

Counseling Strategies: Brief Counseling and Crisis Intervention

PSYC 710

School Counseling Section

Spring, 2017

Basic Course Information

Our class is a 3-credit-hour introduction to time-limited counseling and crisis intervention. We will also cover specific practices, including suicide prevention, outreach approaches, and disaster intervention. We meet in Miller G-006 on Wednesday afternoons from 4:05 to 6:35. We begin promptly because we have a great deal to accomplish during our class time. Welcome aboard!

Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

Instructor:

Office Hours:

**“The world breaks everyone, and afterwards, some grow strong at the broken places.”
Ernest Hemingway**

Required Texts

Echterling, L. G., Presbury, J. H., & McKee, J. E. (in press). *Crisis intervention: Building resilience in troubled times*. San Diego, CA: Cognella.

Presbury, J. H., Echterling, L. G., & McKee, J. E. (2008). *Beyond brief counseling and therapy: An integrative approach* (2nd ed.) Upper Saddle River, NJ: Merrill/Prentice-Hall.

Online Resources

Brymer, M., Taylor, M., Escudero, P., Jacobs, A., Kronenberg, M., Macy, R., Mock, L., Payne, L., Pynoos, R., & Vogel, J. (2012). *Psychological first aid for schools: Field operations guide*. Los Angeles, CA: National Child Traumatic Stress Network. Retrieved from http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf

Disaster Mental Health

<http://www.counseling.org/knowledge-center/trauma-disaster>.

Resources for Educators Responding to Mass Violence

<http://www.nctsn.org/trauma-types/terrorism>

Purpose

The primary purpose of this course is to help you become skilled in using brief approaches to counseling and in providing crisis intervention services. As a School Counseling student, you may find that your work will be limited to a handful of short counseling sessions, encounters lasting only a few minutes, or even “conversations on the run.” This course will go beyond relationship skills, but you will be relying on them as the foundation for the brief techniques you

will be learning.

Another purpose of this course is to prepare you for dealing with the inevitable emergency situations you will encounter as a counselor. Over the semester, you will be reflecting on how people deal with crises, exploring your own crisis experiences, and refining your skills in crisis intervention. By the end of the course, you will have developed practical techniques to help people successfully resolve crises.

You will probably find this course to be emotionally challenging. You will have to think about painful experiences, face some difficult issues, examine your own strengths and vulnerabilities, and try out new ways of helping others. All of us have been through crises ourselves, but if you currently are in a crisis situation, you should carefully consider if you are able right now to handle the extra stress of this course. As you monitor your own reactions, please feel free to use me as a resource.

Objectives and Learning Outcomes

The objectives of this course are to help you:

- be acquainted with the basic concepts of brief counseling;
- put into practice the skills involved in this approach;
- recognize the resilience, strengths, and resources of people in crisis;
- work successfully with individuals, families, groups, and communities in crisis; and
- follow the ethical and legal guidelines of brief counseling and crisis intervention.

Students who successfully complete this course will demonstrate knowledge in the following CORE content areas of the 2016 CACREP Standards,

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

f. systemic and environmental factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling

b. a systems approach to conceptualizing clients

e. the impact of technology on the counseling process

f. counselor characteristics and behaviors that influence the counseling process

g. essential interviewing, counseling, and case conceptualization skills

l. suicide prevention models and strategies

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

b. dynamics associated with group process and development

g. ethical and culturally relevant strategies for designing and facilitating groups

7. ASSESSMENT AND TESTING

e. use of assessments for diagnostic and intervention planning purposes

and following SCHOOL COUNSELING areas of the 2016 CACREP Standards,

2. CONTEXTUAL DIMENSIONS

e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

l. techniques to foster collaboration and teamwork within schools

Format and Methods of Instruction

The class format is that of a seminar and it is based on the assumption that you are coming fully prepared to make the most of our limited time together. In other words, for every class, you will arrive having read the assigned material, completed any other assignments, and prepared to contribute. Each class will include a variety of opportunities for you to enhance your skills. You will be sharing your experiences, discussing the readings, dealing with case studies, observing videotapes, and offering one another feedback. I invite you to participate fully and contribute generously to our endeavors.

Performance Evaluation Criteria and Procedures

Grades will be based on the following four criteria:

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|------------------------|-----------|
| 1. Class Participation | 25 points |
| 2. Written Reflections | 25 points |
| 3. Key Assignments | 25 points |
| 4. Practice Sessions | 25 points |

A—90-100 points

B—80-89 points

C—70-79 points

D—60-69 points

F—59 points or below

You determine the grade that your performance will receive in this class. It is based on your work as an active learner—no tricks, no gimmicks, no Mickey Mouse.

Class Participation

I am looking forward to you being a dedicated student who attends all our classes, comes prepared, is fully involved in all activities, and offers constructive comments to our discussions. I will use the following rubric to evaluate your performance on this criterion.

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections,	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive

insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.
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Written Reflections

To demonstrate your knowledge of the text material for this course, you will complete 9 written reflections. For each assignment, write a short paper, about one double-spaced page in length, in which you briefly summarize your reflections on the readings. As a guide, you may want answer these questions:

1. What were your emotional reactions to reading this material?
2. What concepts would you especially like for us to discuss in class?
3. What reflections do you have regarding the experiential learning activities?
4. What skills do you especially want to enhance?

Submit your written reflections to me electronically *before* the class it is due. I will provide you with feedback by email. In class, we will then discuss the readings.

The following rubric will be used to evaluate your performance on all your written assignments:

Excellent	Acceptable	Unacceptable
Written assignment is submitted prior to the class meeting and demonstrates a thorough knowledge of the readings. Contributions to the class discussion show a nuanced understanding of the material.	Written assignment is submitted prior to the class meeting and demonstrates an adequate understanding of the readings. Contributions to the class discussion are appropriate and productive.	Written assignment is submitted late or does not demonstrate a fundamental understanding of the readings. Contributions to the class discussion are minimal or nonexistent.

Key Assignments

To demonstrate your knowledge of learning outcomes for this course, you will complete 5 key assignments. For each assignment, write a short paper, no more than 2 or 3 double-spaced pages, in which you briefly summarize your understanding of each learning outcome. Rely on your readings, class notes, and related experiences to demonstrate your knowledge. Submit the written assignment to me electronically before the class it is due. In class, we will then discuss our reflections regarding these topics.

1. Think of a person who has experienced a crisis or disaster. Using the BASICS Model and relying on the concept of resilience, briefly describe the short-term and long-term effects on this person's life.

CACREP Core Standards Covered in Assignment:

3f, 3g

CACREP SC Standards Covered in Assignment:

2e

2. Read pages 87-89 for an overview in Psychological First Aid for Schools: Field Operations Guide at http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf. Highlight the most important principles and skills you plan to be using in responding effectively to people in crisis situations.

CACREP Core Standards Covered in Assignment:

1c, 3f, 3g, 5l, 5m, 5n

CACREP SC Standards Covered in Assignment:

2e, 2g, 3l

3. Imagine that you have a client who poses a suicide risk. What factors do you need to consider in assessing the risk for suicide and the person's potential for survival?

CACREP Core Standards Covered in Assignment:

1c, 3g, 5g, 5l, 5m, 5n, 7e

CACREP SC Standards Covered in Assignment:

2e, 2g, 3l

4. What strategies would you employ to prevent suicide in the case that you assessed for the Key Assignment 3?

5. In addition to Chapter 10 in the Crisis book, read "Resources for Educators Responding

CACREP Core Standards Covered in Assignment:

1c, 1l, 1m, 2h, 3f, 3g, 5a, 5b, 5e, 5f, 5g, 5l, 5m, 5n, 6b, 6g, 7e

CACREP SC Standards Covered in Assignment:

2e, 2g, 3l

to Mass Violence" at <http://www.nctsn.org/trauma-types/terrorism>. Summarize the roles and responsibilities of school counselors in relation to school emergency management plans. Describe ethical and culturally relevant strategies for in-person and technology-assisted interventions.

CACREP Core Standards Covered in Assignment:

1c, 1l, 1m, 2h, 3f, 3g, 5a, 5b, 5e, 5f, 5g, 5m, 5n,

CACREP SC Standards Covered in Assignment:

2e, 2g, 3l

The following rubric will be used to evaluate your performance on all your key assignments:

Excellent	Acceptable	Unacceptable
Key assignment is submitted prior to the class meeting and demonstrates thorough knowledge of the learning outcomes associated with that specific assignment. Contributions to the class discussion show a nuanced understanding of the material.	Key assignment is submitted prior to the class meeting and demonstrates an adequate understanding of the learning outcomes associated with that specific assignment. Contributions to the class discussion are appropriate and productive.	Key assignment is submitted late or does not demonstrate a fundamental understanding of the learning outcomes associated with that specific assignment. Contributions to the class discussion are unproductive or nonexistent.

Group Practice

You will meet with your collaborative group in 6 sessions outside of class (CACFEP standards 6b and 6g) to practice assigned activities. Each time you meet, you will participate in three video recorded interactions lasting about 10-15 minutes. Take turns in performing three roles: helpee, helper, and recorder. As the helpee, you will focus on a current concern or a recent crisis. As the helper, you will practice the assigned skills. As the recorder, you can observe the interaction and lead the feedback discussion.

The practice sessions will include 3 sessions that focus on crisis situations and 3 sessions that take place in a brief counseling context. The Crisis Intervention practice sessions are labeled in the schedule of assignments below. The context is an emotionally intense situation that the helpee is willing to share. It may be an event that is recent, current, impending, or one that has proved to be life-altering incident that the helpee would find valuable to revisit. Keep in mind that this is not a role-play and that the helper and helpee are not strangers to one another, even in the telephone practice session. As the helper, you may want to build on the strengths and resources you know from previous encounters.

The Brief Counseling practice sessions are also identified below in the schedule. Each of the 3 sessions involves practicing one of the brief counseling techniques. As with the other sessions, you will participate in three video recorded interactions lasting about 10-15 minutes. Take turns in performing three roles: client, counselor, and recorder. As the client, you will share some personal concern that is authentic and is not limited to a specific event that reaches the intensity of a crisis. As the counselor, you will practice the assigned skills. As the recorder, you observe the interaction and lead the feedback discussion.

Select a segment of your video recorded practice for possible presentation in the following class. During the semester, you will review in class at least **one** of your videotaped practice sessions. Also, schedule an **individual appointment** with me to go over another sample of your recorded work in my office.

When you chose a sample to process, introduce it with your specific needs for feedback on this particular recording. What parts of your work were problematic? What issues were getting in the way of you doing your best in this sample? What do you want to gain from this review process? What feedback do you seek? When were you especially effective?

1. Crisis. Offer LUV and focus on strengths, as described on pages 20 and 24 of the crisis text.

2. Brief. Again, offer LUV and use the “Carl Rogers with a Twist” technique, as described on page 41 of “Beyond Brief Counseling.”

3. Crisis. Crisis intervention by telephone, as described on page 58 of the crisis text.

4. Brief. Develop a well-formed goal, as described on page 79 of “Beyond Brief Counseling”, or offer scaling, as described on page 91 of “Beyond Brief Counseling.”

5. Brief. Ask a miracle question, as described on page 132 of “Beyond Brief Counseling.”

In all 5 practice sessions, I urge you to end with a brief encouragement interlude. The following rubric will be used to evaluate the skills you demonstrate throughout the semester in these practice sessions:

Practice Sessions Rubric

3. Excellent	2. Acceptable	1. Unacceptable
<p>Demonstrates an exceptionally high degree of skills for effective brief counseling and crisis intervention Arrives promptly and fully prepared at every practice session. Can always be counted on to offer honest reflections, insightful observations, and supportive feedback. Productively shares two recorded segments in class and one in an individual appointment outside of class.</p>	<p>Demonstrates an adequate level of essential skills for effective brief counseling and crisis intervention. Attends every practice session, arrives promptly, and is well prepared. Regularly contributes thoughtful reflections, relevant comments, and constructive feedback. Shares two recorded segments in class and one in an individual appointment outside of class.</p>	<p>Does not demonstrate the essential skills for effective brief counseling and crisis intervention. Is absent or, when present, rarely fulfills responsibilities in practice sessions. Demonstrates a notable lack of interest in contributing to a positive learning environment. Fails to share a recorded segment in class or in an individual appointment outside of class.</p>

Date	Highlights	Assignments Due
1/11	Introductions & Overview Syllabus Practice Groups Expectations and Goals	
1/18	Foundations & Resilience Posttraumatic Growth Discussion of Readings Review of Videos	Chapter 1 “Brief” Chapter 1 “Crisis” Practice Video 1—Crisis Written Reflection 1
1/25	Relationship & Resolution Discussion of Readings Review of Videos	Chapter 2 “Brief” Chapter 2 “Crisis” Key Assignment 1
2/1	Empathy & Social Support Discussion of Readings Review of Videos	Chapter 3 “Brief” Chapter 3 “Crisis” (except pp. 58-61) Practice Video 2—Brief Written Reflection 2
2/8	Goals & Making Meaning Discussion of Readings Review of Videos	Chapter 4 “Brief” Chapter 4 “Crisis” Written Reflection 3
2/15	Change & Emotions Discussion of Readings Review of Videos	Chapter 5 “Brief” Chapter 5 “Crisis” Key Assignment 2
2/22	Deconstructing & Coping Discussion of Readings Review of Videos	Chapter 6 “Brief” Chapter 6 “Crisis” Practice Video 3—Crisis Written Reflection 4
2/29	Narratives Discussion of Readings Review of Videos	Chapter 7 “Brief” Written Reflection 5
3/6	Spring Break	
3/15	Individual Crisis Intervention Discussion of Readings Review of Videos	Chapter 7 “Crisis” Practice Video 4—Brief Written Reflection 6
3/22	Flow & Families Discussion of Readings Review of Videos	Chapter 8 “Brief” Chapter 8 “Crisis” Key Assignment 3
3/29	Counseling Brains Discussion of Readings Review of Videos	Chapter 9 “Brief” Practice Video 5—Crisis Written Reflection 7

4/5	Groups Discussion of Readings Review of Videos	Chapter 9 “Crisis” Key Assignment 4
4/12	Reflecting & Suggesting Discussion of Readings Review of Videos	Chapter 11 “Brief” Practice Video 5—Brief Written Reflection 8
4/19	Disasters Discussion of Readings Review of Videos	Chapter 10 “Crisis” Written Reflection 9
4/26	Review/Preview Discussion of Readings Review of Videos	Chapter 12 “Brief” Key Assignment 5
5/3		Exam Week

Counseling Programs Academic Policies

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Class Participation

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else’s pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

SCHOOL COUNSELING PROGRAM Chart and CACREP Standards Mapped

SCHOOL COUNSELING PROGRAM CACREP Standards Mapped and KPI's

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 c	1 l	1 m	2 h	3 f	3 g	5 a	5 b	5 e	5 f	5 g	5 l	5 m	5 n	6 b	6 g	7 e
1. Professional Orientation and Practice	X	X	X														
2. Social and Cultural Diversity				X													
3. Human Growth and Development					X	X											
5. Counseling and Helping Relationships							X	X	X	X	X	X	X	X			
6. Group Counseling and Group Work															X	X	
7. Assessment and Testing																	X
KPI 3 (Reinforcement): Apply BASICS Model, Key Assignment #1					X	X											
KPI 5 (Reinforcement): Suicide, Key Assignment #3	X					X				X	X	X	X				X
KPI 7 (Reinforcement): Suicide Prevention, Key Assignment #3	X					X				X	X	X	X				X

SC CACREP STANDARDS INCLUDED IN KPI's ASSIGNMENTS	CONTE X TUAL	2 e	2 g	PRA C TICE	3 l
KPI 3 (Reinforcement): Apply BASICS Model, Key Assignment #1		X			
KPI 5 (Reinforcement): Suicide, Key Assignment #3		X	X		X
KPI 7 (Reinforcement): Suicide Prevention, Key Assignment #3		X	X		X

	Below Standard 1	Approaching Standard 2	At Standard 2	Exceeds Standard 4
3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.	Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.	Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs.
5. Helping Relationships: Establishes and maintains effective counseling relationships.	Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.	Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach	Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.	Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.
7. Assessment and Testing: Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.	Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate	Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently	Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide	Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide

	knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.	demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.	risk and reporting requirements for abuse/neglect.	risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.
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