involved (other than the grievant).
7. The hearing shall be conducted by the panel chair and shall be closed. Participants may be accompanied by an advisor of their choice. Advisors may make an oral statement on behalf of, and confer with, their advisee. Advisors may not directly address the committee or other participants. Arrangements for the order of appearance, for submission of materials, testimony, and related matters should be made through and by the panel chair.
8. At the hearing, the grievant will present his or her position first and try to do so within 30 minutes, including presentation of witness testimony and documentation. The chair may extend the time if necessary. The members of the panel may question the grievant during the presentations of their testimony. The instructor may question the student at the end of the presentation, but questioning should be limited to approximately 10 minutes or less. The chair may require the instructor to direct questions to the grievant through the chair.
9. The same process will be followed with the presentation of the instructor's case.
10. All questions should be related to the specific allegations of the grievance or statements in the response and the chair has final authority to judge relevancy.
11. The chair of the panel will digitally record the hearing and the digital file will be maintained by College of Integrative Sciences and Arts for two years after the decision on the grievance is made. The student and/or instructor may record the meeting at their own expense and with their own equipment.
12. After the presentations of the grievant and instructor have concluded, each will be excused while the panel deliberates.
13. The chair of the panel shall prepare a written report with the recommendations of the majority of the panel for the dean. If there is disagreement among the panel, a minority

report and recommendation may be submitted by the dissenting panel member to the dean. The report shall include:

- a. Identity of student grievant and instructor involved in the grievance.
 - b. Date grievance and response were filed with the committee.
 - c. Identity of the panel members who heard the grievance.
 - d. Dates the panel met to conduct the grievance.
 - e. Summary of the positions of the student and instructor.
 - f. Summary of the testimony and documents presented.
 - g. Conclusions of the panel.
 - h. Recommendations of the panel.
14. The dean will take final action in each case after full consideration of the committee's recommendation. The dean, if any are recommended, may make grade changes. The dean shall inform the student, the instructor, the appropriate faculty head, the registrar, and the grievance committee of any action taken.

EVALUATION AND DISMISSAL POLICIES

ROUTINE ANNUAL EVALUATION OF STUDENT PROGRESS

Student progress through the program is assessed annually at a faculty meeting toward the end of the spring semester. Students are evaluated with respect to (1) academic performance, (2) professional dispositions, and (3) personal growth. The standard for satisfactory performance is regular progress through the program—that is, all aspects of the program are completed at the expected time and at a satisfactory level, as determined in advance for each aspect of the program (via course syllabi, practicum and internship evaluation criteria, master's thesis standards [if applicable], and comprehensive examination standards [if applicable]). Students can assume that their performance is satisfactory and that they are in *good standing* in the program if they receive no written notification to the contrary after the annual review.

STUDENT DEFICIENCIES AND POSSIBLE CONSEQUENCES

If, in the annual evaluation, the faculty determine any deficiency in a student's progress or performance, the advisor so informs the student by letter, a copy of which is placed in the student's file. The letter describes the deficiency and its consequences to the student, as the faculty have determined. The consequences are determined on a case-by-case basis, according to the nature and circumstances of the deficiency, but there are three general possibilities:

First, the faculty could determine the deficiency to be relatively minor and easily remediable. In this case, the student remains *in good standing* and is required to pursue a

course of action to remediate the deficiency, the exact nature and timeframe of which are stated in the advisor's letter, and the completion of which is monitored by the advisor.

Second, the faculty could determine the deficiency to be substantial enough to warrant a remediation contract. In this case, the student is considered *not in good standing* and on probation until the terms of the contract are met. The faculty would also determine who is to be involved, along with the advisor, in drawing up the contract with the student. A remediation contract should (a) describe in behavioral detail each deficiency, (b) state in behavioral detail the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum evaluation criteria), and (c) specify a timeframe for completion of the contract. The contract should be signed and dated by the student, the advisor, and faculty head, with a copy given to the student and another placed in the student's file. The advisor monitors progress on the contract.

When the advisor believes the terms of the contract have been met, he or she so informs the faculty. Based on a review of the student's progress, the faculty then determine whether the terms of the contract have been met. If their judgment is positive, the student is once again *in good standing* and *not on probation*, and this decision is communicated in writing to the student, a copy of which is placed in the student's file. If the faculty's judgment is negative, they determine further consequences for the student and communicate these in writing to the student, with a copy placed in the student's file. Further consequences would take the same form as the three general possibilities listed previously.

Third, the faculty could determine the deficiency to be so substantial as not to warrant remediation but rather a recommended dismissal from the program. This is described in the section, "Recommended Dismissal from the Program."

AD HOC EVALUATIONS OF STUDENT PERFORMANCE AND POSSIBLE CONSEQUENCES

Professional ethics demand that student deficiencies be addressed as soon as possible. Many deficiencies can be addressed successfully by the student and faculty member in the context of a course or other experience (e.g., research) without recourse to the more formal procedures described above. Indeed, this is part of the ordinary educational experience. It is incumbent upon the faculty member in such cases to act in a timely manner, so that the student has maximal opportunity to remediate the problem. The student is not placed on probation in the program. The student's successful remediation is simply reflected in the student's course grade or faculty feedback. Nothing is placed in the student's file regarding the incident, nor is it

necessarily discussed among the faculty, unless the faculty member in question would like supervision or advice regarding the incident.

However, when student deficiencies cannot be addressed within the context of a course or other experience—either because they are too serious or too broad (i.e., they extend beyond a single course or experience)—they must be brought to the attention of the faculty as a whole, in the form of a behavioral description of the deficiency. Such deficiencies are generally handled in the same way that deficiencies arising from annual reviews are handled (refer to the three possible consequences in the section, “Student Deficiencies and Possible Consequences”).

RECOMMENDED DISMISSAL FROM THE PROGRAM

A recommended dismissal of a student from the program represents the determination of the faculty that the student has not demonstrated an expected level of performance in academic work (which includes clinical work) or in other critical areas of professional conduct—and that the student is not to be given an opportunity (or an additional opportunity) to remediate the deficiency. Recommended dismissal may follow a period of probation, but it does not have to. Rules regarding recommended dismissal of a student from the program include the following:

First, the dismissal discussion is confidential.

Second, the student may, but is not required to, appear before the faculty, or provide the faculty with a written statement, or both. Any oral or written statement by the student is expected to focus solely on the behavior at issue.

Third, performance standards on which a recommended dismissal could be based are written and made available to students upon entering the program. These standards may be found in a variety of sources: Internal program documents include course syllabi, practicum and internship evaluation criteria, master’s thesis or equivalency standards, and comprehensive examination standards. Documents external to the program include the [ACA Code of Ethics](#) (2014) university regulations concerning academic or scientific misconduct, and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.

Fourth, the dismissal recommendation is made by the faculty as a whole on a majority vote, based on examination of the evidence.

Fifth, if the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student and to the Vice Provost of ASU Graduate College.

The student has the right to appeal a recommendation for dismissal. Please see the [Guidelines for Graduate Appeals](#).

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

1. Failure to maintain minimum academic standards.

- (a) Students are placed on academic probation whenever their cumulative graduate GPA drops below 3.0. Students on academic probation have one semester to raise the graduate GPA to 3.0 or above and thus return to good standing. Students failing to meet this requirement are not permitted to re-enroll unless this is recommended by the program and approved by Graduate College; otherwise, they may be dismissed from the program. Students in the program who are on academic probation may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case-by-case basis.
- (b) As a matter of program policy, no grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period.
- (c) Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a cumulative GPA of 3.0 or above. **Graduate College requires continuous enrollment (defined as being enrolled in fall and spring semesters) otherwise the student will be dropped and have to apply for readmission.** If a leave of absence is desired, student must submit a form to maintain continuous enrollment, available from [Graduate College](#). This form may be submitted electronically only if an approved iPOS is on file.

2. Unsatisfactory performance in counseling practicum or internship. Students who receive an unsatisfactory performance evaluation from their clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision. A student may also be dismissed for an ongoing failure to accept supervision.

3. Unethical or unprofessional conduct. Students are referred to ACA's (2014) Code of Ethics, as well as to university regulations concerning academic or scientific misconduct and Federal regulations regarding the conduct of research with human subjects, as administered by the

Institutional Review Board at ASU. Substantial violation of any of these documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program. As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.

4. **Circumstances that interfere with training or threaten client welfare.** Student conduct that, in the opinion of faculty, obstructs or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program.
5. **Felony conviction that affects ability to practice or be licensed.** Students whose conduct, within or outside the program, has resulted in a felony conviction that would preclude licensure in Arizona as a counselor may be dismissed from the program.

COUNSELING FACULTY

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

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

Sample grants and publications:

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. DOI 10.1007/s12528-016-9110-4.

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. DOI: 10.1002/jee.20100.

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. DOI: 10.1615/JWomenMinorScienEng.2013005351.

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. DOI: 10.1615/JWomenMinorScienEng.v17.i1.40.

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:

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

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

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

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

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

Email: james.bludworth@asu.edu

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

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

Sample Publications:

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

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

Catena, A. M. (2015). Below the surface: A multifaceted approach to group supervision. In M. Luke & K. Goodrich (Eds.), *Group Work Experts Share Their Favorite Activities for Supervision*. Association for Specialists in Group Work, Alexandria, VA. Rev. 10/2016 33.

Professional Service:

Past President, New Mexico Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (NMALGBTIC); Leadership Fellow, Chi Sigma Iota Emerging Leaders; Western Association for Counselor Education and Supervision (WACES).

Email: angela.catena@asu.edu

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.
doi:<http://dx.doi.org.ezproxy1.lib.asu.edu/10.1037/lat0000071>.

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.

Professional Service:

Dr. Capielo has also held various national leadership positions and is currently the 2017-2018 Leadership Fellow for the Council of National Psychology Associations for the Advancement of Ethnic Minority Interests (CNPAEMI).

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. <http://dx.doi.org/10.1037/cou0000118>.

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. doi: <http://dx.doi.org/10.1016/j.jsat.2013.02.002>.

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. doi: 10.1037/sgd0000087.

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. doi: 10.1037/a0031091.

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. doi: 10.1007/s10903-012-9678-3.

Email: Frank.Dillon@asu.edu

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

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. (2015). Might as well face it, there's addiction among your clients: Treatment planning. www.ContinuingEdCourses.net/active/courses/course048.php

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., 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.

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

Glidden-Tracey, C. (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, CACREP Core Faculty

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

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

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

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

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

Email: Kinnier@asu.edu

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

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.

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

Walsh, K., & Robinson Kurpius, S. E. (2015). Parental, Residential, and Self-Belief Factors Related to Academic Persistence Decisions of College Freshmen. *Journal of College Student Retention: Research, Theory, & Practice*, 0(0), 1-9. DOI: 10.1177/1521025115579672.

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.

Email: Sharon.Kurpius@asu.edu

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

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. & 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 (Invited book chapter).

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. (Invited book chapter).

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. (Invited book chapter).

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. (Quantitative study).

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. (Qualitative study).

Davis, E. S., Pereira, J. K., & Dixon, A. (2015). Introducing reality play therapy: Reactions and perceptions from elementary school counselors. *Journal of Creativity in Mental Health, 10*(4), 402-422. doi:10.1080/15401383.2015.1093984.

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

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*.

Totenhagen, C. J., Randall, A. K., Cooper, A., Tao, C., & Walsh, K. J. (2017). Stress spill-over in same-sex couples: Concurrent and lagged daily effects. *Journal of GLBT Family Studies*, 31, 236-256.

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.

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

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.

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., & 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. doi: 10.1037/cou0000241

Santos, C. E., Menjívar, 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. doi: 10.1080/01419870.2017.1311021

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. doi: 10.1177/0011000017702966

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. doi: 10.1111/cdev.12789

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*, CACREP Core Faculty

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

Sample publications:

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

Liao, H-Y, Spanierman, L. B., Harlow, A., & Neville, H. A. (2017). Do parents matter? Examination
of White college students' intergroup experiences and attitudes. *The Counseling
Psychologist*, 45, 193-212.

Cadenas, G. A., Cisneros, J., Todd, N. R., & Spanierman, L. B. (2016, December). DREAMzone:
Testing an Intervention to Improve Attitudes Toward Undocumented Immigrants.
Journal of Diversity in Higher Education. Advance online publication.

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.

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

Email: Lisa.Spanierman@asu.edu

Terence J.G. Tracey (PhD, University of Maryland), CACREP Core Faculty

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

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

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

Tracey, T. J. G. & 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. (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>

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

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

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, Director of MC Training, CACREP Core Faculty

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. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss7/4>.

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.

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

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

Arredondo, P. (2002). Mujeres Latinas-santas y marquesas. *Cultural Diversity and Ethnic Minority Psychology*, 8, 1-12. Rev. 10/2016 40.

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.

Arredondo, P., Gallardo Cooper, M. & Delgado-Romero, E., Zapata, A. (2014). Culturally responsive situational counseling with Latinos. Alexandria, VA: American Counseling Association. Arredondo, P. (1996). *Successful diversity management initiatives: A Blueprint for planning and implementation*. Thousand Oaks, CA: Sage.

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

Specialties: Psychology of eating; learning and behavior

Sample Publications:

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

Wadhwa, 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, & Wadhwa, 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.

Wadhwa, 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.

Wilkie, L.M., Capaldi-Phillips, E.D., & Wadhwa, D. (2014). Sodium chloride suppresses bitterness only when plain vegetables are perceived as highly bitter. *Chemosensory Perception*, 7, 10-22.

Wilkie, L.M., Capaldi Phillips, E.D., & Wadhwa, D. (2013). Sucrose and non-nutritive sweeteners can suppress the bitterness of vegetables independent of PTC taster phenotype. *Chemosensory Perception*, 6, 127-139.

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

Email: dbajaj@asu.edu

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

Michael Lavoie (PhD, California School of Professional Psychology)

Donna Sheperis (PhD, University of Mississippi)

MC ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Applications are due the first business day after January 1. All materials must be RECEIVED by this date. Faculty letters of recommendation are the final step in the application process. **Please be considerate and allow your letter writers adequate time to respond before the January 1 deadline.** ASU does not solicit letters of recommendation until the applicant has completed the application (excluding GRE score). We recommend that you upload at least part of the application in early December. It is your responsibility to make sure your file is complete.

What standardized tests are required?

The [Graduate Record Examination \(GRE\)](#) is required and students may register online. [ASU Office of Evaluation and Educational Effectiveness](#) also offers the GRE.

May 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.

What are the minimum GRE scores?

There are no minima for these tests per se. The scores are used along with the undergraduate GPA to calculate the FRK index, which is then used in considering admissions.

How many people apply to the program each year and how many are admitted?

Over the past several years, the number of completed applications has ranged from 100 to 150. We aim for an incoming class of 50 students. In 2017, we received 119 completed applications and the entering class comprises 41 students.

How are applications evaluated?

A point system is used which covers four different areas—FRK index, professional experience, life experiences, and recommendations. Two faculty members evaluate each application. In some cases, an application may be reviewed by an additional faculty member.

How many recommendations should be submitted and from whom?

Two is the minimum and three is the maximum. Because the MC program is both academic and practitioner-oriented, students are encouraged to have recommendations from at least one academic instructor and one work supervisor.

How many classes can an applicant take before admittance to the program?

A maximum of 12 hours taken at ASU while a post baccalaureate non-degree student may be applied toward a master's degree, if appropriate, provided they were taken within 3 years of admission. All hours taken prior to the semester of admission indicated on the admission letter from ASU Graduate College are non-degree hours.

When can we expect to hear from ASU Graduate College regarding acceptance into the program?

The process takes approximately eight weeks. All applicants who submit all the required admission documents by the January deadline will receive a letter of either acceptance or denial.

If a person is not accepted, what options exist?

Students may apply again the following year. Updated materials and/or scores may improve one's application materials. Due to the numbers involved, it is impossible to meet individually with each denied applicant.

How many years do I have to finish the degree?

The university requires students seeking a master's degree to finish degree requirements within six years. It takes 2-3 years of full-time study to complete the MC program. Part-time progress depends on how many courses are taken per semester. The two-year completion rate is approximately 52.3%, typically including summer enrollment.

What is full-time status?

A minimum full-time course load for graduate students is 9 credit hours.

May I go part-time?

The program curriculum is designed for students attending full-time. Students may complete the program part-time; however, course availability may be limited at times. Please note internship requires a full-time commitment.

Is there an online degree option?

No, the program is a traditional, in-classroom structure. Some electives offered by other departments may be available as online courses, but the MC program's core curriculum is not offered online.

May I apply to both the MC and PhD programs?

Yes. A separate application and different supporting documentation is required for each program.

Is a specific undergraduate degree required?

There is no requirement for a specific undergraduate degree. Although it helps to have general psychology knowledge, this is not a requirement.

How many credits should I take in my first semester?

Full-time students in the program are advised to take 12 credits (4 courses) during their first semester.

Must I stay enrolled?

ASU Graduate College requires that all students maintain continuous enrollment (fall and spring) otherwise they are automatically dismissed from the University. If dismissed, students will then have to reapply for admission. If they reapply, admission is not guaranteed and they are viewed as new applicants with only 12 credits taken prior to readmission being allowed to count toward the degree. In rare cases in which students take a one-semester leave of absence, they must complete a [Graduate College](#) form to maintain continuous enrollment.

Can I transfer credits?

The MC program considers up to 12 transfer credits from CACREP-accredited programs pursuant to ASU Graduate College policy

What can I do with the MC degree?

The MC degree provides the graduate with the skills to work in the mental health area as a counselor (this can be a variety of community and medical agencies). In 2015-2016, 100% of students who took licensure exams passed and 97.4% found employment within 6 months of graduating.

APPENDIX A – MC COURSE SEQUENCE

PRACTITIONER (STRUCTURED) TRACK – A					
YEAR 1			YEAR 2		
Fall	Spring	Summer	Fall	Spring	Summer
<p>CED 577 (3 credits) CED 522 (3 credits) CED 545 (3 credits) CPY 645 (3 credits)</p> <p><i>9 credits = full time per Graduate College requirements</i></p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p>	<p>CED 680 (6 credits) CED 534 (3 credits)</p> <p>[add required course or elective; e.g., CED501, CED 527, CED 529, CPY671]</p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p> <p><i>Meet with faculty advisor to finalize iPOS.</i></p>	<p>[option to take electives and/or required courses in summer. Discuss with faculty.]</p>	<p>CED 684 (3 credits)</p> <p>[add 3-4 required and/or elective courses. Discuss with faculty.]</p>	<p>CED 684 (3 credits)</p> <p>[add 3-4 required and/or elective courses. Discuss with faculty.]</p>	<p>[option to take electives and/or required courses in summer. Discuss with faculty.]</p>

Note:

- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3 years.
- CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680. These pre-requisites are configured as a block (name: 1st Year CED Class Block; code: TLSCED); students must enroll in the block and contact the program coordinator for consent to enroll in CED 577. Please note that class blocks cannot be broken up. If you drop one class, you must drop all three. Space in the block is limited. If the block fills before you enroll, you will be placed on **Practitioner (Flexible) Track – B** and you will be able to take the blocked classes during the Spring semester.
- CED 534 is a pre- or co-requisite for CED 680.
- The faculty suggests that CED 501 precedes CED 502.
- If English is not student’s first language and they wish to improve their fluency, the faculty recommends Track B.

PRACTITIONER (FLEXIBLE) TRACK - B					
YEAR 1			YEAR 2		
Fall	Spring	Summer	Fall	Spring	Summer
<p>CED 534 (3 credits)</p> <p>[Enroll in various required and elective courses to equal 12-15 credit hours; e.g., CED501, CED 527, CED 529, CPY671]</p> <p><i>9 credits = full time per Graduate College requirements</i></p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p>	<p>CED 577 (3 credits) CED 522 (3 credits) CED 545 (3 credits) CPY 645 (3 credits)</p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p> <p><i>Meet with faculty advisor to finalize iPOS.</i></p>	<p>[Option to take CED 680 practicum and/or other electives and required courses. Discuss with faculty.]</p>	<p>CED 680 (6 credits)</p> <p>[add 2-3 required courses or elective; CED501, CPY671]</p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p>	<p>CED 684 (3 credits)</p> <p>[add 3-4 required and/or elective courses]</p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p>	<p>CED 684 (3 credits)</p> <p>[add required and/or elective courses]</p> <p><i>Students may take an additional course, if desired. Discuss with faculty.</i></p>

Note:

- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3 years.
- CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680.
- These pre-requisites are configured as a block (name: 1st Year CED Class Block; code: TLSCED); students must enroll in the block and contact the program coordinator for consent to enroll in CED 577. Please note that class blocks cannot be broken up. If you drop one class, you must drop all three.
- CED 534 is a pre- or co-requisite for CED 680.
- The faculty suggests that CED 501 precedes CED 502.

RESEARCH (THESIS) TRACK					
YEAR 1			YEAR 2		
Fall	Spring	Summer	Fall	Spring	Summer
CED 501 (3 credits) CED 534 (3 credits) [Enroll in various required and elective courses to equal 12-15 credit hours; e.g., CED 527, CED 529, CED 599, CPY 671; Discuss with faculty.] <i>9 credits = full time per Graduate College requirements</i>	CED 577* (3 credits) CED 522 (3 credits) CED 545 (3 credits) CPY 645 (3 credits) [Consult with advisor regarding additional course CED 502] <i>Meet with faculty advisor to finalize iPOS.</i>	[add required courses; note that thesis units may be taken in the summer]	CED 680 (6 credits) EDP 552 (3 credits) [add 1-2 required courses]	CED 684 (3 credits) EDP 554 (3 credits) [add 1-2 required courses]	CED 684 (3 credits) [add required courses]

Note:

- *CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680. You must ensure completion of these courses in Year 1.
- These pre-requisites are configured as a block (name: 1st Year CED Class Block; code: TLSCED); students must enroll in the block and contact the program coordinator for consent to enroll in CED 577. Please note that class blocks cannot be broken up. If you drop one class, you must drop all three.
- CED 534 is a pre- or co-requisite for CED 680.
- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3-years.

Note for research track students:

- The faculty suggests that CED501 precedes both CED502 and all other quantitative courses.
- Work with advisor to enroll in 6 thesis credits CED 599 (1-6 credits across various semesters).
- If you plan to propose or defend your thesis in the summer you must consult with your advisor. You must be enrolled in a minimum of 1-credit hour to propose or defend your thesis.

APPENDIX B – MC COURSEWORK CHECKLIST

MC Coursework Checklist (to be completed in conjunction with the [Plan of Study](#))

MC Course	Coursework Name	Semester taken/ planned or waiver obtained*	Waiver (attach letter)	Credits	Grade
Professional Core					
CED 522	Theories of Counseling	_____		3	_____
CED 523	Psychological Tests	_____		3	_____
CED 527	Prevention & Consultation	_____		3	_____
CED 534	Occupations and Careers	_____		3	_____
CED 545	Analysis of the Individual	_____		3	_____
CED 567	Group Dynamics & Counseling	_____		3	_____
CED 577	Counseling Pre-practicum	_____		3	_____
CED 529	Lifespan Human Development	_____		3	_____
CPY 645	Professional Issues and Ethics	_____		3	_____
CPY 671	Multicultural Counseling	_____		3	_____
CED 680**	Practicum Seminar	_____		3	_____
CED 680**	Practicum Clinic	_____		3	_____
CED 684**	Internship in Counseling	_____		3	_____
CED 684**	Internship in Counseling	_____		3	_____
CED 501	Research and Evaluation	_____		3	_____
CED 502***	Introduction to Data Analysis	_____		3	_____
				48	
Practitioner Track					
Elective 1	_____	_____		3	_____
Elective 2	_____	_____		3	_____
Elective 3	_____	_____		3	_____
Elective 4	_____	_____		3	_____
				12	
Research Track					
EDP 552***	Multi Regression/Correlation Methods	_____		3	_____
EDP 554***	Analysis-of-Variance Methods	_____		3	_____
CED 599	Thesis	_____		6	_____
				12	

* If course waiver is obtained, attach a copy of the letter certifying waiver of program requirement. **Note:** waiver only refers to not needing to take a program requirement. The Graduate College total hours requirement (60 hours) still hold.

** On the iPOS, CED 680 Practicum should be listed as two separate 3.0 unit classes: CED 680 Practicum Seminar, and CED 680 Practicum Clinic, both during the same semester. Do not list it as one 6.0 unit class. The same applies for CED 684 Internship. Please list as two separate 3.0 unit classes during consecutive semesters.

*** Or equivalent

APPENDIX C – MC PRACTITIONER TRACK ELECTIVES

[CED 672](#) Marriage and Family Counseling

[CPY 623](#) Counseling At-Risk Youth

[CPY 644](#) Psychology of Careers

[CPY 650](#) Counseling Latinos

[CPY 651](#) Personality Assessment

[CPY 652](#) Individual Intellect Assessment

[CPY 653](#) Neuropsychology

[CPY 654](#) Biobases of Behavior

[CPY 670](#) Individual Differences

[CPY 674](#) Counseling Women

[CPY 675](#) Health and Wellness Counseling

[CPY 676](#) Social Bases of Behavior

[CPY 677](#) Advanced Counseling

[CPY 679](#) History/Systems of Psychology

[CPY 694](#) Substance Abuse

CPY 691 Rotating Special Topics Seminars:

- [Group Intervention](#)
- [Counseling Children and Adolescents](#)
- [Child Counseling and Play Therapy](#)
- [Grief and Loss Counseling](#)
- [Working with Trauma in Counseling](#)
- [Advocacy, Systems and Community Counseling](#)
- [Counseling Survivors of Abuse](#)
- [Psychotherapy and Meaning in Life](#)
- [Intimate Partner Violence](#)
- [Advanced Aspects of Cognitive and Affective Psychology](#)

DISCLAIMER: This information is provided with the understanding that projected course scheduling may change. It is the responsibility of the student to verify that the course is being offered in the semester in which they wish to enroll.

CED 672 Marriage and Family Counseling
Semester Commonly Offered: every Spring
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course is designed to assist in your understanding of close relationships in the context of the family, and present theories, skills, and techniques associated with the practice of counseling with couples and families.

CPY 623 Counseling At-Risk Youth
Semester Commonly Offered: TBD
Format: In-person
Session: A
Credit Hours: 3.0
Course Description/Objectives: This course focuses on at-risk behaviors of adolescents such as drug use, risky sexual behaviors, gang involvement, and suicide. It also presents interventions to reduce risky behaviors and increase positive personal and school behaviors.

CPY 644 Psychology of Careers
Semester Commonly Offered: every other Fall (even years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course is an advanced seminar on the research in vocational psychology. Focus is on cutting edge research in the area as students are required to design their own research in the area.

CPY 650 Counseling Latinos
Semester Commonly Offered: every other Spring (odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course provides frameworks, models and approaches to counseling that reflect Latino worldviews—belief systems, values and behavioral practices in order to facilitate your work with Latino clients. The course will provide opportunities to examine the heterogeneity of Latinos and individual differences that manifest in different generational contexts across and within the different Latino ethnic groups. Identity-related models based on collectivistic Latino/mestizo psychology will provide the basic framework for working with this population. Minority identity, white identity, white privilege, and biracial identity development will be explored as it relates to issues in counseling Latinos.

CPY 651 Personality Assessment
Semester Commonly Offered: every other Fall (odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course is designed to provide advanced training in the use of major objective personality instruments to assess psychological symptoms. Primary emphasis is on the MMPI-2 and MCMI-III. Comprehensive personality assessments (NEO-PI-R) as well as general (OQ-45) and specific symptomatic measures (BAI/BDI) will also be reviewed.

CPY 652 Individual Intellect Assessment
Semester Commonly Offered: every other Fall (even years) Fall 2018
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course will examine the nature of human intellectual/cognitive abilities; their standardized measurement; and related issues in interpretation and practice. The course will provide preliminary training and experience in the administration and interpretation of two of the most widely used tests in this area: the Wechsler Adult Intelligence Scale, 4th ed. (WAIS-IV) & the Wechsler Intelligence Scale for Children, 5th ed. (WISC-V). Other instruments will be introduced at a topical level. Theoretical foundations, practice skills, cultural considerations, and ethical issues in intellectual/cognitive assessment will be emphasized.
CPY 653 Neuropsychology
Semester Commonly Offered: every other Fall (even years) Fall 2018
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course will concentrate on human Neuropsychology. The main topics will be related to functional brain organization and hemispheric specialization, with a particular emphasis on functional assessment. We will read and discuss articles and studies, employing a large variety of methodologies, ranging from the 1950s to the latest publications, with both normal and pathological subject populations. Much of the course will be spent discussing brain assessment techniques to study cognitive function and dysfunction. Emphasis will be placed on commonly used approaches in the assessment and measurement of human behavior and how the human brain is responsible for cognition, language, memory, spatial processing, emotion, and personality.

CPY 654 Biobases of Behavior
Semester Commonly Offered: every other Fall (odd years) Fall 2017
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: A broad variety of fundamental physiological principles are surveyed. Please note that this course does not focus on application of physiological principles to psychological practice (e.g., this is not an applied course on neuropsychology, psychopathology, or psychopharmacology). However, the course does capitalize on most students' prior familiarity with psychopathology (e.g., with the disorders described in <i>Diagnostic and Statistical Manual of Mental Disorders</i>) to help enable acquisition of general information about important brain structures and functions. Included is information about basic nervous system-related biochemistry, cellular structure and physiology, and anatomy and physiology.
CPY 674 Counseling Women
Semester Commonly Offered: offered every other Fall (even years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course explores women's development and its implications for counseling. Sexism in mental health, sex differences in diagnosis and psychopathology, and women's particular treatment needs.
CPY 675 Health and Wellness Counseling
Semester Commonly Offered: projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course focuses on both self-care for the counselor and the biopsychosocial and cultural components of prevalent diseases such as cancer, heart disease and diabetes. Working with health care patients in multiple settings is discussed.

CPY 676 Social Bases of Behavior
Semester Commonly Offered: every other Spring (odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: The course provides a graduate level overview of social psychological concepts, theories, and research. Content covers a range of basic processes, such as attitude change, and addresses intergroup relations, such as stereotyping and prejudice. Throughout the semester, we will consider ways to apply social psychological concepts to counseling psychology practice, research, and advocacy.
CPY 677 Advanced Counseling
Semester Commonly Offered: every other Spring (even years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course provides advanced instruction in theories of counseling and psychotherapy to deepen your understanding of both classic theories and contemporary approaches. The first part of the course integrates science and practice. Specifically, we will examine psychotherapy process and outcome scholarship to ascertain what works, for whom, and under what conditions. Next, we will focus on applying particular theories to case conceptualization and treatment interventions. Throughout, we will assess applicability of each theory for clients from diverse backgrounds.
CPY 679 History/Systems of Psychology
Semester Commonly Offered: every three years
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course focuses on history and psychology. We will spend most of the course discussing the major movements within the science of psychology during the 19 th through the 21 st centuries but “psychology” has been with us since the beginning of humanity. As such, we will explore those earlier manifestations too.

CPY 694 Substance Abuse
Semester Commonly Offered: every Fall
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: Students will learn content and contexts associated with assessment and treatment interventions regarding substance abuse problems. Students will develop knowledge and skills for conducting psychoeducational and psychotherapeutic interventions to address substance use disorders and related concerns, including but not limited to co-morbid psychological disorders.

CPY 691 Group Intervention
Semester Commonly Offered: every semester (Fall & Spring)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This is the course for group leaders. Group leaders (or co-leaders) are advanced M.C. or Ph.D. students who have had a group counseling course and have been selected by me to lead a group that consists of students enrolled in the Group Counseling class (CED567). Students can count time spent leading group as “direct hours” and time in supervision as “group supervision.” Preparation time for group and replying to group member journals can count as “other.” Students gain supervised experience leading, or co-leading, two types of group therapy (i.e., psycho-educational and t-group) leading to enhanced skill acquisition and professional development.

CPY 691 Counseling Children and Adolescents
Semester Commonly Offered: every semester (Fall & Spring); Summer when possible
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course explores the use of play, expressive arts, and behavioral methods in counseling children and adolescent clients. Theoretical orientations to play therapy/expressive arts/behavioral interventions, foundations, practice, and assessment/treatment planning for each modality are major course foci. Play media such as therapeutic play materials, guided imagery, puppets and dolls, art, creative dramatics, music and movement, games, and sand play are integrated into the course curriculum. Demonstrations and experiential activities are a primary method of teaching and learning the theory and practice of counseling children and adolescents. Both directive and nondirective experiences are included.

CPY 691 Child Counseling and Play Therapy
Semester Commonly Offered: offered Fall; projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: The course provides in vivo experiences with child clients at a local elementary school. Graduate students will be directly engaged in providing therapeutic support to select students during the course period each week, and will receive immediately feedback and real time supervision of skill development. Didactic training focuses on theoretical orientations to play therapy, as well as assessment and treatment planning for each modality.

CPY 691 Grief and Loss Counseling
Semester Commonly Offered: offered Summer (every other Summer odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course is designed to develop student competencies and skills related to grief and loss work in counseling. Students will be engaged in topics from a theoretical, multicultural, developmental, and skills based perspective. Students will explore and develop a theoretical approach to working with distressed clients. Grief and loss oriented techniques will be explored and practiced in the classroom.

CPY 691 Working with Trauma in Counseling
Semester Commonly Offered: projected schedule TBD
Format: In-person
Session: A or B
Credit Hours: 3.0
Course Description/Objectives: This course addresses the impact of crisis, disasters, sexual assault and other trauma causing events on individuals and communities, as well as the treatment of trauma related disorders. Trauma is examined through the impact on the brain regions, impact on memory, variations of emotional regulation and somatic responses. The course will also address operations of emergency management systems within clinical mental health agencies and in the community. Attention is also given to vicarious trauma and caring for the caregiver. Demonstrations and experiential activities are a primary method of teaching and learning the theory and practice of working with trauma. Both directive and nondirective experiences are included.

CPY 691 Advocacy, Systems and Community Counseling
Semester Commonly Offered: projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course explores counseling in a broad framework that moves beyond traditional counseling approaches. This course will integrate a post-modern model that undergirds a paradigm shift in counseling that integrates social justice, and advocacy through a community counseling systems perspective. A major emphasis will be placed on the expanding role of the mental health counselor as a social justice advocate and proponent. The course will also address different contexts in which counseling and related activities take place. Historical, philosophical, sociocultural, economic, and sociopolitical dimensions of human services and current trends of mental health will also be addressed in relation to social justice advocacy.

CPY 691 Counseling Survivors of Abuse
Semester Commonly Offered: projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course is designed to provide students in counseling and counseling psychology with an overview of the impact of abuse/trauma on children, adolescents and adults and the course of treatments use to resolve the impact of abuse. The students will be exposed to current literature on various treatment modalities for dealing with incest, rape, and domestic violence.

CPY 691 Psychotherapy and Meaning in Life
Semester Commonly Offered: projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: The main focus of the course is on the human search for meaning in (or of) life. We will explore this need and process from several perspectives, drawing upon literatures from religion, theology, philosophy, fictional literature, poetry, and other media like movies and even song lyrics. The major emphasis of the course will be on theories and empirical research from the counseling, psychotherapeutic, and psychological literatures. We will study relevant meaning-related assessments and interventions found within psychodynamic, gestalt, existential, humanistic, values clarification, cognitive-behavioral, and spiritual counseling perspectives. The goal of the course is for students to become more competent in helping their clients (and themselves) in the ongoing search for wisdom and meaning in life.
CPY 691 Intimate Partner Violence
Semester Commonly Offered: every other Summer (odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: This course addresses domestic violence, psychological abuse, sexual violence, and stalking within intimate relationships. The course explores violence within heterosexual and same sex relationships. Students discuss complexities of intimate partner violence (IPV), such as misconceptions, financial, legal, and custodial issues. Students will gain knowledge in assessing risk and safety planning and develop skills in effective treatment modalities. Along with understanding the complexities of intimate partner violence and its effects, students will develop skills to address a variety of client needs.

CPY 691 Advanced Aspects of Cognitive and Affective Psychology
Semester Commonly Offered: every other Fall (odd years)
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: The goals of this course are (1) to provide advanced psychological training in the areas of cognition, emotion and their overlap, and (2) to help students to apply this knowledge to their research and clinical work. Course objectives are to: Understand fundamental theories of emotion and affect; Describe the major theories of executive functioning, attention and memory and how these are related to affect and emotion; Understand the models and measurement of affect; Understand the cross cultural application of models of emotion and affect; and Apply these concepts to extant research and practice.

APPENDIX D – MC PRACTITIONER TRACK PRE-APPROVED OUTSIDE ELECTIVES

Below is a list of outside electives (i.e., electives not offered through the Faculty of Counseling and Counseling Psychology) that have been pre-approved as acceptable elective options for MC students. Although students do not have to seek approval from their faculty advisor to register for these courses, students are always encouraged to consult with their advisor regarding all course sequencing and planning.

Each of these courses has been pre-approved by the faculty:

- [PSY 591](#) Neuropsychopharmacology
- [SWG 561](#) LGBTQ Issues
- [SWG 570](#) Aging: A Social Work Perspective
- [SWG 577](#) Traumatic Death: Theory, Counseling, Practice
- [SWG 579](#) Critical Incident Stress Management

NOTE: It is strongly recommended that students consider outside electives *only* when electives offered by the CCP program are not available or conducive to students’ schedules.

DISCLAIMER: This information is provided with the understanding that faculty and course material may change. It is the responsibility of the student to verify the accuracy of this information during the semester in which they wish to enroll. If there is a change in faculty or a significant change in course objectives for any of the courses listed, students must request an updated course syllabus and seek approval from their faculty advisor to enroll.

PSY 591 Neuropsychopharmacology
Instructor: varies; check schedule of classes
Semester Commonly Offered: offered Spring 2017; projected schedule TBD
Format: In-person
Session: C
Credit Hours: 3.0
Course Description/Objectives: The overall goals and student learning objectives of this class are for students to be able to (1) describe the basic principles of pharmacology as they apply to the brain and behavior, (2) discuss the actions of CNS therapeutic drugs at a detailed biological level, and (3) demonstrate how neuroscience can guide the development of newer and more effective therapeutics for treating nervous system disorders.

SWG 561 LGBTQ Issues
Instructor: varies; check schedule of classes
Semester Commonly Offered: Fall, Spring, Summer
Format: Online
Session: C (Fall & Spring); A (Summer)
Credit Hours: 3.0
Course Description/Objectives: Historical, socio-cultural introduction to lesbian, gay, bisexual and transgender communities and their resilience to challenges and barriers. The purpose of the course is to increase students' understanding of the lived experiences of diverse LGBTQ people and communities, their identity construction, and the effect of laws, discrimination and oppression on their lives using a social work framework. In addition, the lenses of other disciplines, such as psychology, sociology, and history may also be used to present course content.

***Note:** Please contact Dr. Mendoza regarding seat availability in the semester in which you wish to enroll as seats may be limited.

SWG 570 Aging: A Social Work Perspective
Instructor: varies; check schedule of classes
Semester Commonly Offered: Fall
Format: Online
Session: C
Credit Hours: 3.0
Course Description/Objectives: Biopsychosocialspiritual perspectives on aging, including intergenerational matters, international trends, policies, programs, services and issues unique to populations of the Southwest. This course examines the life stage of late adulthood (age 65 through death) from a biopsychosocialspiritual, intergenerational, ecological systems, strengths, and international perspective. This course supports the social work profession's commitment to critical analysis of existing theories, practice, policy, and research in the context of culture, race, class, religious orientation, gender, age, ability, and sexual orientation, and the School's commitment to populations of the southwest. It recognizes that all persons age and equips practitioners with a base of knowledge to deliver social work services tailored to needs of older adults and their caregivers from diverse backgrounds.

SWG 577 Traumatic Death: Theory, Counseling, Practice
Instructor: varies; check schedule of classes
Semester Commonly Offered: Spring
Format: In-person
Session: A
Credit Hours: 3.0
Course Description/Objectives: Explores the various experiences of grief, trauma and bereavement through a phenomenological perspective and using creativity, art, literature, poetry, indigenous wisdom and evidence-based research. Practice techniques and psychosocial care to the traumatically bereaved. Examines the micro, mezzo and macro aspects of death and grief in contemporary society. Theory, philosophy and direct practice with individuals, families and groups experiencing traumatic death and grief.

***Note:** This is a short-term, intensive class that meets 5 times over the course of 3 weekends.

SWG 579 Critical Incident Stress Management
Instructor: varies; check schedule of classes
Semester Commonly Offered: every semester (Fall & Spring)
Format: Online
Session: A or B depending on semester
Credit Hours: 3.0
Course Description/Objectives: This course will incorporate the most recent research on the effects of stress and trauma by introducing students to a comprehensive understanding of the neurophysiology of stress and trauma. Since the body's physiology as well as the psychology of the individual is each uniquely affected by stressful and traumatic events, the interface of cognitive-based and body-based practices is considered essential for the complete resolution of stress and trauma reactions.
The topics of stress, trauma, vicarious trauma and mass trauma will be explored as it is experienced by the individual and large populations. This course combines experiential class activities, evidenced based readings and research so students can conceptualize as well as practice these skills so they can track their quality of health through multiple activities such as heart rate monitoring, sleep habits, clarity of focus and mindfulness practice activities.

APPENDIX E – COMPREHENSIVE WRITTEN EXAM (COMPS)

Students in the Practitioner Track must pass a standardized comprehensive examination in order to graduate. The MC program uses the [Counselor Preparation Comprehensive Examination \(CPCE\)](#). A passing score of **76** is required. Students not passing on the first administration of this test will have only one more option to pass the test. If a student fails after two administrations, the student is recommended for dismissal from the program. There is no cost to the student to take the exam. Counseling and Counseling Psychology will cover the \$50 examination fee. The exam should be taken in the semester prior to the semester of graduation.

The comprehensive examination will be administered once per semester on a Monday in the spring (late March-early April), summer (late June-early July) or fall (mid October-early November). Information on specific dates and how to register will be announced via the student listserv.

Students must be in good academic standing (3.0 POS and graduate GPA) and must be enrolled in the semester that they take the exam (including summer). One credit of continuing registration (CED 595) is suggested if no other courses are needed. In addition, Graduate College accepts comps scores only for those students who have a full three-member committee in their POS. Prior to taking comps, students must add two faculty members from the MC program to their committee in the iPOS. Students may choose any two faculty members; nothing will be required of them. This is simply to complete a full committee and allow the exam result to be posted. Failure to have a complete committee means that comps scores cannot be recorded.

There is no official study guide for the CPCE. However, since the CPCE and the National Counselor Examination for Licensure and Certification ([NCE](#)) are based on the same eight content areas, any study materials developed for the NCE should be useful for the CPCE. There are copies of NCE study guides available in the Counselor Training Center resource library. Additional suggested resources are available [here](#).

APPENDIX F – MASTER’S THESIS

Students in the Research Track must complete a master’s thesis in order to graduate. More information pertaining to these can be obtained from the student’s advisor and from [Graduate College](#). Thesis defenses are scheduled via MyASU. The “Defense” link in MyASU will not appear until the following conditions are met:

- Approved POS on file (no pending changes or petitions)
- All minimum 3.0 GPA requirements met (iPOS and Graduate)
- Approved full committee on POS (no pending changes)
- Student is active and currently enrolled
- Applied for graduation

Student must confirm with their committee and reserve a room with the Program Coordinator prior to scheduling the defense in MyASU. Committee members may Skype or otherwise teleconference in for the defense, but the chair must be physically present. If this is not possible, student must submit a committee change request on the iPOS, reassigning roles so as to have two co-chairs. At least one of the co-chairs must be physically present.

The oral defense is a public meeting that includes the student, chair, committee, and anyone else who would like to attend. Since 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 Master’s Thesis Defense (Pass/Fail form; supplied by Graduate College), are pass, pass with minor revisions, pass with major revisions, or fail.

Once the student has successfully defended the thesis, the committee must sign the Pass/Fail form and submit the form to the Program Coordinator. Students are then eligible to electronically submit the thesis 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.

APPENDIX G – SAMPLE REQUIREMENTS AND EXPECTATIONS FOR MASTER’S THESIS

OVERVIEW OF REQUIREMENTS AND EXPECTATIONS

Master’s Thesis Chair: Dr. Ashley K. Randall, PhD

Counseling and Counseling Psychology

Arizona State University

Note: The following is an overview of Dr. Randall’s requirements to serve as Thesis Chair. The suggested timeline below is based on students wishing to graduate in 2 years; due dates may vary ($SD = 1$ week). It is the responsibility of the student to adhere to these guidelines.

Area Paper Requirement: If a student does not meet the deadlines put forth for the Area Paper, Dr. Randall reserves the right to recuse herself as Chair. She will, however, serve as a committee member on the student’s thesis. It is the responsibility of the student to find another Faculty member to chair the thesis.

Number of Advisees: Due to the time requirement involved, Dr. Randall will only serve as Thesis Committee Chair for *two students per Academic Year*.

COURSE PREREQUISITES (1ST YEAR)

1. CED 501: Research and Evaluation in Counseling
2. CED 502: Counseling Data Analysis
3. CED 672: Marriage and Family Counseling*

**Can be substituted with an approved course focused on intimate/interpersonal relationships.*

TIMELINE

Year 1 (1st Year)

Fall

Meet with Dr. Randall to review career goals, relevant coursework, and possible ideas.

Following this meeting, Dr. Randall will send a follow-up emailing notifying the student about whether or not she can Chair the thesis. This decision will be based upon: a) student’s area of interest and b) current number of student advisees.

- Spring**
1. Set up bi-weekly or monthly meetings (TBD) with Dr. Randall to review topic ideas, and determine area for Area Paper.
 2. Attend two Graduate Writing Services workshops (e.g., Writing Effectively: A Refresher on Grammar and Sentence Structure – online course).
 3. Create an outline for Area Paper – due May 1st.

- Summer**
- Complete Area Paper (see detailed instructions below)*
1. Full rough draft – due July 1st
 2. Final draft (incorporating Dr. Randall’s revisions) – due August 15th

**deadlines are firm*

Year 2 (2nd Year)

- September
1. Finalize committee/complete paperwork by September 1st
 2. Work with Dr. Randall to finalize research proposal
- October
1. Hold proposal meeting with committee by October 15th
 2. Submit IRB application by October 31st
 3. Begin data collection following IRB approval
- February
1. Complete data collection by February 1st
 2. Complete data processing, analyses, and write-up of Results by February 15th
 3. Schedule one-to-one Graduate Writing Services (ph: 602-965-4272) to review full draft of thesis.
- March
1. Rough draft of final thesis - due March 1st *
**Feedback from the Graduate Writing Services must be submitted with this draft.*
 2. Second rough draft of final thesis - due March 15th
- April
1. Final thesis sent to committee by April 1st
 2. Schedule defense prior to April 15th*
**Please confirm date with Graduate College*

AREA PAPER INSTRUCTIONS

Purpose: This paper will help to: (1) organize relevant literature on your topic of interest and (2) serve as the backbone to your Proposal Introduction.

Content: Please be sure to review relevant literature (seminal articles, along with literature from the past 10 years) and include the following sections:

- A. **Overview of the topic** (i.e. why is this topic important)
- B. **Theories used to describe this topic** (2-3 most common) – describe theories in detail, and include major tenants.
- C. **What is known** - this will be the bulk of your literature review
- D. **Unknown questions/things left to be discovered**
- E. **Future Directions** - based on the information in Section "D" please create three research questions. Questions should include: (1) identification of IV (independent variable) and DV (dependent variable), along with the null and alternative hypothesis.

Length: 10-15 pages double spaced (excluding Abstract and Reference Page)

Formatting: APA 6th Edition

