



## **04:772 Practicum in Counselling I**

**Department of Educational Psychology & Student Services  
&  
Department of Graduate Studies and Research**

**Faculty of Education  
Brandon University**

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### Faculty Information

Faculty Supervisor Name:	
Office Address	
Telephone:	
Email:	

### Field Supervisor Information

Field Supervisor Name:	
Office Address	
Telephone:	
Email:	

## Course Description

### 04:772 PRACTICUM IN COUNSELLING (3)

Prerequisite: 30 credit hours of counselling coursework. This practicum requires a minimum of 75 contact hours in field placement to be agreed upon by your supervisor. Normally, this placement will be inside a school setting. The faculty supervisor may request video and/or audiotaping. Students will be required to make clear connections between theory and practice. A criminal record check that includes vulnerable sectors, and a child abuse registry check may be required. Credit cannot be held for both this course and 04:572.

### Background and Purpose of 04:772

The purpose of the Practicum in Counselling is to provide an opportunity for graduate students to apply counselling theories and strategies discussed in class in an applied setting. Students in a practicum benefit most when they are engaged in roles that they aspire to in their career advancement. Therefore, 04:772 Practicum in Counselling will usually take place in a school setting with the student being mentored by the school counsellor. Field supervisors for this practicum will usually be the person in the school who is designated as the school counsellor. If this is not possible or appropriate, the field supervisor will be someone who is providing student services. 75 contact hours is required for the practicum in Counselling credit.

Students who do not hold a permanent professional teaching certificate will need to choose a counselling location that is not a school site (examples include AFM, the John Howard Society, or private counselling centres). Students will also need to provide a copy of a criminal records check that includes the vulnerable sectors check. If there is a possibility that the student will be working with children, a child abuse registry check must also be submitted.

Graduate students who wish to pursue certification with the Canadian Counselling and Psychotherapy Association will also require the 04:782 Practicum in Counselling II course to accumulate the additional 75 contact hours of supervised counselling practice that are required for certification by this body. Candidates are strongly encouraged to pursue their second practicum in a private counselling setting to ensure that the concepts and skills developed in this education focused program are enhanced in a private practice setting. For the Canadian Counselling and Psychotherapy Association certification, the field supervision for both practicums must be completed by a practicing therapist with a minimum of a graduate degree in a counselling or related field.

Students who are completing their graduate degree in guidance and counselling, and who have been working as school counsellors for at least three years may be eligible to pursue the Direct Practice Counselling Practicum model as described later in this document.

## Course Objectives

By the end of the practicum, the student will have met minimum basic school counselling competencies in the following four areas:

- Relationship/attending skills
- Assessment Skills
- Classroom Skills
- Intervention Skills
- Professional Skills

## General Description of the Practicum

### Practicum Procedure

1. The student notifies the Graduate Studies Office of his/her intent to register for the Practicum in Counselling course, and is provided with a Practicum Supervision Request Form.
2. In most cases it is expected that the student will identify a suitable practicum placement, a Faculty Supervisor and an appropriate Field Supervisor. If this has not occurred, a potential Faculty Supervisor will assist the student in this process. International students will be provided support to find a suitable practicum placement. Students need to carefully consider whether they would like to complete their practicum in the school where they are employed or whether they would like to choose an alternative site.
3. The Faculty Supervisor will normally approve the practicum placement if the following conditions are met:
  - The student can demonstrate that they will be able to acquire the minimum of 75 hours of contact time working in a school setting providing individual and group therapeutic and career counselling;
  - A suitable Field Supervisor can be identified who will be willing and able to mentor the student and maintain contact with the Faculty Supervisor on a regular basis during the Practicum.
4. The student, the Faculty Supervisor, and the Field Supervisor will meet together before the start of the Practicum to discuss individual responsibilities and expectations related to the number of observations, frequency of progress reports, and final assessment process. This meeting can take place face to face or by email, telephone, etc. At the end of this meeting, the **Practicum Supervision** form is completed and signed. This form represents a contractual agreement between the three (or more) parties.
5. The student will develop goals for the practicum using the enclosed **Goals of the Practicum** form. This form will indicate overall goals, procedures and measurable outcomes and will be discussed with the Field Supervisor and

the Faculty Supervisor, to ensure three-way understanding and agreement before the practicum begins.

6. The student is expected to keep a weekly log book/ reflective journal and will be in regular contact with the Faculty Supervisor. If the practicum is done outside of Brandon, this consultation may be done by email or telephone.
7. At the end of the practicum, the student will meet with the Faculty Supervisor and the Field Supervisor to complete the **Final Evaluation** form.
8. The Faculty Supervisor will submit a final grade of Pass / Fail when all requirements of the practicum have been completed.

#### Practicum Agreement Changes

1. Should any significant changes occur affecting the original supervision agreement, it is the responsibility of the student to notify in writing, the Field Supervisor, the Faculty Supervisor and the Graduate Studies Office.
2. The Chair of the Graduate Studies Committee shall first discuss any changes with the Faculty Supervisor involved before action is taken. No change will take place without the agreement of the original Faculty Supervisor.
3. The Chair will organize a meeting with the student and Faculty Supervisor if this is deemed necessary.
4. If there is no suitable resolution, the matter will be taken to a meeting of the Graduate Studies Committee.

#### Required Elements to Begin the Field Practicum

1. Course Work: Students typically will have successfully completed a minimum of 30 credit hours (out of 36) of coursework within the Master of Education in Guidance and Counselling.
2. Code of Professional Conduct: Prior to the start of the practicum, the student and the Faculty Supervisor will have an opportunity to review any relevant guidelines for professional conduct and confidentiality. Disclosure of confidential information obtained during the practicum experience, except as outlined in the pledge of confidentiality or required by law or agency policy, will result in immediate termination of the practicum.
3. Resume: The student will provide a resume to acquaint the Faculty Supervisor and Field Supervisor with relevant background information that may provide direction as to the types of professional experiences that may benefit the student during the practicum.

### Practicum Roles and Responsibilities

The student's responsibilities shall include:

1. Developing a set of goals for the practicum that can be discussed with the Faculty Supervisor and the Field Supervisor.
2. Working through the practicum as a professional commitment.
3. Completing the necessary documentation to qualify for participation in practicum (where applicable).
4. Taking direction from the Field Supervisor on all aspects of the practicum.
5. Consulting on a regular basis with the Faculty Supervisor.
6. Completing progress notes that document the professional activities on a daily or weekly basis.
7. Acting in accordance with the professional guidelines as set out in the context in which the practicum takes place.
8. Acting in accordance with school / agency policy and legislation at all times.
9. Providing the Field Supervisor and Faculty Supervisor with copies of log book/reflective journal at regular intervals to serve as a basis for ongoing assessment of your progress.
10. Meeting with the Faculty Supervisor at the conclusion of the practicum to discuss goals attainment and final evaluation.

The Faculty Supervisor's responsibilities shall include:

1. Meeting with the student before the start of the practicum to discuss goals, scheduling, and agency/school requirements for the practicum.
2. Consulting on a regular basis with the Field Supervisor.
3. Providing regular feedback, consultation and assistance to the student.
4. Evaluating progress throughout the practicum, completing a summative evaluation at the end of the placement, and submitting a final grade via the online system.
5. Terminating the practicum if, at any time, circumstances warrant this measure.

The Field Supervisor's responsibilities shall include:

1. Orienting the practicum student to the policies and procedures of the school / school division / agency;
2. Providing opportunities for practicum students to develop skills through participation in the range of roles and functions that are common to the expectations as set out in the practicum plan.
3. Providing additional opportunities for observation and participation of school / agency activities, where applicable.
4. Providing continuous feedback to the student on their progress.
5. Forwarding the final written evaluation of professional skills and knowledge attained to the Faculty Supervisor at the conclusion of the practicum.

## Direct Practice Counselling Practicum for Experienced Working Practitioners

### Rationale:

From time to time, the M.Ed. Counselling program receives requests for practicum from graduate students who, for some time, have been successful practicing counsellors in the school system. For these individuals, the notion of requiring an additional 150 hours of client contact experience under the direct supervision of an on-site supervisor in order to establish an experience base in counselling is neither logical nor practical. As well, the Canadian Counselling and Psychotherapy Association identifies a separate certification pathway for those with direct practice experience in the field of counselling “*characterised by a minimum of three years of full-time equivalent (FTE) hours of practice within the past ten years (ie, 4500 hours)*” (CCPA, 2014). Therefore, a Direct Counselling Practicum for experienced counselors in the public school system has been developed to provide a more educationally valuable alternative approach to the practicum credit for these types of students. This pathway provides for the documentation of successful counselling practice as a way of establishing practical client contact experience equivalent to that required for a counselling practicum course credit at the graduate level.

It is the wish of the Department of Educational Psychology and Student Services in the Faculty of Education at Brandon University that their practicum policy reflects the spirit and intent of the practicum standards of this national certification body. Therefore, the policy includes provision for documenting one’s counselling experience, knowledge, and judgment in a way that will establish a level of professional proficiency. At the same time, however, as a university department, it also has the responsibility to ensure that any credit awarded by the institution reflects the acquisition of some new knowledge or skill not previously held. Accordingly, the Direct Practice Practicum route includes the opportunity for the student to document their exploration and acquisition of new skills and/or knowledge in a previously unfamiliar area. The Department has created an outline of the documentation that would support such a Direct Practice Practicum credit as follows:

### Section 1

A summary of one’s counselling experience in the workplace, documented in a resume which includes:

- the types of positions held that have involved counselling functions;
- the beginning and end dates of each;
- the number of hours per day engaged in either direct individual client contact or group counselling activities, and;
- the contact information of those in a direct supervision role in these positions.

### Section 2

An inventory of the kinds of issues that the practitioner has dealt with as a counsellor.

### **Section 3**

A detailed description of the five most common issues with which the practitioner has dealt, each of which includes:

- A description of the typical profile of the presenting problem, or an example of a particular (non-identified) student with whom the practitioner has worked.
- A description of the typical or particular counselling process with this issue or student beginning with the initial presentation and assessment, and continuing through to termination.
- A description of how the counselling process is informed by one or more theories of counselling, for example, if the issue is eating disorders, one may describe how their counselling approach reflects principles of Cognitive Behavioural Therapy, Reality Therapy, and/or other approaches.

### **Section 4**

An inventory of the types of group programs the practitioner has run, including a more detailed description of one of these programs. In some school environments, the time and opportunities to provide group counselling activities may be limited or unavailable. In such cases, the focus of evaluation will rest upon the individual's individual counselling experiences.

### **Section 5**

A discussion of the ethical issue that the practitioner faces most often in his or her practice, and a description of how he or she deals with that issue, making reference to the Code of Ethics of the Canadian Counselling and Psychotherapy Association.

### **Section 6**

A documentation of some newly acquired learning. In this undertaking, the student would work with his or her faculty supervisor to map out a learning plan relating to a particular counselling approach or issue, for example: a counselling approach such as dialectical behavior therapy, or a counselling issue such as grief and loss. This learning plan may involve, for example:

- attending workshops and describing the implementation of these new skills in one's practice;
- researching through reading, interviewing, and other means to develop an increased understanding in a specific area;
- creating some kind of manual, handbook, or protocol for addressing a particular type of issue;
- developing and testing a program for group counselling, or;
- some other type of project designed in collaboration with the faculty advisor.



## **Course Grade Evaluation:**

Altogether, there are 38 competencies in the core areas of Relationship/attending skills, Assessment Skills, Intervention, Classrooms Skills, and Professional Skills that need to be mastered during this second practicum. Mastery means to attain a level of competence where there is confidence that the counsellor would be able to work independently, with supervision. This course is assessed on the basis of pass/fail, which translates to mastered/ not mastered. If the student does not master all of the competencies in the five areas to the satisfaction of the Faculty supervisor, in consultation with the field supervisor, then the student will receive either an Incomplete (in order to provide more time to develop the skills) or a Failing mark. If the student receives an F, then he may be able to retake the course once, with permission of the faculty supervisor.

## **Academic dishonesty**

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty) (refer to the Graduate Calendar, section 3.9)

## **Instructor / Course Evaluation:**

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation.



**Faculty of Education, Graduate Studies**  
**04.772 Practicum in Counselling I:**  
**Supervision Form**

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

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

Practicum Number / Title: \_\_\_\_\_

Location / address where  
Practicum is to take place: \_\_\_\_\_

BU Campus Supervisor  
(name & email address): \_\_\_\_\_

Field / Site Supervisor  
(name & email address): \_\_\_\_\_

Number of Hours: \_\_\_\_\_

General & Specific  
Outcomes: \_\_\_\_\_

Timetable for the Practicum:

Start date: month / day / year

Finish date: month / day / year

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**\*I have completed the Respect in the Schools training (please select one):**

Yes

No

**\*Student signature:**

\_\_\_\_\_



**Faculty of Education, Graduate Studies**  
**04.772 Practicum in Counselling I:**  
**Supervision Form**

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The following section is to be signed by the BU Campus Supervisor & Field/Site Supervisor, as acknowledgement that each are in agreement to the description of the practicum location, and start & finish by dates, as are provided above:

**Campus Supervisor:** \_\_\_\_\_

**Field/Site Supervisor:** \_\_\_\_\_

## **Appendix B: Goals of the Practicum**

Goals of the Practicum:

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Population served:

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Types of presenting issues:

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Professional skills to focus upon:

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Measureable Outcomes:

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Schedule for Meetings

Schedule for contact with Field Supervisor:

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Schedule for contact with Faculty Supervisor:

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## Appendix C: Evaluation of Counsellor Trainee Skills

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

Supervisor \_\_\_\_\_

### Relationship/Attending Skills:

1. Listens carefully and communicates an understanding of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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2. Is genuine and warm with client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

3. Is immediate with client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

4. Is respectful of, and validates client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

5. Is appropriate regarding the cultural context of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

6. Is appropriate regarding the developmental context of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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7. Uses interpersonal strengths appropriately including humour and self-disclosure.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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8. Is comfortable with a variety of feelings and/or issues shared by client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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9. Provides support to client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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10. Challenges client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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11. Tracks the main issues presented by client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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**Assessment Skills:**

12. Is able to organize session data into meaningful frameworks.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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13. Appreciates cultural and/or developmental issues that may affect assessment.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

14. Identifies appropriate goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

15. Can assist client in translating problems into realistic outcome goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

16. Can assess one's own performance in counselling.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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**Intervention Skills:**

17. Maintains an appropriate pace during sessions.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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18. Uses questions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

19. Uses nondirective interventions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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20. Can direct the session in a meaningful manner.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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21. Can deliver appropriate confrontations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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**Classroom Skills: (if applicable)**

22. Clarifies objectives and ground rules with students at the outset.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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23. Plans for classroom activities.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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24. Validates input from students.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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25. Is sensitive to individual students' issues within the classroom context.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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26. Ensures students are protected from harm.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

27. Facilitates classroom sessions effectively.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

**Professional Skills:**

28. Maintains client confidentiality.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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29. Learns and follows school policies and procedures.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

30. Consults with supervisor as required or indicated by situation.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

31. Maintains adequate records of client contacts.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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32. Efficient and effective use of time.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

33. Evidence of effective daily planning.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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34. Ability to adapt to emergency and unanticipated situations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------



35. Open to self-examination during supervision.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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36. Seeks and considers professional opinion of supervisors and other counselors when the need arises.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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37. Works well with other professional personnel.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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38. Comments:

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## Appendix D: Pledge of Confidentiality

Confidentiality of client and agency information is a necessary prerequisite for the effective and ethical practice of counselling.

Respect for the confidentiality of client and agency information is also a fundamental basis upon which the credibility of counselling students, the counselling program, and the Faculty of Education depends.

Client information may be shared only in appropriate circumstances such as:

- in consultation with supervisors;
- where appropriate in the context of agency or interagency team meetings;
- where required by law or a legal enactment;
- as required in case of duty to warn or child protection.

In all of the above cases, you should take direction from your supervisor about any sharing of information.

I, \_\_\_\_\_, pledge that I will maintain in confidence any and all personal and agency information obtained in the course of my field based practicum experience. I will not disclose information regarding a client or clients, or the agency, except as required above. I understand that disclosure of client or agency information to any one for any reason other than those listed above will be grounds for immediate termination of my practicum experience and will make the completion of the Master of Education in Guidance and Counselling at Brandon University impossible.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Name

\_\_\_\_\_  
Witness Signature

## Appendix E: Direct Practice Counselling Practicum Supervision Form

**Student Number**

**Student Name**

**Course Number:** 04.772

**Practicum Description** Direct Practice Counselling Practicum

**Location**

**Faculty Advisor**

**Number of Hours**

**General Outcomes:** To document and support experiential background in the school counselling area, and to undertake focused learning in a specific area.

**Specific Outcomes:** Documenting history, scope of practice, style of counselling, ethical judgment, and independent learning related to counselling.

**Description of the Practicum:** Documenting: My personal counselling history; the types of issues dealt with over the course of my counselling career; detailed descriptions of the five most common issues encountered in my practice; a description of the types of group programs in my experience; a discussion of the ethical issue most commonly confronted in my practice and my response to it, and; a documentation of research, testing, examination, and/or study of an area of personal and professional interest in counselling, specifically -

**Timetable for the Practicum:**

Start date: \_\_\_\_\_

Completion date: \_\_\_\_\_

**Signatures:**

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

BU Faculty Advisor: \_\_\_\_\_