

School Counseling Integrated Program (SCIP): Preparing School Counselors in Training to Collaborate with School Nurses and ESOL Teachers in Rural Alabama Schools

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The School Counseling Integrated Program (SCIP) was funded by United States Department of Education under the Mental Health Service Professional (MHSP) Demonstration Grant Program. The aim of SCIP was to increase mental health services in rural Alabama schools by training school counseling students to collaborate with school counselors, school nurses, and ESOL teachers. SCIP demonstrates interdisciplinary and cross-disciplinary collaboration. The purpose of this research study was to discuss the empirical findings from a program evaluation after year one. The current study focused on eight SCIP Fellows' knowledge, attitudes, and perceptions in implementation of an integrated collaboration between these professional roles to address student mental health concerns while practicing within their ethical boundaries and scope of practice. Findings from the program evaluation revealed a statistically significant enhancement in students' knowledge, attitudes, and perceptions concerning interdisciplinary collaboration with school counselors, school nurses, and ESOL educators.

Keywords: school counselors in training; interdisciplinary and cross-disciplinary collaboration; rural schools; school nurses, multilingual learners

According to the Centers for Disease Control and Prevention (CDC, 2022), mental health concerns are growing for school age children and adolescents, with reports of one in three high school students having persistent thoughts of sadness and hopelessness, and one in six youth experiencing thoughts of suicide with a plan. Mental health emergency visits increased 24% for children ages 5-11 and 31% for 12-17 years (Abramson, 2022). This phenomenon is not exclusively prevalent in the United States. Globally, one in seven 10–19-year-olds experience mental health conditions (World Health Organization [WHO], 2022). Prevalent emotional disorders linked to school age children include ADHD, anxiety, behavior

problems, and depression (National Association of School Nurses [NASN], 2022; WHO, 2022). In addition, different factors such as the impact of COVID-19 on the mental health of students, current pedagogical practices such as antiracist school counseling (Mason et al., 2021; Mayes & Byrd, 2022), updates to the ASCA Ethical Standards (2022), the call for school counselor and school nurse collaboration (Mason et al., 2021; Tuttle et al., 2018), and school counselor and ESOL teacher collaboration (De Oliveira & Wachter Morris, 2015; Purgason et al., 2024; Tuttle et al., 2021; Tuttle et al., 2022) exemplify the vital need to prepare school counseling master's students for the profession and diverse student mental health needs.

The School Counseling Integrated Program (SCIP) was designed to expand mental health services in rural Alabama schools by fostering interdisciplinary collaboration among school counselors, school nurses, and English for Speakers of Other Languages (ESOL) teachers. Funded by the U.S. Department of Education through the Mental Health Service Professional (MHSP) Demonstration Grant Program, SCIP aimed to support K–12 students by increasing the number of school counselors equipped with advanced training in mental health and interdisciplinary practices. The program specifically prepared master's-level school counseling students to engage in collaborative efforts across professional domains. These three disciplines were intentionally selected based on their complementary roles in promoting students' mental and physical health, as well as academic success (Purgason et al., 2024; Tuttle & Johnson, 2018; Tuttle et al., 2018). Integrated care is particularly critical for school counselors, whose work involves reducing barriers to healthcare access while addressing both medical and behavioral health needs within the school setting (Johnson et al., 2023a; Mancini et al., 2023).

This article presents first year program evaluation findings from the initial cohort that completed the SCIP program. SCIP Fellows were school counseling master's students who received training on the role of the school nurse and English to Speakers of Other Languages (ESOL) teacher and how to collaborate with these school professionals to support K-12 students. SCIP Fellows were placed in rural high-needs schools in Alabama for their practicum and internship experiences and applied their training by collaborating with school nurses, ESOL teachers, community agencies, and key partners.

Training

SCIP training was incorporated into the educational setting through readings, lectures, assignments, and application to the practicum and internship experiences. School counseling, nursing, ESOL faculty, and a graduate assistant provided the training based on their specialty areas. SCIP Fellows further learned to implement data-informed practices to determine the types of services and interventions to provide (ASCA, 2019) by working in tandem with other disciplines to communicate student needs. SCIP Fellows received education about Social Determinants of Health (SDOH), which are the nonmedical, social factors that influence an individual's health (Johnson et al., 2023b; Kirkbride et al., 2024). These are grouped into five main categories including economic stability, education access and quality, healthcare access and quality, neighborhood and built environment, and social and community context (Johnson et

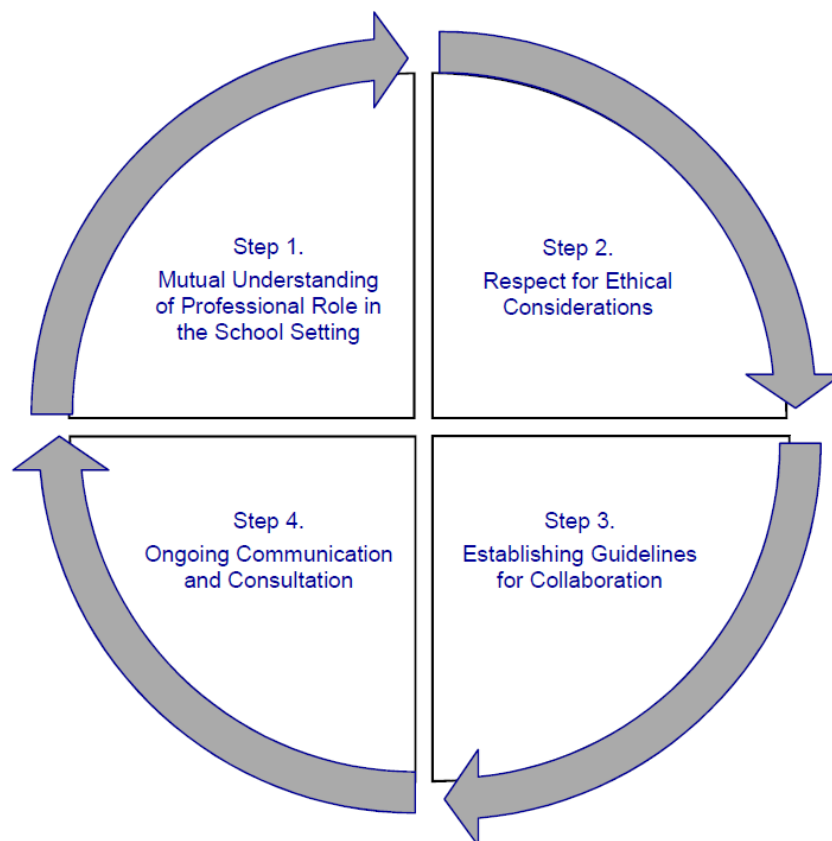
al., 2023b; Office of Disease Prevention and Health Promotion [ODPHP], n.d.). The focus on SDOH was to increase students' knowledge related to the social factors, driven by systems of inequality, which impact an individual's physical and psychological health and the school counselor's role in addressing the SDOH through collaboration, leadership, and advocacy in the K-12 school setting (ASCA, 2019; Johnson et al., 2023b; Mason et al., 2021). The incorporation of SDOH invited students to gain a framework for interdisciplinary collaboration with school nurses and ESOL teachers as it relates to improving mental health services in the K-12 school rural settings (Rural Health Information Hub, 2026).

School Counseling

Collaboration of school counselors, school nurses, and ESOL teachers as a vital integrated approach was intentionally included in the training. For example, The School Counselor and School Nurse Collaboration Model (Tuttle et al., 2018) served as a guiding framework and was particularly relevant when students presented with somatic symptoms or disengagement—common referral points for both professionals. Mason et al. (2021) expanded this model to include equity-focused pedagogical practices and the importance of incorporating diverse professional perspectives in mental health decision-making.

Figure 1

The Collaboration Model as a Four-Step Cycle.



School Nurse

College of Nursing faculty collaborated with the School Counseling Program coordinator to design an introductory session on school nursing. Given first-year school counseling students' limited exposure to the role of nurses in schools, a lecture-based format with integrated active learning was selected. The session introduced the history of public health nursing, nursing roles in schools, and educational pathways from LPN to Ph.D. Students explored legal responsibilities, such as medication administration, and engaged in group activities to examine collaboration between counselors and nurses. This approach aligns with prior training recommendations (Mason et al., 2021; Tuttle et al., 2018). During the second year, the focus was mental health and the collaboration between the school nurse and the school counselor. A large component of class discussion included mental health and studies surrounding mental health concerns from the perspectives of nurses. For example, many nurses report over 50% of their time spent working with children experiencing mental health challenges in schools yet there is a knowledge gap in understanding the needs of this population and a need to better identify students (Moen & Jacobsen, 2022). The class experience also utilized groups to focus on the mental health concerns of eating disorders, self-harm, substance use, and how nurses and counselors can work collaboratively in a school setting.

ESOL Teacher and Multilingual Learners of English

The ESOL Education portion of SCIP training focused on Multilingual Learners of English (MLE). The first lecture, part of the first-year Orientation to School Counseling course, is designed as a foundational introduction to MLEs in K-12 schools. Students learned about MLE populations in the United States and Alabama and experienced a language immersion lesson to better understand the challenges MLEs encounter in academic settings. Additionally, SCIP Fellows received training on English Learner (EL) demographics, legislation, and the role of ESOL teachers in assessment and language acquisition.

The second ESOL lecture is provided during the second-year course. This component addressed the mental health and academic challenges faced by ELs in rural schools and equipped SCIP Fellows to better support MLEs and their families (Sugarman & Lazarin, 2020). Students learned about the multiple labels they will encounter for these students and what they mean and received a broad overview of national and state legislation, court decisions, and policy along with school procedures for identification, placement, and assessment. Additional topics in this second lecture included trauma related to immigration and documentation status, and career-readiness advocacy issues for undocumented students.

Purpose of Research Inquiry

This article will discuss the empirical findings from a mixed-methods program evaluation approach. School counseling master's students received training and opportunities to collaborate with school nurses and ESOL teachers during their practicum and internship field experiences in rural high needs school settings in Alabama. The evaluation results focused on the SCIP Fellows' knowledge, attitudes, and perceptions in implementation of an integrated collaboration between these professional roles to address

student mental health concerns while practicing within their ethical boundaries and scope of practice. The following program evaluation questions framed this research:

1. Does SCIP program impact participating school counseling students' knowledge in integrative care to work with school nurses, ESOL teachers, and school counselors?
2. Does SCIP program impact participating school counseling students' attitudes in integrative care to work with school nurses, ESOL teachers, and school counselors?
3. What were school counselor students' perceptions toward the integrative care to work with school nurses, ESOL teachers, and school counselors?

Method

Kirkpatrick's (1959) four-level model, reaction, learning, behavior, and results influenced the evaluation plan. A pre-and-post survey of knowledge and attitudes items was administered. Focus group interviews were conducted at the end of the practicum and internship to understanding the SCIP Fellows' knowledge, attitudes, and perceptions of changes in implementation of an integrated collaboration between these professional roles. The proposed research, approved by the Institutional Review Board (IRB), investigated typical educational practice and attitudes.

Participants

Eight School Counseling Master's students completed the SCIP Program as SCIP Fellows. All participants were White females with ages ranging from 22 to 26 ($M=23.57$, $SD=1.18$). In the Fall semester, all eight fellows (100.0%) participated in the September survey, and five (62.50%) participated in the December survey. For those eight fellows in the Spring semester, three (37.5%) participated in the January survey, and five (62.5%) participated in the April survey.

Instruments

The online Qualtrics survey includes the project team-developed SCIP Knowledge and Attitude Scale. The knowledge scale comprised a total of 18 items, 16 of which were multiple choice and two were true/false questions. Items in the knowledge scale were selected from major training concepts in the program, including items related to the MTSS model, and potential student mental health needs. The team met as a group to review the items together to ensure the face validity and that the items had covered all learning materials. The evaluation team calculated the number of correct answers out of total number of items and the percentage of accuracy rate. Due to the small sample size ($n=8$), the reliability Kuder-Richardson (KR-20) coefficient was .46 for the knowledge scale, which is close to the acceptable range of reliability (.50) for a newly developed knowledge scale (Nunnally, 1967). Participants' responses to the knowledge scale were analyzed item by item using Chi-square tests. A bootstrapping procedure with 5,000 resamples and replacement was also utilized.

The attitude survey (adapted from Whitman et al., 2010) included 15 items (five-point Likert-type scales ranging from “*Strongly Disagree*” to “*Strongly Agree*”) designed to assess participants' confidence levels in collaboration with school nurses and ESOL teachers, along with their confidence in their ability to provide integrative care. Cronbach's alpha indicated exceptionally high internal consistency reliability for the attitude survey. For the collaboration subscale, the Cronbach's alpha was .944 (six items); for the ability subscale, it was .965 (nine items); and for the overall scale, it was .797. These findings indicate a robust level of internal consistency reliability. The focus group interview protocol conducted by an external evaluator, explored participating fellows' perceptions and experiences in working with school counselors, school nurses, and ESOL teachers during their practicum and internship. Interview questions explored students' insights into various aspects of integrated collaboration among school counselors, school nurses, and ESOL teachers. Topics included examples of their professional interactions, missed opportunities for collaboration, expectations of the program, perceived benefits and challenges, and suggestions for improvement. Focus group interviews were recorded and transcribed. Transcripts were analyzed separately using thematic analysis by the external evaluator and a research assistant. They compared the analyzed results and discussed differences in reaching an agreement. The qualitative results were triangulated with quantitative results to ensure their trustworthiness and credibility.

Procedure

After the SCIP Fellows submitted the signed informed consent letter, they received a survey invitation email with an assigned survey ID number and a Qualtrics survey link. The assigned survey ID number was used to connect pre- and post- survey responses during Fall and Spring semesters. The focus group interview was recorded, transcribed, and analyzed using thematic data analysis approach.

Results

Participants' Knowledge of Integrative Care to Work with School Nurse, ESOL Teachers

This section presents the results for the evaluation question to determine “*if the SCIP program impacted participating school counseling students' knowledge of integrative care to work with school nurses, ESOL teachers, and school counselors.*” Descriptive data analyses indicated that the correct answer percentage in Knowledge Scale of School Counseling Students were 68.06% ($SD=7.72\%$), 72.22% ($SD=3.51\%$), 79.63% ($SD=3.21\%$), and 74.44% ($SD=10.83\%$) in September, December, January, and April, respectively (Table 1).

Table 1*Descriptive for Knowledge Scale by Roles— Percentage Correct*

Month	<i>n</i>	Min	Max	<i>M</i>	<i>SD</i>
September	8	56%	78%	68.06%	7.72%
December	5	67%	78%	72.22%	3.51%
January	3	78%	83%	79.63%	3.21%
April	5	56%	83%	74.44%	10.83%

Due to lack of participants completing all four surveys and low reliability results, Chi-square Tests and a bootstrapping procedure with 5,000 resample and replacement were utilized to examine the number of the SCIP Fellows who provided correct answers across four data collection points. Results indicated no significant differences across four data collection points for each of the items. Table 2 presents frequencies of SCIP Fellows who provided correct answers for each item across four data collection points and Chi-square.

Table 2*Frequency of Correct Answers and Chi-square Test Results for Each Knowledge Item*

Item #	Sept. (<i>n</i> =8)	Dec. (<i>n</i> =5)	Jan. (<i>n</i> =3)	April (<i>n</i> =5)	$\chi^2(3)$	<i>p</i>	Cramer's <i>V</i>
1	5 (62.5%)	5 (100%)	3 (100%)	4 (80%)	3.65	.30	.42
2	4 (50%)	3 (60%)	3 (100%)	2 (40%)	3.03	.39	.38
3	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
4	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
5	6 (75%)	5 (100%)	3 (100%)	5 (100%)	3.59	.31	.31
6	5 (62.5%)	5 (100%)	3 (100%)	5 (100%)	5.69	.13	.52
7	2 (25%)	1 (20%)	2 (66.7%)	3 (60%)	3.33	.34	.34
8	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
9	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
10	1 (12.5%)	0 (0%)	0 (0%)	0 (0%)	1.71	.64	.64
11	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
12	3 (37.5%)	2 (40%)	0 (0%)	2 (40%)	1.76	.62	.62
13	5 (62.5%)	4 (80%)	3 (100%)	3 (60%)	2.01	.57	.57
14	7 (87.5%)	4 (80%)	3 (100%)	4 (80%)	0.79	.85	.85
15	7 (87.5%)	5 (100%)	3 (100%)	5 (100%)	1.71	.64	.64
16	2 (25%)	0 (0%)	0 (0%)	0 (0%)	3.57	.31	.31
17	8 (100%)	5 (100%)	3 (100%)	5 (100%)	---	---	---
18	3 (37.5%)	1 (20%)	2 (66.7%)	4 (80%)	4.40	.22	.22

Participants' Attitude Toward Integrative Care to Work with School Nurse, ESOL Teachers

This section addresses the results for the evaluation question asking, "Does the SCIP program impact participating school counseling students' attitudes in integrative care to work with school nurses, ESOL teachers, and school counselors?" Descriptive statistics indicate participants' attitudes toward integrative care to work with school nurses and ESOL teachers to be between neutral to positive on the one to five scale in December, January, and April surveys (Table 3).

Due to lack of participants completing all four surveys, a Kruskal-Wallis Test was utilized to understand SCIP Fellows' responses in Attitude Scale across four data collection points. Results indicated that there were significant differences across four data collection points in overall Attitude Scale, Collaboration Subscale, and Ability Subscale, Kruskal-Wallis $H=9.69$, $df=3$, $p=.02$; Kruskal-Wallis $H=10.59$, $df=3$, $p=.01$; Kruskal-Wallis $H=10.06$, $df=3$, $p=.02$, respectively. Using Mann-Whitney Test as a follow-up test to examine the differences between two data collection points in the overall Attitude Scale, Collaboration and Ability Subscales, results indicated that SCIP Fellows' level of attitudes were significantly improved in December and April compared to their responses in September ($ps < .05$).

Table 3

Descriptive for Attitude Scale by Roles (Range = 1-5)

Month	<i>n</i>	Scale	Min	Max	<i>M</i>	<i>SD</i>
September	8	Attitude	2.22	5.00	3.32	0.92
September	8	Collaborate	2.33	5.00	3.27	0.94
September	8	Ability	2.11	5.00	3.36	0.91
December	5	Attitude	1.31	5.00	4.02	1.38
December	5	Collaborate	1.17	5.00	4.03	1.44
December	5	Ability	1.44	5.00	4.02	1.32
January	3	Attitude	4.42	5.00	4.72	0.29
January	3	Collaborate	4.50	5.00	4.78	0.25
January	3	Ability	4.33	5.00	4.67	0.33
April	5	Attitude	4.67	5.00	4.92	0.14
April	5	Collaborate	4.67	5.00	4.93	0.15
April	5	Ability	4.67	5.00	4.91	0.14

Focus Group Results

To answer the evaluation question: "*What were school counseling students' perceptions toward the integrative care to work with school nurses, ESOL teachers, and school counselors?*", a focus group interview was conducted at the end of semester. All eight SCIP Fellows participated in a 50-minute focus group interview. Their responses to each of the interview prompts are summarized in the following sections, beginning with Prompt One: *Share one example of collaboration with School Counselors, School Nurses, or ESOL Teachers during this semester.* Qualitative results revealed that participants frequently collaborated with either the school nurse, school counselor, or ESOL teacher; however, collaboration between all three entities was not common.

Collaboration with the School Nurse

Participants frequently reported collaborating with school nurses to address students' physical and mental health needs. Examples included managing bed-wetting behaviors in elementary students, administering medication for panic attacks, and supporting high school students experiencing anxiety and related health concerns. School nurses also played a key role in responding to recurring issues such as

headaches, stomachaches, and injuries. Several participants emphasized the consistent and ongoing collaboration between school counselors and school nurses, describing their partnership as integral to student support. One incident described students enrolled in the ESOL program who had a physical altercation. The school nurse and ESOL teacher were described as working together to help provide information on what happened and the needs of the students to the school counselor.

ESOL Teacher and School Counselor Collaboration

A common theme highlighted the relationship between the ESOL teacher and school counselor. For example, one participant explained that this collaboration was important for helping acclimate new, non-English speaking students to their school. In another participant's situation, the ESOL teacher traveled between schools within the school district, so they were not present at the school every day. However, the ESOL teacher worked with the school counselor to meet every time they were at the school so they could assist as needed and provide updates on students.

Language Barriers

The most common theme among participants' responses was the desire to collaborate with an ESOL teacher due to language barriers with students. This issue was noted from both an educational and health-based perspective. For example, many responses described the issues that language barriers caused in the classroom including instructional delivery on how to engage in an online activity, daily guidance on lesson plans, and challenges completing college applications for non-US citizens or non-English speaking high school students. From a health focus, participants wished they could have collaborated more with an ESOL teacher to communicate about students' feelings and mental health or discuss important issues like hygiene. Additionally, one participant mentioned the importance of being able to communicate with students when critical topics were discussed like those from the Child Advocacy Center. The majority of participants had to rely at some point on Google Translate to provide directions or information due to these language barriers.

Facilitating New Students' Adjustment

A few instances of missed collaboration came from a lack of ESOL teacher resources to help introduce new students to the school and assist them in adjusting to a new place. One participant highlighted that their school counselor was assigned to showing students around, but wished there was an opportunity to collaborate with an ESOL teacher to, "...be there to kind of speak their language, to make them feel more comfortable." In a different situation, a participant explained that they had a deaf student transfer who did not know American Sign Language (ASL), and due to the lack of an ESOL teacher, specifically an ESOL teacher who signed in other languages, it took two months for the student's mental health and language barriers to be addressed.

Next, the results of participants' responses to focus group interview Prompt Two are summarized in the following sections. Prompt Two took the form of a question: *"In what ways do you anticipate this integrated collaborative program impacts the mental health of every individual at school?"*

Social Integration and Support for Students

One theme which emerged was that the integrative collaborative program could provide support for students while also allowing, and encouraging, more social interaction and incorporation for MLE students. One participant explained that this integrative collaborative program could offer students more opportunities to bond and build friendships because she often saw that without this collaboration, the MLEs:

"...were disconnected from their peers because they didn't understand what they were saying, and their peers didn't understand what they were saying." Another participant highlighted the way she anticipates this program will help address students' needs. She discussed the importance of the program in meeting students' basic needs, like hygiene, and that "having that triangle [the relationship between the school counselor, ESOL teacher, and school nurse] be a really consistent and stable system, is really beneficial for students, just for basic needs."

Educational Development

Participants noted the integrated collaborative program's potential impact on students' educational development. For example, a participant explained that "having collaboration with all three health would speed up the student's progress as well, and their development and being engaged and being included into the community," suggesting the overarching benefits this program could have on students' mental health and overall well-being.

Focus interview participants' responses to Prompt Three are summarized in the following section. The prompt was: *"Describe any benefit you have observed this integrated collaborative program has on the school members."*

Student Support

Participants noted student support as a key outcome of the integrated collaborative program. An important example of this concept was illustrated when the school nurse, ESOL teacher, and school counselor all worked together to support a child in the case of abuse. An MLE was able to go to the nurse to express being in pain through the aid of the ESOL teacher. With the help of the ESOL teacher to translate and advocate for the child, the nurse was able to understand the situation better. From there, the nurse was able to speak to the school counselor, and they were able to get the correct agency involved. This was a pivotal moment of collaboration to provide support for this student.

Prompt Four of the focus group interview was: *"Describe any challenges or barriers you have observed/experienced in implementing this integrated collaborative program."* Respondents noted four barriers and challenges that are summarized in the following sections.

Scheduling Challenges

Most of the participants noted the importance of this collaborative program. However, participants often expressed concern about difficulties in being able to find a time and schedule that works for all three to meet. This sentiment is described perfectly by a participant who states, "...but there is a lot of difficulty finding times with all the needs, schedules, and lack of resources for [collaboration] to occur."

Lack of Resources

A common theme that challenged program implementation was lack of resources. Participants often noted the lack of consistent ESOL staffing due to itinerate positions in the district. This inconsistency presented trouble for the participants when working with MLEs because they could not communicate effectively. Another participant described a lack of physical resources in which their school nurse "constantly ... has to go and purchase things like Band-aids or gloves." The participant explained not having these resources was a challenge because they could not provide proper care for students' most basic needs.

Competing Perspectives

The issue of dealing with competing viewpoints emerged during the focus group discussion. A participant explained that they noticed, "...we had two different perspectives. We have a medical model perspective from the school nurse. But then the school counselor had ... more of a mental health [model], and so ... they weren't really on the same page." This example suggests that even when a school nurse and counselor were able to collaborate, their perspectives may cause conflict in the collaboration.

ESOL Teacher Importance

One participant expressed that in a dream world, they felt "...[I]t would be beneficial to have ESOL teachers [as] mandatory in all schools." While this was not a suggestion specific to the program, it emphasizes the recognized importance of the ESOL teacher's role within the program.

Finally, focus group interview participants were invited to use one sentence to summarize their experiences with collaboration with School Nurses and ESOL teachers throughout the previous semester. Two common threads appeared in the respondents' single-sentence answers to this prompt. Those results are presented in the following two sections.

Hopeful For More Collaboration

Participants felt thankful for their experiences; however, overwhelmingly they noted that they hoped to see more collaboration in the future. For example, a participant explained her sentiment as "I wish there was more" because she did not have an ESOL teacher to collaborate with, so she wanted to see more of the intersection between the three roles in the following semester. Many others highlighted similar situations where they were able to work more with either the school nurse, school counselor, or in some cases the ESOL teacher, but wanted to see their interactions play out more.

Informative

Another theme revealed that participants felt their previous semester experience was informative. This theme is illustrated by a participant explaining that they had never considered this type of collaboration before but, since this program "... it just has really been informative on how those relationships can improve the student's overall well-being." Similarly, another participant noted how she appreciated being able to observe how the collaboration can "...greatly benefit students and their experiences."

Discussion

The purpose of this article was to discuss the first-year program evaluation findings from a U.S. Department of Education MHSP Demonstration Grant Program. The SCIP incorporated training focusing on SDOH and collaboration between school counselors, school nurses, and ESOL teachers to increase mental health services in rural schools in Alabama. Furthermore, SCIP Fellows applied their training during their practicum and internship experiences by collaborating with school counselors, school nurses, and ESOL teachers.

The first research question examined whether the program enhanced participants' knowledge of integrative care with school nurses, ESOL teachers, and school counselors. The results may reflect students' training in data-informed practices to guide services and interventions (ASCA, 2019), emphasizing collaboration across disciplines to meet student needs (Johnson et al, 2023a, b; Mason et al., 2021; Tuttle et al., 2018; Tuttle et al., 2021; Tuttle et al., 2022). Other data points included reviewing discipline referrals, attendance record and trends, academic reports, and conducting a needs assessment (ASCA, 2019).

The second research question explored how the SCIP program impacted participating school counseling students' attitudes toward integrative care with school nurses, ESOL teachers, and school counselors. These results may be attributed to the training focusing on SDOH and the implications for collaboration to increase mental health services in rural Alabama schools. The significant improvement of the level of attitudes informs the school counseling field about how training can influence students' attitudes to engage in collaboration. Furthermore, integration of SDOH during the training process may further support attitude development.

The third research question sought to determine the school counselor students' perceptions toward integrative care work with school nurses, ESOL teachers, and school counselors. The qualitative results revealed that many of the participants frequently collaborated with either the school nurse, school counselor, or ESOL teacher (exemplifying the implementation of the SCIP training to increase mental health services in rural schools through the collaboration); however, collaboration between all three health professionals was not common. This may be attributed to the lack of resources, lack of key personnel available, and lack of understanding of each other's role. Additionally, based on the results highlighting the SCIP Fellows' awareness of access to student supports through collaboration, lack of resources such as

medical nursing supplies, and barriers to access of personnel may be attributed to their application of pedagogical practices focusing on SDOH during their practicum and internship experiences (Gantt et al., 2021).

Implications for Counselor Educators

Implications for counselor educators include incorporating training focusing on interdisciplinary and cross-disciplinary collaboration between school counselors, school nurses, and ESOL teachers to increase mental health services in rural school settings within school counseling training programs (De Oliveira & Wachter Morris, 2015; Johnson et al., 2023a, b; Mason et al., 2021; Purgason et al., 2024; Tuttle et al., 2021; Tuttle et al., 2022;). Replication of this training within other school counseling training programs would offer research opportunities while providing opportunities to engage in interdisciplinary and cross-disciplinary collaboration while addressing mental health disparities.

Limitations

Limitations for this study include the small sample size and the program being only in its first year. For this study, only eight SCIP Fellows were examined and not all of them completed the surveys. While there is lack of participation in the evaluation, the results indicated significant improvement in knowledge, attitudes, and perceptions of collaboration between school nurses, ESOL teachers, and school counselors. Another specific limitation was the lack of diversity based on the eight SCIP Fellows who were White females. Additionally, the results from this program evaluation research study focused on the first year of implementation of SCIP which was considered a limitation due to not having a previous year of implementation for reference. However, this allowed the authors to implement the program and learn from the program evaluation results.

Future Research

Future research may include survey development on SDOH and school counselor collaboration within school counseling training programs (Gantt et al., 2021). Additionally, future research focusing on a diverse participant pool would provide further considerations of students' knowledge, attitudes, and perceptions of integrated care while collaborating. Researchers may consider surveying graduates a year after program completion to determine whether their knowledge, attitudes, and perceptions remained consistent or improved while working as school counselors.

Conclusion

SCIP prepares school counseling students to collaborate with school counselors, school nurses, and ESOL teachers to increase mental health services in rural schools in Alabama. This unique training addresses the vital need for integrated care to address K-12 student mental and physical well-being in rural areas where access to mental health resources is limited. Furthermore, school counseling students learned about the roles of school nurses and ESOL teachers which positions them to understand how each role works with one another to ensure continuity of care. The results from the program evaluation inform researchers and counselor educators about the efficacy of this training experience.

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