Doctoral students in Counseling Psychology and Counselor Education training programs are commonly thought to experience high levels of stress due to the nature of graduate school (Badali & Habra, 2003). Many argue that self-care is an important and necessary topic to discuss and integrate into graduate training (Blount, Mullen, 2015; Meyers, 2015; Moorhead, Gill, Minton, Myers, 2012; Sawyer, 2013). This study quantitatively explores aspects of personality, self-care, and the perceived stress levels of graduate students in American Psychological Association (APA) accredited Counseling Psychology doctoral programs and Counselor Education doctoral programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The rationale for this study is to gain a deeper understanding of doctoral students so that topics such as self-care may be addressed by doctoral programs in the future. It is imperative for doctoral students to create healthy self-care habits during their training as those habits are likely to continue into their professional life after graduation. A total of 116 students completed a survey consisting of demographic information, self-care frequency questions, the Big Five Inventory, the Philadelphia Mindfulness Scale, the Emotion Regulation Questionnaire, Semantic Differential Scales, and the Perceived Stress
The data was analyzed using a variety of statistical computations including a hierarchical regression, correlations, independent-samples t-tests and ANOVA to answer hypotheses.

The major findings in this study include the following: (A) there is an association between mindful acceptance and reported perceived stress level; (B) there is an association between higher use of expressive suppression and higher reported perceived stress; (C) there is a positive relationship between the personality factor Agreeableness and self-care frequency; (D) there is a negative relationship between the personality factor Agreeableness and reported perceived stress; and (E) there is a strong correlation between the personality factor Neuroticism and perceived stress. This topic is important because it is likely that graduate students will continue to practice self-care strategies learned during their training program into their professional lives. Essentially, incorporating self-care into graduate programs could alleviate future impairment, burnout, and compassion fatigue. Based on the results of this study, implications, recommendations, and limitations will be discussed.