UNIVERSITY OF NEBRASKA OMAHA

SITE SUPERVISOR GUIDE

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COUN 8430: School Counseling Internship

COUN 8460: Advanced School Counseling Internship

Course Information: This course is the second of the clinical applications to provide the prospective school counselor with supervision in a school counseling setting. School counselors in training (SCITs) will continue to develop counseling skills and will become immersed in the work of a professional school counselor. SCITs practice, develop and improve counseling skills in an environment of professional and constructive critique.

Course Description: This course is designed to provide the prospective school counselor with supervision in a school counseling program. SCIT will continue to develop counseling skills and will become immersed in the work of a professional school counselor. During the internship sequence (COUN 8430 and 8640) SCIT are required to have 600 hours of experience where the student performs, under supervision, a variety of activities that a regularly employed school counselor would be expected to perform. Of the 600 hours (40%) or 240 hours of direct contact must be documented and include, but not limited to; individual counseling, group work, classroom group guidance, and consultation.

Rationale for Course: The K-12 school counseling degree requires experience across the K-12 spectrum. This course provides the SCIT focused exposure in a school site level where the SCIT is currently employed or most likely to seek employment as a school counselor. The internship field placement is designed to help SCIT integrate and apply knowledge and skills learned throughout their graduate program, while under the supervision of university and site supervisors.

Course Goals: The SCIT are to be involved in the practice of counseling as a graduate student member of the school counseling staff. As such, they may be involved in individual counseling, group counseling, classroom guidance activities, department meetings, teacher meetings, testing, information giving, and other proactive and response-oriented professional activities in which school counselors are involved. School counselor SCIT practice, develop and improve counseling and helping skills to work with students, staff, and families in a school setting. School counselor SCIT practice collaboration and self-reflection skills as they integrate ethics and theoretical practice in a school setting.

Professional Practice: Students must complete a supervised internship experiences that total a minimum of 300 clock hours over a minimum 15-week academic term. Each student's internship includes all of the following:

- At least 120 clock hours of direct service with actual clients that contributes to the development of counseling skills. Time log documents located on Canvas. Hard copies of time log will be kept and signed copies turned in at the end of the semester.
- Meet with program faculty for 2 hours per week for group supervision that focuses on course objectives, CACREP standards, and overall internship experience.
- Meet with program faculty in individual or triadic supervision for 4 one-hour as assigned. The purpose of this meeting is for supervision, evaluation, and will include presenting 4 recorded individual counseling sessions.
- Meet with the on-site supervisor for one hour every week for individual supervision when not assigned to meet with university supervisor.
    - This also includes reviewing 2 (of the 4) recorded individual counseling session critiques.

- SCIT will present a recorded classroom guidance session to peers and university supervisor in class meeting during advanced internship.
- SCIT will run a small group (4 sessions) and present a recorded small group session to peers and university supervisor in class meeting during advanced internship.
- The SCIT's internship experience is shared during the group on campus meetings. Performance expectations throughout the internship, including the formal completion of the time log of hours, are also a required evaluation element.

Site Supervisor Qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

4. Relevant training in counseling supervision.

Potential Activities for Practicum/Internship Students

Potential Opportunities for School Counselors Curriculum

____ Observe school counselors as they conduct classroom activities (I)
____ Implement classroom activities with school counselors (D)
____ Design and implement classroom lessons and that address competencies and indicators of *ASCA Model* (D/I)
____ Provide curriculum activities for students in special education and 504 programs (D/I)
____ Assess the efficacy of classroom lessons and units (I)
____ Conduct needs assessments to prioritize ASCA Model objectives (I)

Responsive Services

____ Observe counselors during individual counseling sessions (I)
____ Observe counselors conducting group counseling activities (I)
____ Observe counselors consulting with parents and teachers (I)
____ Provide individual counseling for students of various ages and with various social/emotional concerns (D)
____ Co-facilitate counseling groups with a licensed school counselor (D)
____ Implement counseling groups addressing academic, social/emotional, career development (D)
____ Consult with parents (D/I)
____ Consult with teachers, staff, or administration (I)
____ Observe students in classrooms (I)
____ Participate in student focused staff meetings (I)
____ Assist in making referrals (I)
____ Document responsive service activities (I)
____ Collaborate with other mental health professionals within the school (I)
____ Participate in school's crisis response team (I)
____ Participate in response to crises that occur during internship (I)

Individual Student Planning

____ Provide career counseling (D)
____ Implement group activities addressing career and educational planning (D)
____ Facilitate post-secondary planning for students (D/I)
____ Participate in appropriate assessment activities (D/I)
____ Interpret results of standardized tests and inventories (I)
____ Assist with technology-based career materials and activities (D)
____ Facilitate post-secondary planning for students (D/I))

System Support

____ Participate in school counseling program planning (I)
____ Participate in program evaluation (I)
____ Participate in faculty meetings (I)
____ Participate in school improvement teams and activities (I)
____ Collect and interpret data regarding student groups who are at risk of academic failure (I)
____ Plan and/or present and/or assist with preparation of a parent education program (D/I)

____ Contribute to the school counseling program by_____ (e.g., developing a website/brochure for school counseling program, designing orientation programs, implementing career planning programs) (I)

Professional Development Activities

____ Observe special education classrooms (I)
____ Attend meetings addressing Section 504 (D/I)
____ Attend a school board meeting (I)
____ Discuss ethical issues at the school and in the department (I)
____ Participate in advocating for the profession or on behalf of students (I)
____ Attend school and district workshops and trainings (I)

D = Direct Hours, I = Indirect Hours

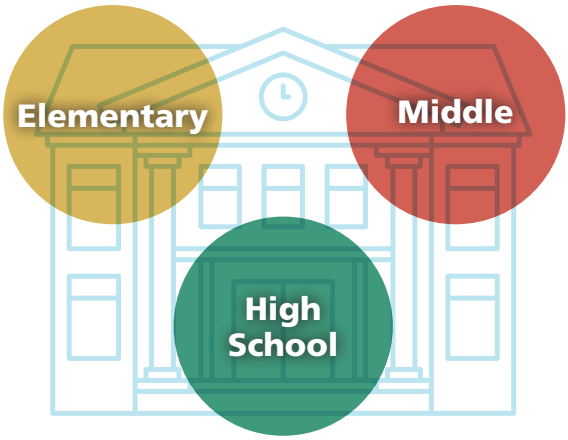
AMERICAN SCHOOL COUNSELOR ASSOCIATION

The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions

SCHOOL COUNSELOR QUALIFICATIONS

- **Hold, at minimum, a master's degree in school counseling**
- **Meet the state certification/licensure standards**
- **Fulfill continuing education requirements**
- **Uphold ASCA ethical and professional standards**

AMERICAN SCHOOL COUNSELOR ASSOCIATION

For more information, resources please visit *www.schoolcounselor.org*

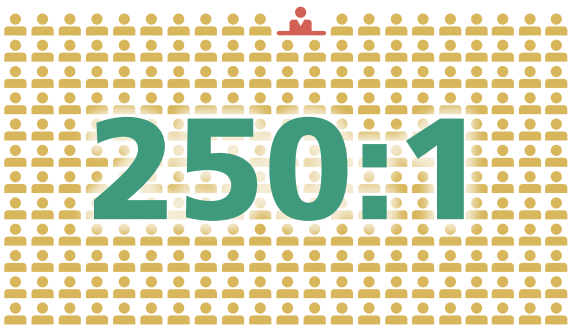
LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

- **School counselors help all students:**
  - apply academic achievement strategies
  - manage emotions and apply interpersonal skills
  - plan for postsecondary options (higher education, military, work force)
- **Appropriate duties include providing:**
  - individual student academic planning and goal setting
  - school counseling classroom lessons based on student success standards
  - short-term counseling to students
  - referrals for long-term support
  - collaboration with families/teachers/ administrators/ community for student success
  - advocacy for students at individual education plan meetings and other student-focused meetings
  - data analysis to identify student issues, needs and challenges
  - acting as a systems change agent to improve equity and access, achievement and opportunities for all students

IDEAL CASELOAD

250 students per school counselor



Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
1. advisement and appraisal for academic planning	1. building the master schedule
2. orientation, coordination and academic advising for new students	2. coordinating paperwork and data entry of all new students
3. interpreting cognitive, aptitude and achievement tests	3. coordinating cognitive, aptitude and achievement testing programs
4. providing counseling to students who are tardy or absent	4. signing excuses for students who are tardy or absent
5. providing counseling to students who have disciplinary problems	5. performing disciplinary actions or assigning discipline consequences
6. providing short-term individual and small-group counseling services to students	6. providing long-term counseling in schools to address psychological disorders
7. consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	7. covering classes when teachers are absent or to create teacher planning time
8. interpreting student records	8. maintaining student records
9. analyzing grade-point averages in relationship to achievement	9. computing grade-point averages
10. consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	10. supervising classrooms or common areas
11. protecting student records and information per state and federal regulations	11. keeping clerical records
12. consulting with the school principal to identify and resolve student issues, needs and problems	12. assisting with duties in the principal's office
13. advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	13. coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
14. analyzing disaggregated schoolwide and school counseling program data	14. serving as a data entry clerk

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Appendices

Appendix A

University of Nebraska at Omaha | Department of Counseling

Professional Liability Insurance

You are required to hold professional liability coverage

American School Counselor Association (ASCA)

Ethical Standards for School Counselors (2022)
Section D: School Counseling Practicum/Internship Site Supervisors

A. Practicum/internship site supervisors ensure supervisees are prepared for and supported throughout the practicum/internship experience, consistent with the ASCA Ethical Standards for School Counselors.

The entire document can be retrieved online at:
https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

School-counselors-in-training may obtain professional liability coverage as part of ASCA student membership. See:
https://www.schoolcounselor.org/Membership/Proof-of-Insurance

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Please provide a statement explaining how you have met this requirement and return it to your university supervisor.

I understand that I am required to maintain professional liability coverage while enrolled in practicum and internship (circle which applies) and verify that I am currently covered.

_____ _____
School-Counselor-in-Training Date

(This form is to be retained in the school-counselor-in-training's file)

Appendix B

University of Nebraska at Omaha | Department of Counseling

Site Supervisor Experience Form

SITE SUPERVISOR CERTIFICATION
SCHOOL COUNSELING PRACTICUM/INTERNSHIP

<u>University Supervisors</u>
Tran Thang, PhD
Erin Malm, M.S.
Theresa Crnkovich, M.S.

Site Supervisor Certification:

I, _____, certify that I have a Master's Degree in Counseling (or similar degree) and a minimum of two years counseling experience. I agree to serve as site supervisor for the _____ school year as detailed in the site supervisor handbook.

Signature:_____ Date:_____

Title: _____

Place of Employment: _____

Name of UNO Counselor school-counselor-in-training you will be supervising:

_____

THANK YOU FOR SUPERVISING AND SUPPORTING THE PROFESSIONAL DEVELOPMENT OF SCHOOL COUNSELORS!

Appendix C

University of Nebraska at Omaha | Department of Counseling

School Counseling Time Log

Student_____ Site _____
Practicum___ Internship___ Advanced Internship___ (Check One)

Date	Activity	Direct Service Hours: Core Curriculum	Direct Service Hours: Individual Student Planning	Direct Service Hours: Responsive Services	Indirect Service Hours: Referrals, Consultation Collaboration	Indirect Service Hours: Program Management	Indirect Service Hours: Other Indirect Services

Totals						
	Direct Hours This Page			Indirect Hours This Page		
	Previous Direct Hours			Previous Indirect Hours		
	Total Direct Hours			Total Indirect Hours		
				Total Practicum/Internship Hours to Date		

STUDENT'S SIGNATURE:_____DATE:_____

SITE SUPERVISOR'S SIGNATURE:_____DATE:_____

INSTRUCTOR'S SIGNATURE:_____ DATE:_____

Appendix D

University of Nebraska at Omaha | Department of Counseling

School Counseling Practicum/Internship Log Summary

STUDENT'S NAME: _____

PLACEMENT SITE: _____

SITE SUPERVISOR: _____

Instructions: Students are responsible for maintaining the currency and accuracy of this form. It must be turned in to the Practicum/Internship Course Instructor upon completion of each semester of Practicum/Internship. The log will be kept in the Student's files and creates a record that may be requested by accreditation, certification, and licensing organizations.

PRACTICUM/INTERNSHIP LOG SUMMARY FOR THE PERIOD: _____

Month	Direct Service Hours			Indirect Service Hours		
	Core Curriculum	Individual Student Planning	Responsive Services	Referrals, Consultation Collaboration	Program Management	Other Indirect Services

Totals						
	Total Direct Hours			Total Indirect Hours		
				Total Practicum/Internship Hours		

STUDENT'S SIGNATURE:_____ DATE:_____

SITE SUPERVISOR'S SIGNATURE:_____ DATE:_____

INSTRUCTOR'S SIGNATURE:_____ DATE:_____

Appendix E

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Site Evaluation by Student

Student's Name _____ Date _____

Internship Site _____

Site Supervisor_____

Please respond with a "Y" for "yes" and "N" for "no" to the following statements regarding this placement site.

_____ There was a formal orientation or introduction at this site.

_____ I received adequate introduction to the site's policies and procedures.

_____ I received adequate physical space to perform counseling services with appropriate confidentiality.

_____ I was regularly assigned students at this site.

_____ I had sufficient opportunities to work with students to complete my direct hours.

_____ I had sufficient opportunities to work with students in group settings.

_____ I had sufficient opportunities to deliver classroom lessons to students.

_____ I felt like a member of the staff at this school site.

_____ I was treated with professional respect by staff members at this site.

_____ I received adequate supervision at this site to feel supported in my decision-making.

_____ This site provided me with adequate resources to continue my professional growth.

_____ This site provided me with opportunities to develop my counseling skills and techniques.

_____ This site provided me with opportunities to work with persons representing diversity.

_____ This site has an established, ASCA-aligned comprehensive school counseling program.

_____ I would recommend this site for other students in the UNO School Counseling program.

Comments:

Student Signature _____ Date _____

Appendix F

University of Nebraska at Omaha | Department of Counseling

SITE SUPERVISOR'S RATING OF PRACTICUM/INTERNSHIP STUDENT PERFORMANCE

SCHOOL COUNSELING

Midterm & End-of-Term

Your supervision of our UNO school counseling internship student is an important component of the internship experience. This form is completed twice (at midterm and at the end of the term) so growth across the placement is visible in a single document. Please rate the intern's performance using the three levels of counselor competence described below.

Level 1 – Limited exposure to skill but motivated to improve, not skilled enough for independent work, dependent on supervisor.

Level 2 – Mastering basic level skills, ready for increased responsibility, wavering between dependence on and autonomy from the supervisor.

Level 3 – Has developed a consistently effective skills base, more confident in abilities, more autonomous from supervisor, recognition of limitations.

Use N/A only when a skill could not be observed during the rating period – not in place of a low rating.

Intern Name: _____

School / Site: _____

Site Supervisor: _____

University Supervisor: _____

Midterm Date: _____ **End-of-Term Date:** _____

Professional Dispositions & Ethical Practice

Aligns with COUN 8430 SLO 8430.7; ASCA Preparation Standards 6–7; NDE Rule 24 S1.E7

Statement	Midterm	End of Term
1. Is dedicated to professional development		
2. Devotes energy to the school counselor's role		
3. Is receptive to constructive criticism		

Statement	Midterm	End of Term
4. Relates well to peers and supervisors		
5. Shares own expertise with peers and supervisors		
6. Is aware of and actively works to address areas for growth		
7. Presents self in a professionally acceptable manner		
8. Maintains hours, appointments, and other commitments		
9. Demonstrates awareness of own feelings toward students		
10. Exercises appropriate ethical behavior in accordance with the ASCA Ethical Standards for School Counselors		
11. Adheres to the ethical and statutory limits of confidentiality		
12. Consults with school counselors, supervisors, or other professionals when ethical or legal questions arise		

Define & Manage

Aligns with COUN 8430 SLOs 8430.2, 8430.3, 8430.4; NDE Rule 24 S2–S3; ASCA Preparation Standard 1

Statement	Midterm	End of Term
1. Understands the school organization and counseling program		
2. Adheres to policies and records maintenance		
3. Identifies and prioritizes both short- and long-range goals		
4. Demonstrates strategies to promote systemic change		
5. Uses time appropriately across direct and indirect student services		
6. Organizes and manages time to effectively implement the school counseling program (scheduling, prioritizing)		
7. Explains how school counseling activities align with the school's goals and priorities		

Deliver

Aligns with COUN 8430 SLOs 8430.1, 8430.5, 8430.8, 8430.9, 8430.10; NDE Rule 24 S4; ASCA Preparation Standards 3–4

Statement	Midterm	End of Term
1. Establishes positive rapport with students		
2. Encourages student involvement in goal development		
3. Works effectively with challenging or involuntary students		
4. Uses appropriate counseling interventions and techniques with students		
5. Uses assessments appropriately to meet student needs		
6. Understands the school counselor's role in the therapeutic process and makes appropriate referrals to school and community resources, communicating the limits of school counseling services		
7. Explains the impact of adverse childhood experiences and trauma, and uses trauma-informed strategies to support students		
8. Assists students with academic, career, and personal/social concerns		
9. Organizes and leads small counseling groups		
10. Uses facilitation skills when delivering the school counseling core curriculum		
11. Is effective at the individual student planning process		
12. Monitors student progress and adjusts counseling approach accordingly		
13. Advocates in meaningful ways for underserved populations		
14. Collaborates effectively with other professionals		
15. Is involved in professional counseling organizations and school/community committees		
16. Demonstrates proactive behavior and leadership in response to student needs		
17. Is effective in meeting the immediate needs of families and staff		

Assess

Aligns with COUN 8430 SLO 8430.6; NDE Rule 24 S5; ASCA Preparation Standard 5

Statement	Midterm	End of Term
1. Uses data to identify student needs and achievement gaps		

Statement	Midterm	End of Term
2. Monitors and reports progress toward school counseling program goals		
3. Shares outcomes and program impact with education partners (teachers, families, administrators)		
4. Reflects on practice and adjusts strategies based on results and feedback		

Scoring Guidance

Domain and overall averages may be calculated by summing numeric ratings (excluding N/A) and dividing by the number of rated items. An average below 2.0 in any domain, or any individual item marked Level 1 without a clear growth trajectory, should prompt a conversation between the site supervisor, intern, and university supervisor about a growth plan.

Midterm Feedback

Areas of Strength:
Areas for Continued Growth:

Site Supervisor Signature: _____ **Date:** _____

Intern Signature: _____ **Date:** _____

University Supervisor Signature: _____ **Date:** _____

End-of-Term Feedback

Areas of Strength
Areas for Continued Growth:

Site Supervisor Signature: _____ **Date:** _____

Intern Signature: _____ **Date:** _____

University Supervisor Signature: _____ **Date:** _____

Appendix G

University of Nebraska at Omaha | Department of Counseling

Site and Student Information Sheet

Student Name: _____ UNO Email Address: _____

Phone Number(s): Cell _____ Home _____

Mailing Address: _____

Internship Site 1: _____

Level (Elementary or Secondary): _____

Address: _____

Phone Number: _____

Internship Site 2: _____

Level (Elementary or Secondary): _____

Address: _____

Phone Number: _____

Site Supervisor: _____ School: _____

School Address: _____

Email Address: _____ Phone Number: _____

School Administrator: _____

Email Address: _____ Phone Number: _____

Appendix H

Department of Counseling
101 Roskens Hall
6001 Dodge Street
Omaha, NE 68182
P: 402.554.2727 | F: 402.554.3684

Permission to Record

Parent/Guardian: _____ Student: _____

UNO School-Counselor-in-Training: _____ School: _____

Term/Semester: _____ Format: ☐ Video ☐ Audio only

Purpose and Supervision

I give permission for the UNO school-counselor-in-training named above to record one or more individual school counseling sessions during the term listed above for internship training, supervision, and evaluation. The counselor-in-training is a graduate student who may not yet be independently licensed and works under qualified school-site and university supervision.

Recordings may be reviewed only by the counselor-in-training, the school-site supervisor, the UNO university supervisor, and assigned counselor-in-training peer(s) participating in triadic supervision. All viewers are expected to maintain confidentiality.

Voluntary Participation and Student Assent

Recording is voluntary. I may decline permission or withdraw permission before a future recording without affecting the student's access to school counseling services. The student may also decline or ask to stop a recording at any time. The counselor-in-training will seek the student's developmentally appropriate assent before recording.

Confidentiality, Security, and Access

Recordings will be treated as confidential student information and stored, transmitted, viewed, and deleted using university- and school/district-approved secure procedures. Recordings will not be used for any purpose unrelated to the authorized internship supervision/evaluation process except when disclosure is required by law or necessary to address serious and foreseeable harm, suspected abuse or neglect, or another legally required exception.

Requests by a parent/guardian or eligible student to inspect, review, access, or obtain information from a recording will be handled in accordance with FERPA, applicable state law, school/district policy, and university policy. This permission form does not waive, expand, or limit any legal rights of the student or parent/guardian.

Retention and Destruction

Recordings will be securely deleted or destroyed after they are no longer needed for the authorized supervision/evaluation purpose and no later than the end of the current term, unless continued preservation is required by applicable law, school/district or university policy, or a pending records/legal request.

Consent

I have had an opportunity to ask questions about the counselor-in-training, the purpose of recording, who may view the recording, confidentiality and its limits, and how recordings will be handled. By signing below, I give permission for recording under the conditions described above.

Student Assent/Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

UNO School-Counselor-in-Training: _____ Date: _____

Appendix I

Departamento de Consejería
101 Roskens Hall
6001 Dodge Street
Omaha, NE 68182
P: 402.554.2727 | F: 402.554.3684

Permiso para grabar

Padre/tutor: _____ Estudiante: _____

Estudiante de UNO en formación como consejero escolar: _____ Escuela: _____

Período/semestre: _____ Formato: ☐ Video ☐ Solo audio

Propósito y supervisión

Doy permiso para que el estudiante de la Universidad de Nebraska en Omaha (UNO) que se encuentra en formación como consejero escolar y que se identifica arriba grabe una o más sesiones individuales de consejería escolar durante el período indicado, con el propósito de capacitación, supervisión y evaluación de la práctica profesional. El estudiante en formación es un estudiante de posgrado que puede no contar todavía con una licencia profesional independiente y trabaja bajo la supervisión de personal calificado de la escuela y de la universidad.

Las grabaciones solo podrán ser revisadas por el estudiante en formación, el supervisor del centro escolar, el supervisor universitario de la UNO y los estudiantes en formación asignados que participen en la supervisión triádica. Se espera que todas las personas que vean las grabaciones mantengan la confidencialidad.

Participación voluntaria y asentimiento del estudiante

La grabación es voluntaria. Puedo negarme a dar permiso o retirar mi permiso antes de una grabación futura sin que esto afecte el acceso del estudiante a los servicios de consejería escolar. El estudiante también puede negarse a ser grabado o pedir que se detenga una grabación en cualquier momento. El estudiante en formación solicitará el asentimiento del estudiante de manera apropiada para su nivel de desarrollo antes de realizar la grabación.

Confidencialidad, seguridad y acceso

Las grabaciones serán tratadas como información confidencial del estudiante y se almacenarán, transmitirán, visualizarán y eliminarán mediante procedimientos seguros aprobados por la universidad y la escuela/el distrito. Las grabaciones no se utilizarán para ningún propósito ajeno al proceso autorizado de supervisión/evaluación de la práctica, excepto cuando la divulgación sea exigida por la ley o sea necesaria para abordar un daño grave y previsible, una sospecha de abuso o negligencia, u otra excepción legalmente requerida.

Las solicitudes de un padre/tutor o de un estudiante con derecho de acceso para inspeccionar, revisar, acceder a una grabación u obtener información de ella se tramitarán de acuerdo con FERPA, la legislación estatal aplicable, las políticas de la escuela/distrito y las políticas de la universidad. Este formulario de permiso no renuncia, amplía ni limita ningún derecho legal del estudiante ni del padre/tutor.

Conservación y destrucción

Las grabaciones se eliminarán o destruirán de manera segura una vez que ya no sean necesarias para el propósito autorizado de supervisión/evaluación y, a más tardar, al finalizar el período académico actual, salvo que la legislación aplicable, las políticas de la escuela/distrito o de la universidad, o una solicitud pendiente relacionada con registros o asuntos legales exijan su conservación.

Consentimiento

He tenido la oportunidad de hacer preguntas sobre el estudiante en formación, el propósito de la grabación, quién puede ver la grabación, la confidencialidad y sus límites, y cómo se manejarán las grabaciones. Al firmar a continuación, doy permiso para realizar grabaciones bajo las condiciones descritas anteriormente.

Firma/asentimiento del estudiante: _____ Fecha: _____

Firma del padre/tutor: _____ Fecha: _____

Estudiante de UNO en formación como consejero escolar:
_____ Fecha: _____