

**Columbia College**  
**Education Assistant Certificate Practicum (HSPD199)**  
**Lecture 1**  
**Course Outline**

Semester Dates: May 24, 2016 – Nov.11, 2016

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Dooley, M. Ed.

Email: [lucyd@columbia.ab.ca](mailto:lucyd@columbia.ab.ca)

Class Time: 3:00 PM – 5:00 PM (Mon.)  
See the schedule in the Course Overview.

Room: 805-114

Credit: 3

Prerequisite: Successful completion of appropriate courses as identified by the department

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This 6-month course offers students an opportunity to learn from experience – “learn by doing”. Students will secure a practicum/s and will gain valuable practical experience as an Education Assistant. Students are required to complete 150 hours of practicum placement. In addition, students will be engaged in regular 2 hour seminars /workshops as outlined. Each student will be journaling about their learning and progress achieved, submitting the journals to their Practicum Facilitator and receiving feedback. Students will be meeting with the Director Human Services Programs/Practicum Facilitator as requested to review progress. Each student will be under the supervision of the Human Services Programs Director/Practicum Facilitator and a field experience supervisor. Attendance at all scheduled seminars/workshops and practicum appointments are compulsory. Each practicum workshop has a special focus related to the theory you are studying and is preparation for your new career.

Prerequisite: Successful completion of appropriate courses as identified by the department with a standing Grade Point Average (GPA) of 2.0 and higher.

N.B. In this course, you will be required to attend a 12-hour Non-Violent Crisis Intervention Workshop (CPI course) which will be scheduled during your program.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Demonstrate knowledge of organizational objectives and processes used in the workplace setting.
- Explain the duties and responsibilities associated with being an education assistant.
- Demonstrate growing academic knowledge that is applicable to practicum experience.
- Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by an education assistant.
- Demonstrate how to deal with ethical dilemmas in an appropriate professional manner.
- Understand principles guiding your practice.
- Articulate relationships between classroom topics and situations encountered during the practicum.
- Communicate in ways and use methods appropriate to a professional environment.
- Think critically to solve problems, anticipate outcomes, use and organize information.
- Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.).

- Work effectively and harmoniously with others to achieve results: Leadership; initiative; motivate others to succeed; deal with difficult situations; reduce conflict.
- Describe insights into one's own preferences, aptitudes, work habits, style of interaction, and learning processes.
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum.

### **Course Format:**

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

Student Practicum handbook

### **Recommended Readings and Resources:**

1. Drolet, J., Clark, N. & Allen, H. (2012). *Shifting sites of practice*. Toronto, ON: Pearson Canada Inc.
2. *Keys to Success: How to Achieve Your Goals*, Carol Carter & Sarah Lyman Kravits, Prentice Hall, 1996.
3. *Attitude: Your Most Priceless Possession*, Elwood N. Chapman, Crisp Publications, Inc., 1995.
4. *The 7 Habits of Highly Effective People*, Stephen R. Covey, Simon and Schuster, 1990.

*Students may access these sources from the College and from home.*

Career Cruising

- [www.careercruising.com](http://www.careercruising.com)  
Username: columbia  
Password: discovery

ALIS – Alberta Learning Information Service

- [www.alis.alberta.ca](http://www.alis.alberta.ca)

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- [www.alis.alberta.ca/occinfo/](http://www.alis.alberta.ca/occinfo/)

**Homework Assignment Due for the First Class:** Read your course outline and be ready to discuss.

**Evaluation - Assessment of Student Performance:** The final assessment in the course will be based on the following elements. ***Please refer to Appendix 1 for Assignment Descriptions and further Assessment Information.***

Title of Assignment/Examination	Length	Due Date	Weight
Practicum Journals (Total: 10)	300 words per journal	Every Class after Class 1	Pass/Fail
Practicum Evaluations	N/A	Upon Completion	Pass/Fail
Your Professional Portfolio	N/A	Oct. 17, 2016	Pass/Fail
Student Engagement	N/A	Every Class	Pass/Fail

Please note that all homework and assignments are due at the beginning of each class.

Grading in this course is on a pass-or-fail basis, subject to the student's satisfactory completion of the practicum requirements as outlined in this course outline. The Employer Evaluation and the Program Director's/Practicum Facilitator's overall evaluation of the student's participation in such areas as demonstrating initiative in securing a Practicum placement, attendance at appointments, attendance at regular practicum meetings, participation in these meetings, general professional behaviour, provision of documents and journal entries as requested, all play a significant role in the evaluation of the student. The student should demonstrate growth through the practicum experience attained.

In order to meet all requirements, the student must:

- Attend all meetings, workshops/seminars;
- Provide the Director/Practicum Advisor with Reflective journals as specified;
- Participate and be engaged in seminars/workshops;
- Actively engage in successfully completing 150 hours of practicum placement. Demonstrate that an attempt to find a practicum began as soon as the program started and continued.
- Provide the Director Human Services Programs with the two practicum evaluations - at mid-term (75 hours) and final (150 hours,) signed by the practicum supervisor;
- Provide a practicum supervisor signed record of log hours.
- Hand in a Professional Portfolio to the Practicum Facilitator according to the directions provided in your workshop.
- All documents must be submitted by the last day of the final semester of the student's program.

### **Practicum Process:**

1. Students are required to satisfactorily complete the following:
  - Attend Orientation week – be engaged and committed.
  - Attend and fulfil the requirements of the orientation workshops.
  - Complete 150 hours of practicum placement throughout the program.
  - Attend and participate in practicum workshops/seminars/coaching (total - 12 hours).
  - All academic coursework must be satisfactorily completed and a minimum GPA of 2.0 maintained. Students who do not maintain a minimum GPA of 2.0 will not be permitted to go out on practicum and may be withdrawn from a practicum if they are unable to maintain this minimum GPA.
  - It is expected that the student will display a high degree of maturity, sense of responsibility, and a good attitude and work ethic.
2. Students will undertake their practicum placement on a part-time basis of six to eight hours per week during their program. Although most practicum placements are performed on a voluntary basis in order to gain valuable experience, some employers may pay a modest hourly wage to the student in line with company policy, but do not expect to be paid. If there is remuneration (payment), the student must inform the Director Human Services Programs/Practicum Facilitator in order to secure the correct agreement form.

3. It is the student's responsibility to arrange a suitable practicum placement. This demonstrates initiative and professional behaviour. It is important that the student begin a practicum within the first 2 months of the program. Please do not select your child's school or a school in your community. This is a conflict of interest. It can become uncomfortable for you, the school, and the community.
4. If a student is having difficulty securing a practicum site, the Director Human Services Programs/Practicum Facilitator will provide support. It is the student's responsibility to ask for help.
5. A student who has identified an organization in which they would like to obtain their practicum experience will be responsible for informing the Director Human Services Programs/Practicum Facilitator of the necessary information and securing approval from the Director Human Services Programs/Practicum Facilitator for the placement site prior to beginning work at the practicum placement. This may mean that the Director Human Services Programs/Practicum Facilitator will need to visit the placement host site prior to granting approval. Please be aware that all school districts have different practicum procedures. Calgary Board of Education requires that practicum requests go through the Director Human Services Programs. Please do not go to a school and approach the principal with documents for signature as this is not necessary.
6. Once approval is secured, the student will arrange for signing of the practicum agreement with the organization where required and the College prior to the start of any practicum placement. This is necessary due to the legal conditions surrounding a practicum placement. Again, school districts have different procedures for practicum requirements. The agreement for a non-paying practicum placement includes Workers' Compensation coverage provided by Columbia College. Without a signed agreement, Worker's Compensation coverage is not available to the student, and the student is working at his/her own risk.
7. Should the student be working at the practicum placement without all documents completed, the student does this as volunteer work that will not be counted towards his/her practicum hours. Columbia College assumes no responsibility for this decision.
8. The student is responsible for ensuring that the mid-point evaluation is completed at 75 hours and the final evaluation at 150 hours. Evaluations are to be handed in to the Director Human Services Programs as per established timelines. Log Hours (signed) are to be handed in with the Final Evaluation which must be handed in by the last day of the program.
9. If a student does not complete his/her practicum course by the end of their program, the student will not be able to graduate. The student may request an extension of two months by filling out a Practicum Extension Form. The fee for the extension is \$300. Payment must be made at the time the form is submitted to the Registrar's office.

A request to have the fee waived may be made by the student if the student has demonstrated every effort from the first month of the program that he/she has been seeking a practicum placement but has been unable to secure one, and has asked for assistance from the Director Human Services Programs/Practicum Facilitator or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond his/her control. The Director Human Services Programs must indicate support for this request on the Practicum Extension Form.

The student will fill out the practicum extension form and submit it to the Director Human Services Programs for endorsement. The Director Human Services Programs will endorse the request (if in agreement) and then give it to the Registrar's office.

Please be sure to provide specific details as to why you are seeking a practicum extension of 2 months. This form is available on Columbia's website under Forms, the Administration Office in Building 802, or the Director Human Services Programs.

10. If a student does not complete his/her practicum course by the end of the extension period, the student will be required to repeat the course and pay the tuition fee assessed by the program. In unusual circumstances, a further extension may be permitted.
11. At the end of the practicum experience, the student should write a Thank-You letter to the work site supervisor. This may be a formal letter or in the form of an email.

### **Submission and Completion of Assignments:**

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

**Important Dates:**

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <u>It is the student's responsibility to check this exam posting.</u>

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with a Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

### Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Workshop Session	Workshop Date	Topics
1	June 6 2016	<ul style="list-style-type: none"><li>• Workshop expectations</li><li>• About reflective journals – how to do them</li><li>• The Professional Portfolio - Introduction</li><li>• Review of Practicum Handbook</li><li>• Job Descriptions – Is this what you thought an Educational Assistant will be doing? What credentials and skills are needed and why.</li></ul>
2	June 20 2016	<ul style="list-style-type: none"><li>• Sharing</li><li>• Practicum Issues</li><li>• Developing a Personal Learning Philosophy</li><li>• Practicum Request Letter</li><li>• Your professional Growth</li><li>• Knowing the Field - Teachers &amp; Educational Assistants – Roles &amp; Responsibilities</li><li>• FIRST TWO REFLECTIVE JOURNALS ARE DUE.</li></ul>
3	July 18 16 2016	<ul style="list-style-type: none"><li>• Sharing</li><li>• Practicum Issues</li><li>• A Resume That Makes the Most of Your Practicum Experience</li><li>• What to do when...</li><li>• How emotionally prepared are you for this job?</li><li>• TWO REFLECTIVE JOURNALS ARE DUE</li></ul>
4	Aug. 15 2016	<ul style="list-style-type: none"><li>• Sharing</li><li>• Practicum Issues</li><li>• What to do when...</li><li>• How prepared are you to deal with Discipline?</li><li>• TWO REFLECTIVE JOURNALS ARE DUE</li></ul>
5	Sept. 19 2016	<ul style="list-style-type: none"><li>• Sharing</li><li>• Practicum Issues</li><li>• What to do when...</li><li>• How do you maintain a professional working relationship with stakeholders?</li><li>• TWO REFLECTIVE JOURNALS ARE DUE</li></ul>
6	Oct. 17 2016	<ul style="list-style-type: none"><li>• Sharing</li><li>• <b>PROFESSIONAL PORTFOLIO DUE</b></li><li>• Practicum Summary</li><li>• FINAL CLASS</li><li>• TWO FINAL REFLECTIVE JOURNALS ARE DUE</li></ul>

## **Important Information:**

### **Columbia College Human Services Professional Diploma (Education Specialization)**

Should you wish to complete a Human Services Professional Diploma (Education Specialization), all successful courses in the Education Assistant Certificate program will be transferable to the Diploma program, leaving you with 10 courses and a further 150 hours of practicum experience to complete. You will continue to learn more and more in specific areas, strengthening your knowledge as a human services worker in the field of education. The diploma will be a source of continuing professional development.

#### Courses in the Human Services Diploma (Education Specialization)

- HSPD 260 – Interventions Strategies for FASD (Fetal Alcohol Syndrome Disorder)
- HSPD 225 – Instructional Support in Mathematics
- PHIL 275 – Policies, Issues, Ethics and Professional Practices
- HSPD 295 – Mental Health Issues and Addiction
- HSPD 215 – Instructional Support for ESL/ELL Learners
- HSPD 245 – Family Systems, Dynamics & Support
- HSPD 265 – Support Strategies for Children with Autism
- SOCI 110 – Introduction to Sociology
- POLI 265 – Human Rights and Diversity Issues
- HSPD 399 – Human Services Diploma Practicum



## **Appendix 1 Assignment Outlines**

### **Journal**

**Due Date: Every class – 2 journals (Total: 10)**

**Weight: Pass/Fail at the end of course evaluation**

You will be submitting two reflective journals (minimum of 300 words) typed, double-spaced, spell and grammar checked in a word document each time you come to your practicum workshop. Please submit a printed version of your journals during each practicum seminar at the beginning of the class. You are asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your practicum experience. The rationale for this exercise is that you will understand yourself better and you will gain solid knowledge, professional attitudes and skills that are required for success as an Education Assistant. The Practicum Facilitator will give you feedback on your journals.

John C. Maxwell, a New York Bestselling Author, and author of the book, "How Successful People Think", states that, "Reflective thinking is like the Crock-Pot of the mind. It encourages your thoughts to simmer until they're done...By mentally revisiting past situations, you can think with greater understanding. (p.72).

As an education assistant in training, you will be valued for your ability to think critically. Critical thinking is enhanced by the power of reflective thinking. Being a reflective educator, you will be able to think critically about what you are doing, what you see, and what else you can do in different situations, with different students, and how helpful you can become. You will learn how to relate theory and practice. Reflective thinking will increase your confidence in decision-making.

A reflective journal is not a list of events that took place in the classroom. The reflective journal shows how and what you think about as to what took place in the classroom. Your first journals will reflect your thoughts about what you are learning here at Columbia College. Once you are engaged in a practicum, your reflections will turn to your practicum site.

I would recommend that one section of your Professional Portfolio contain some of your best reflective journals. These will give the principal, your practicum teacher, the recruiter and others a good example of the kind of thinker you are and show how valuable an employee you will be.

### **Professional Portfolio**

**Due Date: Oct. 17, 2016**

**Weight: Pass/Fail at the end of course evaluation**

Employers are seeking Educational Assistants who are knowledgeable in both global and specific areas. These are individuals who have attended specialized workshops and other personal growth opportunities. They are able to provide evidence of learning and growth as a professional. In this course you will receive specific information on how to develop a Professional Portfolio. You will also be offered some opportunities to decide on what will go into this portfolio that can be used as evidence of your learning and professional growth. This can become a valuable tool to be used in an employment interview and when seeking a promotion. While your Portfolio will be graded on a Pass/Fail basis, you will also receive an evaluation that indicates whether it is:

- Outstanding – demonstrates professional growth and solid, strong reflective practice
- Good – clearly demonstrates an understanding of one's professional growth and above average reflective practice
- Satisfactory – demonstrates a basic understanding of one's professional growth and an acceptable level of reflective practice
- Minimal Pass – demonstrates some professional growth and reflective practice, but at a minimal level
- Fail – fails to provide enough evidence of professional growth and reflective practice
- The purpose of this evaluation is to help you improve your portfolio and to assist you in building a professional tool that will be useful for you throughout your professional career. You will be building this portfolio throughout the program.

More information will be provided during your practicum workshop.

**Participation and engagement in seminars/workshops****Due Date: Every class****Weight: Pass/Fail at the end of course evaluation**

Students are expected to be prepared for each seminar and be actively and thoughtfully engaged. This is an opportunity for you to develop your professional skills in a safe setting. Please see attached rubric.

**Appendix 2**  
**Assignment Rubrics**  
**Columbia College**  
**Student Engagement Rubric**  
**Last Revised: December 2011**

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<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>
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Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and consistently to group process on a daily basis.</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments do not always build on the contribution of others; most times shows support of other classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes actively and somewhat inconsistently to group process on a daily basis.</li> </ul>
3	<ul style="list-style-type: none"> <li>Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes inconsistently to group process.</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive</li> </ul>	<ul style="list-style-type: none"> <li>Contributes little to group understanding; little evidence of being encouraging to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not contribute to group except when asked.</li> </ul>

1	<ul style="list-style-type: none"> <li>• Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not contribute to the group process.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not contribute.</li> </ul>
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**Total Score out of 20:**

**Facilitator/Evaluator's Comments:**