

Austin Peay State University

M.S. in Counseling Program

2021 – 2022 Annual Report

2021 Admissions Cycle

Admitted and Enrolled: 26

CMHC: 20

SC: 6

Average Undergrad GPA: 3.49

Total Enrollment (Fall 2021)

CMHC: 34

SC: 14

NDS: 3

TOTAL: 52

2021-2022 Exit & Licensing Exam Pass Rate

CPCE Exit Exam*: 100% (6/6)

PRAXIS II (SC)**: 87% (13/15)

NCE*** (CMHC): N/A

* CMHC students, first attempt.

** SC students, first attempt

*** CMHC students take this licensing exam post-graduation.

2021-2022 Graduation Rate

CMHC: 7

SC: 7

Total: 14

Employment Rate

CMHC: 100% (7/7)

SC: 100% (7/7)

Completion Rate

CMHC (2 years): 46.2% (6/14)

CMHC (3 years): 70% (7/10)

SC (2 years): 60% (6/10)

SC (3 years): 100% (7/7)

*Fall 2021 thru Summer 2022

Student Demographics (2021 cohort: based on 24 survey responses)

Gender Identity:

Woman: 75% (18/24)

Man: 20.8% (5/24)

Non-Binary: 4.2% (1/24)

Not Reported: 0

Disability Status:

Yes: 20.8% (5/24)

No: 70.8% (17/24)

Not Reported: 8.3% (2/24)

Family Educational History:

No parental college: 29.2% (7/24)

Some parental college: 29.2% (7/24)

Parental bachelor's degree: 25% (6/24)

Parental advanced degree: 16.7% (4/24)

Not Reported: 0

Race:

Asian: 0

Black or African American: 25% (6/24)

Hispanic or Latino/a/x: 12.5% (3/24)

Native Hawaiian or Other Pacific Islander: 0

Native American or Alaska Native: 0

White: 62.5% (15/24)

Biracial: 0

Not Reported: 0

Military Affiliation:

Currently serving: 8.3% (2/24)

Previously served: 12.5% (3/24)

Family of current military member: 12.5% (3/24)

Family of previous military member: 20.8% (5/24)

No military affiliation: 41.7% (10/24)

Not Reported: 4.2% (1/24)

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2021-2022 Student Learning Outcomes (SLO)

The Department of Psychological Science and Counseling M.S. in Counseling Graduate Program decided to institute the following pedagogical initiatives during the 2021-2022 academic year. These initiatives were drawn from the Key Learning Objectives that guide the M.S. in Counseling Graduate Program education.

The M.S. Counseling Graduate Program faculty have identified 14 Key Learning Objective Assessments (KLOA) for the educational portion of the program. These KLOAs are assessed for each student in the program during their progress through the program. In order to ensure that faculty consistently assess the efficacy of the program in meeting those objectives and to encourage intentional program modification to better support student learning and students' success, each of the 14 KLOAs are assessed in a 7-year cycle.

For the 2021-2022 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Helping Relationships*, and *Group Work*.

1. Helping Relationships (KLOA 1):

Students will demonstrate knowledge and skills of the helping process; counseling theories and techniques; prevention, education, consultation, and wellness models; counselor self-understanding; and the change process (CACREP 2.F.5).

Outcome Measure 1:

Students in the M.S. in Counseling program enrolled in *COUN 5410: Counseling Techniques* and *COUN 5420: Advanced Counseling Techniques* will demonstrate competency through their ability to apply their knowledge and skills related to developing helping relationships. This competency will be measured by completing four "Case Conceptualization/Case Presentation" assignments over two semesters in which students apply their knowledge and skills in practice sessions and evaluate their ability to demonstrate skills related to the helping process. Students will demonstrate competency by completing the assignments and earning a score of 80/100 (80%) or better as evaluated using the Case Presentation Rubric. A score of 80 or better on the Case Presentation, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to effectively promote the helping process.

Results: 25 first year counseling students completed the four Case Conceptualization/Case Presentation assignments over two semesters during the 2021-2022 SLO period. The mean score for APSU students is 90.44%. Of the 25 students who completed the assessment, all 25 scored 80% or better at each time of assessment.

Reflective Analysis: These results indicate that students were able to develop the skills and knowledge related to developing helping relationships and demonstrate sustained use of those skills over time. Students were able to demonstrate basic and advanced core counseling skills across multiple practice sessions and assessment points. Furthermore, they were able to think critically about their work and identify areas of strength and growth. Students were able to practice new

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skills both in vivo in the practice sessions and through later reflection and correction as a part of the assignment.

Since the last time this outcome was assessed, Counseling program faculty made changes to the grading rubric that placed a higher weight on active demonstration of skills. Students continued to score well even with this shift in grading to more heavily weight performance. Additionally, Counseling program faculty also added in a more intentional supervision component during the first semester that students begin developing the skills and knowledge related to this outcome. Based on these evaluation results, it appears that this addition has continued to support student knowledge and skill acquisition and implementation.

Actions for Improvement: Counseling program faculty will continue to refine the supervision process across the two semesters these courses occur to provide consistent and meaningful feedback to student and to better support knowledge and skills development and implementation. Additionally, Counseling program faculty will maintain training and support procedures for non-core faculty who teach this course to ensure consistency across sections of the course.

Outcome Measure #2:

Students in the M.S. in Counseling program will demonstrate competency in the area of Helping Relationships by achieving a score no more than one standard deviation (SD) below the National mean on the Counselor Preparation Comprehensive Exam (CPCE) Counseling and Helping Relationships subscale. The students being assessed during the 2021-2022 SLO period will take the CPCE during the Spring or Summer of 2022. The National mean score on the Helping Relationship subscale of the CPCE for the 2021-2022 exam cycle is 12.01 and the National standard deviation is 2.633. This means our students need to receive a score of at least 9.377 on this subscale in order to demonstrate competency in this area.

Results: Six second-year counseling students took the Counselor Preparation Comprehensive Exam (CPCE) during the 2021-2022 SLO period. The mean score for APSU students on the Counseling and Helping Relationships subscale was 12. Of the six students who completed the CPCE during the 2021-2022 SLO period, all six earned a score no more than one standard deviation below the mean, with four scoring at the mean and one scoring above the National mean.

Reflective Analysis: These results indicate that all six students were able to demonstrate competence related to helping relationships. This evaluation method provides a different perspective on the students' knowledge and skills related to the helping process. The first assessment measure focuses more heavily on skill acquisition and implementation. This assessment method demonstrates that students also have the foundational knowledge to guide skill usage in a counseling setting.

Actions for Improvement: Based on these results, Counseling program faculty will continue to refine the processes in place that appear to be supporting students effectively toward knowledge and skill acquisition and implementation.

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2. Group Work (KLOA 8):

Students will demonstrate knowledge and skills of group development, dynamics, theories, and techniques (CACREP 2.F.6).

Outcome Measure #1:

Students in the M.S. in Counseling program enrolled in *COUN 5430: Group Theories and Techniques* will demonstrate competency through their ability to apply their knowledge of group theory and technique. This competency will be measured by completing a “Facilitation of Group Project” assignment in which students facilitate a group session for peers and discuss their experience and growth in a related paper. Students will demonstrate competency by completing the assignment and earning a score of 80/100 (80%) or better as evaluated using the Rubric (see attached). A score of 80 or better on the Facilitation of Group Project, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to apply group theories and techniques to their work with clients.

Results: 21 second year counseling students completed the Facilitation of Group project during the 2021-2022 SLO period. Of the 21 students who completed the assessment, all 21 scored 90% or better at each time of assessment, higher than the target score.

Reflective Analysis: These results indicate that students were able to develop the knowledge and skills related to group development, dynamics, theories, and techniques and utilize them to effectively facilitate a group. Students were able to reflect critically on their experience and identify areas of strength and areas of continued learning. Due to Covid, for the past two years this course has been taught in different formats and by non-core faculty. These results indicate that students were able to effectively acquire and implement the knowledge and skills related to Group Work across formats and instructors.

Actions for Improvement: Counseling program faculty have reassigned the *COUN 5430: Group Theories and Techniques* course to a core faculty member. Faculty believe this switch will help maintain consistency across iterations of the group class and will allow for different types of feedback for students. Faculty hope that this change supports the positive results we are already seeing based on these current evaluations.

Outcome Measure #2:

Students in the M.S. in Counseling program will demonstrate competency in the area of group work by achieving a score no more than one standard deviation (SD) below the National mean on the Counselor Preparation Comprehensive Exam (CPCE) Group Counseling and Group Work subscale. The students being assessed during the 2021-2022 SLO period will take the CPCE during the Spring or Summer of 2022. The National mean score on the Group Counseling and Group Work subscale of the CPCE for the 2021-2022 exam cycle is 12.13 and the National standard deviation is 2.532. This means our students need to receive a score of at least 9.598 on this subscale in order to demonstrate competency in this area.

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Results: Six second-year counseling students took the Counselor Preparation Comprehensive Exam (CPCE) during the 2021-2022 SLO period. The mean score for APSU students on the Group Counseling and Group Work subscale was 12.5, slightly above the National mean. Of the six students who completed the CPCE during the 2021-2022 SLO period, all six earned a score no more than one standard deviation below the mean, with three scoring at the mean and two scoring above the National mean.

Reflective Analysis: These results indicate that all six students were able to demonstrate competence related to group counseling and group work. This evaluation method provides a different perspective on the students' knowledge and skills related to the helping process. The first assessment measure focuses more heavily on skill acquisition and implementation. This assessment method demonstrates that students also have the foundational knowledge to guide skill usage in a counseling setting.

Actions for Improvement: Counseling program faculty have reassigned the *COUN 5430: Group Theories and Techniques* course to a core faculty member. Faculty believe this switch will help maintain consistency across iterations of the group class and will allow for different types of feedback for students. Faculty hope that this change supports the positive results we are already seeing based on these current evaluations.

Spring/Summer 2022 CPCE Exit Exam Scores

Six (6) second year clinical mental health counseling students took the CPCE in April 2022. 100% (6/6) of the students passed the exam on their first attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Professional Counseling Orientation & Ethical Practice	12.8	1.2	12.1	2.1
C2. Social & Cultural Diversity	11.2	2.5	10.4	2.4
C3. Human Growth and Development	10.5	2.5	10.4	2.3
C4. Career Development	11.7	1.5	11.4	2.5
C5. Counseling & Helping Relationships	12.0	1.7	12.0	2.6
C6. Group Counseling & Work	12.5	1.4	12.1	2.5
C7. Assessment & Testing	9.5	1.5	9.3	2.4
C8. Research & Program Evaluation	12.3	1.9	11.6	2.7
TOTAL	92.5	7.1	89.38	14.348

APSU Counseling Program students continue to do as well on all content areas of the exam. During this exam cycle, the APSU mean scores fell at or above the national mean in every content area. This reflects well on our students and our program as they demonstrate successful knowledge development and performance.

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Program Changes

Each year Counseling Program faculty undergo a rigorous evaluation of the effectiveness of the Program and its students. Programmatic and curricular changes are made based on this evaluation. In addition to the SLO initiatives for the 2020-2021 AY, the Counseling program faculty made the following changes to the M.S. in Counseling Program during the 2021-2022:

- New faculty hire: Dr. Cassie Gibbons (full-time instructor). *Note: continued into 2022-2023 academic year
- New faculty hire (to begin in Fall 2022): Dr. Mitchell Toomey
- Approval of new tenure-track faculty line to bring permanent faculty up to five (hiring process during 2022-2023 AY, new hire to begin fall 2023).
- Change to Counselor Education Comprehensive Examination (CECE) from the Counselor Preparation Comprehensive Exam (CPCE) to better allow access for all students to complete comprehensive exams in a financially accessible and equitable manner. This change goes into effect Spring 2023.
- Obtained approval for students to take the National Counselor Examination (NCE) prior to graduation.
- Planned change to Tevera for clinical placement management and program assessment. This change goes into effect Spring 2023.
- Continued commitment to Diversity, Equity, Inclusion, and Social Justice (DEISJ) evident in intentional evaluation of program content and policies, ongoing discussions with students, faculty, and other stakeholders, and intentional actions related to these values.

Program, Student, and Faculty Awards, Achievements and Accomplishments

The M.S. in Counseling Program strives to foster excellence in students and faculty and celebrates the accomplishments of members of the program community. During the 2021-2022 AY, we honor the following accomplishments:

Student Presentations and Awards:

- Roxanne Hallisey. *Inside the container: The role of therapeutic techniques and counseling in psychedelic assisted therapy*. Tennessee Counseling Association (TCA) Conference, Fall 2021. 1st place conference poster.
- Kat Lutz, *Affirming LGBTQ+ identities in school counseling*. Tennessee Counseling Association (TCA) Conference, Fall 2021. 2nd place conference poster.
- Kat Lutz, 2022 Anthony Rinella Scholarship winner
- Gabrielle Maxwell & Morgan Gill, 2022 Counseling Student Honor Award winners

Student Leadership:

- TLPCA Student Representatives: Roxanne Hallisey & Cheyanne Looper

Faculty Accomplishments:

- Dr. Eva Gibson received the Socrates Award for Teaching Excellence (August 2021)
- Dr. Jessica Fripp received the Socrates Award for Teaching Excellence (August 2022).

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- Dr. Kim Coggins received tenure at APSU (August 2022).
- Dr. Cassie Gibbons earned her license as a Licensed Professional Counselor (LPC) in Alabama.
- Student Academic Success Initiative (SASI) grant (funded): Self-Care Lunch and Learn Workshops (Dr. Jessica Fripp)
- 15 international, national, state, and local presentations (complete listing included in appendix)
- 7 new publications (complete listing included in appendix)
- Over 12 leadership positions at the national, regional, state, and university levels (partial listing included in appendix)

SUMMARY

During the 2021-2022 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 26 new students (CMHC = 20, SC = 6). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the fall 2021 semester was 52 (CMHC = 34, SC = 14, NDS = 3).

APSU students tend to do well on the CPCE exit exam and PRAXIS II licensing exam (school counseling only) indicating students are leaving the program with a solid foundation of the core counseling content areas required by the Council for the Accreditation of Counseling and Related Programs (CACREP); and they are well prepared for the counseling profession. The majority of students who enroll in the program are completing their program within a 3-year timeframe, and are employed in the counseling profession immediately or shortly after graduation.

The APSU Counseling Program faculty focused the Student Learning Outcomes (SLO) for the 2021-2022 academic year on the core content areas of *Helping Relationships* and *Group Work*. Overall, students enrolled during the 2021-2022 academic year demonstrated competency in these content areas through successful completion of key assessment assignments and passing scores in these subsections of the CPCE exit exam. The Counseling Program faculty will continue to closely monitor student learning outcomes in these, and the other eight core counseling competency areas. Changes to scheduling, pedagogy and course content will be made as deemed necessary to maintain a high standard of student success.

During the 2021-2022 academic year, 100% (6/6) of the students who took the CPCE exit exam passed the exam and achieved scores at, or above the national mean in all areas. This is an incredible accomplishment for our students and demonstrates their learning in these areas.

The APSU M.S. in Counseling Program maintains a focus on Diversity, Equity, Inclusion, and Social Justice (DEISJ) and faculty continue to evaluate the program content and policies in light of these areas intentionally. We welcomed new faculty members and made changes to our student and program assessment procedures to better evaluation outcomes and meet student needs.

Finally, the APSU M.S. in Counseling Program continues to promote and celebrate students and faculty successes and leadership in a variety of areas including publications, presentations, grants, awards, leadership positions, and service to the program, university, community, and profession.

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Appendix

Faculty presentations (faculty names are bolded, student names are marked with an asterisk*):

- Fripp, J. A., & Gibson, E. M.** (2022, July). *Good trouble: Best practices for cultivating anti-racist counselors*. TN National Association for Multicultural Education (NAME), Cookeville, TN.
- Gibson, E.M.,** Brant-Rajahn, S., & Sandifer, M. I.C. (2022, July 9-12). *Become a transformational leader*. American School Counselor Association Conference, Austin, TX, United States.
<https://www.ascaconferences.org/>
- Gibson, E.M.,** Brant-Rajahn, S., & Sandifer, M.I.C. (2022, July 9-12). *Train transformational school counselor leaders*. American School Counselor Association Conference, Austin, TX, United States.
<https://www.ascaconferences.org/>
- Whiteside, D., **Fripp, J.A.,** & Lyle-Gonga, M. (2022). "For Colored Girls Who Have Considered Politics". Young Women's Leadership Symposium, Austin Peay State University.
- Thompson, A., **Fripp, J.A.,** & Lyle-Gonga, M. (2022). "The Importance of Self-Care: 2022 Edition". Young Women's Leadership Symposium, Austin Peay State University.
- Gibson, E. M., & **Fripp, J. A.** (2022). Invited Panelist for First Year Faculty Programming on "African American Employee Council". Austin Peay State University
- Coggins, K.,** Bentley, C.*, & Maxwell, G.* (2022, February 11). *Family play therapy interventions for playful work with families* [Webinar]. Association for Child and Adolescent Counseling.
<https://acac.teachable.com/p/familyplaytherapy>
- Carnes-Holt, K., **Coggins, K.** (2022, February 25). *Building bridges: Child Teacher Relationship Training as a play therapy intervention in schools*. South Dakota Early Childhood Mental Health Collaborative.
- Coggins, K.** *Parenting Peay-ple: Connecting through Discipline*. APSU Adult and Non-Traditional Student Center, Clarksville, TN, November, 2021 (1-hour presentation).
- Carnes-Holt, K. & **Coggins, K.** *Child Teacher Relationship Training: Partnering with teachers using play therapy*. Association for Play Therapy, Little Rock, AR, October, 2021. (3 hour refereed presentation – Rescheduled from 2020 due to COVID-19).
- Cook Sandifer, M. I., **Gibson, E. M.,** & Brant-Rajahn, S. N. (2021, October 5-10). *Building antiracist andragogy and supervision into school counselor training*. [Poster presentation]. Association for Counselor Education and Supervision Conference, Atlanta, GA, United States.
<http://www.aces2021.net/>
- Gibson, E.M., & Fripp, J. A.** (2021, October 5-10). *Good trouble for antiracist counseling professionals*. [Poster presentation]. Association for Counselor Education and Supervision Conference, Atlanta, GA, United States. <http://www.aces2021.net/>
- Coggins, K.** *Parenting Peay-ple: Supporting Children's Emotional Growth*. APSU Adult and Non-Traditional Student Center, Clarksville, TN, September, 2021 (1-hour presentation).
- Coggins, K., Gibson, E.,** Knickmeyer, N., & Sanders, A. *Teaching diversity and social justice: Navigating difficult dialogues and dynamics in the classroom*. Austin Peay State University Pre-Semester Event, Clarksville, TN, August, 2021 (1-hour presentation).
- Fripp, J.A.,** Hayes, M. A., & **Gibson, E. M.** (2021). Invited Panelist for the Pre-Semester Calendar on "Beloved Community Writing Retreat". Austin Peay State University.

Faculty publications:

- Bedford, W., **Gibson, E.M.,** & Cook Sandifer, M. (2022). Creating a beloved community for Black male students: A unified approach. In S. Brant-Rajahn, E. Gibson, & M. Cook Sandifer

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- (Eds.), *Developing, Delivering, and Sustaining School Counseling Practices Through a Culturally Affirming Lens* (pp. 192-211). IGI Global. <https://doi.org/10.4018/978-1-7998-9514-5.ch010>
- Brant-Rajahn, S. N., **Gibson, E. M.**, & Sandifer, M. C. (Eds.) (2022). *Developing, delivering, and sustaining school counseling practices through a culturally affirming lens*. IGI Global. <https://doi.org/10.4018/978-1-7998-9514-5>
- Coggins, K., Carnes-Holt, K. (2021). The efficacy of child-teacher relationship training as an early childhood mental health intervention in Head Start programs. *International Journal of Play Therapy*, 30(2), 112-124. <http://dx.doi.org.ezproxy.lib.apsu.edu/10.1037/pla0000154>
- Fripp, J. A.**, & Adams, J. (2022). Enhancing the therapeutic alliance with African American clients: Using a critical race theoretical approach to navigate conversations about racism. *Journal of Multicultural Counseling and Development*, 1-10.
- Gibson, E.M.**, & **Fripp, J. A.** (2022). Program practices for cultivating antiracist counselors. In K. Johnson, N. Sparkman-Key, A. Meca, & S. Tarver (Eds.), *Developing Anti-Racist Practices in the Helping Professions: Inclusive Theory, Pedagogy, and Application* (pp. 197-224). Palgrave MacMillan. https://doi.org/10.1007/978-3-030-95451-2_11
- Gibson, E.M.**, Cook Sandifer, M.I., Webb, T.E., & Cox, E. (2022). Transformative school counseling. In S. Brant-Rajahn, E. Gibson, & M. Cook Sandifer (Eds.), *Developing, Delivering, and Sustaining School Counseling Practices Through a Culturally Affirming Lens* (pp. 1-18). IGI Global. <https://doi.org/10.4018/978-1-7998-9514-5.ch001>
- Sandifer, M. C., **Gibson, E. M.**, & Brant-Rajahn, S. N. (2022). WOKE: Advocacy for African American Students. In *Research Anthology on Racial Equity, Identity, and Privilege* (pp. 1365-1386). IGI Global. <https://doi.org/10.4018/978-1-6684-4507-5.ch073>. (Original work published 2021)

Faculty Service positions (partial listing):

- Coggins: Research Committee: Association for Play Therapy
- Coggins: University Education Committee: Association for Play Therapy
- Coggins: Research Grant Committee Co-Chair: Association for Child and Adolescent Counseling
- Coggins: Clarksville Regional Representative: Tennessee Licensed Professional Counselors Association
- Coggins: Diversity, Equity, and Inclusion Departmental Committee
- Fripp: Journal Reviewer for *Journal of Counseling and Development*
- Fripp: CE Coordinator for the Southern Association for Counselor Education and Supervision Conference
- Gibson: ASCA Board of Directors
- Gibson: Faculty Senate
- Gibson: Institutional Effectiveness Committee
- Gibson: Beloved Community Writing Retreat Taskforce
- Gibson: Achievers & Scholars, Mentor