

Benchmark Syllabus Assignment

Jeremy Gillentine

Counselor Education and Supervision, Liberty University

COUC747 Instruction in Counselor Education

BENCHMARK SYLLABUS ASSIGNMENT

Liberty University COUC505

Course Title: Counseling Techniques and the Helping Relationship

Faculty Member: Jeremy Gillentine MSc, ALC

Phone Number: 334-657-6366

Email: jgillentine@liberty.edu

Availability: By Appointment Only VIA Zoom (email to schedule)

I. Course Description:

This course will help you become more familiar with counseling theories and techniques. You will demonstrate a basic understanding of techniques through completion of course assignments. The skills demonstrated in this course are those that will guide your work and relationship with your clients.

II. Rationale

This course meets the requirement of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), through a knowledge of theory and technique, and building towards a personal philosophy of counseling (Standard 2.F.5.--Counseling and Helping Relationship). This course will help the student to consider some of the theories available and begin to draw out characteristics of each that align with the student's personality, as well as consider which theories align best with various client types and diagnoses. This is a critical course in the foundational work for each student as they progress towards being a counselor.

Method of Instruction:

This class will meet 30 minutes each week (Mondays at 6:00 PM Eastern) via Zoom for a synchronous teaching component with the majority of the student's work being asynchronous to prepare for each class meeting.

III. Prerequisites--(COUC 500 or COUN 500 or CMHC 500) and (COUC 501 or COUN 501 or CMHC 501)

IV. Course Resources

a. Required text:

1. Chen, M., & Giblin, N. J. (2018; 2017;). Giblin N. J. (Ed.), Individual counseling and therapy: Skills and techniques (Third;3rd; ed.). Routledge.

<https://doi.org/10.4324/9781315197654>

2. 2016 CACREP Standards

<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

b. Required Equipment:

1. Computer with capabilities for Zoom Video Conferencing
2. Stable Internet Connection
3. Computer capable or accessing Canvas (Liberty's Course Work Platform)

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66>

4. Current Version of Microsoft Office (Available through Liberty in some cases)

V. Measurable Learning Outcomes:

This course is designed to meet the standards put forth in the CACREP standards.

Students who successfully complete this course will be equipped with the essential skills to move forward towards licensure in the field of counseling.

CACREP STANDARD	COURSE APPLICATION
Section 2: Professional Counseling Identity	
2.F.2. Social and Cultural Diversity	
2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Synchronous Online Class Sessions, Readings (Ch 2,3,4,5,6,9,10,12,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews	Synchronous Online Class Sessions, Readings (Ch 2,3,4,5,6,9,10,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.3. Human Growth and Development	
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	Synchronous Online Class Sessions, Readings (Ch 1,2), Blog Posts and Responses, Counseling Techniques Paper
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	Synchronous Online Class Sessions, Readings (Ch 1,2,3,5,6,9,10,12,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Synchronous Online Class Sessions, Readings (Ch 1,3,4,8,10,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.5. Counseling and Helping Relationship	
2.F.5.a. theories and models of counseling	Synchronous Online Class Sessions, Readings (Ch 1,10,11), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.c. theories, models, and strategies for understanding and practicing consultation	Synchronous Online Class Sessions, Readings (Ch 1,3,4,6,8,12,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Synchronous Online Class Sessions, Readings (Ch 1,4,7,8,11,12,13,14), Blog Posts and Responses, Counseling Techniques Paper

2.F.5.f. counselor characteristics and behaviors that influence the counseling process	Synchronous Online Class Sessions, Readings (Ch 1,3,4,7,8,11,12,13,14), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.h. developmentally relevant counseling treatment or intervention plans	Synchronous Online Class Sessions, Readings (Ch 5,6,8,10,11,12,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.i. development of measurable outcomes for clients	Synchronous Online Class Sessions, Readings (Ch 5,6,8), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	Synchronous Online Class Sessions, Readings (Ch 1,4,8,10,11,12,13), Blog Posts and Responses, Counseling Techniques Paper
2.F.5.f. processes for aiding students in developing a personal model of counseling	Synchronous Online Class Sessions, Readings (Ch 1,3,11,13), Blog Posts and Responses, Counseling Techniques Paper

VI. COURSE ASSIGNMENTS (See Appendixes for details)

A. Syllabus Quiz (20 points): turn in prior to first class meeting on 8/26.

B. **Class Participation** is a major portion of your grade. Your participation grade will come from the following:

1. **Active Class Participation** (340 points 17 weeks at 20 points each):

See Appendix A

Demonstrate clear evidence of having read the assigned material before we meet as a class (Class Zoom meeting time is 6:00 PM Eastern each Monday). There will be a 10 point deduction for each 10 minutes not in attendance and a zero after 20 minutes (class sessions will open 10 minutes prior to start time to work out potential connection issues—**Text me immediately once you become aware of a connection issue preventing your participation** (334-657-6366)).

2. **Active Blog Post and Response Participation** (340 points 17 weeks at 20 points each):

See Appendix B

Demonstrate having read the assigned material through an original posting of a two-paragraph (it may be up to four paragraphs) concise summary and responding to two fellow students with one paragraph each (It is okay to disagree remembering Liberty’s code of conduct and Christian Worldview guidance).

Responding to a response by a fellow student is optional but encouraged (It is supposed to be a discussion). You must submit your original post by Wednesday and respond to two classmates by Friday before the class meets on Monday (the first week is a freebie).

- C. **Counseling Techniques and the Helping Relationship Paper** (300 points):

See Appendix C

Due Monday of week 14 before class meets. Synthesize the information covered in this course in a 6-10 page paper, double spaced, Times New Romans (12 pt fount), following APA 7th addition format. You are required to have 10 peer reviewed sources (your textbook may count as one source but not required).

VII. COURSE GRADING AND POLICIES

A. Grades

Syllabus Quiz	20
Active Class Participation (17 weeks at 20 points each)	340
Active Blog Post and Responses (17 weeks at 20 points each)	340
Counseling Techniques and the Helping Relationship Paper	300

Total	1000
-------	------

B. Scale

A	A-	B+	B	B-	C+
1000-940	939-920	919-900	899-860	859-840	839-820
C	C-	D+	D	D-	F
819-780	779-760	759-740	739-700	699-680	679-0

C. Late Policy: **Due dates are the due dates!** Any concerns regarding due dates must be clarified prior to the due date. If an emergency occurs (e.g. death in the family, significant personal health issues) and hinders submitting your work, please contact me directly and we will discuss a path forward. Any variances granted must be communicated in writing to be official. It is your responsibility to send the professor an email after any verbal communication requesting a written response.

VIII. Other Policies

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University’s Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit

<https://www.liberty.edu/online/online-disability-accommodation-support/>
[\(https://www.liberty.edu/online/online-disability-accommodation-support/\)](https://www.liberty.edu/online/online-disability-accommodation-support/).

Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu.

To see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy, go to:

(<https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy>) or the Student Disability Grievance Policy and Procedures (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy

(<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>) can be found in the Academic Course Catalogs (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be

dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of “FN” (Failure for Non-Attendance) (<https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals>). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

Honor Code

Liberty University comprises a network of students, alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University’s operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two

essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at

<https://www.liberty.edu/students/honor-code/> (<https://www.liberty.edu/students/honor-code/>).

Course Calendar

Week	Topics	Assignments
1 8/26	<ul style="list-style-type: none"> - Introduction to Counseling Techniques and the Helping Relationship 	<ul style="list-style-type: none"> - Have completed syllabus quiz prior to our first class meeting - Begin Reading (Notice: Your first blog post is due Wednesday)
2 9/2	<ul style="list-style-type: none"> - Theoretical Framework - Solution Focused Brief Therapy - Cognitive Behavioral Therapy - Mindfulness 	<ul style="list-style-type: none"> - Chapter 1 - Post a blog post and respond to 2 others prior to our second class session
3 9/9	<ul style="list-style-type: none"> - Common Therapeutic Factors - The client factor—the engine of change - The therapeutic relationship factor - The factors of hope and specific techniques 	<ul style="list-style-type: none"> - Chapter 2 - Post a blog post and respond to 2 others prior to our second class session
4 9/16	<ul style="list-style-type: none"> - The Journey Through the Jungle - Understanding the stages of change and the stages of counseling - Hone the skill of the therapeutic language - Overcome performance anxiety 	<ul style="list-style-type: none"> - Chapter 3 - Post a blog post and respond to 2 others prior to our second class session

Appendix A

Active Class Participation (340 points)

Purpose:

The purpose of Active Class Participation is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

Directions:

Demonstrate clear evidence of having read the assigned material before we meet as a class (Class Zoom meeting time is 6:00 PM Eastern each Monday). There will be a 10 point deduction for each 10 minutes not in attendance and a zero after 20 minutes (class sessions will open 10 minutes prior to start time to work out potential connection issues—**Text me immediately once you become aware of a connection issue preventing your participation (334-657-6366).**

Counseling Techniques and the Helping Relationship—Active Class Participation Grading

Rubric (340 points)

COUC505

Areas of Consideration	Points Range 20 to 16 Exceptional	Points Range 15 to 11 Excepted	Points Range 10 to 1 Deficient	Points Range 0 Not Present	Late Penalty -10 per 10 minutes	Points 20 ea. Week Total 340
Week 1 Active Class Participation (Free Week) 8/26	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	20
Week 2 Active Class Participation 9/2	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	

Week 3 Active Class Participation 9/9	Attended, active participation	Attended, , passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 4 Active Class Participation 9/16	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 5 Active Class Participation 9/23	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 6 Active Class Participation 9/30	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 7 Active Class Participation 10/7	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 8 Active Class Participation 10/14	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 9 Active Class Participation 10/21	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 10 Active Class Participation 10/28	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 11 Active Class Participation 11/4	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 12 Active Class Participation 11/11	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 13 Active Class Participation 11/18	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	

Week 14 Active Class Participation (Free Week) 11/25	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	20
Week 15 Active Class Participation 12/2	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 16 Active Class Participation 12/9	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	
Week 17 Active Class Participation (Free Week) 12/16	Attended, active participation	Attended, passive participation	Attended, little or no participation	Not Present	On Time or Late	20

Appendix B

Active Blog Post and Response Participation (340 points)

Purpose:

The purpose of Active Blog Post and Response Participation is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

Directions:

Demonstrate having read the assigned material through original posting of a two-paragraph (it may be up to four paragraphs) summary and responding with one paragraph to two fellow students (It is okay to disagree remembering Liberty’s code of conduct and Christian Worldview guidance). Responding to a response by a fellow student is optional but encouraged (It is supposed to be a discussion). You must submit your original post by Wednesday and respond to two classmates by Friday before the class meets on Monday.

Counseling Techniques and the Helping Relationship—Active Blog Post and Response

Participation Grading Rubric (340 points)

COUC505

Areas of Consideration	Points Range 20 to 16 Exceptional	Points Range 15 to 11 Excepted	Points Range 10 to 1 Deficient	Points Range 0 Not Present	Derogatory Posting Penalty -5 per occurrence	Points 20 ea. Week Total 340
Week 1 Active Class Participation (Free Week) 8/26	Demonstrated Exceptionally clear understanding of the	Demonstrated Acceptably clear understanding of the	Demonstrated Deficiently clear understanding of the chapter’s content through	Not Present	Penalties or no Penalties	20

	chapter's content through concise blog post and two response	chapter's content through somewhat concise blog post and two response	blog post and zero, one, or two responses			
Week 2 Active Class Participation 9/2	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 3 Active Class Participation 9/9	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 4 Active Class Participation 9/16	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 5 Active Class Participation	Demonstrated Exceptionally clear	Demonstrated Acceptably clear	Demonstrated Deficiently clear understanding of	Not Present	Penalties or no Penalties	

9/23	understanding of the chapter's content through concise blog post and two response	understanding of the chapter's content through somewhat concise blog post and two response	the chapter's content through blog post and zero, one, or two responses			
Week 6 Active Class Participation 9/30	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 7 Active Class Participation 10/7	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 8 Active Class Participation 10/14	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	

Week 9 Active Class Participation 10/21	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 10 Active Class Participation 10/28	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 11 Active Class Participation 11/4	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 12 Active Class Participation 11/11	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	

	post and two response	post and two response				
Week 13 Active Class Participation 11/18	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 14 Active Class Participation 11/25 (Free Week)	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	20
Week 15 Active Class Participation 12/2	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	
Week 16 Active Class Participation 12/9	Demonstrated Exceptionally clear understanding of the chapter's content through	Demonstrated Acceptably clear understanding of the chapter's content through	Demonstrated Deficiently clear understanding of the chapter's content through blog	Not Present	Penalties or no Penalties	

	concise blog post and two response	somewhat concise blog post and two response	post and zero, one, or two responses			
Week 17 Active Class Participation 12/16 (Free Week)	Demonstrated Exceptionally clear understanding of the chapter's content through concise blog post and two response	Demonstrated Acceptably clear understanding of the chapter's content through somewhat concise blog post and two response	Demonstrated Deficiently clear understanding of the chapter's content through blog post and zero, one, or two responses	Not Present	Penalties or no Penalties	20

Appendix C

Counseling Techniques and the Helping Relationship Paper (300 points)

Purpose:

The purpose of this paper is to make clear the student has a clear understanding of the course content and to serve as evidence the student has acquired appropriate CARCREP standards as mentioned in the “Measurable Learning Outcomes” section of this document.

Directions:

Due Monday of week 15 before class meets. Synthesize the information covered in this course in a 6-10 pages paper, double spaced, Times New Romans (12 pt fount), following APA 7th addition format. You are required to have 10 peer reviewed sources (your textbook may count as one source but not required).

Counseling Techniques and the Helping Relationship Paper Grading Rubric (300 points)

COUC505

Areas of Consideration	Points Range 175 to 161 Exceptional	Points Range 160 to 146 Acceptable	Points Range 145 to 1 Deficient	Points Range 0 Not Present	Points 175
Coverage of Topic	Demonstrated Exceptionally clear understanding of the course content in a concise manner	Demonstrated Acceptably clear understanding of the course content less concise than ideal	Demonstrated Deficiently clear understanding of the course content needing work on conciseness	No Submission	
Professional Writing, Spelling and Grammar, APA, Peer Reviewed Sources	All required sources were present and met or exceeded requirements,	Most required sources were present and somewhat met requirements, APA format was generally	Some required sources were present with partial requirements met,	No Submission	

	<p>APA format was followed accurately, Content flowed well, Very minimal grammatical errors</p>	<p>followed accurately, Content flow could improve , Some minimal grammatical errors</p>	<p>APA format was followed but needs work Content flow needs improvement, Grammatical errors present</p>		
--	---	--	--	--	--