

APSU Counseling Program 2023-2024 Annual Report



Department of Psychological Science and Counseling

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APSU Counseling Program 2023-2024 Annual Report



Section 1: Admission, Enrollment, Demographics

2023 Admissions Cycle

Applications Received: 93
Invitations to Interview: 58
Admitted and Enrolled: 25
 CMHC: 19
 SC: 6
Average Undergrad GPA: 3.66

Total Enrollment (Fall 2023)

CMHC: 42
SC: 13
NDS: 1

TOTAL: 56

Student Demographics (2023 cohort: based on 22 survey responses)

Gender Identity:

Woman: 82% (18/22)
Man: 9% (2/22)
Non-Binary: 5% (1/22)
Not Reported: 5% (1/22)

Disability Status:

Yes: 18% (4/22)
No: 82% (18/22)

Family Educational History:

No parental college: 14% (3/22)
Some parental college: 9% (2/23)
Parental bachelor's degree: 45% (10/22)
Parental advanced degree: 27% (6/22)
Not Reported: 5% (1/22)

Race:

Asian: 0%
Black or African American: 18% (4/22)
Hispanic or Latino/a/x: 4.5% (1/22)
Native Hawaiian or Other Pacific Islander: 0
Native American or Alaska Native: 0
White: 73% (16/22)
Not Reported: 4.5% (1/22)
International Students: 9% (2/22)

Military Affiliation:

Currently serving: 0%
Previously served: 13.6% (3/22)
Family of current military member: 4.5% (1/22)
Family of previous military member: 13.6% (3/22)
No military affiliation: 68% (15/22)

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 Counseling program website (<https://www.apsu.edu/mscounseling/>).

2023-2024 Graduation Rate

CMHC: 10

SC: 4

Total: 14

*Fall 2023 thru Summer 2024

Employment/Doctoral Admissions Rate

(for students seeking employment or doctoral admissions post-graduation)

CMHC: 100% (10/10)

SC: 100% (4/4)

Completion Rate

(for students who started in 2022)

CMHC: 90% (out of 20 students: 11 continuing enrollments, 2 withdrawals, 7 graduates)

SC: 100% (out of 4 students: 1 continuing enrollment, 3 graduates)

Clinical Placement Evaluation

(final scores only)

CMHC (out of possible 100 points):

- Fall 2023: Avg. = 86.13, SD = 12.02
- Spring 2024: Avg. = 90.13, SD = 10.86
- Summer 2024: Avg. = 98.75, SD = 2.31

SC (on a scale of 1 to 5):

- Fall 2023: Avg. = 3.08, SD = 0.7
- Spring 2024: Avg. = 4.11 (82%), SD = 0.63

Milestone Decision Points

(as of 08/2024)

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: 1

Milestone I Provisional: 6

Milestone II Clinical Status: 30

Milestone III Advanced Clinical Status: 1

Milestone IV Induction Status: 14

2023-2024 Exit & Licensing Exam Pass Rate

(first or second attempt)

CECE Exit Exam: 83.3% (10/12)

PRAXIS II (SC): 75% (3/4)

NCE (CMHC): 100% (6/6)

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 2023

Interpersonal Skills: Avg.=3.585, SD=0.42
Demonstration of Professionalism: Avg.=3.582, SD=0.41
Academic Performance: Avg.=3.557, SD=0.37
Future as a Counselor: Avg.=3.622, SD=0.424
Overall Average: Avg.=3.577 SD=0.32

Spring 2024

Interpersonal Skills: Avg.=3.657, SD=0.45
Demonstration of Professionalism: Avg.=3.61, SD=0.48
Academic Performance: Avg.=3.665, SD=0.49
Future as a Counselor: Avg.=3.75, SD=0.45
Overall Average: Avg.=3.66, SD=0.39

Spring/Summer 2024 CECE Exit Exam Scores

Twelve (12) final year clinical mental health counseling students took the CECE in March 2024. 67% (8/12) of the students passed the exam on their first attempt, 83% (10/12) of the students passed the exam on their second attempt. 100% (12/12) of the students passed on their third attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth and Development	8	2.80	9.45	2.34
C2. Social & Cultural Diversity	10.83	2.04	11.28	2.13
C3. Counseling & Helping Relationships	9.08	2.64	9.84	2.71
C4. Group Counseling & Work	9.08	2.68	9.69	2.35
C5. Career Development	8.16	2.76	10.06	2.57
C6. Assessment & Testing	8.33	2.23	8.08	2.49
C7. Research & Program Evaluation	5.08	2.14	7.52	2.76
C8. Professional Counseling Orientation & Ethical Practice	7.83	2.21	8.92	2.56
OVERALL	66.42	13.06	74.84	14.13

2023-2024 Student Learning Outcomes (SLO)

The 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 2023-2024 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Social and Cultural Diversity*, and *Diagnosis and Psychopathology*.

SLO 1 Social & Cultural Diversity (KLOA 3):

Students will demonstrate knowledge of the role cultural context plays in professional counseling and applying culturally relevant skills for working with diverse populations. (CACREP 2.F.2)

Outcome Measure 1:

First year counseling students enrolled in COUN 5440: Counseling Diverse Populations during the Spring 2024 semester will demonstrate proficiency as multiculturally competent counselors by successfully completing the Peer Counseling major assignment. This assignment requires students to engage in a clinical setting with an individual from a cultural background that is different from their own and reflect on that experience using research to guide their reflection. Students must integrate knowledge regarding diverse populations, culturally responsible interventions, and their own cultural identity to successfully complete the assignment. Students will demonstrate competency by successfully completing the Peer Counseling assignment and earning a score of 19.2/24 (80%) or better as evaluated using the Peer Counseling Rubric. A score of 19.2/24 or better on the Peer Counseling assignment, as measured by the Rubric, indicates that students have developed the knowledge and skills necessary to effectively conceptualize and practice counseling with diverse clients while adhering to multicultural competencies as required for credentialing.

Results: Of the 24 students who completed the assignment, 22 (92%) scored 80% or better at the time of assessment. Two students scored below 80% and did not meet the target criteria.

Outcome Measure #2:

Counseling students in their final year in the program will further demonstrate competency in the area of social and cultural diversity through their performance on the Counselor Education Comprehensive Exam (CECE), specifically their scores on the Social and Cultural Diversity subscale. This is a norm-referenced, standardized multiple choice exam that covers the CACREP core areas and is used as this program's comprehensive exam. The students being assessed during the 2023-2024 SLO period will take the CECE during the Spring of 2024. Students will demonstrate competency by achieving a score no more than one standard deviation (SD) below the National mean on the CECE Social and Cultural Diversity subscale.

Results: 12 counseling students in their final year in the Counseling program took the Counselor Education Comprehensive Exam (CECE) during the 2023-2024 SLO period. The

mean score for APSU students on the Social and Cultural Diversity subscale was 9.08, slightly below the national mean score (9.84). Of the 12 students who completed the CECE during the 2023-2024 SLO period, 10 out of 12 (83%) earned a score no more than one standard deviation below the mean, with 7 (58%) scoring above the National mean. Two students (17%) earned a score greater than one standard deviation below the national mean.

SLO 2 Diagnosis and Psychopathology (KLOA 10)

Students will demonstrate knowledge and application of culturally, situationally, and developmentally appropriate diagnosis practices; including the etiology, nomenclature, and treatment, of emotional and mental disorders. (CACREP 2.F.8; CACREP 5.C)

Outcome Measure #1:

Students in the M.S. in Counseling program enrolled in *COUN 5080: Diagnosis and Psychopathology* during the Fall 2023 will demonstrate competency through their ability to analyze and evaluate information related to diagnosis. This competency will be measured using a “Diagnostic Movie Presentation” assignment that allows students to apply culturally, situationally, and developmentally appropriate diagnosis practices to a movie character. Students will demonstrate competency by completing the assignment and earning a score of 32/40 (80%) or better as evaluated using the Diagnostic Movie Presentation rubric. A score of 32 or better on the assignment as measured by the rubric, indicates that students have developed the knowledge and skills necessary to apply diagnostic topics and treatment.

Results: 22 first year counseling students completed the Diagnostic Movie Presentation assignment during the 2023-2024 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 5080: Diagnosis and Psychopathology* during the Fall 2023 will demonstrate competency through their ability to discuss information related to diagnosis and treatment of mental health disorders. This competency will be measured using by completing a “Diagnostic Topic Paper” assignment in which students research and discuss diagnostic issues and treatment options for a clinical concern found in the DSM. Students will demonstrate competency by completing the assignment and earning a score of 24/30 (80%) or better as evaluated using the Diagnostic Topic Paper rubric. A score of 24 or better on the Diagnostic Topic Paper, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to discuss diagnostic topics and treatment.

Results: 22 first year counseling students completed the Diagnostic Topic Paper during the 2023-2024 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.

Section 3: Reflective Analysis of Outcomes

Admission, Enrollment, and Student Demographics

The APSU 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 27% demonstrating our ability to be selective with admissions and supporting healthy gatekeeping practices from admissions through graduation. Our plan moving forward includes increasing the cohort size from 25 to 28 each year. With five full-time core faculty members, we can maintain the faculty to student ratios required by CACREP while increasing the size of our program with quality students.

Our application rate and enrollment numbers across the two programs continues to be unbalanced (75% clinical mental health counseling, 23% school counseling, 2% non-degree seeking). 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. To this end, we have intentionally sought and hired a 2nd school counseling focused core faculty member. Additionally, Dr. Gibson has been awarded grant funding and continues to apply for additional funding to support recruitment and retention of school counseling 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. Additionally, we have noticed an increase in students selecting to complete the program using the 3-year plan, accounting for some shifts in numbers toward completion over the past year. Due to student feedback, we plan to continue emphasizing the flexible pacing through the program and supporting students to evaluate their speed through the program to promote student success and wellness.

Importantly, clinical mental health counseling students are now able to complete the National Counseling Exam (NCE) prior to graduation. Successful completion of the NCE is required for graduates to apply for a temporary license. By allowing students to complete the exam prior to graduation, we help speed the process of obtaining temporary licensure and beginning post-graduate employment. Students who opt to complete this exam prior to graduation demonstrate strong pass rates and move into post-graduate employment seamlessly.

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.

Student Dispositions (Student Progress Assessments)

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.

Exit Exam Scores

Notably, this is the second year the M.S. in Counseling program utilized the Counselor Education Comprehensive Exam (CECE) for the exit exam. While the APSU mean scores on each subscale of the exam stayed within 1 SD of the national mean scores and most students demonstrated scores the fall within 1 SD of the national mean scores, a larger percentage of students did not pass the exit exam on their first attempt than in previous years. As a result, we are choosing to add in dedicated study sessions to support student study habits and continuing to explore methods for teaching effectively across a variety of formats to best meet students' needs.

Student Learning Outcome: Social and Cultural Diversity (KLOA 3)

Results from the two assessment methods indicate that the majority (83-92%) of students were able to develop the knowledge and skills related to social and cultural diversity in counseling. These results represent two different focuses of 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 counseling diverse populations 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.

Student Learning Outcome: Diagnosis and Psychopathology (KLOA 10)

Results from the two assessment methods indicate that all students were able to develop the knowledge and skills related to diagnosis and treatment of mental health disorders. Students demonstrated an ability to apply knowledge and skills from the course to a case study in a way that aligns with what will be required in the counseling setting. Students also demonstrated the ability to critically discuss and examine relevant, current diagnostic topics in a way that benefitted their own learning as well as the learning of their peers.

It appears that the recent changes the instructor has made to increase the applicability of the course content and assignments have supported student learning, application of skills, and overall success in this area.

Summary

Overall, these results indicate that the APSU 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 APSU 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

Social and Cultural Diversity (KLOA 3): The instructors of this course continue to seek opportunities to incorporate diverse voices and learning experiences into the context of the course. It appears these teaching methods are paying off, especially for the assessment focusing on skill acquisition and implementation. However, it does appear that students struggle more with the standardized examination of the material. To better support student success on this required standardized exam, instructors can integrate more specific conversation and practice opportunities for content and questions covered by the exam within the course content.

Diagnosis and Psychopathology (KLOA 10): Based on the results this assessment cycle, the adjustments made to this course to better support student comprehension and application of materials are appropriately supporting student success. We hope to maintain these changes and continue to seek out ways to integrate additional opportunities for application into future iterations of this course.

Faculty Changes

Dr. Mariama Sandifer started her first year as tenure-track, core faculty in the APSU 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. Sandifer represents the second school counseling core faculty member within the program but brings knowledge and experience to both counseling tracks as a dual licensed mental health counselor and school counselor.

Unfortunately, due to personal reasons, both Dr. Toomey and Dr. Sandifer chose to resign their positions at the end of the Summer 2024 semester. We have been approved to refill both tenure-track positions and will begin the search process during the 2024-2025 academic year.

Other Program Changes

We officially made the switch to Tevera for program assessment and clinical experience tracking during Fall 2023. We hope that this continues to 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 feedback and faculty recommendation, the Counseling program will be switching from Intelligent Video Solutions, a hardwired video system that requires students to be on campus on dedicated computers to access video recordings, to GoReact, a cloud-based video recording system that allows students and faculty easy, but secure access to recordings in a variety of settings. By allowing easier student access to recordings, we maximize the benefit of recording sessions, providing students the opportunity to receive time stamped feedback from faculty easily and the ability to review that feedback in more flexible time frame and location. We anticipate this change to take effect Fall 2024.

Importantly, clinical mental health counseling students are now able to complete the National Counseling Exam (NCE) prior to graduation. Successful completion of the NCE is required for graduates to apply for a temporary license. By allowing students to complete the exam prior to graduation, we help speed the process of obtaining temporary licensure and beginning post-graduate employment.

The program also has two certificate programs in the final approval stages: 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. We anticipate these programs to go live for Fall 2025.

This year, the APSU Counseling program hosted an Applied Suicide Intervention Skills Training (ASIST) for students and faculty within the Counseling program. 22 faculty and students attended this two-day training that helps participants recognize signs a person may be thinking about suicide and equipped them to provide a skilled intervention and develop a safety plan to help keep the individual safe for now. This is a vital training to support student readiness to address suicidal ideations as a part of their clinical work. Given the positive response, we hope to offer more trainings like this in the future.

Finally, the APSU 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 APSU 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 Awards:

- M.S. in Counseling Program Honor Awards: Robin Galloway-Robinson & Jasmine Villers
- Anthony Rinella Scholarship: DaeJanae Morris & Kathryn Schmittou
- Student DEI Award: Jasmine Villers & Carrie Waye
- Association for Child and Adolescent Counseling Emerging Leader: Keilee Daubon
- ASCA Annual Conference Ambassador: Jessica Witt
- Student Research and Travel Support Award: Mackenzie Cook, Kathryn Schmittou, & Jessica Witt (to attend ASCA Annual Conference)
- Vet Centers Scholarship: Brandon Morris

Student Leadership:

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

Faculty Accomplishments:

- 8 international, national, state, & local presentations (complete listing included in appendix)
- 9 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)

Faculty Awards:

- Faculty Service Award (May 2023): Eva Gibson
- NBCC Foundation Board-Certified-Telemental Health Training Award (Fall 2023): Jessica Fripp

Appendix

Faculty Presentations

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

- Coggins, K.** (2023, November). *Better together: Engaging parents and caregivers in the counseling process*. Tennessee Counselor Association Conference. (1 hour refereed presentation).
- Coggins, K.** (2023, November). *The family that plays together: Family play therapy techniques*. Tennessee Counselor Association Conference, November 2023. (1 hour refereed presentation).
- Fripp, J., & Coggins, K.** *Parallel rehabilitation: Moving toward mutually optimal wellness through the gatekeeping process*. Tennessee Counselor Association Conference, November 2023. (1 hour refereed presentation).
- Carnes-Holt, K. & **Coggins, K.** (2023, October). Child Teacher Relationship Training: A play therapy intervention to partner with teachers. Association for Play Therapy, Palm Springs, CA, October, 2023. (3 hour refereed presentation).
- Sandifer, M.I.C., Gibson, E. M., & Brant-Rajahn, S. N.** (2023, October 12-15). *A collaborative training model for school counselors as culturally affirming leaders: Implications for counselor educators*. [Conference session]. Association for Counselor Education and Supervision Conference, Denver, CO, United States. <https://acesonline.net/aces-national-conference/>
- Toomey, T. M.,** Daubon, K., Guest, J., **Fripp, J.A.,** & Lewis, O. (2023, October). *Norming the post-traumatic growth inventory on a sample of sexual minority individuals*. Presented at the Association for Counselor Education and Supervision Conference (ACES), Denver, CO.
- 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)
- Coggins, K., Fripp, J., Gibson, E.M., Sandifer, M.I., Toomey, M., & Whiteside, D.** (2023, August 15). *Navigating divisive concepts in the classroom*. [Panel]. Austin Peay State University, Clarksville, TN

Faculty Publications

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

- Toomey, T.M. with SAIGE Public Policy Committee (2024). *SAIGE Position Statement on Anti-LGBTQ+ Legislation*. Retrieved from https://www.counseling.org/about/values-statements/saige-position-statement-anti-lgbtq-legislation?fbclid=IwY2xjawH0qelleHRuA2FlbQlxMAABHYICWKL2TautuhEhKsAOPnSaUITye28X1NCJPdQUOLTur4VqMPxI8LQEpA_aem_6nWZN8zzPAIs1zxtrBh4sg
- Davis, E.S., Gomez, B., **Toomey, T.M.,** Putnam, S., Belavilas, A. (2024). Exploring the experiences of Florida elementary school counselors implementing the parental rights in education act. *Professional School Counselor*.
- Guest, J. D., **Toomey, T. M.,** Garrison, P., Buell, R. (2024). School counselors' experiences on supporting LGBTQ+ students. *Professional School Counselor*.
- Toomey, T.M.,** Garrison, P., Waddington, A., Jefferson, L., Jackson, T. (2024). Effectiveness of a well-being therapy protocol on sexual minority psychological well-being: A single-case research design. *Counseling Outcomes Research and Evaluation*, 15(2), 143-156
- Fripp, J.A.,** Thompson, J.M., Oliver, A., **Gibson, E.M.,** & Hayes, M. (2023). Beloved community: A supportive writing retreat for Black faculty. [Under review]. Department of Psychological Sciences and Counseling, Austin Peay State University.

- Gibson, E.M.,** Sandifer, M.I.C.; Rollins, K.; Osagie-Ekhovbiye, F. (2023). Group counseling for Black male students: A strengths-based approach. [Under review]. Department of Psychological Sciences and Counseling, Austin Peay State University.
- Gibson, E.M.,** Bedford, W., & Webb, T. (in press). Emotional and behavioral disorders. In M.E. Gold (Ed.), *Introduction to special education: A spectrum of exceptionalities* (2nd ed.). Kona Publishing & Media Group.
- Dickson, C., Foster, S., **Fripp, J. A., & Gibson, E.M.** (in press). Establishing a culture of prevention in your setting. In B. Flamez & A.S. Lenz (Eds.), *Practical approaches to crisis and trauma counseling settings: Prevention, assessment, and intervention*. Routledge.
- White, P.W., **Gibson, E.M., & Fripp, J. A.** (2023). Charting the journey with a community approach. In A.A.Dr. Asare & M.D. Thompson (Eds.), *(When) Will the joy come?: Black womxn in the Ivory Tower* (pp. 130-142). University of Massachusetts Press.

Faculty Grants

- Fripp, J., Toomey, T.M., & Daubon, K.*** (2024). *The Impact of Anti-DEI Legislation on Counselor Educators' Well-Being and Burnout* (APSU Research and Scholarship Grant) [grant]
- Gibson, E. M. (Principal Investigator). (2023). *Fostering a diverse student body in the APSU School Counseling Program* (Bill Wyatt Distinguished Professorship) [Grant]
- Gibson, E. M., & Sandifer, M.I. (2023). *School Counseling Service Learning Pipeline Initiative* (Joe and Cathi Maynard Family Fund of Excellence) [Grant]. Austin Peay State University. (unfunded)

Faculty Awards

- Dr. Eva Gibson: CoBHS Faculty Service Award (May 2023)
- Dr. Jessica Fripp: NBCC Foundation Board-Certified-Telemental Health Training Award (Fall 2023)

Faculty Service Positions (partial listing):

Coggins:

- University Education Committee: Association for Play Therapy
- Research Grants & 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

Fripp

- 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