

M.S. in Counseling Program 2022-2023 Annual Report



Department of Psychological Science and Counseling

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M.S. in Counseling 2022-2023 Annual Report



Section 1: Admission, Enrollment, Demographics

2022 Admissions Cycle

Applications Received: 71
Invitations to Interview: 58
Admitted and Enrolled: 26
 CMHC: 21
 SC: 5
Average Undergrad GPA: 3.5

Total Enrollment (Fall 2022)

CMHC: 47
SC: 14
NDS: 3

TOTAL: 64

Student Demographics (2022 cohort: based on 23 survey responses)

Gender Identity:

Woman: 70% (16/23)
Man: 17% (4/23)
Non-Binary: 4% (1/23)
Questioning: 4% (1/23)
Transgender: 4% (1/23)

Disability Status:

Yes: 4.3% (1/23)
No: 87% (20/23)
Not Reported: 8.7% (2/23)

Family Educational History:

No parental college: 21.7% (5/23)
Some parental college: 21.7% (5/23)
Parental bachelor's degree: 39% (9/23)
Parental advanced degree: 17.3% (4/23)

Race:

Asian: 0%
Black or African American: 8.7% (2/23)
Hispanic or Latino/a/x: 4% (1/23)
Native Hawaiian or Other Pacific Islander: 0
Native American or Alaska Native: 0
White: 74% (17/23)
Biracial: 8.7% (2/23)
Another race not listed: 4% (1/23)

Military Affiliation:

Currently serving: 0%
Previously served: 17.4% (4/23)
Family of current military member: 13% (3/23)
Family of previous military member: 4.3% (3/23)
No military affiliation: 65.2% (15/23)

Section 2: Outcome Measures

Includes information about completion rate, graduation rates, employment rates, procession through milestone decision points, student disposition assessment, clinical placement evaluations, exit exam pass rate, exit exam (CECE) scores, and student learning outcome evaluation. More information about these assessment measures can be found on the M.S. in Counseling program website (<https://www.apsu.edu/mscounseling/>).

2022-2023 Graduation Rate

CMHC: 18

SC: 6

Total: 24

*Fall 2022 thru Summer 2023

Employment Rate

(for students seeking employment post-graduation)

CMHC: 92% (13/14)

SC: 100% (6/6)

Completion Rate

(for students who started in 2021)

CMHC: 90% (out of 20 students: 3 continuing enrollments, 2 withdrawals, 15 graduates)

SC: 100% (out of 7 students: 1 continuing enrollment, 6 graduates)

Clinical Placement Evaluation

(final scores only)

CMHC (out of possible 100 points):

- Fall 2022: Avg. = 87.38, SD = 20.60
- Spring 2023: Avg. = 98.61, SD = 3.11
- Summer 2023: Avg. = 98.71, SD = 3.92

SC (on a scale of 1 to 5):

- Fall 2022: Avg. = 3.28
- Spring 2023: Avg. = 3.82

Milestone Decision Points

(as of 08/2023)

Students are tracked across four milestone decision points during their time in the program. Knowledge acquisition and competency development are assessed using key assessments. These key assessments, overall academic performance, and student dispositions inform student attainment of each milestone.

In Progress: 8

Milestone I Provisional: 7

Milestone II Clinical Status: 14

Milestone III Advanced Clinical Status: 3

Milestone IV Induction Status: 24

2022-2023 Exit & Licensing Exam Pass Rate

(first attempt)

CECE Exit Exam (CMHC): 94% (17/18)

PRAXIS II (SC): 100% (7/7)

NCE: CMHC students take this licensing exam post-graduation.

Student Progress Assessments

Each semester students are evaluated using the Student Progress Assessment to evaluate student performance on key dispositions related to interpersonal skills, professionalism, academic performance, and future as a counselor. Students are scored using a scale from 1 to 5 (1 needs significant improvement, 2 below average, 3 average, 4 above average, and 5 superior). Scores of 3 and above demonstrate adequate disposition development.

Fall 2022

Interpersonal Skills: Avg.=3.395, SD=0.46
Demonstration of Professionalism: Avg.=3.476, SD=0.44
Academic Performance: Avg.=3.430, SD=0.43
Future as a Counselor: Avg.=3.485, SD=0.37
Overall Average: Avg.=3.428, SD=0.36

Spring 2023

Interpersonal Skills: Avg.=3.553, SD=0.51
Demonstration of Professionalism: Avg.=3.611, SD=0.51
Academic Performance: Avg.=3.657, SD=0.54
Future as a Counselor: Avg.=3.847, SD=0.57
Overall Average: Avg.=3.613, SD=0.41

Spring/Summer 2022 CECE Exit Exam Scores

Eighteen (18) final year clinical mental health counseling students took the CECE in March 2023. 94% (17/18) of the students passed the exam on their first attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth and Development	8.83	2.04	9.48	2.32
C2. Social & Cultural Diversity	11.22	1.44	11.27	2.14
C3. Counseling & Helping Relationships	9.06	2.39	9.86	2.71
C4. Group Counseling & Work	10.50	2.31	9.67	2.33
C5. Career Development	9.89	2.68	10.09	2.55
C6. Assessment & Testing	7.72	1.84	8.12	2.48
C7. Research & Program Evaluation	6.67	1.68	7.57	2.74
C8. Professional Counseling Orientation & Ethical Practice	9.44	2.15	8.92	2.54
OVERALL	73.33	10.34	74.99	13.99

2022-2023 Student Learning Outcomes (SLO)

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 and inform progression along the milestone decision points. 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 2022-2023 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Professional Orientation and Ethical Practice*, and *Addictions Counseling*.

SLO 1 Professional Orientation and Ethical Practice (KLOA 2):

Students will demonstrate knowledge of and skills related to ethical professional counseling practice (CACREP 2.F.1).

Outcome Measure 1:

Students in the M.S. in Counseling program enrolled in *COUN 6010: Ethical, Legal, and Professional Issues in Counseling* will demonstrate competency through their ability to apply their knowledge and skills related to ethical practice. This competency will be measured by completing the Professional Disclosure Statement and Informed Consent assignment in which students demonstrate an understanding of ethical and legal policies that govern the counseling profession, an ability to adhere to professional orientation and ethics, and an ability to integrate their knowledge with clinical skill in communicating this knowledge with practice clients. Students will demonstrate competency by completing the assignments and earning a score of 11/14 (79%) or better as evaluated using the Professional Disclosure Statement and Informed Consent Rubric. A score of 11/14 or better on the Professional Disclosure Statement and Informed Consent assignment, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to effectively practice counseling while adhering to ethical standards, legal policies, and a professional orientation.

Results: Of the 22 students who completed the assignment, 21 (95%) scored 79% or better at the time of assessment. One student scored 73% and did not meet the target criteria.

Outcome Measure #2:

Students in the M.S. in Counseling program will demonstrate competency in the area of Professional Orientation and Ethical Practice by achieving a score no more than one standard deviation (SD) below the National mean on the Counselor Preparation Comprehensive Exam (CPCE) Professional Orientation and Ethical Practice subscale. The National mean score on the Professional Orientation and Ethical Practice subscale of the CECE for the 2022-2023 exam cycle is 8.92 and the National standard deviation is 2.54. This means our students need to receive a score of at least 6.38 on this subscale in order to demonstrate competency in this area. The students being assessed during the 2022-2023 SLO period will take the CPCE during the Spring or Summer of 2023.

Results: 19 counseling students in their final year in the Counseling program took the Counselor Education Comprehensive Exam (CECE) during the 2022-2023 SLO period. The mean score for APSU students on the Professional Orientation and Ethical Practice subscale was 9.44, one half point higher than the national mean. Of the 19 students who completed

the CECE during the 2022-2023 SLO period, 17 out of 19 (89%) earned a score no more than one standard deviation below the mean, with 14 scoring above the National mean. Two students (11%) earned a score greater than one standard deviation below the national mean.

SLO 2 Addictions Counseling (KLOA 9)

Students will demonstrate the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs; neurobiological and medical foundation and etiology of addiction. (CACREP 5.A; CACREP 5.C).

Outcome Measure #1:

Students in the M.S. in Counseling program enrolled in *COUN 5993: Addictions Counseling* will demonstrate competency through their ability to apply their knowledge and skills related to addictions screening, treatment planning, and counseling. This competency will be measured by completing the Movie/Case Summary assignment in which students demonstrate an ability to screening for substance abuse, aggression, and danger to self/others, identify stage of dependence/recovery process, determine initial treatment plan, and identify initial counseling strategies related to addictions counseling. Students will demonstrate competency by completing the assignments and earning a score of 9.6/12 (80%) or better as evaluated using the Movie/Case Summary Rubric. A score of 80% or better on the Move/Case Summary assignment, as measured by the rubric, indicates that students have developed the necessary knowledge and skills related to addictions counseling.

Results: 22 first year counseling students completed the Movie/Case Summary assignment during the 2022-2023 SLO period. Of the 22 students who completed the assessment, all 22 scored 90% or better at the time of assessment, higher than the target score.

Outcome Measure #2:

Students in the M.S. in Counseling program enrolled in *COUN 5993: Addictions Counseling* will demonstrate competency through their ability to apply their knowledge and skills related to addictions screening, treatment planning, and counseling. This competency will be measured by completing the Field Assignment in which students demonstrate an ability to develop a group intervention and community-based program for individuals in recovery informed by current research. Students will demonstrate competency by completing the assignments and earning a score of 8.8/11 (80%) or better as evaluated using the Field Assignment Rubric. A score of 80% or better on the Field Assignment, as measured by the rubric, indicates that students have developed the necessary knowledge and skills related to addictions counseling.

Results: 22 first year counseling students completed the Field Assignment during the 2022-2023 SLO period. Of the 22 students who completed the assessment, all 22 scored 88% or better at the time of assessment, higher than the target score.

Section 3: Reflective Analysis of Outcomes

Admission, Enrollment, and Student Demographics

The M.S. in Counseling program is able to recruit and retain an increasingly diverse student population including factors such as gender identity, ability status, race and ethnicity, military affiliation, age, and other cultural and contextual factors. Our enrollment remains consistent and in line with CACREP faculty to student ratio standards allowing us to continue to prioritize student and faculty interactions across the program. Our current acceptance rate is approximately 37% demonstrating our ability to be selective with admissions and supporting healthy gatekeeping practices from admissions through graduation. Our application rate and enrollment numbers across the two programs continues to be unbalanced (73% clinical mental health counseling, 22% school counseling). We continue to evaluate our admissions criteria and recruitment efforts to support diverse, qualified student admission and enrollment practices across both programs and specifically to shift the balance across programs with more qualified school counseling applicants and students.

Progression through the Program and Post-Graduation

Our students demonstrate the ability to move through the program in a timely fashion and successfully graduate and obtain employment in the field. Evidence for successful student progression through the program to graduation and post-graduate employment is demonstrated by graduation, completion, and employment rates along with a review of the students at varying milestones within the program. Student progression is supported by the variety of plan available for students to support differing needs and speeds through the program and easy access to faculty advisors and feedback. We plan to continue offering intentional advising opportunities and support from initial acceptance through graduation to ensure that students experience support and success through their progression.

Student Dispositions

Another important factor is students' ability to develop key student dispositions. During the 2022-2023 academic year, information from the Student Progress Assessments indicate that students were on average scoring in acceptable ranges related to these dispositions. Students who score below a "3" on any items on the assessment receive additional feedback related to those scores and possible ways of improving. Multiple scores below a "3" or an overall score below "3" trigger additional support and/or remediation plans to promote student access to resources and feedback that can empower them to continue growth in needed areas. The majority of students who receive plans are able to progress forward and complete the plan requirements within 1-2 semesters.

Clinical Skills Development (Clinical Placement Evaluations)

Students demonstrate a pattern of growth across practicum (fall semesters) and internship (spring and summer semesters) while consistently maintaining positive scores on their clinical placement evaluations completed by site supervisors. This pattern aligns with the process of learning that occurs as students begin their clinical placement and develop additional knowledge and skills through hands on practice and intentional supervision.

Exit Exam Scores

Notably, this is the first year the M.S. in Counseling program utilized the Counselor Education Comprehensive Exam (CECE) for the exit exam. Overall, APSU Counseling Program students demonstrate that consistently fall within 1 SD of the national mean scores. This cohort provides a strong baseline performance to evaluate our continued use of this instrument as an outcome assessment measure. As we move forward with this new exam, we are continuing to explore methods for teaching effectively across a variety of formats to best meet students' needs and seeking ways to promote positive study habits as students prepare for this exam.

Student Learning Outcome: Professional Orientation and Ethical Practice (KLOA 2)

Results from the two assessment methods indicate that the majority (89-95%) of students were able to develop the knowledge and skills related to ethical practice. These results represent two different focuses on assessment (one focused more heavily on skill acquisition and implementation and the other requiring demonstration of foundational knowledge to guide skill usage in a counseling setting) and at two different time points (one assessment during the ethics course and one assessment at least one year after initial coursework) demonstrating students ability to develop both knowledge and skills and retain those over time.

Due to faculty demands, this course has been taught in different formats and by non-core faculty. These results indicate that the majority of students were able to effectively acquire and implement the knowledge and skills related to ethical practice across formats and instructors. Increased opportunities for in class practice with ethical disclosure may further support students to demonstrate success in this area.

Student Learning Outcome: Addictions Counseling (KLOA 9)

Results from the two assessment methods indicate that all students were able to develop the knowledge and skills related to addictions screening, treatment planning, and counseling. Students demonstrated an ability to screen for substance abuse, aggression, and danger to self/others, identify stage of dependence/recovery process, determine initial treatment plan, and identify initial counseling strategies related to addictions counseling. Additionally, students demonstrated an ability to develop a group intervention and community-based program for individuals in recovery informed by current research.

Due to Covid and faculty changes, for the past two years this course has been taught by varying core and non-core faculty. These results indicate that students were able to effectively acquire and implement the knowledge and skills related to addiction counseling across instructors.

Summary

Overall, these results indicate that the M.S. in Counseling program and faculty continue to support student development of knowledge, skills, and dispositions throughout the course of the program and assist students dependably through their progression from admission to graduation and employment. This is especially meaningful as we move forward from the pandemic and continuing shifts in higher education. The M.S. in Counseling program continues to offer a robust and rigorous experience for students that supports student development and success.

Section 4: Program Changes

Each year Counseling Program faculty intentionally integrate information from program outcome measures with student, faculty, and community partner feedback to assess the overall effectiveness of the program and its students/graduates. Programmatic and curricular changes are made based on this information. Notable changes that have been informed by research and program assessment include the following:

Student Learning Outcomes Action Steps

Professional Orientation and Ethical Practice (KLOA 2): After review of the course and the desired outcomes, counseling program faculty have decided to change the key learning assignment assessed for this course to an ethical decision making case study written assignment. This allows students to demonstrate their ability to work through an ethical decision making process to make decisions related to an ethical dilemma. It requires students to integrate information across several course lessons and apply the knowledge learned in a way that demonstrates competency. We believe this will allow us to better assess student competency and success related to this outcome.

Counseling program faculty has also prioritized core faculty for teaching this course in hopes that more consistent instructor presence in this course (rather than varying adjunct instructors) will allow for more consistent instruction and performance from students. Due to faculty additions, we are also able to split this course between the two concentrations offered within the counseling program to help students gain more specialized knowledge related to ethical practice in their unique practice settings. We believe this will further support student success in applying skills and knowledge related to ethical practice via our assessment measures and also in their clinical practice.

Addictions Counseling (KLOA 9): The counseling program faculty have identified a core faculty member who can teach this course consistently. This faculty member began teaching the course during the 2022-2023 SLO period and these results are based on the experience of students in this core faculty member's course. This instructor is also evaluating the course materials and making adjustments to better meet students needs moving forward. The results from this assessment cycle indicate that the current practices are equipping students well, and the ongoing evaluation and adjustment will continue to strengthen the student learning opportunities.

Faculty Changes

Dr. Mitchell Toomey started his first year as tenure-track, core faculty in the M.S. in Counseling program. This hire continues to support the low student faculty ratio and introduces a unique set of experiences and expertise to the program faculty. Dr. Toomey's research and clinical

interests relate to wellness counseling, LGBTQ+ mental health and wellness, and evidence-based counseling interventions.

The M.S. in Counseling program was also approved to hire a 5th tenure-track faculty member based on our growing student enrollment and faculty responsibilities/needs. This faculty line is specifically earmarked for a second school counseling focused faculty member to support the further recruitment, admission, retention, and training of strong school counseling students. The faculty search resulted in the hire of Dr. Mariama Sandifer who brings expertise related to school counseling along with licensure and experience as a clinical mental health counselor allowing her to meaningfully support the school counseling program while also bringing expertise across both concentrations within the program. Dr. Sandifer will start as official faculty August 2023.

Other Program Changes

In order to better supporting tracking of clinical hours and paperwork, along with quality program assessment, the M.S. in Counseling program switched from LifeText with Watermark to Tevera. Tevera was piloted during Spring 2023 and will go live Fall 2023. We hope that this will help streamline the practicum and internship process, allow for student access to clinical experience records post-graduation, and support rigorous program assessment.

Based on student and advisory board feedback, COUN 5200 Foundations of Clinical Mental Health Counseling moved to an 8-week on ground course. This shift will allow students to engage more actively with the mental health profession through guest speakers, intentional group activities, and in person discussions with peers and instructors regarding key topics including tele-health in counseling, billing practices, pathway to licensure, supervision, private practice, diverse roles among mental health professionals, and dispositions needed in clinical mental health settings. This change will occur in August 2023.

The program also has two certificate programs in the development progress: Post-Masters Clinical Mental Health License Eligibility Certificate and Post-Masters School Counseling License Eligibility Certificate. These certificates will provide a more formal way for individuals who have an existing masters' degree in a mental health profession to complete additional coursework toward licensure eligibility.

Finally, the M.S. in Counseling program affirms a 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.

Section 5: Program, Student, & Faculty Awards, Achievements & 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 2022-2023 AY, we honor the following accomplishments:

Student Presentations:

- Robyn Galloway-Robinson & Natalia Ricks (with Dr. Coggins) *Teachers' experiences of Child Teacher Relationship Training in a fitness-based preschool*. Tennessee Licensed Professional Counseling and Therapy Summit.
- Isadora Girardi (with Dr. Fripp & Dr. Earnest) *The impact of burnout and self-compassion on graduate students in mental health settings*. Presented to American Psychological Association (APA), Washington, DC.
- Richard Gutierrez & Alexis Reed *The relationship between attachment related behaviors toward caregivers and electronic devices in children*. Tennessee Licensed Professional Counseling and Therapy Summit.
- Roxanne Hallisey *Veteran and military impressions of psychedelic-assisted therapies*. Southeastern Psychology Association
- Roxanne Hallisey, Makensie Smith, & Chad Shangraw *Ethical decision making in psychedelic-assisted therapy*. Tennessee Licensed Professional Counseling and Therapy Summit
- Brianna Miller, Kayla Diaz, & Savannah Turner *Weight bias in counselors: The effects of counselor perception in diagnosis and treatment of atypical anorexia in adolescents*. Tennessee Licensed Professional Counseling and Therapy Summit
- Emerson Ryder (with Dr. Toomey) *Examining differences in posttraumatic growth in transgender/nonbinary and cisgender sexual minority individuals*. Tennessee Licensed Professional Counseling and Therapy Summit

Student Awards:

- M.S. in Counseling Program Honor Awards: Jeannette Muller & RaAnna Tucker
- Anthony Rinella Scholarship: Christian West & Kathleen Wilhite
- Student DEI Award: Roxanne Hallisey
- Vet Centers Scholarship: Brandon Morris
- Father's Uplift Fellowship: Oluwatosin Folarin

Student Leadership:

- TLPCA Student Representatives: Keilee Daubon and Roxanne Hallisey
- Department of Psychological Science and Counseling DEI Committee: Carrie Waye

Faculty Accomplishments:

- Dr. Jessica Fripp received tenure (August 2023)
- Dr. Eva Gibson was promoted to Associate Professor (August 2023)

- Dr. Eva Gibson received the Bill Wyatt Distinguished Professorship (Dec. 2022)
- 19 international, national, state, & local presentations (complete listing included in appendix)
- 8 new publications (complete listing included in appendix)
- Participation in 3 research grants (complete listing included in appendix)
- Over 22 leadership positions at the national, regional, state, and university levels (partial listing included in appendix)

Appendix

Faculty Presentations

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

- Girardi, I.* , **Fripp, J.**, & Earnest, D. (2023, August). *The impact of burnout and self-compassion on graduate students in mental health settings*. Presented to American Psychological Association (APA), Washington, DC. (along with Dr. Earnest and Isadora Girardi)
- Gibson, E.M.**, & Jordan, C. (2023). *School Counselors and School Administrators as Intentional Equity Partners*. [Invited Webinar]. American School Counselor Association.
<https://videos.schoolcounselor.org/chool-counselors-and-school-administrators-as-intentional-equity-partners/>
- Gibson, E.M.** (2023). *Clinical Considerations for Working with School-Aged Clients* [Invited Webinar]. TPN Health. <https://tpn.health/events/clinical-considerations-for-working-with-school-aged-clients/>
- Gibson, E.M. (2023, July 20). *Growing with groups* [In-service training]. Robertson County School System, White House, TN, United States.
- Gibson, E.M.**, Thompson, J.M., **Cook Sandifer, M. I.**, & Brant-Rajahn, S. (2023, July 15-18). *Culturally affirming shared leadership*. [Conference session]. American School Counselor Association Conference, Atlanta, GA, United States. <https://www.ascaconferences.org/>
- Gibson, E.M.** & **Sandifer, M.I.C.** (2023, June 6). *K-12 School counseling internship supervisor training workshop* [In-service training]. Clarksville-Montgomery County School System, Clarksville, TN, United States.
- Gibson, E.M. (2023, June 6). *K-12 Comprehensive school counseling programs* [In-service training]. Clarksville-Montgomery County School System, Clarksville, TN, United States.
- Toomey, T. M.**, Ryder, E.* (2023, June). Examining differences in posttraumatic growth in transgender/nonbinary and cisgender sexual minority individuals. Poster presented at the Tennessee Licensed Professional Counselors Association Conference. Nashville, TN.
- Fripp, J.A.** (2023) "Teaching and Professorship in Mental Health". Radical Change Therapy, Nashville, TN.
- Fripp, J.A.**, Joyce, P., & Ray, D. C. (2023). *Vulnerable Populations: Culturally Responsive Interventions* American Counseling Association Continuing Education Course [virtual education session]. American Counseling Association Continuing Education.
- Coggins, K.** (2023, March 31 & April 1). *Child Parent Relationship Training (CPRT) Facilitator Training*. Connect Counseling. (11-hour training)
- Combs, E.M., **Toomey, T.M.**, & Lewis, O. (2022, November). *Substance misuse and wellbeing in the LGBTQ+ population during the COVID-19 era*. Poster presented at the Southern Association for Counselor Education and Supervision Conference. Baltimore, MD.
- Fripp, J. A.**, & **Gibson, E. M.** (2022, November 3-5). *Program practices for cultivating antiracist counselors*. [Round table session]. Southern Association for Counselor Education and Supervision Conference, Baltimore, MD, United States.
<http://www.saces.org/conference-2022>
- Guest, J. D., **Toomey, T. M.**, Garrison, P., Buell, R., LoDato, K. K., & Perez, L. M. (2022, November). *"Okay, it's hit my school now": School Counselors' Experiences Attending an*

LGBTQ+ Competency Training. Southern Association for Counselor Education and Supervision. Baltimore, MD.

- Sandifer, M.I.C., Gibson, E. M., & Brant-Rajahn, S. N.** (2022, November 3-5). *Surviving & thriving: Effective strategies for scholarly productivity*. [Poster presentation]. Southern Association for Counselor Education and Supervision Conference, Baltimore, MD, United States. <http://www.saces.org/conference-2022>
- Toomey, T. M.,** Carlson, R. G. (2022, November). Leaning into student discomfort around LGBTQ+ issues in the counselor education classroom. Poster presented at the Southern Association for Counselor Education and Supervision Conference. Baltimore, MD.
- Gibson, E.M. (2022, October 19). *Chat & Chew* [Invited talk]. Clarksville Academy, Clarksville, TN
- Lewis, O., **Toomey, T.M.,** Guest, J., Wymer, B. (September, 2022). Visual and Statistical Analysis in Single Case Research Designs. Content session presented at the Association for Assessment and Research in Counseling Conference, St. Louis, MO.
- Toomey, T.M.,** Garrison, P., Waddington, A., Jefferson, L., Jackson, T. (September, 2022). Examining the Effectiveness of a Well-Being Therapy Protocol on Sexual Minority Individuals' Psychological Well- Being. Poster presented at the Association for Assessment and Research in Counseling Conference, St. Louis, MO.

Faculty Publications

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

- Cook Sandifer, M. I., Gibson, E. M., & Brant-Rajahn, S. N.** (2022). Anti-racist andragogy in school counselor education and training. *Dialogues in Social Justice: An Adult Education Journal*, 7(1). <https://journals.charlotte.edu/dsj/article/view/1236/1220>
- Deaton, J., Ohrt, J., Linich, K., Wymer, B., **Toomey, T.M.,** Lewis, O., Guest, J., Newton, T. (2022). Teacher's experiences with K-12 students' mental health. *Psychology in the Schools*, 59(5), 932-949. <https://doi.org/10.1002/pits.22658>
- Gibson, E.M.,** & Jordan, C. (2023, June). Intentional equity partners. *School Counselor*, 60(5), 11-13.
- Gibson, E. M.,** Thompson, J.M., **Cook Sandifer, M. I., & Brant-Rajahn, S. N.** (2022). A culturally affirming shared leadership framework. *Professional School Counseling*, 26(1c), 1-10. <https://doi.org/10.1177/2156759X221134665>
- Gibson, E.M.,** Certion, C.B., & Aldridge, L.D. (2022). *ASCA national model*. In M.A. Graham & C. Edwards (Eds.), *Introduction to school counseling* (pp. 57- 72). Springer Publishing Company.
- Lewis, O., Ohrt, J., **Toomey, T.M.,** Linich, K., Ellis, B., Newton, T. (2022). A systematic review of nature-based counseling interventions to promote mental health and wellness. *Journal of Mental Health Counseling*, 44(3), 191-208. <https://doi.org/10.17744/mehc.44.3.01>
- Toomey, T.M.,** Carlson, R. (2022). Leaning into student discomfort with LGBTQ issues in the counselor education classroom. *Journal of LGBTQ Issues in Counseling*, 16(1), 86-103.
- White, P.W., **Gibson, E.M., & Fripp, J. A.** (2023). Charting the journey with a community approach. In A.A. Asare & M.D. Thompson (Eds.), *(When) Will the joy come?: Black womxn in the Ivory Tower* (pp. 130-142). University of Massachusetts Press.

Faculty Research Grants

THEC *Veteran Reconnect* Grant (\$ 150,000.00) : Dr. Gibson, AI

THEC *Promoting Access for Veterans' Educational Success (PAVES)* Grant (\$200,000): Dr. Coggins (intervention team)

Faculty Research Support Grant: Implementing Child Teacher Relationship Training in a Fitness-Based Preschool (\$4,085.00): Dr. Coggins, PI

Faculty Awards

Dr. Eva Gibson: Bill Wyatt Distinguished Professorship (Dec. 2022)

Faculty Service Positions (partial listing):

Coggins:

- University Education Committee: Association for Play Therapy
- Awards Committee Co-Chair: Association for Child and Adolescent Counseling
- Clarksville Regional Representative: Tennessee Licensed Professional Counselors Association
- Diversity, Equity, and Inclusion Departmental Committee Chair

Frapp

- Journal Reviewer for *Journal of Counseling and Development*
- CE Coordinator for the Southern Association for Counselor Education and Supervision Conference
- Associate Dean of the College of Behavioral and Health Sciences

Gibson

- Board of Directors: American School Counseling Association
- Publications Committee: American Counseling Association
- Reviewer for *Professional School Counseling* journal
- Faculty Senate
- Institutional Effectiveness Committee
- Diversity, Equity, and Inclusion Departmental Committee
- Diversity, Equity, and Inclusion College Committee
- CAFÉ Advisory Council
- Teacher Education Council
- College Honors & Awards Committee

Toomey

- Board member: Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) Public Policy Committee
- Editorial Board Member *Journal of LGBTQ Issues in Counseling*
- Peer Reviewer *ADULTSPAN* Journal
- Conference Proposal Reviewer: Association for Counselor Education and Supervision 2022 Conference & Tennessee Counseling Association 2022 Conference