

CHICAGO STATE UNIVERSITY

I. COURSE: THEORIES AND PRACTICE OF ADDICTIONS COUNSELING [5810]

II. PROFESSOR: DR. A.C. DECARLO • 773.995.2118 • E-MAIL: adecarlo@csu.edu

3 CREDIT HOURS [2009 FALL SEMESTER]

OFFICE HOURS: BY APPOINTMENT

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session, and group supervision is a requirement of the counseling program. Points may be deducted from your final grade if you are absent, tardy or leave class early therefore it is important that you inform the instructor if you must miss class. University policy will be followed for attendance problems. Please note that it is the student's responsibility to drop this course if necessary.

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite:

PSYC 5600/406 or 5610/411

VI. Conceptual Framework:

The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban children learn. This preparation is characterized and distinguished by five core themes: (1) **partnerships** with the education community; (2) **assessments** of teaching and learning that are consistent and frequent; (3) **contextualized** teaching experiences; (4) **technology**-integrated curricula and instructional delivery and (5) **standards**-based teaching and learning. This course provides a basic foundation upon which an understanding of counseling theory can promote the learning process for youth.

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

The assessment, etiology, description, understanding and treatment of addictions. Addresses prevention, education, dual diagnosis, risk assessment, crisis intervention, and issues related to treatment in multicultural populations. Evidence-based individual and group interventions will be studied.

VIII. Method of Instruction: Describe this – lecture, discussion, etc

The method of instruction includes "socratic" teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and class presentations. Therefore the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently. Each student is expected to come prepared to lead the discussion each class session. Individual consultation with each graduate student is ongoing a throughout the semester.

Each academic discipline brings its own epistemological lens through which a specific part of our world is viewed and understood. The aim of this course is to provide you with a glimpse of the scientific approach to understanding mental processes and human behavior associated with alcohol and drug substance abuse. The content of this course will introduce the student to the chemical, psychological social and treatment aspects of drug use, abuse, and dependency. Drug and alcohol abuse prevention will be introduced through basic theories and research. Furthermore, this course will expose students considering working in the field of chemical dependency as (counselors, teachers, peace officers, mental health specialist and other professional interventionist) and

working in the field of their roles in meeting the needs of their community, customers, and clients. This course has been developed to give students a knowledge base needed in preparation for the State Certification Examination through IAODAPCA for CADC (Certified Alcohol and Drug Counselor). You are expected to be an active participant, and a major factor in the success of the class. Hence, it is imperative that you attend all classes in order to appreciate fully the nuances and vicissitudes offered by this introduction to the field of addictions.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. COURSE OBJECTIVES AND ASSESSMENTS/STUDENT OUTCOME MEASURES

*STANDARDS CACREP = COUNCIL FOR ACCREDITATION OF COUNSELING

CMH = CLINICAL MENTAL HEALTH COUNSELING

COURSE OBJECTIVES	STANDARDS	ASSESSMENTS/STUDENT OUTCOMES
To identify methodological approaches to behavioral research in drug abuse experimentation.	CMH = J1	Group projects, class participation, individual papers and discussion.
To know the theories (including the disease concept) and etiology of addictions, addictive behaviors, and co-occurring disorders, including strategies for prevention, intervention, and treatment	CACREP = 3g CMH = C4	Group projects, class participation, individual papers and discussion.
To understand how substance use disorders can mimic, coexist with, and have an impact on with a variety of medical and psychological disorders	CMH = A6, K3	Group projects, class participation, individual papers and discussion.
To learn to use the standard screening and assessment instruments for substance use disorders and process addictions	CMH = G4	Group projects, class participation, individual papers and discussion.

To learn to screen for addiction, aggression, and danger to self, as well as co-occurring mental disorders	CMH = H3	Group projects, class participation, individual papers and discussion.
To understand the origins of licit and illicit drugs and the history of drugs in America		Group projects, class participation, individual papers and discussion.
To understand theoretical approaches on the trajectory of drug use	CMH = C4	Group projects, class participation, individual papers and discussion.
To understand the pharmacology and neurophysiology of alcohol and other drugs	CMH = A6, C4	Group projects, class participation, individual papers and discussion.
To critically examine hereditary and family environmental influences of drug use	CMH = C4	Group projects, class participation, individual papers and discussion.
To understand the different relationships of personality and psychopathology and dependence	CMH = C4	Group projects, class participation, individual papers and discussion.
To explore the professional, ethical, and legal issues for addictions counseling	CMH = A2	Group projects, class participation, individual papers and discussion.
To understand the assessment, testing and diagnosis involved in substance abuse counseling	CMH = G4	Group projects, class participation, individual papers and discussion.
To explore the purpose of professional associations related to substance abuse counseling	CMH = A6	Group projects, class participation, individual papers and discussion.

Assessment measures include group projects, class participation, individual papers and discussion.

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. GRADING POLICY

THE GRADING SCALE

360-400 = A

332-359 = B

292-331 = C

252-291 = D

Below = F

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Bio's (let's get to know each other)

Discussion Board Forum:

This is the forum ON DISCUSSION BOARD in which you will submit your bio's on **January 23, 2009**. Content of your Bios should include your name, type of work you do, why did you choose this degree and track, what would you like to be doing relative to your career 5 years from now, whether or not you are a 1st generation graduate student and what is your primary source of motivation for education.

Class Participation

Although I will not make it mandatory for you to meet in Discussion Board at a specific time it's a good idea for the class to try to come to some consensus as to when you can meet. For example you may all decide that you can meet online for an hour on

Saturday's. Graduate students in the past have found that when they agree on time that works for them to meet for an hour or so to post their responses, it cuts down on confusion significantly and makes the class much more fun and interesting. Students must contribute to discussion questions **roughly** once per week. You should check the discussion board **EVERY FRIDAY AFTER 6PM FOR DISCUSSION QUESTIONS**. Your responses are due no later than the following Monday by midnight. Each response is worth a maximum of 10 points based on quality. **MAXIMUM NUMBER OF POINTS FOR THIS SECTION TOTALS 100.**

Please note that both quantity and quality are important considerations when it comes to participation. A message which says simply, "I agree," for example, would not constitute participation because it does not add anything of substance to the discussion. Substantive posting is demonstrated through the following:

Encourage additional discussion by asking follow-up questions so that your fellow classmates think more deeply.

Share you own experiences in relationship to the topics being discussed.

Suggest other solutions; constructively disagree at times.

Refer to course readings; apply these course readings; ask your fellow classmates how they are applying the course readings or their understanding of the course readings in their daily life.

Demonstrate your content knowledge in relationship to our discussions

Discussions

Discussion questions **RESPONSES SHOULD BE AT 200-300 WORDS** (please count the words, I will). You will receive 10 points per response for a maximum of 100 points for the semester. There will be 10 questions over the course of the semester. Each student is required to reply to two different classmates postings. Grammar and spelling errors may impact the grading. I expect your discussion question response to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience. No late discussions accepted. **IF YOU DO NOT SATISFY THE REQUIREMENTS ABOVE YOU WILL RECEIVE (ZERO) NO POINTS.**

CONTENT AREAS

Prevention of alcohol and other drug problems

Relapse after alcohol and other treatment

Treatment of alcohol and other drug dependency

Recovering from alcohol and other drug dependency

Alcohol and other drugs relationship to basic psychological processes

Personality differences in relation to alcohol and other drugs

Gender, racial and ethnic minorities and drug use

Group Assignment

You will be assigned to a group by the 2nd week of class. You should exchange telephone numbers and emails for each group member. I recommend that once the group has been formed that one student takes the leadership role. This person will be responsible for contributing to the assignments and getting all the member portions of the assignment. Then the leader must collect all pertinent assignment information making sure it is cohesive and appears as 1 person did the assignment then post it/submit it when due. Please make sure that all students who participated in the assignments names are put on the assignment. As a group it is imperative that you work together. **THE GROUP ASSIGNMENT WILL BE A POWERPOINT PRESENTATION ON A SUBSTANCE RELATED DISORDER RELATIVE TO ASSESSMENT, DIAGNOSIS OR TREATMENT.** You must have 15-20 slides in the presentation excluding the title page, outline and reference page. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area. **YOU WILL BE ASKED TO COMPLETE A PEER EVALUATION** to assess the contributions of each member of your team. I will consider these PEER EVALUATIONS when assessing the team's grade. Total each team member's points vertically. You may simply replace the names in the chart with the names of your group members, cut and paste the table and send it via email after the assignment has been completed. **Due on 3-29-09 by 8am. NO LATE ASSIGNMENTS ACCEPTED!** Maximum points = 100.

Substance Abuse & Media Review Paper

One of the most visible places to find examples of abnormal psychology is in movies. You will watch a popular film that depicts some form of Substance Related Disorders as characterized in the DSM-IV-TR. Based on what you have learned in class, I want you to think critically about whether the disorder was portrayed accurately. You may want to watch the movie twice: first to get a sense of your perceptions of the disorder, and later to assess the accuracy of the diagnosis.

The paper should be typed, double-spaced, with a cover page, and 12- point font. The paper should be 6-8 pages. Please consider choosing a movie in no later than the 2nd week of class. **Papers are due on April 25, 2009 by 7:45pm. LATE PAPERS WILL NOT BE ACCEPTED!**

YOUR PAPER SHOULD INCLUDE THOUGHTFUL RESPONSES TO THE FOLLOWING:

1. Give a brief (1-paragraph) synopsis of the movie, including the title, year of release, and a short description of the plot. **(5pts)**
2. Identify the character in the movie that has a DSM-IV-TR disorder.
 - o Include basic descriptive information about them, including their name, gender, approximate age, ethnic background, job, and living situation. **(5pts)**
3. Using the DSM-IV-TR classification system, what was the **primary** psychological disorder portrayed by the character?
 - o If the character had more than one disorder, you should mention what they are, but then focus your paper on the **primary** disorder.
 - o For some characters, you may disagree with the diagnosis as it was labeled in the movie. In such cases, you can either write your paper about the labeled diagnosis (and your critique of it), or about the diagnosis you think is more appropriate. Please be thorough in your discussion (provide DSM-IV-TR criteria) **(10pts)**
4. Using the Diagnostic Criteria section of the DSM-IV-TR for that disorder or your book, think about how the character appeared to meet or not meet the criteria for a diagnosis.
 - Choose at least the minimum criteria for the disorder as described by the DSM-IV-TR that you see in the movie.
 - Use specific, illustrative examples.
 - If you think the criteria were portrayed well and accurately, explain why.
 - If you think they were inaccurate or misleading, explain why.
 - In each case, you will want to refer to the descriptions of specific criteria in the DSM-IV-TR, or descriptions of them from your text to justify your arguments. **(40pts)**
5. Do you think the other features of the diagnosis were portrayed accurately?
 - For this question, you should address at least two other features of the disorder. For example, was information about age (e.g., typical onset), gender distribution, prevalence, course, familial patterns, associated features (e.g., psychological, medical, environmental), and other risk factors accurate or misleading? Why or why not? You will want to consult the DSM-IV-TR or your text to justify your arguments. **(5 pts). Also see item 10.**
6. What information or impressions did the movie give the audience about the etiology of this particular disorder? Given what you've learned, was this information accurate? Why or why not? **(5pts). Also see item 10.**
7. Did the character in the movie receive any treatment for their disorder? If so, briefly describe the treatment and its effectiveness. If not, briefly describe the type of treatment you would recommend. Refer to your textbook for guidance. **(5pts). Also see item 10.**
8. If there are other characters in the movie that have a psychological disorder, identify the character and the appropriate disorder. Identify the disorder and provide the appropriate DSM-IV-TR criteria. (5pts)
9. Correct APA format. To include: 1in margins, title page, reference page, correct citations, etc. **(10pts)**
10. You are to also incorporate information from research-based articles regarding the disorder. This means that you should find out what the literature/research says about the disorder, treatment approaches, etc. You must use at least 10 current articles between (1995-current). Please do not use pop psychology sources like Psychology Today, Essences, or too many website. The articles can be accessed by going to CSU's Library webpage and go to search databases. You will find mostly what you need from [Ebsco]-Med Line, Psych Lit, and Psych Articles. Some articles are full text online. If you need assistance please utilize the staff in the library. (10pts) Maximum number of points = 100

USING THE SCALE BELOW, INDIVIDUALLY RATE EACH MEMBER INCLUDING YOURSELF.**1 = Strongly Disagree****2 = Disagree****3 = Agree****4 = Strongly Agree**

Preparation Research, reading, and assignment complete	2				
Attendance On-time and stayed for duration	4				
Participation Contributed best academic ability	4				
Interpersonal Relations Positive and productive	1				
Between Meeting Communication Initiated and responded appropriately	2				
Overall Contribution score:	12				

XII. Required Texts:

- a. Psychology of Alcohol and Other Drugs: A research perspective. Jung. (2001). Sage Publications. Thousand Oaks California.
- b. Introduction to the Profession of Counseling. [Karyn D. Jones](#), [Frank A. Nugent](#) (2008). Prentice Hall

XIII. Required reading: Selected readings from articles made available by the instructor

- a. Freeman, E. M. (1992). The addiction process. New York: Longman.
- b. Stevens, P., & Smith, R. L. Substance abuse counseling: Theory and practice (3rd Ed.). Upper Saddle River, NJ: Pearson.
- c. Lawson, A., & Lawson, G. (1998). Alchooism and the family. Gaithersburg, MD: Aspen Publishers, Inc.
- d. Steinglass, P., Bennett, L. A., Woling, S. J., & Reiss, D. (1987). The alcoholic family. New York: Basic Books.

XIV. Course Calendar

COURSE OUTLINE

	TOPIC	
2-1-09	<ol style="list-style-type: none"> 1. Psychology of psychoactive drugs [<i>Jung Text</i>] 2. Defining use, abuse, and dependency [<i>Jung Text</i>] 3. The extent of alcohol and other drug use [<i>Jung Text</i>] 	1-3
2-15-09	<ol style="list-style-type: none"> 1. Pharmacology and neurophysiology of alcohol and other drugs [<i>Jung Text</i>] 2. Heredity and environment: Alcohol and other drug use [<i>Jung Text</i>] 	4-5 2
2-22-09	<ol style="list-style-type: none"> 1. Theories of alcohol and other drug use [<i>Jung Text</i>] 2. Professional, Ethical, and Legal Issues [<i>Nugent Text</i>] 	6 2
3-01-09	<ol style="list-style-type: none"> 1. Age, alcohol, and other drugs [<i>Jung Text</i>] 2. Counseling Theories and Techniques [<i>Nugent Text</i>] 3. Assessment, Testing and Diagnosis [<i>Nugent Text</i>] 	7 6 7
	<ol style="list-style-type: none"> 1. Gender differences in relation to alcohol and other drugs [<i>Jung Text</i>] 	8

3-15-09	2. Counseling in a Multicultural World [<i>Nugent Text</i>] 3. Racial/ethnic minorities and alcohol and other drug use [<i>Jung Text</i>]	4 9
3-22-09	1. Individual Counseling [<i>Nugent Text</i>] 2. Group Counseling [<i>Nugent Text</i>] 3. Substance Abuse Counseling [<i>Nugent Text</i>]	8 9 13
3-29-09	1. Personality differences in relation to alcohol and other drugs [<i>Jung Text</i>] 2. Alcohol and other drugs: relationship to basic psychological processes [<i>Jung Text</i>] 3. Human Development Theories [<i>Nugent Text</i>] 4. Group powerpoint presentation assignment due on 3-29-09 by 8:00am	10 11 5
4-05-09	1. Alcohol and other drugs: relationship to interpersonal processes [<i>Jung Text</i>] 2. Alcohol and other drugs: relationship to family processes [<i>Jung Text</i>]	12-13
4-12-09	1. Recovering from alcohol and other drug dependency [<i>Jung Text</i>] 2. Treatment of alcohol and other drug dependency [<i>Jung Text</i>]	14-15
4-19-09	1. Relapse after alcohol and other drug treatment [<i>Jung Text</i>] 2. Counseling Older Adults [<i>Nugent Text</i>] 3. Papers due on Substance abuse and media on 4-25-09 by 7:45pm	16
4-26-09	1. Prevention of alcohol and other drug problems [<i>Jung Text</i>] 2. Mental Health and Community Counseling [<i>Nugent Text</i>]	17

ETHICS STATEMENT

Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. Students are encouraged and expected, with assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. It is recommended that students ask the advice of instructors as to the proper procedures to avoid such violations.

The Following acts are examples of plagiarism:

1. Submitting an assignment that someone else has prepared and claiming the work as your own.
2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the sources (s) for each portion of the assignment not written by you.
Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence for the source is not sufficient to avoid plagiarism.)

ACADEMIC INTEGRITY:

Cheating and plagiarism is not tolerated and is subject to disciplinary action (see Handbook of Student Conduct). If caught cheating, you will receive an F in the class and are subjected to further disciplinary actions.

EXAMPLES OF PLAGIARISM:

1. Handing in an assignment written by someone else and claiming the work as your own.
2. Handing in an assignment that contains paraphrases ideas form another source, published or unpublished, without documenting the source.
3. Handing in an assignment that contains sections, paragraphs, sentences that someone else has written without documenting the source.

THE DISCLAIMER

This syllabus is not necessarily a contract between you (the student) and Chicago State University. Hence the professor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique without notice or obligation

UNATTENDED CHILDREN

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

RESPECT & OPTIMAL LEARNING:

In order to successfully get through the semester and achieve the maximum learning, I have several requests. Thoroughly read the syllabus and announcement placed on blackboard. Read and complete all the assignments on time. Participate in the blackboard discussions, and take all exams.

XV. Bibliography:

- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual (4th Ed.)*. New York: Guilford Press.
- Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.
- Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.
- Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.
- Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs, 2nd Edition*. ASCA.
- Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). *6th Edition. Issues and Ethics in the Helping Professions*.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship (2nd Ed.)*. New York: Brunner Routledge.
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- Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.
- Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.
- Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.
- Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.