

Bibliometric Analysis of Research on the Accreditation Process in Counselor Education

Nagihan OĞUZ-DURAN¹, Firdevs ÖZTÜRK²

Abstract: This study aimed to present a bibliometric analysis of the scientific studies on the accreditation process in counseling education. Bibliometric analysis is defined as "a method of analysis that quantitatively examines scientific publications to provide insights into the current status, trends, and development of studies within the literature." The dataset comprised 61 studies published between 1981 and 2024, identified through a search using the keywords "accre*" and "counsel*" in the Web of Science (WoS) database on September 13, 2024. VOSviewer 1.6.20 software was used for the analysis. The studies were analyzed based on publication years, types, countries, languages, journals, institutions, citation counts, and keywords. The findings indicated that although publications on the accreditation process in counselor education began in 1980, the overall number of publications was relatively low, except for the periods between 1990-1994 and 2010-2014, which can be expressed as peaks in terms of the number of publications. The most frequently used keyword was "accreditation," followed by "CACREP" and "counselor education." Most studies originated from the United States and were published in English. Among the most cited articles, an article from Turkey ranked third. The journal that published the most articles on this subject was Journal of Counseling and Development. In conclusion, this study provides a comprehensive assessment of quantitative trends in the scientific literature on accreditation processes in counselor education. The findings, which highlight the limited number of publications over a span of more than 40 years, were discussed in relation to potential contributing factors. Additionally, recommendations were offered to enhance accreditation processes and foster research in counselor education, particularly in Turkey.

Keywords: Accreditation, counselor education, bibliometric analysis

Psikolojik Danışman Eğitiminde Akreditasyon Sürecine Yönelik Araştırmaların Bibliyometrik Analizi

Öz: Bu çalışma, psikolojik danışmanlık eğitiminde akreditasyon sürecine yönelik yapılan bilimsel çalışmaların bibliyometrik analizini sunmayı amaçlamıştır. Bibliyometrik analiz, "bilimsel yayınları niceł olarak inceleyerek alanyazındaki çalışmaların mevcut durumu, eğilimleri ve gelişimi hakkında bilgi edinmeye sağlayan bir analiz türü" olarak tanımlanmaktadır. Araştırmanın verilerini, 13 Eylül 2024 tarihinde Web of Science (WoS) veri tabanında "accre*" ve "counsel*" anahtar kelimeleri kullanılarak yapılan tarama sonucunda elde edilen, 1981-2024 yılları arasında yayımlanmış 61 çalışma oluşturmuştur. Analizlerde

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VOSviewer 1.6.20 yazılımı kullanılmıştır. Psikolojik danışmanlık eğitiminde akreditasyon sürecine ilişkin dünyada yapılmış çalışmalar; yayın yılları, yayın türleri, ülkeler, yayın dili, dergiler, kurumlar, atıf sayıları, anahtar kelimelere göre dağılımları çerçevesinde incelenmiştir. Bulgular, psikolojik danışman eğitiminde akreditasyon sürecine yönelik yayınların 1980 yılında başlamasına karşın, 1990-1994 ve 2010-2014 aralıklarında yayın sayısı bakımından zirve olarak ifade edilebilecek dönemlerin yaşanmasının dışında genel olarak yayın sayılarının nispeten düşük seyrettiği tespit edilmiştir. Yayınlarla en sık kullanılan anahtar kelime "accreditation" iken "CACREP" ve "counselor education" anahtar kelimelerinin bunu izlediği; çalışmaların büyük bir kısmının Amerika Birleşik Devletleri merkezli olduğu ve İngilizce dilinde yayımlanlığı görülmüştür. En çok atıf alan makaleler arasında Türkiye'den bir makale üçüncü sırada yer almıştır. Bu konuda en fazla makale yayımlayan dergi Journal of Counseling and Development olmuştur. Sonuç olarak, bu çalışmada psikolojik danışmanlık eğitiminde akreditasyon süreçlerine dair mevcut bilimsel alanyazındaki nicel eğilimlere yönelik bir durum tespiti yapılmıştır. Analiz sonuçları, kırk yılı aşkın bir sürede, tüm dünyada bu alanda yapılan yayınların görece olarak sayıca az olduğuna işaret eden bu bulguların olası nedenleri tartışılmış ve Türkiye'de psikolojik danışman eğitiminde akreditasyon süreç ve araştırmaları için bazı öneriler geliştirilmiştir.

Anahtar kelimeler: Akreditasyon, psikolojik danışman eğitimi, bibliyometrik analiz

Introduction

Counseling is a critical profession that supports individuals' emotional, social, and academic development. Enhancing the quality of services in this field requires improving the quality of training processes, often achieved through accreditation systems. Accreditation is a quality assurance process that verifies whether an institution or program meets established standards. It involves an independent external evaluation to determine if the program achieves specific quality benchmarks. This evaluation typically includes a review of curricula, faculty qualifications, student admission requirements, and other educational components (Urofsky, 2013). In essence, accreditation examines whether a program aligns with defined professional and academic requirements (Meara et al., 1988).

In the context of counselor education, accreditation plays a vital role in ensuring the quality of training and safeguarding professional standards. Accreditation of counseling programs guarantees that counselor candidates acquire best practices, adhere to necessary ethical principles, and gain essential professional knowledge (Jung, 1986). Although the accreditation of counseling programs is conducted by various organizations in different countries (Hohenshil et al., 2015), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), established in the United States in 1981, stands out as a pioneering institution in this field (Gerstein et al., 2011). A study by Person and colleagues compared graduates from CACREP-accredited programs ($n=87$) and non-accredited programs ($n=28$) and found that CACREP-accredited programs were more effective in fostering professional identity development among participants (Person et al., 2020).

Moreover, in countries like the United States, accredited programs are known to enhance the professional recognition of their graduates, thereby expanding employment opportunities (Burns & Cruikshanks, 2018; Fretz & Mills, 1981). Individuals seeking to become professional counselors in the U.S. are required to take the National Counselor Examination (NCE) administered by the National Board for Certified Counselors (NBCC). This examination is a fundamental requirement for obtaining a counseling license and is a crucial part of the certification

process in the counseling profession (NBCC, 2024). A study involving 4,886 participants who took the NCE between 1995 and 1999 compared the scores of CACREP-accredited and non-accredited program graduates, revealing that graduates from accredited programs achieved significantly higher scores (Adams, 2006). These findings highlight CACREP accreditation as a significant indicator of professional competence and educational quality, demonstrating that graduates of accredited programs possess higher knowledge levels, which can strengthen professional standards.

The importance of accreditation processes in ensuring the quality of counseling programs and upholding professional standards is evident. Efforts to establish accreditation in counselor education began in the United States in the 1960s, with an emphasis on defining accreditation processes (Stripling, 1968). During the 1970s and 1980s, research focused on accreditation processes, models, admission criteria, and educator profiles (Steinhauser & Bradley, 1983; Berven & Wright, 1978; Jones, 1976; Miller & Sampson, 1984). In the 1990s, attention shifted to CACREP accreditation standards, the validity of admission criteria, curriculum content, and internship practices (Bobby, 1992; Pate, 1990; Woodard & Lin, 1999). Post-2000, research has expanded to include topics such as international students, perceptions of professional identity, and the curricula of accredited programs (Ng, 2006; Mascari & Webber, 2013; Walsh et al., 2023).

Globally, accreditation processes are conducted by various organizations, and the number of accredited counseling programs is steadily increasing (Clawson & Henderson, 2004; Schweiger et al., 2011). For instance, CACREP has accredited over 983 undergraduate and graduate counseling programs at 472 higher education institutions since 1981 (CACREP, 2024b). In Turkey, accreditation processes for counselor education programs have been conducted by the Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) since 2019, with 39 out of 130 guidance and counseling undergraduate programs currently accredited (EPDAD, 2024; Körük, 2018). Institutions like CACREP have taken a leading role in improving counselor education quality by continually updating their standards (CACREP, 2009, 2016, 2024a).

Counselor education in Turkey has a relatively short history, necessitating efforts to improve the quality of education and align it with international standards (Aras Kemer et al., 2019; Bilgili et al., 2020; Özyürek, 2019; Özyürek et al., 2021). In 2019, the Turkish Counseling and Guidance Association established a commission (the Commission for Evaluation and Accreditation of Counselor Education Programs) to initiate relevant efforts. It is anticipated that scientific publications and initiatives in this area will enhance the quality of counselor education and, consequently, the counseling services provided in Turkey. Globally, scientific studies on accreditation in counseling education are increasing, with recent focus on accrediting online counseling education programs (Coker & Schooley, 2009; Hardy & Meyer-Griffith, 2012; Richards & Viganó, 2013; Snow et al., 2018). Therefore, a quantitative analysis of global scientific publications on accreditation in counseling education will provide valuable insights into current trends and guide future research.

This study aims to identify current trends and gaps in publications on accreditation processes in counseling education worldwide. Different research methods, such as bibliometric analysis, meta-analysis, and systematic reviews, are used to evaluate the literature. Bibliometric analysis examines the structure of the literature using quantitative data such as the number of publications, citations, and author collaborations, revealing research trends and academic impact. Meta-analysis statistically combines quantitative findings from previous studies on a specific topic,

providing an overall effect size. Systematic reviews comprehensively identify, evaluate, and summarize all relevant studies on a specific research question (Donthu et al., 2021). In summary, bibliometric analysis explores the structure and interactions within the literature, meta-analysis synthesizes quantitative results, and systematic reviews evaluate and summarize relevant literature.

This study adopts a bibliometric analysis approach to address the following research questions:

1. What is the distribution of scientific publications on accreditation in counselor education worldwide concerning year, type, country, language, journal, and citation count?
2. What is the distribution of authors based on citation analysis, co-authorship analysis, and bibliographic coupling?
3. What is the distribution of publications by institutions?
4. What is the distribution of publications by keywords?

Method

This study employs bibliometric analysis, defined as "a type of analysis that quantitatively examines scientific publications to provide insights into the current state, trends, and developments in the literature" (Imani et al., 2019). In bibliometric analysis, articles and citations sourced from scientific databases are frequently used as data. Data collection involves selecting articles and journals relevant to the field of study (Donthu et al., 2021; van Eck & Waltman, 2017). Key analyses in bibliometric studies include citation analysis, bibliographic coupling, and keyword analysis. Citation analysis is utilized to identify significant works and authors in a field (Zupic & Čater, 2015), while bibliographic coupling examines shared references between studies to reveal thematic similarities and relationships in the literature (Arruda et al., 2022). Keyword analysis, on the other hand, identifies commonly used terms in the literature to highlight general trends within a research area (Shah et al., 2019). Finally, tools like VOSviewer are employed to visualize network relationships and thematic clusters within the field (Ellegaard, 2018).

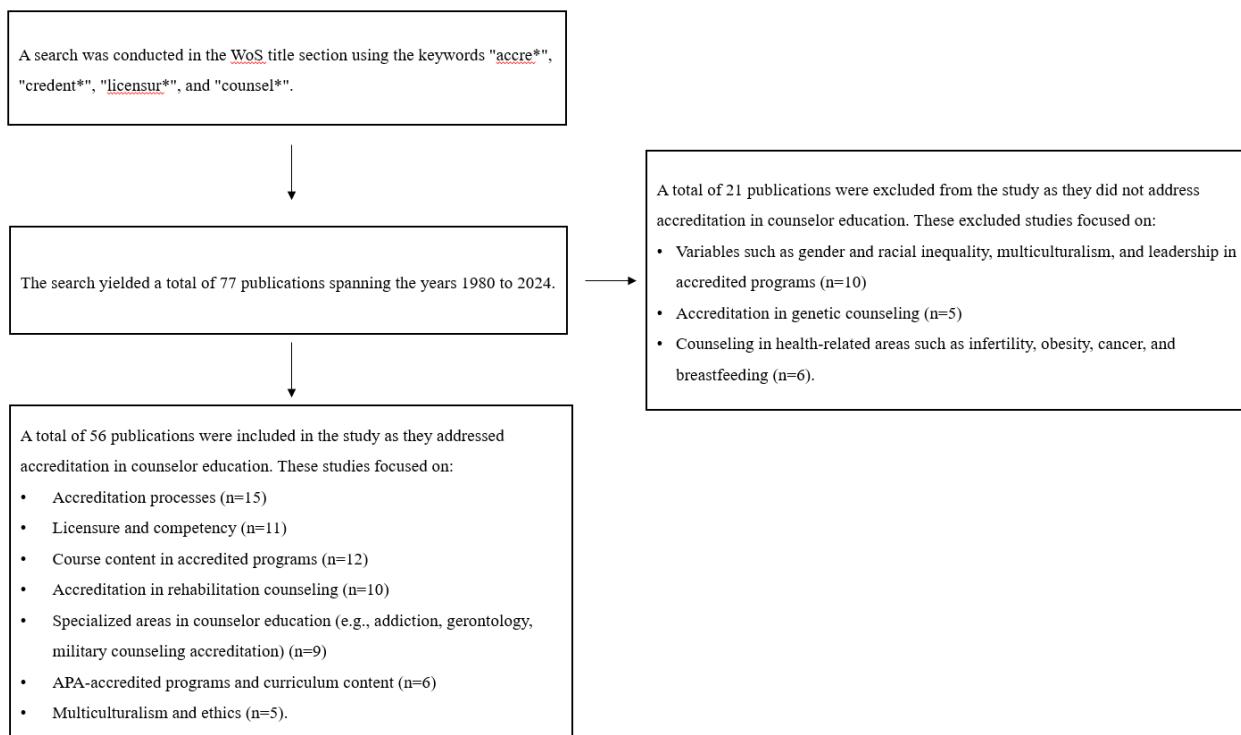
Data Collection Process

The Web of Science (WoS) international database was used as the data source for this study. Web of Science (WoS) was selected for this study due to its extensive and reliable data, providing access to high-quality academic journal content (Ellegaard, 2018). Its rigorous selection criteria ensure the inclusion of only high-impact journals, and its historical coverage extends back to 1900 (Pranckutė, 2021). Additionally, WoS offers standardized institutional affiliations and a robust citation analysis framework, making it a more reliable tool for bibliometric research compared to Scopus and Google Scholar (Mongeon & Paul-Hus, 2016). On September 13, 2024, a search was conducted in the title field of WoS using the keywords "accre*", "credent*", or "licensur*" and "counsel*." This search yielded 77 publications published between 1980 and 2024. Upon reviewing the titles, abstracts, and keywords, it was determined that 21 publications focused on accreditation in areas unrelated to the scope of this study, such as genetic counseling, infertility counseling, obesity counseling, and cancer counseling. These publications were excluded.

As a result, 56 publications met the study criteria, comprising 51 research articles, 4 editorial pieces, and 1 early access article. The data collection process is illustrated in Figure 1.

Figure 1

The Data Collection Process



Findings

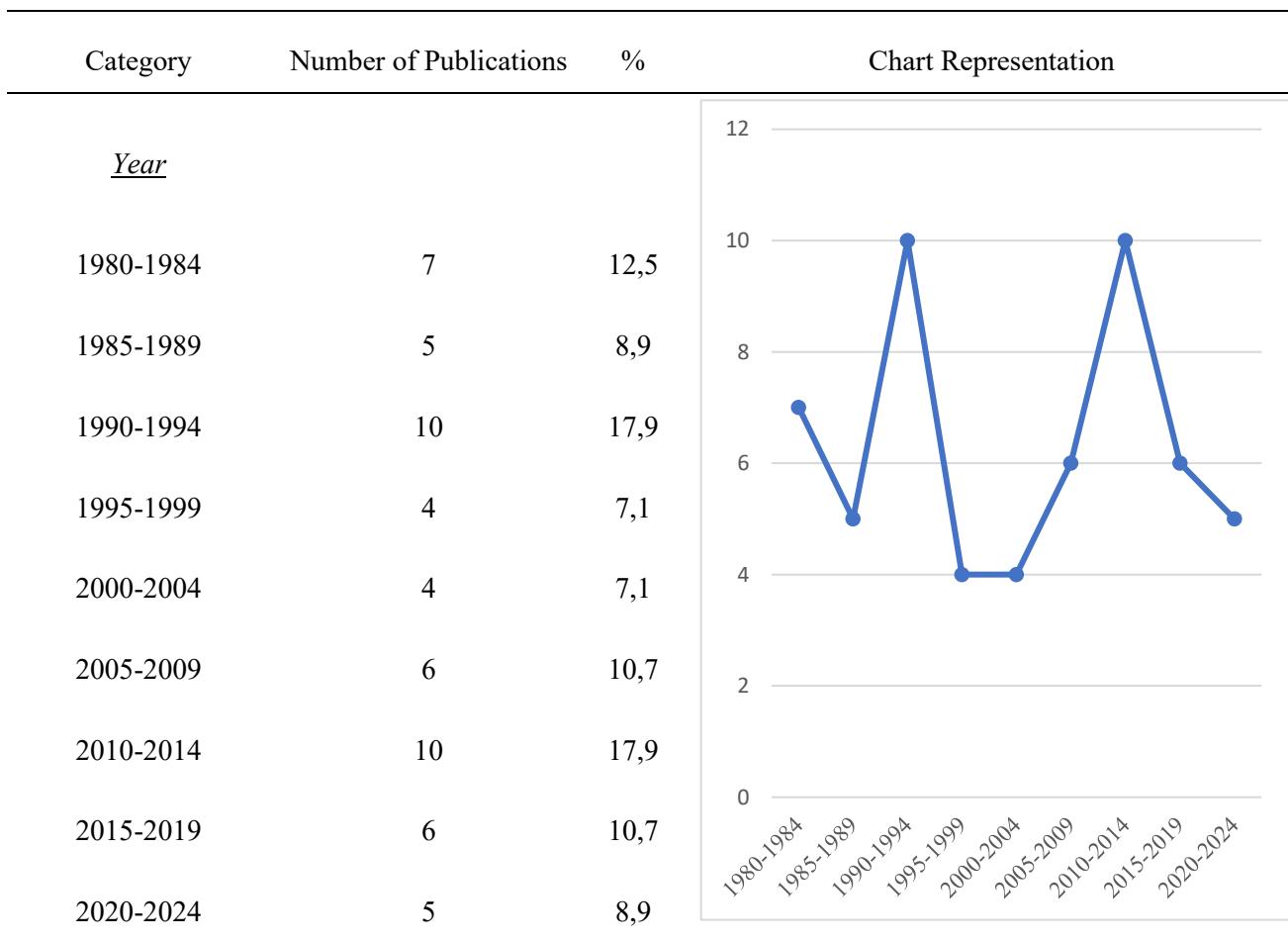
The findings of the study are presented under four main headings in line with the research questions. First, the section "Findings on the Year, Type, Country, Language, and Journals of Publications in the Field of Accreditation in Counselor Education" is presented. Subsequently, the sections "Findings Related to Authors," "Findings Related to Institutions," and "Findings on the Most Frequently Used Keywords in Publications" follow.

Findings on the Year, Type, Country, Language, Journal, and Citation Count of Publications in the Field of Accreditation in Counselor Education

Information on the 56 publications included in the study from the WoS database, regarding their year of publication, type, country, language, and journal name, was analyzed and is presented below.

First, the publication count was analyzed in five-year intervals, starting from 1980, when the first publication was identified. The distribution of publications by year is presented in Table 1.

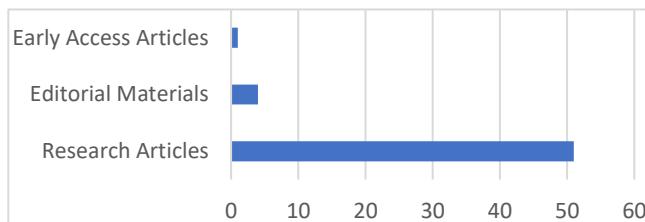
Table 1
Distribution of Publications by Year of Publication



According to the findings presented in Table 1, scientific publications on the accreditation process in counselor education began in 1980, with a total of 7 publications (12.5%) in the 1980-1984 period. The number of publications decreased to 5 (8.9%) during the 1985-1989 period. The periods 1990-1994 and 2010-2014 saw the highest number of publications, with 10 publications (17.9%) in each period. However, during the 1995-1999 and 2000-2004 periods, a decline in publication numbers was observed, with only 4 publications (7.1%) in each period. In the 2005-2009 and 2015-2019 periods, the number of publications increased to 6 (10.7%). Finally, in the 2020-2024 period, the number of publications decreased to 5 (8.9%), remaining at a relatively low level. As shown in Table 1, there is a fluctuating publication trend across the periods, with particularly notable increases in the number of publications during the 1990-1994 and 2010-2014 periods.

When the publications included in the study were examined by type, the frequencies and percentages of three types of publications—research articles, editorial materials, and early access articles—were analyzed. The results are presented in Table 2.

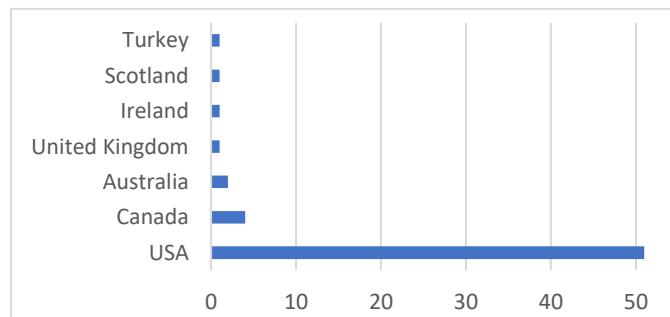
Table 2
Distribution of Publications by Type

Category	Number of Publications	%	Chart Representation
<i>Publications by Type</i>			
Research Articles	51	91,1	
Editorial Materials	4	7,1	
Early Access Articles	1	1,8	

As shown in Table 2, when the publications were examined by type, it was found that 91.1% (n=51) were research articles, 7.1% (n=4) were editorial materials, and 1.8% (n=1) were early access articles. This distribution indicates that research articles dominate the literature on accreditation processes, with other types being relatively less represented.

The distribution of publications by country is presented in Table 3, along with their frequencies and percentages, and is also depicted on a map in Figure 1.

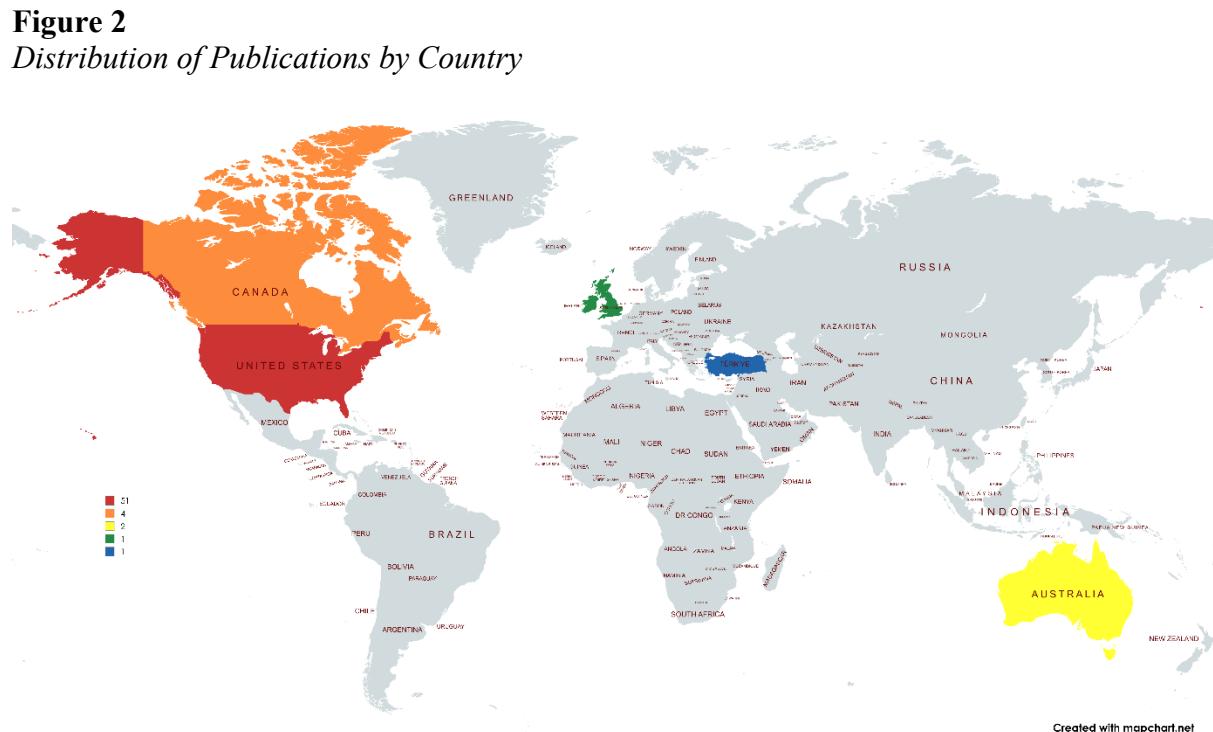
Table 3
Distribution of Publications by Country

Category	Number of Publications	%	Chart Representation
<i>Country</i>			
USA	51	91,1	
Canada	4	7,1	
Australia	2	3,6	
United Kingdom	1	1,8	
Ireland	1	1,8	
Scotland	1	1,8	

Turkey

1

1,8

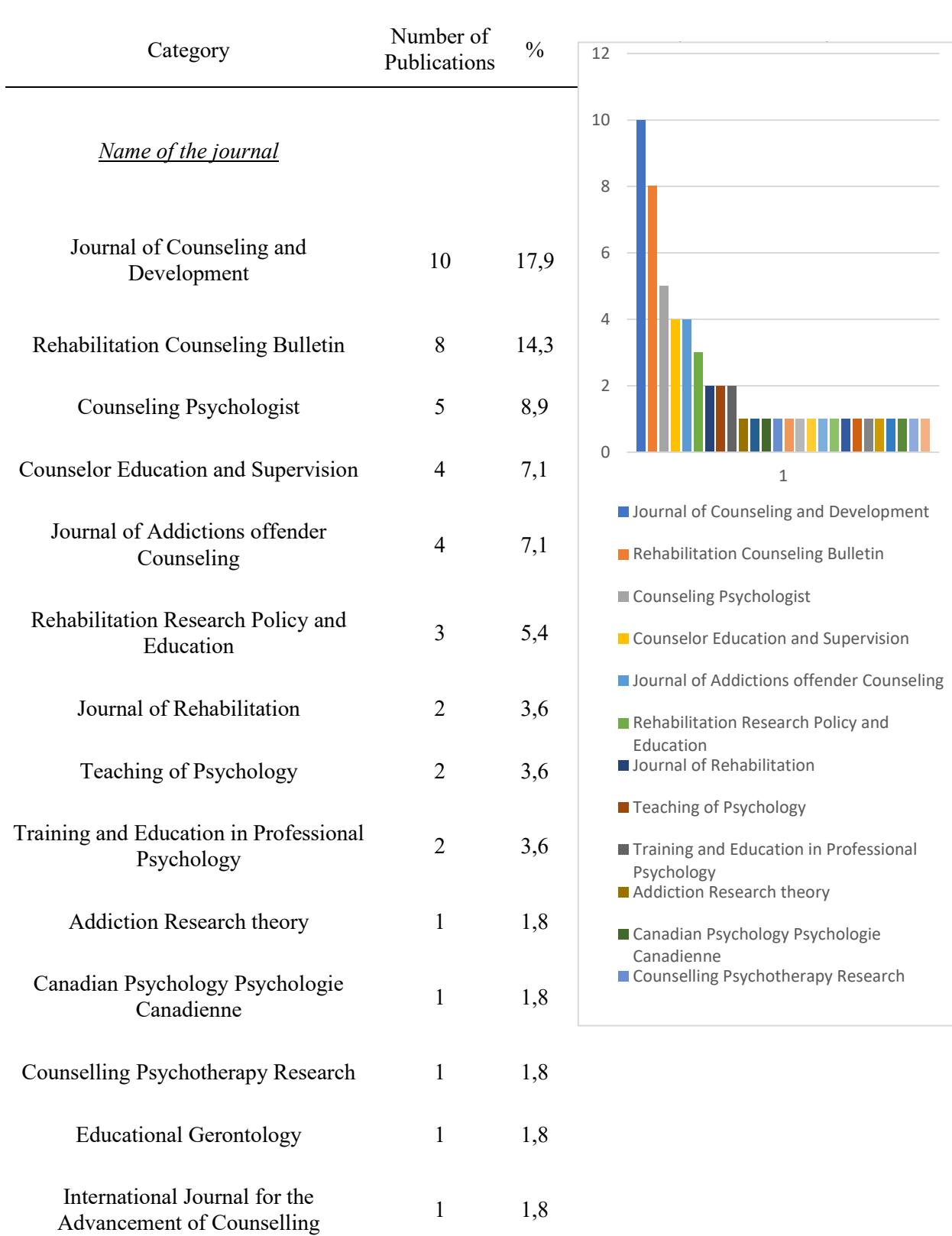


According to the findings presented in Table 3 and Figure 2, when the distribution of publications by country is examined, it is observed that the majority of the publications, accounting for 91.1% (n=51), were conducted in the USA. Canada ranked second with 7.1% (n=4), while other countries were represented as follows: Australia 3.6% (n=2), the United Kingdom 1.8% (n=1), Ireland 1.8% (n=1), Scotland 1.8% (n=1), and Turkey 1.8% (n=1).

Although publications in languages other than English can be found in WoS, an analysis of the publications included in this study revealed that none were published in any language other than English. Therefore, 100% (n=56) of the publications in this research were published in English. When the findings regarding the countries of publication and the language of the publications are considered together, it is evident that the literature is predominantly concentrated in the USA and that English is overwhelmingly preferred in international academic publishing.

The distribution of publications by journal and the number and percentage of publications in each journal are presented in Table 4.

Table 4
Distribution of Publications by Journal



International Journal of Clinical and Experimental Hypnosis	1	1,8
International Journal of Psychology	1	1,8
Journal For Specialists in Group Work	1	1,8
Journal For the Education of the Gifted	1	1,8
Journal of College Student Development	1	1,8
Journal of Drug Education	1	1,8
Journal of Multicultural Counseling and Development	1	1,8
Omega Journal of Death and Dying	1	1,8
Personnel and Guidance Journal	1	1,8
Psychotherapy	1	1,8
Public Relations Review	1	1,8

As shown in Table 5, the journal with the highest number of publications in the study was *Journal of Counseling and Development*, accounting for 17.9% (n=10) of the publications. It was followed by *Rehabilitation Counseling Bulletin* with 14.3% (n=8). Among other journals, *Counseling Psychologist* ranked third with 8.9% (n=5), followed by *Counselor Education and Supervision* and *Journal of Addictions Offender Counseling*, both with 7.1% (n=4). In the remaining journals, each published only one article.

Findings Related to Authors

This section presents findings on prominent authors in counselor education accreditation and their citation counts. Table 6 is organized using a cutoff based on citation count. Publications with 11 or fewer citations were excluded from the table, with only those receiving 11 or more citations being included. This limitation was applied to provide clearer presentation of the findings and to focus on more prominent works.

In Table 5, the publication details, including author information, article title, journal name, publication year, and citation counts, are presented and ranked by the number of citations, from the most cited publication to the least cited.

Table 5
Distribution of Publications Based on Citation Count

No	Authors	Title of Publication	Journal Name	Year of Publication	Citation Count (WoS Core)	Citation Count (All Databases)
1	Meara, Nm; Schmidt, Ld; Carrington, Ch; Davis, Kl; Dixon, Dn; Fretz, Br; Myers, Ra; Ridley, Cr; Suinn, Rm	Training and Accreditation in Counseling Psychology	Counseling Psychologist	1988	48	59
2	Korkut, F	Counselor Education, Program Accreditation and Counselor Credentialing in Turkey	International Journal for the Advancement of Counselling	2007	23	26
3	Borders, Ld; Wester, Kl; Fickling, Mj; Adamson, Na	Research Training in Doctoral Programs Accredited By the Council for Accreditation of Counseling and Related Educational Programs	Counselor Education and Supervision	2014	18	27
4	Mascari, Jb; Webber, J	Cacrep Accreditation: A Solution To License Portability and Counselor Identity Problems	Journal of Counseling and Development	2013	17	78

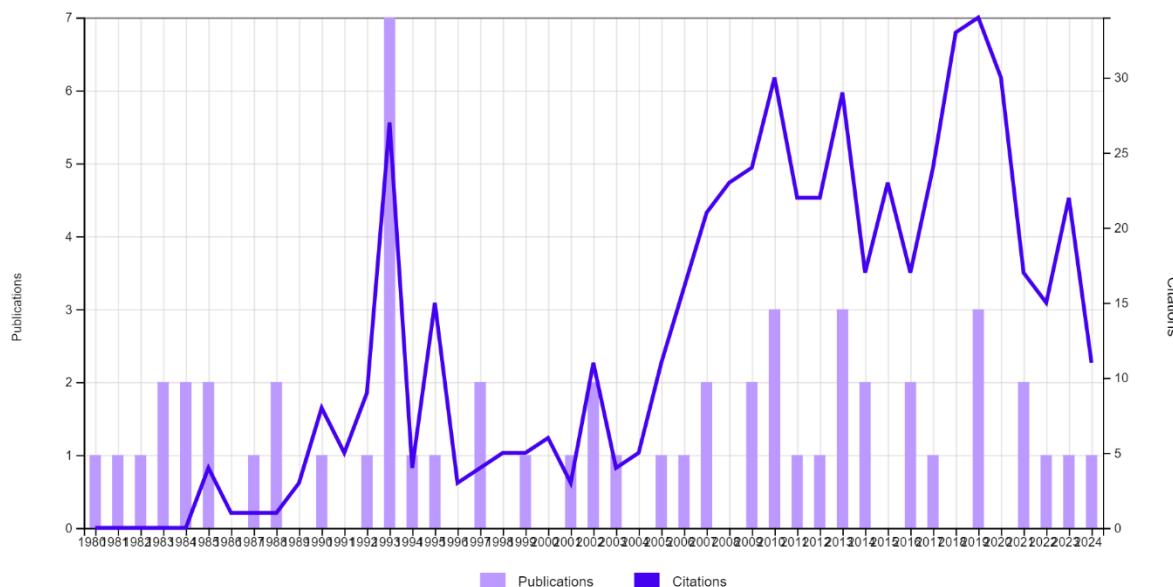
5	Szymanski, Em; Linkowski, Dc; Leahy, Mj; Diamond, Ee; Thoreson, Rw	Validation of Rehabilitation Counseling Counseling Accreditation and Certification Knowledge Areas - Methodology and initial Results	Rehabilitation Counseling Bulletin	1993	16	19
6	Boyd, V; Hattauer, E; Brandel, Iw; Buckles, N; Davidshofer, C; Deakin, S; Erskine, C; Hurley, G; Locher, L; Piorkowski, G; Simono, Rb; Spivack, J; Steel, Cm	Accreditation Standards for University and College Counseling Centers	Journal of Counseling and Development	2003	15	49
7	Kiracofe, Nm; Donn, Pa; Grant, Co; Podolnick, Ee; Bingham, Rp; Bolland, Hr; Carney, Cg; Clementson, J; Gallagher, Rp; Grosz, Rd; Handy, L; Hansche, Jh; Mack, Jk; Sanz, D; Walker, Lj; Yamada, Kt	Accreditation Standards for University and College Counseling Centers	Journal of Counseling and Development	1994	14	17
8	Neill, Ms	Accredited Vs. Non-Accredited: How Accreditation Impacts Perceptions and Readiness To	Public Relations Review	2016	14	16

Provide Ethics Counsel						
9	Miller, G; Scarborough, J; Clark, C; Leonard, Jc; Keziah, Tb	the Need for National Credentialing Standards for Addiction Counselors	Journal of Addictions & offender Counseling	2010	13	37
10	Brooks, Dk; Gerstein, Lh	Counselor Credentialing and interprofessional Collaboration	Journal of Counseling and Development	1990	13	19

As shown in Table 5, when examining the prominent authors in the field of accreditation in counselor education, the first position is held by Meara et al. (1988) with their article titled *"Training and Accreditation in Counseling Psychology,"* which received 48 citations. This is followed by Korkut (2007) with *"The Council for Accreditation of Counseling and Related Educational Programs: Promoting Quality in Counselor Education,"* which received 23 citations, and Borders et al. (2014) with *"Research Training in Doctoral Programs Accredited by the Council for Accreditation of Counseling and Related Educational Programs,"* which received 18 citations. It is noteworthy that one of the three most-cited articles on accreditation in counselor education in WoS is authored by a Turkish scholar. Figure 3 visually presents the citation trends of the publications included in the study, broken down by year.

Figure 3

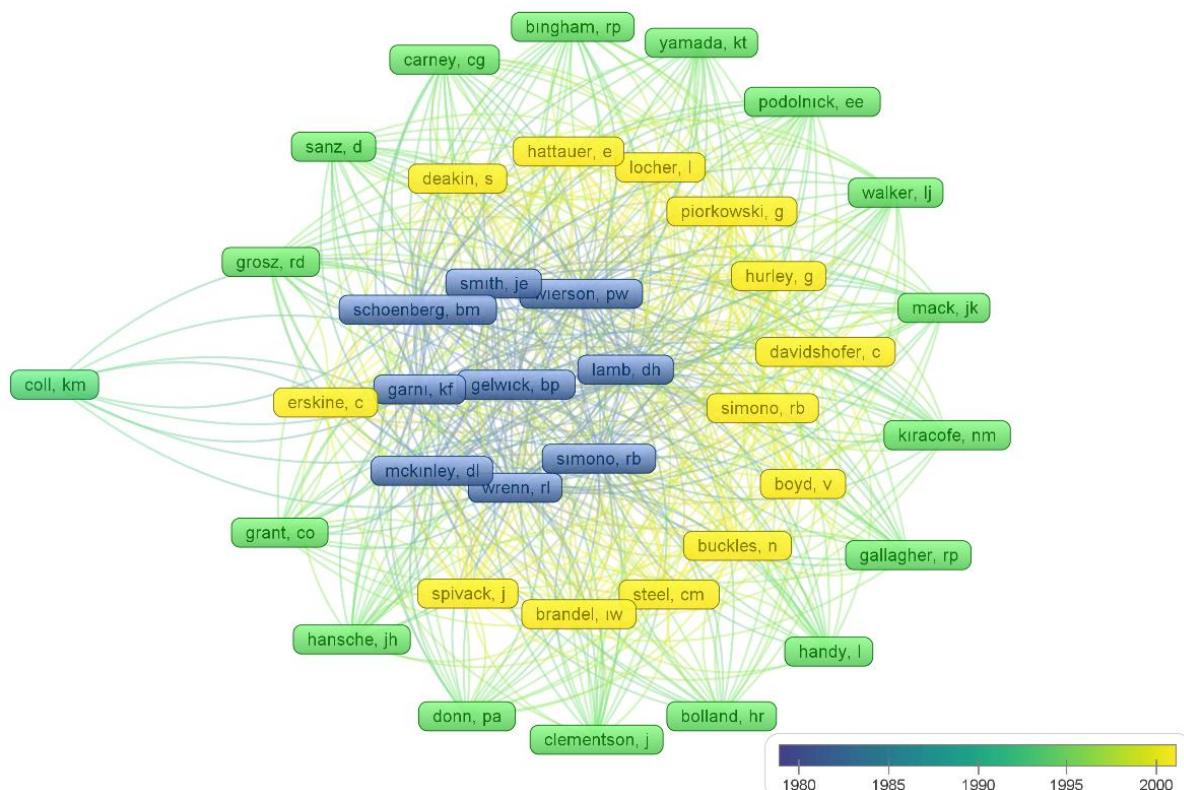
Citation Trends of Publications by Year



When examining Figure 3, it is observed that since 1980, a total of 368 citations have been made for 56 publications, with an annual average citation count of 9.2. The distribution of citations by year is as follows: 22 citations in 2020, 13 citations in 2021, 12 citations in 2022, 20 citations in 2023, and 10 citations in 2024. Notably, the year 2020 saw the highest citation count, indicating an increase in citations for publications related to accreditation in counselor education. Since 2024 is not yet complete, a full assessment of data for this year is not possible.

When examining Figure 3, it is observed that since 1980, a total of 368 citations have been made for 56 publications, with an annual average citation count of 9.2. The distribution of citations by year is as follows: 22 citations in 2020, 13 citations in 2021, 12 citations in 2022, 20 citations in 2023, and 10 citations in 2024. Notably, the year 2020 saw the highest citation count, indicating an increase in citations for publications related to accreditation in counselor education. Since 2024 is not yet complete, a full assessment of data for this year is not possible. Figure 4 presents the network map resulting from the author citation analysis, based on the criteria of having at least one publication and one citation.

Figure 4
Author Citation Analysis



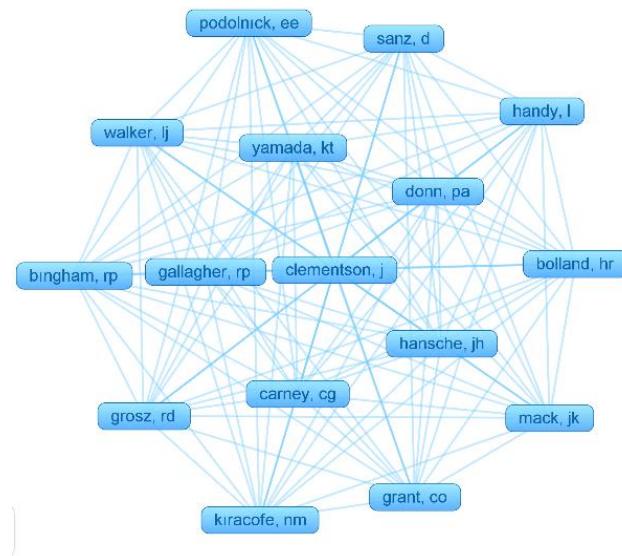
According to the findings presented in Figure 4, the analysis conducted with 39 units resulted in the identification of 9 clusters and 478 connections. When examining the most-cited

authors, Meara, N.M., Davis, K.L., Dixon, D.N., Fretz, B.R., Carrington, C.H., Myers, R.A., Ridley, C.R., Schmidt, L.D., and Suinn, R.M. ranked in the top nine with 48 citations each. These authors were followed by Szymanski, E.M., who ranked tenth with 35 citations. In terms of total connection strength, the top three authors were Szymanski, E.M. with 50, Linkowski, D.C. with 43, and Leahy, M.J. with 32.

Figure 5 presents the network map obtained from the co-authorship analysis, conducted based on the criteria of having at least one publication and one citation. The map identifies the authors with the most connections and collaboration.

Figure 5

Co-authorship Analysis

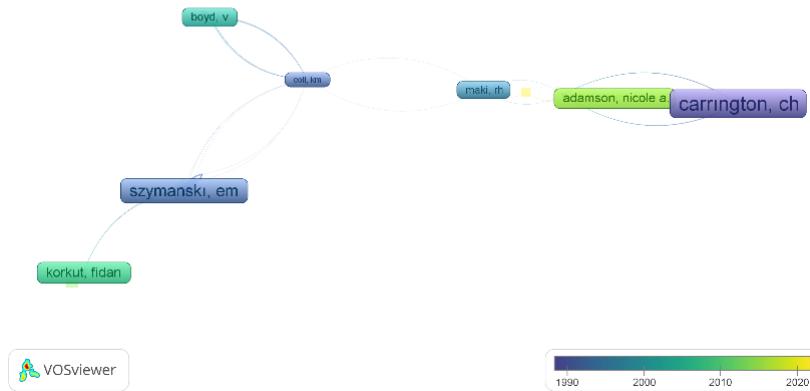


Upon examining Figure 5, the analysis results indicate that 16 authors, grouped into a single cluster, were identified, with a total of 120 connections. Based on this analysis, it was found that the most-cited authors (see Figure 3) were not the most connected authors. Similarly, the authors who produced the most publications were not the most connected authors either.

Figure 6 presents the network map obtained from the bibliographic coupling analysis of authors, based on the criteria of having at least one publication and one citation.

Figure 6

Bibliographic Coupling Analysis of Authors



In Figure 6, based on an analysis conducted with 100 units, 7 clusters, 1,071 connections, and a total connection strength of 9,711 were identified. The most-cited authors within the 7 distinct clusters are presented in the figure below. Within each cluster, the authors with the highest bibliographic coupling were as follows: Carrington, C.H. with 48 citations, Szymanski, E.M. with 35 citations, Korkut, F. with 23 citations, Adamson, N.A. with 18 citations, Boyd, V. with 15 citations, Maki, R.H. with 10 citations, and Coll, K.M. with 2 citations. This indicates that the authors within each cluster have cited similar sources, suggesting that their works are within related research areas.

Table 6 presents the authors with the most publications and the most citations in the field of accreditation in counselor education.

Table 6

Authors with the Most Publications and Most Citations in the Field of Accreditation in Counselor Education

Authors	Number of Publications	Number of Citations
<u>Authors with the most publications</u>		
Szymanski, E.M.	6	35
Linkowski, D.C.	4	33
Leahy, M.J.	4	26
Diamond, E.E.	2	24
Thoreson, R.W.	2	24
Norcross, J.C.	2	18
<u>Authors with the most citations</u>		
Meara, N.M.	1	48
Davis, K.L.	1	48
Dixon, D.N.	1	48
Fretz, B.R.	1	48
Carrington, C.H.	1	48
Myers, R.A.	1	48

Ridley, C.R.	1	48
Schmidt, L.D.	1	48
Suinn, R.M.	1	48
Szymanski, E.M.	6	35

According to the findings in Table 6, among the authors with the most publications, Szymanski, E.M. ranks first with 6 publications, followed by Linkowski, D.C. and Leahy, M.J., each with 4 publications. The citation counts for these authors are 35, 33, and 26, respectively. Other authors include Diamond, E.E., Thoreson, R.W. (24 citations), and Norcross, J.C. (18 citations), each with 2 publications.

Furthermore, when examining the most-cited authors in Table 7, it is observed that Meara, N.M., Davis, K.L., Dixon, D.N., Fretz, B.R., Carrington, C.H., Myers, R.A., Ridley, C.R., Schmidt, L.D., and Suinn, R.M., despite having only one publication each, are among the most-cited authors with 48 citations. Szymanski, E.M., being both one of the most productive and most-cited authors, presents an exceptional case. The findings in Table 6 indicate a clear distinction between the authors with the most publications and those with the most citations.

In addition, although not among the most productive or most-cited authors, Korkut's (2007) article ranks third in terms of citations in this field, highlighting the prominence of this publication. This could be interpreted as a sign of growing interest in the development of counseling and guidance in Turkey. When examining the publications that cite Korkut's (2007) article, it is observed that these works primarily focus on topics such as supervision (Aladağ & Kemer, 2016; Körük & Kara, 2019; Öztürk & Duran, 2023; Özyürek, 2009; Ülker Tümlü & Ceyhan, 2021), psychological counselor education and development in Turkey (Aldemir & İlhan, 2018; Arslan & Sommers-Flanagan, 2018; D. D. F. Korkut et al., 2008; F. Korkut, 2007; Owen & Güneri, 2015; Stockton & Güneri, 2011), and school counseling (Cimsir & Carney, 2017; Fidan & Owen, 2008; Köse, 2017; Sakız & Sarıçalı, 2019).

Findings Related to Institutions and Publication Counts

The publications included in the study were analyzed by institution to identify the institutions with the most publications in this field. In this context, Table 8 presents the frequency and percentages of publications produced by the institutions with the most publications in the field of accreditation in counselor education.

Table 8

Institutions with the Most Publications and Their Publication Counts

Institution	Number of Publications	%
University of Wisconsin-Madison	7	12,5
University of Wisconsin	7	12,5
University of North Carolina	6	10,7
Michigan State University	5	8,9
Ball State University	4	7,1
George Washington University	4	7,1
University System of Maryland	4	7,1

Colorado State University	3	5,4
Texas A&M University	3	5,4
University of Arizona	3	5,4
University of Maryland College Park	3	5,4
University of Ohio	3	5,4
Appalachian State University	2	3,6
California State University	2	3,6
Georgia State University	2	3,6
Indiana University	2	3,6
Memorial University-Newfoundland	2	3,6
Northeastern University	2	3,6
State University of New York	2	3,6
State University of Florida	2	3,6
Texas A&M University College Station	2	3,6
University of California	2	3,6
University of Missouri Columbia	2	3,6
University of Missouri	2	3,6
University of North Carolina Charlotte	2	3,6
University of North Texas Denton	2	3,6
University of North Texas	2	3,6
University of Pittsburgh	2	3,6
University of Scranton	2	3,6
University of Georgia	2	3,6
Western Michigan University	2	3,6

According to the findings presented in Table 8, among the institutions producing the most publications, the University of Wisconsin-Madison and the University of Wisconsin are ranked first, with 7 publications each, accounting for 12.5% of the total publications. These two institutions are followed by the University of North Carolina, with 6 publications and 10.7% of the total publications. Michigan State University contributed 5 publications, representing 8.9% of the total. Ball State University, George Washington University, and the University System of Maryland each contributed 4 publications, accounting for 7.1% of the total.

Among institutions with fewer publications, Colorado State University, Texas A&M University, the University of Arizona, the University of Maryland College Park, and the University of Ohio each contributed 3 publications, making up 5.4% of the total. Additionally, institutions such as Appalachian State University, California State University, Georgia State University, and Indiana University each had 2 publications, contributing 3.6%. These findings indicate that the distribution of publications is not balanced across universities, with certain institutions contributing more significantly to the literature.

Findings on the Most Frequently Used Keywords in Publications

Table 9 presents the most frequently used keywords in the field of accreditation in counselor education, along with the frequency of the keywords, total connection strength, and a network map showing the relationships between the keywords.

Tablo 9

Frequency of Keywords and Total Connection Strength

Keyword	Frequency	Total Connection Strength	Chart Representation
accreditation	7	25	
cacrep	4	15	
training	4	15	
counselor education	4	14	
clinical psychology	3	13	
counseling psychology	3	13	
rehabilitation counseling	2	6	
graduate admission	1	5	
graduate psychology study	1	5	
prerequisites	1	5	

According to the findings presented in Table 9, an analysis conducted with 47 observation units, each appearing at least once and exhibiting relationships, resulted in the identification of 10 clusters, 123 connections, and a total connection strength of 126. Based on the findings presented in Table 5, the most frequently used keyword is "accreditation," which appeared 7 times with a total connection strength of 25. This is followed by the keywords "cacrep," "training," and "counselor education," each appearing 4 times, with a total connection strength of 15. The keywords "clinical psychology" and "counseling psychology" were each used 3 times, each with a total connection strength of 13.

Among the less frequently used keywords, "rehabilitation counseling" appeared 2 times, with a total connection strength of 6. Other keywords such as "graduate admission," "graduate psychology study," and "prerequisites" appeared once each, with a total connection strength of 5. These findings indicate that the keyword "accreditation" plays the most prominent role in the accreditation literature, while the terms "cacrep," "training," and "counselor education" are also frequently used.

Discussion and Conclusion

In this study, a total of 56 publications related to the accreditation process in counselor education, obtained from the WoS database, were examined through bibliometric analysis, and various findings were identified regarding trends in this field. The research shows that studies on the accreditation process in counselor education began in 1980, with 7 publications in this first period. However, during the subsequent five-year periods, significant increases in the number of publications were observed only twice (1990-1994 and 2010-2014), with 10 publications in each period. Overall, the publication numbers remained relatively low. These findings suggest that

academic interest in accreditation significantly increased during the two mentioned periods, but remained generally low, and a decline in interest is observed in the 2020-2024 period.

Based on these results, the increasing effort by academic circles to highlight the importance of improving the quality of counselor education became more evident starting from 1980. However, the decline in the number of publications in recent years suggests that research on the accreditation process may have reached a saturation point globally, with researchers potentially having already focused on this topic in earlier periods and produced sufficient knowledge. An alternative explanation could be that researchers are now revisiting and reassessing the existing body of knowledge. This situation might slow publication production, but it may also provide an opportunity for more in-depth qualitative research, new topic areas, or new methods in the future.

While global trends in the literature on accreditation in counselor education show periods of increased publication or saturation, it is noteworthy that, for Turkey, there has been no significant trend observed since 1980, and only one publication from Turkey was found in the study. Unfortunately, there has been no increase in the number of publications in this field for over 40 years in Turkey. Various reasons for this situation can be considered. As mentioned earlier, accreditation of counselor education programs is carried out by different organizations in various countries (Hohenshil et al., 2015). In the United States, studies related to accreditation in counselor education began in the 1960s (Stripling, 1968), and the establishment of CACREP, which emerged as a pioneering institution in this field, occurred in 1981 (Gerstein et al., 2011). In the 1990s, the institution's accreditation standards, the validity of admission criteria, curriculum content, and internship practices were areas of focus (Bobby, 1992; Pate, 1990; Woodard & Lin, 1999). Post-2000, topics such as international students, professional identity perception, and the curriculum of accredited programs emerged in the literature (Ng, 2006; Mascari & Webber, 2013; Walsh et al., 2023). Similarly, globally, research related to accreditation processes has been carried out by various institutions and organizations, and the number of accredited counseling programs has increased (Clawson & Henderson, 2004; Schweiger et al., 2011).

However, in Turkey, the accreditation process has only been underway since 2019, under the guidance of EPDAD. Despite this short history, the fact that 39 out of 130 universities with counseling and psychological guidance programs have been accredited shows rapid development in recent years (EPDAD, 2024; Körük, 2018). Nevertheless, the absence of a professional law in Turkey remains a significant gap in the field of counseling and psychological guidance. A professional law is crucial for protecting the rights of practitioners, establishing professional standards, and enhancing the profession's reputation. This gap exacerbates the problems faced by professionals and negatively impacts their professional development (Kiye, 2024). Additionally, the lack of a professional law puts the quality of counseling and psychological services at risk, as the absence of clear standards may lead to inconsistencies in service delivery (Kiye, 2024).

As a result, the rapid development of accreditation processes in Turkey presents an important opportunity to enhance the quality of education. However, the absence of a professional law limits the impact of these processes. Therefore, strengthening accreditation processes and enacting a professional law are critical for the future of the counseling and psychological guidance field in Turkey.

In the analysis of the types of studies included in this research, it was found that research articles make up a significant portion of the literature on the accreditation process. This indicates that most academic studies in the field of counselor education are research-based, with editorial

content and early access articles being less represented. The high proportion of research articles can be seen as an important indicator of the field's scientific development and the enhancement of the knowledge base.

When examining the distribution of publications by country, it was observed that the majority of publications related to the accreditation process were conducted in the United States. Canada ranked second, with other countries being represented by lower proportions. This suggests that accreditation in counselor education is predominantly focused in the U.S. This aligns with the fact that both the counseling profession (Super, 1955) and accreditation studies in this field (Stripling, 1978) originated in the United States and spread globally. Additionally, the relatively low number of publications from other countries highlights the lack of diverse perspectives and practices regarding accreditation processes at the global level. Although accreditation processes have been carried out by various institutions worldwide and the number of accredited counselor education programs has increased (Clawson & Henderson, 2004; Schweiger et al., 2011), it appears that this has not led to an increase in publications on the subject.

For the U.S., it is considered normal for the number of accreditation-related publications to remain steady and spread over the years. However, for countries like Turkey, which began their accreditation journey relatively late, there is an increased importance of research and publications in this area. Therefore, the findings of this study, indicating that the majority of publications in this field are produced in the U.S., point not only to a research gap in Turkey but also in other countries where counselor education is practiced. This suggests a broader global need for further research in this area.

The findings regarding the language of publications show that all publications included in the study were published in English. This indicates the dominance of English as the primary language in international academic publishing, but also highlights the potential limitations it may impose on the sharing and accessibility of knowledge in counselor education. The absence of publications in languages other than English could lead to the exclusion of contributions from researchers in different linguistic and cultural contexts. Therefore, promoting a multilingual academic environment is crucial for addressing accreditation processes in a more diverse and inclusive way (Ammon, 2001; Drubin & Kellogg, 2012).

This study was conducted on publications indexed in the WoS database, where English-language publications dominate at a global level (Mongeon & Paul-Hus, 2016). While this approach ensures the inclusion of studies with broad international visibility, it also inherently limits access to research published in other languages and indexed in different databases. Various non-English studies on accreditation may exist in national and regional databases that were not within the scope of this study. Future research could expand on these findings by incorporating additional databases to provide a more comprehensive perspective on accreditation research across diverse linguistic and regional contexts.

In the analysis of the types of publications included in this study, it was found that the *Journal of Counseling and Development* contributed significantly as the most published journal. This suggests that certain journals serve as important platforms for publications related to the accreditation process. However, it should be noted that other journals also make significant contributions. Despite the existence of various journals in the field of counseling, it is crucial to understand why publications on accreditation are limited to specific journals. In fact, the limited

number of publications on this topic globally makes it understandable that the few publications that exist are concentrated in major journals.

When examining the prominent authors and citation analysis, it was found that the most-cited studies in the field of accreditation in counselor education were authored by specific researchers. This indicates that some studies in the field have a high impact, and certain researchers' contributions stand out. Moreover, the fact that a Turkish author has contributed to one of the most-cited works highlights Turkey's presence in the international literature and its contribution to the knowledge base in this field. Increasing these contributions will further enhance the body of knowledge on counselor education and accreditation.

Evaluating citation counts and the impact of publications reveals that a substantial number of citations have been made, and the annual average citation count is relatively notable. In particular, citation increases in certain years indicate growing academic impact of publications on the accreditation process. This suggests that the topic of accreditation in counselor education is gaining more attention from academic circles, and the field is becoming increasingly recognized. However, the lack of data for the most recent year makes it difficult to draw a definitive conclusion on whether this trend will continue.

When considering author interactions, it was observed that some of the most-cited authors are not among the most connected in the field. This indicates that there is a lack of a strong interaction and collaboration network in the research area. Thus, it is evident that studies in counselor education should be enriched with more collaboration and communication. Additionally, the fact that the most productive authors are not the most connected suggests that greater interaction and synergy in the field's knowledge production are needed.

Examining publication production and the influence of authors shows that specific researchers are citing similar sources and working on common topics. This indicates the presence of a shared knowledge pool regarding accreditation processes, while also offering opportunities for greater collaboration and knowledge exchange among researchers.

When evaluating the institutions producing publications and their publication counts, it is clear that certain universities contribute more to the literature. The distribution of publication numbers across different universities is not balanced, with institutions such as the University of Wisconsin-Madison, the University of Wisconsin, and the University of North Carolina playing a pioneering role. This suggests that the topic of accreditation should not be addressed by a few select institutions but should be approached within a broader academic framework. Encouraging the participation of different institutions in accreditation-related research can enhance the knowledge base and diversity of the field.

The analysis of keywords and research trends highlights the importance of accreditation in counselor education. According to this analysis, the frequent use of keywords related to accreditation indicates that the topic is a prominent focus in the literature. The frequency of keyword usage helps identify research trends and key themes in the field. Considering less commonly used keywords is also important for increasing the thematic diversity of counselor education research and advancing the depth of the field.

Suggestions

Based on the findings of this study, several recommendations have been developed regarding accreditation processes in counselor education.

1. The development of publications over time shows that the topic of accreditation has garnered interest periodically. However, in light of the findings of this study, it appears that after the first 15-year period, there has been no significant increase in the number of publications related to accreditation, and the majority of existing publications are primarily USA-centered. This suggests the need for a more in-depth examination to understand why research on accreditation processes has remained limited. For the United States, this may be considered an indication of saturation in the field, while for other countries, it highlights that the topic of accreditation has not advanced sufficiently. Therefore, there is a significant need for the comparative study of counselor education programs at the country level, along with an assessment of the current state. The publication distribution showing the dominance of USA-centered research and the limited representation from other countries points to the need for different perspectives on accreditation at the global level. In this context, it is recommended to develop international collaborations for a more comprehensive approach to accreditation processes. Research involving contributions from academics in different countries would provide a richer perspective by incorporating cultural differences and varying practices related to accreditation into the literature.

2. Due to the limitation of this study to the WoS database, it is recommended that research from other databases, such as TR Index and others, be considered in order to obtain a broader perspective. Including such databases will contribute to a more comprehensive evaluation of publications outside the dominance of the English language in accreditation-related research. Additionally, the fact that all publications included in the study were in English may limit the sharing and accessibility of knowledge. To address this, it is important to encourage publications in different languages. Creating a multilingual academic environment will diversify and enrich the knowledge base in accreditation within counselor education.

3. The fact that the *Journal of Counseling and Development* is the journal with the highest number of publications on the topic indicates that it provides an important platform for research on the accreditation process. However, to expand the knowledge base in the field and offer diverse perspectives, it is recommended to increase the variety of journals in which research is published. Publications in different journals can enrich the scope of accreditation-related studies, thereby contributing to the field. It is expected that as the number of publications increases, journal diversity will also grow. However, if there is a potential increase in publications in the coming years, but these publications are still confined to a limited number of journals, the reasons for this should be re-evaluated, and necessary steps should be taken to foster the development of the field.

4. The citation analysis conducted in this study reveals that there is a lack of a strong interaction and collaboration network among certain authors in the field of counselor education. This indicates the need to strengthen collaboration and communication. Involvement of researchers in joint projects and providing opportunities for collaborative work could make significant contributions to the development of the field. For instance, members of the Psychological Counseling and Guidance Education Program Evaluation and Accreditation Unit (PDR-EPDAB) established under the Turkish Psychological Counseling and Guidance Association have published a work titled "An Examination of the Opinions of Faculty Members on Critical Accreditation Issues in Counselor Education in Turkey" (Özyürek et al., 2021). Such collaborations can enhance the knowledge base in the field. Furthermore, the increasing number of accreditation teams worldwide, such as CACREP, can help promote publications from organizations like the Turkish Psychological Counseling and Guidance Association and the PDR-EPDAB. As a result, it is recommended to organize various activities and platforms to increase collaboration. It was observed that the

publications reviewed in this study were conducted by researchers from only specific institutions. Encouraging participation in accreditation-related research from different universities could increase the knowledge base and diversity in the field. In this context, it is crucial to increase resources and support to encourage more institutions to conduct research and contribute.

5. The analysis of keywords and research trends in this study highlights the significance of accreditation in the field of counselor education. According to this analysis, the frequent use of keywords related to accreditation indicates that this topic is a prominent focus in the literature. Accreditation is considered a critical element within counselor education, which is why it is frequently addressed in research. However, it is also important to consider less commonly used keywords in order to increase research diversity. By exploring new topics and methods, researchers can create a more comprehensive knowledge base on accreditation processes.

6. The fact that only one author from Turkey is among the most-cited research in this field indicates that the topic of counselor education has not yet been sufficiently addressed in Turkey. This suggests the need for more research on accreditation processes in Turkey. It is hoped that the increased participation of Turkish academics in this area will not only enhance the national knowledge base but also contribute to the international literature. Therefore, an increase in research on accreditation in Turkey presents an important opportunity for the development of the field.

7. This study was conducted as a bibliometric analysis with the aim of mapping the trends, key authors, and institutional contributions to the field of accreditation in counselor education. The analysis revealed important patterns regarding publication trends, author networks, and geographical distribution. Based on these findings, future studies could expand the scope by employing other research methodologies such as systematic reviews or meta-analyses. These approaches would help provide deeper insights into the specific characteristics of the studies, such as the methodologies used, key findings, and thematic areas covered. Such contributions could further enrich the literature by offering a more nuanced understanding of accreditation processes and their impact on counselor education. Additionally, a systematic review could offer a more comprehensive synthesis of the evidence, highlighting gaps in the research and providing recommendations for future studies in this field.

8. This study focuses on the bibliometric analysis of research conducted on accreditation. As a result, it does not include findings on the impact of accreditation processes on undergraduate or graduate programs in psychological counseling and guidance. However, future studies can be designed to specifically examine the effectiveness of accreditation processes on the quality of undergraduate and graduate programs, graduate profiles, curricula, and related aspects.

Ethics Approval Statement: This study is a systematic review based on previously published research, and therefore does not require ethics committee approval. The analysis was conducted using publicly available data and does not involve human participants, animals, or sensitive personal information.

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Geniş Özeti

Giriş

Psikolojik danışmanlık, bireylerin sosyal, duygusal ve akademik gelişimini destekleyen, toplum refahı açısından kritik bir meslektir. Bu mesleğin etkili biçimde yürütülmesi güçlü bir eğitim altyapısına dayanmakta olup, bu altyapının güvence altına alınmasında akreditasyon sistemleri temel bir rol oynamaktadır (Urofsky, 2013). Akreditasyon; program yapısı, eğitici yeterlilikleri, staj uygulamaları ve öğrenci kabul koşullarını bağımsız kuruluşlarca değerlendirecek, etik, bilgi ve beceri temelli bir güvence mekanizması sunar (Meara et al., 1988; Jung, 1986).

Bu alandaki en etkili kurumlardan biri, 1981'de ABD'de kurulan CACREP'tir. CACREP yalnızca akademik kaliteyi değil, aynı zamanda mesleki kimlik gelişimini ve mezunların iş piyasasındaki tanınırlığını da destekler (Gerstein et al., 2011). 1960'lardan itibaren başlayan akreditasyon araştırmaları zaman içinde çeşitlenmiş; müfredat yapısı, eğitici yeterlilikleri ve staj uygulamaları gibi temalara odaklanılmıştır (Stripling, 1968; Steinhäuser & Bradley, 1983). 2000'li yıllarda itibaren ise profesyonel kimlik, uluslararası öğrenci eğitimi ve çevrim içi programların akreditasyonu gibi konular öne çıkmıştır (Ng, 2006; Mascari & Webber, 2013).

Türkiye'de psikolojik danışmanlık eğitimi önce yeni bir alan olduğundan, eğitim kalitesini artırma ve uluslararası standartlarla uyum sağlama çabaları önemlidir (Aras Kemer et al., 2019; Özyürek et al., 2021). Türkiye'deki akreditasyon süreci 2019'da EPDAD ile başlamış; 130 programdan 39'u akredite edilmiştir (EPDAD, 2024). Ancak bu gelişmeye rağmen Türkiye kaynaklı yayınların azlığı dikkat çekicidir. Oysa akreditasyon, hem mesleki yeterliliklerin gelişimi hem de küresel geçerlilik açısından kritik öneme sahiptir.

Son yıllarda danışmanlık eğitiminin akreditasyonuna dair küresel ilgi nispeten artmıştır. Özellikle çevrim içi programların akreditasyonu gibi yeni alanlar araştırmalara konu olmaktadır (Coker & Schooley, 2009; Hardy & Meyer-Griffith, 2012). Bu kapsamda yapılan bilimsel yayınların bibliyometrik analizi, mevcut eğilimleri, eksik alanları ve gelişim fırsatlarını ortaya koyma açısından değerlendiridir. Bu çalışma, danışmanlık eğitimi akreditasyonuna dair yayılara ilişkin aşağıdaki araştırma sorularını yanıtlamayı amaçlamaktadır:

1. Yayınların yıl, tür, ülke, dil, dergi ve atıf sayılarına göre dağılımı nasıldır?
2. Atıf ve ortak yazarlık analizine göre yazarların dağılımı nedir?
3. Yayınlar hangi kurumlar tarafından yapılmaktadır?
4. En sık kullanılan anahtar kelimeler nelerdir?

Yöntem

Bu çalışma, bibliyometrik analiz yöntemiyle yürütülmüştür. Bu yöntem, alanyazını niceł olarak inceleyerek bilgi birikimini ve araştırma eğilimlerini ortaya koyar (Imani et al., 2019). 13 Eylül 2024'te Web of Science veri tabanında "accre*", "credent*" veya "licensur*" terimleri "counsel*" ile birlikte başlıkta aranmış, 1980–2024 arasında yayımlanan 77 yayından 21'i kapsam dışı bırakılarak 56'sı analiz edilmiştir. Bunların 51'i araştırma makalesi, 4'ü editöryal yazı, 1'i erken erişim makalesidir. VOSviewer 1.6.20 yazılımı ile yayınlar yıl, tür, ülke, dil, kurum, atıf ve anahtar kelime temelinde analiz edilmiştir.

Bulgular

Psikolojik danışmanlık eğitimi akreditasyonu üzerine yayınların 1981'de başladığını, ancak kırk yılı aşkın sürede görece az sayıda yayın üretildiği görülmüştür. Araştırma makaleleri tür olarak baskındır. Çalışmalar büyük ölçüde ABD ve Kanada'da yoğunlaşmış, dil olarak ise İngilizce açık şekilde öne çıkmıştır.

Atıf bakımından en etkili yayın, Meara ve diğerlerinin 1988'de yayımladığı "Training and Accreditation in Counseling Psychology" adlı çalışmadır (59 atıf). Onu, Korkut'un (2007) Türkiye'deki akreditasyon sürecine odaklanan makalesi (26 atıf) ve Borders ve arkadaşlarının (2014) araştırması (26 atıf) izlemektedir. Türk bir araştırmacının en çok atıf alan ilk üç çalışmada yer alması dikkat çekicidir.

En çok yayın yapan dergi, *Journal of Counseling and Development* olmuştur. Kurumlar bakımından ise University of Wisconsin System ilk sırada yer alırken; onu University of North Carolina, University of Wisconsin Madison ve University System of Ohio izlemiştir. İlk 20 kurumun tamamının ABD'de bulunması, literatürün bu ülkeye yoğunlaştığını göstermektedir.

Anahtar kelimeler arasında en çok kullanılan terim "accreditation" olurken, "CACREP" ve "counselor education" diğer öne çıkan kelimeler olmuştur. En çok yayın yapan yazarlarla en çok atıf alan yazarlar farklıdır. Ayrıca, yazarlar arası iş birliğinin sınırlı kaldığı gözlemlenmiştir.

Sonuç ve Tartışma

Elde edilen bulgular, alandaki akademik ilginin 1980'lerde başladığını ve özellikle 1990–1994 ile 2010–2014 arasında yayın sayısında artış olduğunu göstermektedir. Ancak genel olarak yayınlar sınırlı kalmış, 2020–2024 döneminde ise düşüş gözlenmiştir. Bu durum, alanın küresel düzeyde doygunluğa ulaştığını ya da araştırmacıların mevcut literatürü yeniden değerlendirmeye sürecinde olduklarını düşündürmektedir. Türkiye özelinde, 1980'den bu yana anlamlı bir yayın artışı gözlemlenmemiştir ve yalnızca bir Türk araştırmacı bu çalışma kapsamında taranan dizinlerde eser vermesiyle alana katkı sunmuştur. Bu, Türkiye'de danışman eğitimi programlarının akreditasyona yönelik araştırmalarının yetersizliğini göstermektedir. Türkiye'de akreditasyon süreci, 2019'da EPDAD öncülüğünde başlamış ve kısa sürede 130 programdan 39'u akredite edilmiştir (EPDAD, 2024; Körük, 2018). Ancak meslek yasasının olmaması, danışmanların haklarının korunmasını ve mesleki standartların oluşumunu olumsuz etkilemektedir (Kiye, 2024). Bu eksiklik, mesleki gelişimi engellemekte ve hizmet kalitesinde belirsizlik yaratmaktadır.

Araştırma türleri, yayınların büyük ölçüde araştırma makalelerinden oluştuğunu göstermektedir. Bu, bilimsel gelişimin araştırma temelli ilerlediğine işaretir. Yayınların çoğu ABD kaynaklı olup, Kanada ikinci sıradadır. Diğer ülkelerin katkısı ise oldukça sınırlıdır. Bu da akreditasyon konusunun küresel çeşitlilikten uzak olduğunu ve farklı perspektiflerin eksikliğini göstermektedir. Tüm yayınların İngilizce olması, bu dilin akademideki hâkimiyetini ortaya koymaktadır. Ancak bu durum, farklı kültürel bağlamlardan gelen araştırmacıların katkısını sınırlamakta, bilgiye erişimde kapsayıcılığı azaltmaktadır (Ammon, 2001; Drubin & Kellogg, 2012). Bu nedenle çok dilli akademik ortamlar teşvik edilmelidir.

Yayınların belirli dergilerde toplanması, alanın dar bir mecrada ele alındığını göstermektedir. *Journal of Counseling and Development* en çok yayına ev sahipliği yapmıştır. Atıf analizleri, bazı araştırmacıların alanda öne çıktığını ve yüksek etki yarattığını göstermektedir. Türkiye'den bir yazarın en çok atıf alanlar arasında yer alması ise uluslararası katkı açısından önemlidir.

Atıf sayılarındaki artış, konunun akademik etkisinin sürdüğünü göstermektedir. Ancak yazarlar arası iş birliğinin zayıf olması, araştırmaların daha fazla etkileşimle yürütülmesi gerektiğini ortaya koymaktadır. Bazı üretken yazarların bağlantısız olması, bilgi üretiminde sinerji eksikliğini göstermektedir. Kurum bazında değerlendirme, bazı üniversitelerin alanyazına daha fazla katkı sunduğunu ve bu katkıının eşit dağılmadığını ortaya koymaktadır. Bu, akreditasyon konusunun daha geniş bir akademik çerçevede ele alınmasını gerekli kılmaktadır.

Anahtar kelime analizleri, akreditasyonun danışman eğitimi alanındaki merkezî rolünü vurgulamaktadır. Ancak az kullanılan anahtar kelimelerle yeni konulara yönelik, tematik çeşitliliği ve derinliği artıracaktır. Sonuç olarak, akreditasyon süreçlerine yönelik küresel ilgi dalgalı bir seyir izlerken, Türkiye'de bu alandaki üretim sınırlı kalmıştır. Kalıcı etki için yasal düzenlemelerin yapılması ve akademik araştırmaların teşvik edilmesi önemlidir. Çok merkezli, çok dilli ve disiplinler arası iş birliklerine dayalı çalışmalar, alandaki gelişime önemli katkılar sunacaktır.