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| HPC 5210  **Life and Career Planning**  Appalachian State University  Fall 2016, Tuesdays, 2:30-5:20, (RCOE 301) |

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Student Hours: Tuesdays: 12:30-2:30, Wednesdays: 1:30-2:30, and by appointment

**Course Catalog Description:** Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

**Course Overview:** This course is designed to increase student knowledge and understanding both in the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for clients both individually and in groups. Students will be prepared with the necessary knowledge and skills to a) collect, b) evaluate, and c) use occupational and life development data to help clients make effective decisions and take appropriate actions in their career/life development. Special emphasis will be placed on counseling persons from a multicultural perspective.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Standards:**

Section 5: ENTRY-LEVEL SPECIALTY AREAS

B. CAREER DEVELOPMENT

1. FOUNDATIONS

b. emergent theories of career development and counseling

c. principles of career development and decision making over the lifespan

d. formal and informal career-and work related tests and assessments

2. CONTEXTUAL DIMENSIONS

c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues

d. factors that affect clients’ attitudes toward work and their career decision-making processes

e. impact of globalization on career and the workplace

f. implication of gender roles and responsibilities for employment, education, family, and leisure

g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations

h. resources available to assist clients in career planning, job search, and job creation

j. legal and ethical considerations specific to career counseling

3. PRACTICE

b. strategies to help clients develop skills needed to make life-work role transitions

d. strategies to assist clients in the appropriate use of technology for career information and planning

f. identification, acquisition, and evaluation of career information resources relevant for diverse populations

**Content Areas:**

The topics covered in this course include

1. Career Theory-Holland’s Person Environment Fit-Work Adjustment Theory; Career Developmental Theory: Super, Savickas, Blustein’s; Social Cognitive Theories: Krumboltz, Gottfredson; Lent, Brown, Hackett
2. Society’s Impact on Career
3. Professional Skills for Career Counseling
4. Career Counseling Techniques
5. Assessment and Career Counseling
6. Managing Career and Information and Technology
7. Career in Schools
8. Career Services in the Community
9. Professional Issues: Ethics and Research

Note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

**Knowledge and Skills Outcomes:**

The following course objectives will provide students with the opportunity to

* Gain knowledge of career development theories and career development models;
* Gain an understanding of the needs and developmental tasks of individuals at various age levels;
* Gain an understanding of a holistic approach to identify the numerous and diverse life roles which influence career development;
* Gain knowledge of career decision making and life planning processes;
* Gain an understanding of the world of work and the relevance of work and job satisfaction in the life of an individual;
* Become familiar with the career development program planning, resources, follow-up, and evaluation;
* Gain an awareness of the needs specific to identified populations;
* Become knowledgeable in various career counseling approaches, techniques, and assessment instruments;
* Become familiar with occupational and educational information resources including technology-based applications and strategies; and
* Practice the career counseling process

**Methods of Instruction:**

Approaches include mini lectures, assigned readings, on-line assignments, media/videotapes/DVDs, class discussions, role-plays, guest speakers, small group work, and a variety of additional experiential activities.

**Required Text and Materials:**

Andersen, P., & Vandehey, M. (2011). *Career counseling and development in a global*

*economy*, (2nd Ed.). Houghton Mifflin: Boston, MA. ISBN# 0-8400-3459-8

**Student Performance Evaluation Criteria:**

**Grading**

Grading will be based on the following possible points:

Attendance and participation 130 points

Family Career Genogram 30 points

Career Counseling Session 30 points

Career Development Presentations 30 points

Theories Exams (3@10 pts. each) 30 points

Total Possible 250 points

**ASU Graduate** **School Grading Scale (given by %)**

A = 95-100 A- = 90-94 B+ = 86-80 B = 83-85 B- = 80-82

C+ = 76-79 C = 73-75 C- = 70-72 F = Less than 70

**Course Requirements and Assignment Overview:**

Attendance (130 points [10 pts. per in-class and on-line assignments], and are earned in an all or nothing fashion) - Given the interactive nature of this course, attendance and participation are essential. Active and genuine involvement in classroom activities, discussions, and assignments is requisite. All aspects of this course are designed for personal and professional growth, which means students will share personal information. Students are responsible for how much information they share as well as for maintaining the confidentiality of individual and group sharing.

Both your attendance and your full participation in class demonstrates your commitment to the therapeutic profession, professional readiness, respect for your education, respect for your colleagues and classmates, and most importantly respect for yourself as a developing professional. Therefore, the instructor reserves the right to deduct points from a student’s final grade when this level of professionalism has not been reflected in meeting the requirements for HPC 5210 as outlined in this syllabus.

**Family Career Genogram** (30 points) Students will create a representation of the occupations represented in their family over the past three generations (parent, grandparents, great-grandparents). The activity will provide students with insight into their families of origin and issues of work, career, gender role, social class, decision-making skills, world view, racial identity and culture. Genograms will be shared in class. See attached grading rubric (Appendix A). **DUE: 9/20**

**Career Development Presentations** (30 points) Students will work in groups to prepare and facilitate a career development activity for their classmates. Students will choose from two types of presentations (Career Development in schools or Career Services in the community). The presentation will consist of 1) a 30 min. overview of the focus chapters, b) a 30 minute experiential activity that engages the audience in the material covered, and c) a 30 minute discussion/procession/evaluation of the material covered. Students will be able to sign up for a presentation date during the first class session. See attached grading rubric (Appendix B). **DUE: 10/25 or 11/1**

**Theories Exams** (30 points) – There will be three exams covering the major career theories (presented in the text, assigned readings, lectures, and class discussions). **Exam Dates: 8/23, 8/30, 9/6**

**Career Counseling/Advising Sessions** (30 points) – The student will work with a peer to demonstrate a mock 10 minute counseling/advisement client session using a career theory as a foundation for the session. Basic counseling/interviewing skills (i.e., reflecting feelings and content, paraphrasing, summarizing, connecting themes, and providing mock homework assignments) will be evaluated along with the process of counseling/advisement and the use of a career intervention/technique (Appendix C). **Due Dates: 11/8 or 11/15** (Students will be assigned due dates during the second half of the semester)

**Late Assignments –** All course assignments/presentations are due on the due date at the start of class. Late assignments will receive a deduction in points (5 pts. for each day after the due date). Assignments turned in after the start of class (2:30) are considered late even if they are submitted on the same day.

**Overall Expectations:**

**Absences:**

**6.3 Student Absences From Class/6.3.1 General Attendance Policy**

6.3.1.1 It is the policy of Appalachian State University that class attendance is an important part of a student’s educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.

In addition, faculty members are **required** to make **reasonable** accommodations for students requesting to miss class due to the observance of **religious holidays**. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class.

Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week—e.g., a laboratory or an evening class—the student must attend the **FIRST** meeting of that class or risk losing her or his seat.

6.3.1.2 A syllabus is to be prepared for each course and distributed at the first of the semester. The syllabus should include the following: an explanation of course goals and objectives, the name of the text and any other materials required of each student, the instructor’s office hours, an explanation of how the grade is to be determined, and an explanation of any additional reading, papers, projects and examination which the instructor expects to give or assign.

6.3.1.3 Syllabi for courses taught in the present and previous semester should be on file in the departmental offices and should be made available to students who request them. These syllabi would indicate the structure of courses as they are being or have been taught.

6.3.1.4 If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar’s Office with the recommendation.

6.3.1.5 The Student Health Services DOES NOT write medical excuses for students who miss a class for illness or injury. However, faculty may call Student Health Services at (828) 262-3100 to verify the day and time the student was seen. The nature of the student’s illness or problem will not be divulged unless the student has signed the appropriate release of medical information.

6.3.1.6 Classes prior to a university break or a state holiday end with the students’ last meeting time for the day preceding the break or holiday.

6.3.2 Attendance Policy Relating to Participation in University-Sponsored Activities

6.3.2.1 As an integral part of the academic program at Appalachian State University, the University sponsors and otherwise supports co-curricular programs, athletic programs, and other out-of-class activities such as field trips. Participation in such activities occasionally requires a student to miss one or more class meetings.

6.3.2.2 A student who expects to miss one or more class meetings because of participation in a University-sponsored activity has several responsibilities: the student (in person) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work in advance or by completing any compensatory assignment that may be required by the instructor; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the semester and may be advised to drop the course.

6.3.2.3 If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.

6.3.3 Emergency Absences.

When a student is out of town and unable to return to campus **due to hospitalization, death in the family, or other extenuating circumstances**, the student or the student’s parents may contact **the Office of Student Development** to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received after the absence has occurred. Also, **if a student is in town**, that student **is responsible for notifying the individual faculty members that she/he will be missing class.**

**Participation:**

The more involved you become the more you will learn. Each of you bring a wealth of ideas, questions and perspectives based on your life experiences. Thus, participation is valued and honored as part of the learning process and seen as a reflection of your readiness for a career as a professional. Students are expected to attend each and every class prepared to contribute to class discussion- everyone’s participation will contribute to everyone’s growth in this class.

**Academic Polices Statements:**

**Student Religious Observations Policy:**

In accordance with Appalachian State University’s Religious Observance policy, students are permitted to a minimum of two excused absences each academic year for religious observance required by faith of a student. **Written notice** must be given to each instructor **no later than three weeks after the first day of the term.**

<http://rcoe.appstate.edu/sites/rcoe.appstate.edu/files/7-ASU%20Codes%20and%20%20Policies-Religious%20Holidays%20Academic%20Integirty%20Harassment%20and%20Discrimination%20(2).pdf>

**Disability Services:** Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or [www.ods.appstate.edu](http://www.ods.appstate.edu/)).Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

**Academic Integrity Code:**

**Introduction**  
Appalachian State University’s Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines “user-friendly” procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian’s faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

**The Academic Integrity Code**  
Students attending Appalachian State University agree to abide by the following Code:

Students will not lie, cheat, or steal to gain academic advantage.

Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application. You may access the Academic Integrity Code at the following link: <http://studentconduct.appstate.edu/>

**Statement on Student Engagement with Courses:** The following statement has been approved by the Faculty Senate and the Academic Policies and Procedures Committee: In its mission statement, Appalachian State University aims at “providing students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

**\*Course Calendar, Assignments, & Scheduling:**

**Tentative Schedule**

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| --- | --- | --- |
| **Date** | **Class Topic** | **Readings and Assignments Due** |
| 8.16.16(1) | Introductions  Course and Syllabus Overview  Context for Career Services  The Career Diamond: A Teaching Tool | Chapter 1  Chapter 2 |
| 8.23.16(2) | Holland’s Person Environment Fit; Work Adjustment Theory  *Career Development in Elementary School* | Chapter 3  **Exam #1**  *Chapter 12* |
| 8.30.16 (3) | Career Development Theory: Super, Savickas, Blustein’s Psychology of Working  *Career Development in Middle School* | Chapter 4  **Exam #2**  *Chapter 13* |
| 9.6.16(4) | Social Cognitive Theories: Krumboltz, Gottfredson; Lent, Brown, Hackett  *Career Development in High School* | Chapter 5  **Exam #3**  *Chapter14* |
| 9.13.16(5) | Career Counseling for the Global Economy  Career Issues for a Diverse Workforce | Chapter 6  Chapter 7 |
| 9.20.16(6) | Career Counseling Process  *Career Development for Emerging Adulthood* | Chapter 8  *Chapter 15*  **Genograms Due** |
| 9.27.16(7) | Career Counseling Techniques  *Career Counseling for Adults*  **Genograms Presentations (1)** | Chapter 9  Chapter 16 |
| 10.4.16(8) | Assessment and Career Counseling  **Genograms Presentations (2)** | Chapter 10 |
| 10.11.16(9) | Managing Career Information and Technology  Professional Issues: Ethics and Research | Chapter 11  Chapter 17 |
| 10.18.16 | **Library/Research Day** |  |
| 10.25.16(10) | **Presentation: Career Services in Schools** | Review Relevant Chapters |
| 11.1.16(11) | **Presentation: Career Services in the Community** | Review Relevant Chapters |
| 11.8.16(12) | **Career Counseling Sessions (1)** | Review Relevant Chapters |
| 11.15.16(13) | **Career Counseling Sessions (2)** | Review Relevant Chapters |
| 11.22.16 | Make up class if needed |  |
| 11.29.16 | Make up class if needed |  |
| 12.6.16 | Make up class if needed |  |

Appendix A

Rubric: Family Career Genogram

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Learning Objectives assessed: CACREP 2016 Standards-Section 5:B. 1.b., d.; 2.a.d.f.; 3.a.g.

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Does Not Meet Expectations | Fully Meets or Exceeds Expectations | Points Earned |
| Create a poster size family career genogram to present to peers that demonstrates creativity | Did not create a poster size family career genogram that demonstrated creativity and forethought/planning | Created a poster size family career genogram and presented to peers a) creative, b) interesting, c) smooth flow | \_\_/10 |
| Identify three generations of family occupations a) parents, b) grandparents, c) great-grand parents | Did not identify three generations of family occupations a) parents, b) grandparents, c) great-grand parents | Identified three generations of family occupations a) parents, b) grandparents, c) great-grand parents | \_\_/5 |
| Describe a) themes, b) personal connection to history c) new knowledge gained | Did not describe a) themes, b) personal connection to history c) new knowledge gained | Described a) themes, b) personal connection to history c) new knowledge gained | \_\_/5 |
| Correlate findings using a career theory/theorist | Did not correlate findings using a career theory/theorist | Correlated findings using a career theory/theorist | \_\_/10 |
| Total Points |  |  | \_\_/30 |

Additional Comments:

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Appendix B

Rubric: Careers in Schools/Communities Presentation

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student Learning Objectives assessed: CACREP 2016 Standards-5.B.1.c.d.; 2.a., c., d., f., g., h.; 3.b.,c.,e., f., g

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Does Not Meet Expectations | Fully Meets or Exceeds Expectations | Points Earned |
| Provide a 30 min. overview of the chapters addressing your population (e.g., mini lecture, discussion activity, etc.). Be sure to include-  1) Address how work and mental health may intersect for your population  2) Address how race, class, gender, and other society identity categories may intersect with work and career development for your population | Did not provide a 30 min. overview of the chapters addressing your population (e.g., mini lecture, discussion activity, etc.). That included  1) Addressing how work and mental health may intersect for your population  2) Addressing how race, class, gender, and other society identity categories may intersect with work and career development for your population | Provided a 30 min. overview of the chapters addressing your population (e.g., mini lecture, discussion activity, etc.).  1) Addressed how work and mental health may intersect for your population  2) Addressed how race, class, gender, and other society identity categories may intersect with work and career development for your population | \_\_/10 |
| Engage class members by facilitating a 30 min. experiential component (e.g., game, case study, role plays, etc.) | Did not engage the class members by facilitating a 30 min. experiential component (e.g., game, case study, role plays, etc.) | Engaged class members by facilitating a 30 min. experiential component (e.g., game, case study, role plays, etc.) | \_\_\_/10 |
| Evaluate the presentation by engaging classmates in a facilitated discussion/activity/quiz that demonstrates understanding of the information presented. | Did not evaluate the presentation by engaging classmates in a facilitated discussion/activity/quiz that demonstrates understanding of the information presented. | Evaluated the presentation by engaging classmates in a facilitated discussion/activity/quiz that demonstrates understanding of the information presented. | \_\_\_/10 |
| Total Score |  |  | \_\_\_\_\_/\_\_\_\_ |

Appendix C

Rubric: Counseling/Interview Session

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Learning Objectives assessed: CACREP 2016 Standards-5.B.1.b., d.; 2.c., d., f., h.; 3.a., b., c., d., f., g.

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Does Not Meet Expectations | Fully Meets or Exceeds Expectations | Points Earned |
| Lead a 10 minute mock counseling/advisement session utilizing basic interviewing/counseling skills   1. Opening the session 2. Reflecting content 3. Reflecting feelings 4. Paraphrasing 5. Use of open- ended questions 6. Summarizing 7. Identifying themes 8. Assigning homework 9. Closing the session | Did not lead a 10 minute mock counseling/advisement session utilizing basic interviewing/counseling skills   1. Opening the session 2. Reflecting content 3. Reflecting feelings 4. Paraphrasing 5. Use of open- ended questions 6. Summarizing 7. Identifying themes 8. Assigning homework 9. Closing the session | Lead a 10 minute mock counseling/advisement session utilizing basic interviewing/counseling skills     1. Opening the session 2. Reflecting content 3. Reflecting feelings 4. Paraphrasing 5. Use of open- ended questions 6. Summarizing 7. Identifying themes 8. Assigning homework 9. Closing the session | \_\_/20 |
| Demonstrate knowledge/skill of a career theory by   1. Process 2. Intervention(s) | Did not demonstrate knowledge/skill of a career theory by   1. Process 2. Intervention(s) | Demonstrate knowledge/skill of a career theory by   1. Process 2. Intervention(s) | \_\_\_/10 |
| Demonstrate relationship building skills   1. Offer encouragement and support 2. Demonstrate SOLER posture | Did not demonstrate relationship building skills by   1. Offering encouragement and support 2. Demonstrating SOLER posture | Demonstrated relationship building skills by   1. Offering encouragement and support 2. Demonstrating SOLER posture | \_\_\_/10 |
| Total Score |  |  | \_\_\_/30 |

Additional Comments:

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