**Theories of Counseling**

**EPCE 5364**

**Phase One**

**Fall 2019**

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1. **Course Goals**: Students will

* identify and understand the key constructs of major counseling theories
* demonstrate an understanding of the counseling process underlying major counseling theories
* demonstrate counseling techniques of major counseling theories
* be familiar with the leading theorists of major counseling theories
* understand the basic assumptions of major counseling theories
* understand the role and function as defined by major counseling theories
* demonstrate how to incorporate counseling theory in case management
* be familiar with the strengths and weakness of major counseling theories
* understand how major counseling theories address multicultural issues
* demonstrate knowledge of how to adapt counseling theories in response to individual differences
* demonstrate knowledge of the current research relevant to major counseling theories

# Conceptual framework

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

**A. NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* You will be exposed to the theory and techniques used in group counseling within both school and community counseling settings.

**B.** **Trademark outcomes:**

# 1). Distinctive Products: EPCE: Clinical Mental Health Counseling and School Counseling Programs

* MEd – School Counseling
  + Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.
* MEd – Clinical Mental Health Counseling
  + Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.

**C.**  **Distinctive Assessments for Master’s Programs (EPCE 5364 is Phase 1)**

* **Multiple choice exam**
* **Paper that demonstrate an integration of theory and practice**
* **Presentation that address how theory informs counseling practice**

**D. Counselor Education Technology Competencies**

**Specific technology (outside class) competencies covered in this course include:**

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

4 Be able to access and use counseling-related research databases.

**E. 2016 CACREP Standards**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | F. 1.  Professional  Counseling  Orientation &  Ethical  Practice | F. 2.  Social  and  Cultural  Diversity | F. 3.  Human  Growth  and  Development | F.4.  Career  Development | F. 5.  Counseling and  Helping  Relationships | F. 6.  Group  Counseling and  Group Work | F. 7.  Assessment and  Testing | F. 8.  Research  and  Program  Evaluation |
| 1 | Introduction  and  Overview |  | f | f |  | a, b, d |  |  |  |
| 2 | The  Counselor:  Person and  Professional | i, k, m | b, c, d, h |  |  | d, f, n |  |  |  |
| 3 | Ethical  Issues in  Counseling  Practice | i, j | b, c, d, e, h |  |  | d, e, f |  | m | b |
| 4 | Psychoanalytic  Therapy | a | b, d | a, c, e, f |  | a, f | a, b, c |  |  |
| 5 | Adlerian  Therapy | a, e | b, d, h | a, c, f |  | a, f, g, h | a, c | i |  |
| 6 | Existential  Therapy | a | b, d, h | f |  | a, d, f | a, c |  |  |
| 7 | Person-  Centered  Therapy | a | b, d | a, f, g |  | a, d, f, g, j, m | a, d |  | a, b, e |
| 8 | Gestalt  Therapy | a | b, d | a, c |  | a, f | a, d |  | e |
| 9 | Behavior  Therapy | a | b | b |  | a, f, g, i, j | a, d, f | a, b, e, l | a, b, e |
| 10 | Cognitive  Behavior  Therapy | a | b, d | b, c |  | a, d, f, g, h, i, j | a, b, f | a, b, e | a, b, e |
| 11 | Choice  Theory/Reality Therapy | a | b, e | a, e |  | a, f, h, i | a, d | b, e | e |
| 12 | Feminist  Therapy | a, e | b, c, d, e, h | a, f, i |  | a, d, f | a, g | e, m |  |
| 13 | Postmodern  Approaches | a | b, d | a, f |  | a, d, f, g, h, i | a | b, e | e |
| 14 | Family  Systems  Therapy | a | b, e | a, f |  | a, b, f |  | e |  |
| 15 | An  Integrative  Perspective | a | b, d, g | h |  | a, d, f, g, h |  | e | b |

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINCAL MENTAL HEALTH COUNSELING.

1. FOUNDATIONS

b. theories and models related to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

j. cultural factors relevant to clinical mental health counseling

3. PRACTICE

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

G. SCHOOL COUNSELING

3. PRACTICE

f. techniques of personal/social counseling in school settings

# Course Purpose

This course is designed to help students acquire a conceptual understanding of major counseling theories. This knowledge will equip students to be effective counselors in clinical mental health counseling and school counseling settings**.**

**IV. Course Description**

This course is an overview of the principles, practices and approaches from the major theories of counseling as applied to school and clinical mental health counseling settings.

# Prerequisites

Admission to the counselor education program.

# Methods of Instruction

This course utilizes didactic teaching, interactive group discussions, class individual and group assignments, role playing, and student generated presentations. Students are evaluated through examinations, written papers, attendance, presentations, and participation in the aforementioned assignments.

# V. Course Objectives/Learning Outcomes and Assessments

|  |  |
| --- | --- |
| Course Objectives/Learning Outcomes | **Assessments** |
| Demonstrate individual … strategies for working with and advocating for diverse populations … | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Critically explore roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts (in terms of) theories of individual…development. | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Value an orientation to wellness and prevention as desired counseling goals | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Demonstrate counselor characteristics and behaviors that influence helping processes | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Demonstrate essential interviewing and counseling skills | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Acquire knowledge of counseling theories that provide the models to conceptualize  client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Understand the social and cultural factors related to the assessment and evaluation of  individuals, groups, and specific population | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Be knowledgeable about current counseling-related research related to counseling theory | Students will take a multiple choice exam, deliver presentations, and write a paper |
| Evidence of the use and infusion of technology and its impact on the counseling profession. | Students will take a multiple choice exam, deliver presentations, and write a paper |

# VI. Course Requirements/Methods of Evaluation Employed

**ASSIGNMENTS:**

**Paper (75 points)**

This course requires a paper which must be 5-7 pages in length (not including references or a cover page) and written in APA style. The paper should include a summary of a theory of counseling and the theory’s use with a specific population or for a specific issue. The information provided should be based on research describing the theory’s use and information about the specific population/issue. The paper can begin with a 1 page description of the reason for the writer’s interest in this theory and population/issue, but the remaining 4-6 pages of the paper must be based on relevant research.

**Presentation on Paper (25 points)**

Following completion of the paper, students will be required to present a summary of their paper in a 7-10 minute presentation to the class. During the presentation, students will have the option to share their reason for interest in the theory and the population/issue, but are not required to do so.

**Presentation on Theorist’s Life (20 points)**

Each student must deliver a brief 3-5 minute presentation regarding a theorist’s life. These presentations will be delivered on the date the theory is being discussed. The information presented must be based on research from sources outside of the course textbook and citations must be included in the presentation. Students will sign up for these presentations on the first day of class.

**Final Multiple Choice Exam (150 points)**

A final multiple-choice, objective exam will be given to evaluate students’ comprehension of principles and concepts. The exam will be administered on the final day of class. Students will have the option to re-take the final exam, at no penalty to the student, on Blackboard. This Blackboard exam will be available to students the day after the last day of class and will remain available up to the last date of finals. The exam on Blackboard is set to allow up to 4 hours to complete and may be taken only once.

**Grading policy**

Grades will be determined by how many points are earned over the semester. Class attendance and participation are required and factor into the final grade determination. Each class missed beyond two classes will result in a loss of 10 points per class missed. The two class absences are granted without penalty to allow for illnesses, attendance at funerals, work commitments, childcare issues, etc. Those students who anticipate that they might lose too many points because of absences, regardless of the reason, should postpone enrollment; those who find that circumstances have interfered with their ability to attend class should withdraw as indicated in the university policy.

**Nature of Activity** **Potential Course Credit**

Final Multiple-Choice Exam 150

Paper (due October 28th) 75

Attendance 30

Presentation on Paper 25

Presentation on Theorist’s Life 20

Total possible 300

Grades  
A = 270-300 points  
B = 240-269 points

C = 210-239 points

D = 180-209 points

F = 180 and <

**The mean rating on each rubric associated with activities listed above must equal a 3 or higher to be passing. Ratings below a mean of 3 will result in a plan of remediation.**

# VII. Content Outline:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week#** | **Date** | **Topics** | **CACREP**  **Standards**  **Section II** | **Assignments** |
| **One** | **8/26** |  |  |  |
|  |  | **Introduction and Overview** | **IIF2f; IIF3f; IIF5abd** | **Read chapter 1** |
|  |  | **The Counselor: Person and Professional** | **IIF1ikm; IIF2bcdh; IIF5dfn** | **Read chapter 2** |
| **Two** | **9/2** | **No Class**  **Labor Day** |  |  |
|  |  | **Ethical Issues in Counseling Practice** | **IIF1ij; IIF2bcdeh; IIF5def; IIF7m; IIF8b** | **Read chapter 3** |
| **Three** | **9/9** |  |  |  |
|  |  | **Psychoanalytical**  **Therapy** | **IIF1a; IIF2bd; IIF3acef; IIF5af; IIF6abc** | **Read chapter 4** |
| **Four** | **9/16** |  |  |  |
|  |  | **Adlerian Therapy** | **IIF1ae; IIF2bdh; IIF3acf; IIF5afgh; IIF6ac; IIF7i** | **Read chapter 5** |
| **Five** | **9/23** |  |  |  |
|  |  | **Existential Therapy** | **IIF1a; IIF2bdh; IIF3f; IIF5adf; IIF6ac** | **Read chapter 6** |
| **Six** | **9/30** |  |  |  |
|  |  | **Person-Centered Therapy** | **IIF1a; IIF2bd; IIF3afg; IIF5adfgjm; IIF6ad; IIF8abe** | **Read chapter 7** |
| **Seven** | **10/7** |  |  |  |
|  |  | **Gestalt Therapy** | **IIF1a; IIF2bd; IIF3ac; IIF5af; IIF6ad; IIF8e** | **Read chapter 8** |
| **Eight** | **10/14** |  |  |  |
|  |  | **Behavior Therapy** | **IIF1a; IIF2b; IIF3b; IIF5afgij; IIF6adf; IIF7abel; IIF8abe** | **Read chapter 9** |
| **Nine** | **10/21** |  |  |  |
|  |  | **Cognitive-Behavior Therapy** | **IIF1a; IIF2bd; IIF3bc; IIF5adfghij; IIF6adf; IIF7abe; IIF8abe** | **Read chapter 10** |
| **Ten** | **10/28** |  |  | **Paper Due** |
|  |  | **Choice Theory/Reality Therapy** | **IIF1a; IIF2be; IIF3ae; IIF5afhi; IIF6ad; IIF7be; IIF8e** | **Read chapter**  **11** |
| **Eleven** | **11/4** |  |  |  |
|  |  | **Feminist Therapy** | **IIF1ae; IIF2bcdeh; IIF3afi; II5adf; IIF6ag; IIF7em** | **Read chapter 12** |
| **Twelve** | **11/11** |  |  |  |
|  |  | **Post Modern Approaches** | **IIF1a; IIF2bd; IIF3af; IIF5adfghi; IIF6a; IIF7be; IIF8e** | **Read Chapter 13** |
| **Thirteen** | **11/18** |  |  |  |
|  |  | **Family Systems Theory** | **IIF1a; IIF2be; IIF3af; IIF5abf; IIF7e** | **Read chapter 14**  **Deliver**  **Presentations on Theory Paper** |
| **Fourteen** | **11/25** |  |  |  |
|  |  | **An Integrative Perspective** | **IIF1a; IIF2bdg; IIF3h; IIF5adfgh; IIF7e; IIF8b** | **Read chapter 15**  **Deliver**  **Presentations on Theory Paper** |
| **Fifteen** | **12/2** |  |  |  |
|  |  | **In Class Exam** | **IIF1aeijkm; IIF2bcdefgh; IIF3abcefghi; IIF5abdefghijm; IIF6abcdfg; IIF7abeilm; IIF8abe** | **Exam Over all Material** |
|  | **12/11** | **Final Exam Due** |  | **Can Re-take Final Exam on Blackboard** |

# VIII. Required Text:

**Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Pacific Grove, CA: Brooks/Cole.**

**Recommended:**

**Corey, G. (2013) DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan & Lecturettes.**

**Or use MindTap to access videos**

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester.
2. Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

Additional information is available in OP 34.04

# X. Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

Additional information is available in OP 34.12.3

# XI. Handicapping conditions/Religious Observances

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours.  Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.  For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence.

**XII. Religious Observance**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Additional information is available in OP 34.19

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

Additional information is available in OP 40.03

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=bTp_9LJr7xFeGNTnfbZsiFLD62XhyUk4mHi9lFflE-jlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1Lw) are not tolerated by the University. Report any incidents to the Student Resolution Center, (806) 742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=2rfq2eOK4Z9BU8eB3jA30G8lPLWGdXOXF0QKDoqldLDlqQdPK0nTCAFodHRwOi8vdGl0bGVpeC50dHUuZWR1L3N0dWRlbnRz). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center,** 806-742-3674, [https://www.depts.ttu.edu/scc/](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=FDlqup5LQd9CICYAHkyU9YyD-1we7mbqQFoA55qFEUjlqQdPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3NjYy8) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**,806-742-5555, *(Assists**students who are experiencing a mental health or interpersonal violence crisis.  If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=8dmhkaR7KbIzWT8TofivOVB25oxnQOXuQn6xzz7yDwhVCwpPK0nTCAFodHRwOi8vdm9pY2VvZmhvcGVsdWJib2NrLm9yZy8) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=ZYpG27hiA3XvsOzoTF9BgGbs4VXOK51sFCofa-fN8t1VCwpPK0nTCAFodHRwczovL3d3dy5kZXB0cy50dHUuZWR1L3Jpc2Uv) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](file:///C:\Users\Jerry%20Parr\Documents\redir.aspx%3fREF=fwsbQfodctJCW00CCZo8FICU7j3DexyhuAaD30X0bbdVCwpPK0nTCAFodHRwOi8vd3d3LmRlcHRzLnR0dS5lZHUvdHRwZC8) *(To report criminal activity that occurs on or near Texas Tech campus*.)

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

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**XIX. Reform Syllabus Supplement**

**Theories of Counseling**

**EPCE 5364**

**Phase 1**

**A. Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Theories of Counseling is a Phase 1 class. Accordingly, students in this class will successfully:

* Acquire a conceptual foundation regarding major constructs in key counseling theories and how those constructs inform techniques and case management

**C. Trademark Outcomes & Distinctive Skills**

This course serves both the Clinical Mental Health Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

***Trademark Outcomes for Clinical Mental Health Counseling***

The Trademark Outcomes (TOs) for the Clinical Mental Health Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

*Distinctive Skills*

The distinctive skills for the Clinical Mental Health Counseling Counseling program are:

* Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
* Students will develop and deliver treatment plans that address clients’ individual needs.
* Students will apply effective use of appropriate counseling techniques in congruence with client needs.

*Course Alignment with Skills & Outcome*

The Clinical Mental Health Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Students will acquire a conceptual foundation for the key constructs of major theories
* Students will acquire a conceptual foundation for knowing how to calibrate techniques to meet the needs of clients
* Students will acquire a conceptual foundation for knowing how to frame case management and case notes on the basis of theoretical lens

***Trademark Outcome for School Counseling***

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

*Distinctive Skills*

The distinctive skills are:

* Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
* Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

*Course Alignment with Skills & Outcome*

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Students will demonstrate a conceptual understanding of how to counsel from each of the major theories
* Students will interview counselors in the field regarding their application of theory in practice or create a project that relates to how theory informs practice in a school setting
* Students will make a group presentation on the application of theory in the treatment of a problem of their choice in a setting that could include schools

**D. Alignment of Course Assessment with End-of-Phase Assessment**

A final multiple choice exam will be administered in class and on Blackboard to assess how well students have acquired a foundational understanding of theory in treatment and case management.

**E. Activity and Evaluation (A & E)**

This course includes a paper wherein students demonstrate how theory informs practice. Similarly, students will give a presentation regarding a specific theory as it applies to practice. Given that this is a P1 course, knowledge of the subject matter is assessed by a major multiple-choice exam. This method of assessment prepares students to take and pass the exams required for licensure as a LPC or certification as a school counselor. This aligns with the MEd – School Counseling Product whereby school counselors must use counseling techniques per the “responsive services” component of the *ASCA National Model*. Inasmuch as counseling theories are an integral aspect of all treatment plans, this A & E also aligns with the MEd- Mental Health Counseling Product.

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Papers

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Integration of Knowledge** | The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways |  |
| **Organization and Presentation** | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |  |
| **Focus** | The paper’s topic lacked focus and a clear direction | The paper’s topic had occasional focus, direction, and purpose | The paper’s topic had focus and clarity of direction and purpose | The paper’s topic had effective focus and clarity of direction and purpose | The paper’s topic had very effective focus and clarity of direction and purpose |  |
| **Level of Coverage** | The paper lacked depth, elaboration, and relevant material | The paper occasionally included depth, elaboration, and relevant material | The paper included depth, elaboration, and relevant material | The paper effectively included depth, elaboration, and relevant material | The paper very effectively included depth, elaboration, and relevant material |  |
| **Grammar/Spelling** | The paper contained numerous errors of grammar and spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and spelling | The paper contained only one or two errors of grammar and spelling | The paper contained no errors of grammar and spelling |  |
| **References and Sources** | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| **APA Style** | The paper did not use APA style | The paper was partly based on APA style | The paper was mostly based on APA style | The paper was based on APA style with only a few exceptions | The paper was completely and accurately based on APA style |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Oral Presentations on Paper

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic of Presentation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Organization** | The presentation lacked organization | The presentation was somewhat organized | The presentation was organized for the most part | The presentation was well organized | The presentation was very well organized with clear transitions |  |
| **Timing** | The presentation lacked timing, resulting in poor coverage toward the end | The presentation somewhat lacked a logical allocation of time to given topics | The presentation allotted equal time to topics | The presentation allotted time in a thoughtful way, depending on the topic | The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly |  |
| **Documentation** | The presentation lacked facts, research, evidence, and sources | The presentation included sparse facts, research, evidence, and resources | The presentation offered facts, research, evidence, and resources | The presentation provided relevant facts, research, evidence, and resources | The presentation provided very relevant and current facts, research, evidence, and resources |  |
| **Content** | The presentation included irrelevant and unrelated content | The presentation focused on content that was somewhat relevant and coherent | The presentation focused on relevant and coherent content based in adequate preparation | The presentation contained very relevant and coherent content that reflected good preparation | The presentation was exceptional conceived wherein topics were highly relevant and coherent and clearly reflected extensive preparation |  |
| **Credibility** | The presenter did not foster a sense of credibility through documentation, content, and presenters demeanor that made the presentation effective | The presenter fostered a sense of credibility through documentation, content and presenters demeanor that made the presentation slightly effective | The presenter fostered a sense of credibility through documentation, content and presenters demeanor that made the presentation somewhat effective | The presenter fostered a sense of credibility through documentation, content and presenters demeanor that made the presentation quite effective | The presenter fostered a sense of credibility through documentation, content and presenters demeanor that made the presentation very effective |  |
| **Presentation Delivery** | The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation | The presenters use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was quite effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was very effective |  |
| **Audience Engagement** | The presentation failed to establish and maintain audience interest and attention | The presentation somewhat established and maintained audience interest and attention | The presentation established and maintained audience interest and attention | The presentation effectively established and maintained audience interest and attention | The presentation very effectively established and maintained audience interest and attention |  |
| **Use of audio-visual aides** | The presentation failed to employ visuals or technology | The presentation used visuals such as a PowerPoint but it lacked appropriate formatting | The presentation employed varied types of visuals with appropriate formatting | The presentation employed quite effective use of varied types of visuals with appropriate formatting | The presentation employed very effective use of varied types of visuals with appropriate formatting |  |
| **Responsiveness to audience** | Presenters failed to address questions from the audience | Presenters responded to questions in ways that were somewhat irrelevant and unhelpful | Presenters responded to questions in ways that were relevant and helpful | Presenters responded to questions in ways that were quite effective, helpful, and enlightening | Presenters responded to questions in ways that were very effective, helpful, and enlightening |  |
| **Presenters’ Demeanor** | Presenters lacked animation, eye contact with the audience, poise, and professionalism | Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism | Presenters conveyed animation, eye contact with the audience, poise, and professionalism | Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism | Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Presentation on Theorist

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic of Project:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Beginning  1 | Basic  2 | Proficient  3 | Advanced  4 | Exceptional  5 | Score |
| **Relevance** | The presentation was not relevant to the course | The presentation was somewhat relevant to the course | The presentation was relevant to the course | The presentation was quite relevant to the course | The presentation was very relevant to the course |  |
| **Originality** | The presentation lacked originality/creativity | The presentation was somewhat original/creative | The presentation was original/creative | The presentation was quite original/creative | The presentation was very original/creative |  |
| **Depth** | The presentation lacked complexity and depth | The presentation somewhat featured complexity and depth | The presentation featured complexity and depth | The p presentation featured considerable complexity and depth | The presentation featured complexity and depth at an outstanding level |  |
| **Conceptualization** | The presentation was not well conceived | The presentation was somewhat well conceived | The presentation was well conceived | The presentation was quite well conceived | The presentation was very well conceived |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_