Instructor: Kristie Moore, Psy.D.
Cell Phone: 832-647-5081
Office Hours: By appointment
E-mail: moorekb@stthom.edu

Course Home Page: On Blackboard

Class Meeting: Wednesdays 5:30 – 9:50pm Malloy 016

Prerequisites: COUN 5368 Counseling Practicum

"Valuing clients as credible sources of their own experiences allows us to critically examine our assumptions and practices—to support what is working and challenge what is not—and allows clients to teach us how we can be most effective with them." - Barry Duncan.

"If we are to contribute to the changes so desperately needed in our agencies, communities, and societies, we must first and foremost develop the capacity to be present with all that arises, stay centered throughout, and be skilled in maintaining an integrated self."

– Laura van Dernoot Lipsky

“I prefer to think of my patients as fellow travels, a term that abolishes distinctions between “them” (the afflicted) and “us” (the healers).” – Irv Yalom

“For therapy to be therapeutic, it is more important for the clinician to understand people than to master specific treatment techniques”

– Nancy McWilliams


Supplementary Readings:

Assigned research articles will be provided on Blackboard in the Course Documents section.

Course Description and Objectives:

*COUN 6305 Counseling Internship* is the second of two semesters required for the capstone experiences. Students will be enrolled in a 3-credit counseling internship class which meets once a week for one semester. This course requires completion of a supervised internship of 160 clock hours in students’ designate program areas, begun after successful completion of the counseling practicum. The internship is intended to reflect the comprehensive work experience of professional counselors appropriate to the designated program areas. Thirty-five hours per semester of clinical supervision in a small group. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. Focuses on the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues.

The Counseling Internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student’s internship includes all of the following:

1. a minimum of 60 hours of direct, supervised counseling-related service in a clinical setting.
2. weekly interaction that averages one hour per week of individual and/or triadic supervision, throughout the internship, performed by the on-site supervisor
3. an average of 4 ¾ hours per week of group supervision provided through the university internship course.
4. the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student’s interactions with clients for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. a formal evaluation of the student's counseling performance during the internship, including documentation of a formal evaluation after students complete their internship by the professor of the counseling internship class in consultation with the onsite supervisor.

Learning Outcomes/Course Objectives:

**Departmental learning goals related to this course:**

1. Master the skills, methods, and knowledge appropriate to the discipline.
2. Acquire the tools to continue professional development and lifelong learning.
3. Access, analyze, and evaluate information effectively.
4. Disseminate and communicate information effectively.
5. Understand and value individual differences and have the skills for working effectively with a diverse and changing world.
6. Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.
7. Consider issues of justice in making decisions.
8. Demonstrate skillfulness in functioning as counselors in a variety of clinical settings through the ability to elicit essential client data resulting in accurate understanding of client issues, diagnosis, appropriate treatment planning, and the use of at least one theoretical approach to counseling.

9. Demonstrate maturity and openness to supervision and learning by hearing and incorporating feedback in classes, clinical experiences, and interactions with faculty, students, and supervisors.

10. Exhibit cultural sensitivity to others in all aspects of the program.

11. Demonstrate ethical behavior in all aspects of the program.

This course is designed to meet the competencies of the Council for Accreditation of Counseling and Related Educational Programs CACREP (2009) Section III (Professional Practice). Upon the completion of this course students will be able to:

**Personal and Professional Development**
1. Embrace and utilize their personal strengths, limitations, and growing edges both professionally and personally and actively seek out supervision or consultation and refer clients when appropriate. CMHC D. 9
2. Give and receive constructive feedback without becoming defensive and, when feeling defensive, be able to identify these feelings and work with them in the group. Student should be open to seeking therapy when suggested.

**Counseling Relationship and Diagnostic Strategies**
3. Embrace his or her established, primary Way of Being with clients and identify which counseling theory is most compatible with this Way of Being and when to alter that Way of Being to meet the client’s needs most effectively, taking into consideration the influence of culture.
4. Demonstrate an advanced understanding of clients’ developmental issues, advanced treatment options, referral resources, and prevention strategies in the process of initiating, maintaining, and terminating counseling. At this point in the student’s clinical training, he/she should be able to articulate a personal paradigm as a Way of Understanding clients by identifying related theoretical and socio-cultural foundations of case conceptualization CMHC D.1 &2
5. Form appropriate, ethical, and effective helping relationships with a variety of clients, demonstrating sensitivity to clients’ worldviews, religious worlds, and ethno-cultural heritages.
6. Demonstrate an advanced ability to develop an accurate multi-axial diagnosis using appropriate diagnostic tools, including the current edition of the DSM.
7. Openly and non-defensively discuss with collaborating professionals and fellow student the clinical presentation of clients including differential diagnosis. CMHC D. 1, L. 1, L. 2
8. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. CMHC L. 3
9. Identify and use advanced intervention strategies that are helpful in working with clients, including those with addictions and co-occurring disorders, and that will lead to a culturally sensitive Way of Intervening. CMHC D.

**Intake, Assessment, Research**
10. Select appropriate comprehensive assessment interventions for diagnosis and treatment planning by:
• Demonstrating advanced skills in conducting intake interviews, mental status evaluations, biopsychosocial and mental health histories, and psychological assessment. CMHC H. 2
• Being aware of cultural bias in the implementation and interpretation of assessment protocols. CMHC H. 1
• Screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders and assessing a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. CMHC H. 3 & 4
• Demonstrating advanced procedures for assessing and managing suicide risk. CMHC D. 6
• Through reading research, wisely apply relevant research findings to inform clinical practice. CMHC J.1.
• Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. CMHC J. 2.

Cultural Sensitivity
11. Form appropriate, ethical, and effective helping relationships with a variety of clients, demonstrating sensitivity to clients’ worldviews, religious worlds, and ethno-cultural heritages while using culturally responsive modalities in working with all clients during all stages of counseling. CMHC D. 5.
12. Easily modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. CMHC F. 3.

Ethical and Professional Responsibilities
13. Demonstrate professional adherence to ethical and legal standards in clinical mental health counseling and in professional duties at the clinical site, including promptness, record-keeping, public mental health policy adherence, and service delivery protocol. CMHC B.1, B. 2, D.7
14. Promote wellness, and mental health through prevention, education, and advocacy activities by applying effective strategies to promote client understanding of and access to a variety of community resources and actively advocates for policies, programs, and services that are responsive to the unique needs of clients. As part of this process, seeks and maintains information regarding community resources to make appropriate referrals. CMHC D.3 &4, F. 1 & 2
15. Identify ethical, professional, and cultural issues when they arise and know what to do and where to go for help.

While many of these skills are introduced in this course, the mastery of these competencies develops through both instruction and practical training outside the classroom.

Method of Instruction

Instruction will take place through supervised practical application, assigned reading, seminar discussion, audio/video review, and peer/instructor feedback. Students are expected to read assigned readings and case presentation reports prior to class. Case presentations, seminar discussion, and peer/instructor feedback comprise the majority of the course content.
Course Policies and Procedures:

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Importance of Class Attendance

Supervision is the clinical foundation for counseling. The small group supervision is considered to be essential for your clinical preparation. Attendance at all classes is important. When a student is absent from even one clinical class, it is necessary for that student to communicate with the instructor on an appropriate activity to make up the group/university supervision hours. This activity is to be completed within two weeks of the missed class. More than one absence from a clinical course can result in a point grade reduction (e.g., B+ to B). It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee) and other extreme circumstances.

Website for Course

My primary way of communicating course information to students is through Blackboard. I will post any announcements regarding class or assignments on Blackboard. Please check each day for any announcements. Additional materials, such as course syllabus, readings, and/or other activities and materials will be made available through the course website throughout the session.

Academic Integrity

As a Catholic university, integrity and honesty are integral components of UST's core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. All students of UST are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity include, but are not limited to, the following: cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard

Course materials may be placed on UST's content management system, Blackboard. You can access Blackboard through mystthom.edu. You will need your student login and password. Contact the IT Help Desk (713-525-6900) if you are not familiar with Blackboard and need help with access.

Recording Class Lectures

With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given,
loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather related cancellations or changes to schedule**

When UST’s campuses close due to a weather event, the University will place this information on Houston television and radio channels. If the University announces an opening time that is in the middle of class, then the entire class period is cancelled.

**Learning Disabilities or Differences**

To request academic accommodations due to a disability or difference, contact the Counseling and Disability Services Office at (713)525-2169. If you have a letter from the Disability Services Office indicating that you have a disability, which requires academic accommodations, present the letter to me so we can discuss the accommodations that you might need in this class.

**Incomplete Grades**

Incomplete grades will only be given for extreme emergencies. Therefore, your final products must be turned in on time. Valid incomplete grade requests are a death in your family, extreme illness (not colds and flu), military activation, or anything outside of your control. Failure to plan ahead, or panic over many papers being required at the same time are not valid reasons for incomplete grade requests. Incomplete grades are granted for a limited time only. If the student's work products are not completed and submitted by the end of the incomplete period then the student will receive an ‘F’ for the course and will not be able to register for another semester until the ‘F’ is removed. The ‘F’ can only be removed when the student has submitted all work and the faculty member has graded the work and assigned a grade higher than an ‘F’.

**Withdrawal from Course**

Students who find themselves in the position of having to withdraw from the course and receive a grade of ‘W’, may do so no later than the date reflected in the University’s academic calendar. Failure to comply with the official withdrawal procedure will result in a permanent grade of F.

**Course Evaluation at the End of the Semester**

Students have the opportunity to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the on-going improvement of our department’s striving for educational excellence in our courses. Please participate in this important process.

**Course Requirements/Activities/Evaluation:**

**Class Attendance**

It is essential that students attend each class session to receive credit for the required supervision and to provide reliable, ethical, and competent client care. You are expected to attend every class. Because this course only meets once a week, missing one class can be detrimental to your overall success in the course as a whole. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring
hospitalization, death of an immediate family member, your own sudden illness, etc.) will be handled on a case-by-case basis. In the event of an absence you are required to attend to the care of your clients, meaning that you are responsible for ensuring that they are contacted and made aware of your absence and their next scheduled appointment time. In case of illness and true emergencies, please notify your course instructor as soon as possible via phone call or text message to your instructor. Email is not appropriate or timely in the case of last minute emergencies.

Any unexcused absences or failure to notify supervisors of absences will also result in the loss of supervision credit and counseling hours for that week as well as a meeting with the campus supervisor to determine outcome which might include receiving a failing grade for the class. Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Please implement the necessary boundaries for leaving work or internship sites on time. Arriving late impacts the work of your classmates.

Students are encouraged to come to class prepared to discuss topics, ask pertinent questions, and respond to other students’ reactions. Please no use of computer or text messaging in class. I want to remind you that it is imperative that we make this class room a safe place for discussion. Therefore students are expected to demonstrate a respect for diversity and need to demonstrate an appreciation of individual beliefs, perspectives, insight, and values that may be different from their own. Three absences in the course will result in a reduction of grade by ½ and four absences will result in failure (F) of the course. If you experience any problem or have doubts about something related to internship, contact the professor as soon as possible.

Participation:
You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is actively engaged in personal and professional development, is completing assigned readings and understanding the material. When in attendance, attention should be given to the course content and not sending text messages or instant messages, filling in a day planner/calendar, working on a computer, completing work for other classes, or holding private conversations. Active participation is essential and will be evaluated in the following way:

**Excellent** - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating the discussion or using a lot of words to say little.

**Satisfactory** - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

**Minimal acceptability** - Passive participation including being present, awake, alert, attentive, but not actively involved.

**Unsatisfactory** - Uninvolved including being absent, late, present but not attentive: distracted, not present or making irrelevant contributions that inhibit the progress of the discussion.
**Required Paperwork**

**Logs** - Students will keep a weekly log of time, type of activity, and description of activity completed at the internship. A paper copy of the log, with each class meeting’s date, will be submitted to the professor at the start of class. It is the student’s responsibility to maintain and keep copies of their logs. This will be your only record of your clock hours and may be needed for licensing purposes. The logs must be neat and legible.

**Contracts** – A copy of signed contracts between students and sites are to be submitted to the professor no later than the 2nd class meeting. The internship contract represents an agreement among you, your site supervisor, and your university for the semester.

**Professional Liability Proof** – as you will be providing services under the supervision of an appropriately licensed professional, you will be required to obtain and verify to your site supervisor that you have professional liability insurance. You must present proof of insurance prior to engaging in internship activities. Proof of liability insurance is to be provided to the professor.

**Journal Entries**

You will be required to keep a journal during the course of this semester. You will be required to submit one entry per week of your internship class through email to your instructor. You must turn in 9 different journal entries in all (8 weekly journal entries and the final Reflection journal entry). Be sure that you use pseudonyms or an initial to refer to clients, which protects their anonymity. The journal entries should be detailed and chronicle your learning throughout the semester. Journaling is a critical part of your internship experience because part of becoming a professional is understanding yourself and learning how to evaluate your own strengths and weaknesses. Your internship journal will help you to develop these skills. Your journal should focus on your internship experiences and can cover any topic so long as it is relevant. While you may chronicle your triumphs, challenges, and frustrations, you must also make an effort to “step outside” yourself from time to time. Try to view yourself as an objective observer might. For example, you might want to ask yourself the following kinds of questions:

- How do you relate to other professionals and your clients?
- What language do you use when working with clients?
- How are your listening skills?
- How do you incorporate your knowledge gained from your courses in your work?
- In what areas do you take initiative and when do you “hang back”?

**Your journal should incorporate self-observations with some evaluation and analysis.** You do not have to “solve” everything in each entry. Rather, take note of your strengths and weaknesses and track how you develop over the course of the semester. It is also appropriate to chronicle the lessons you learn from watching others interact with clients and/or other staff members. The purpose of this assignment is to help you grow as a professional.

**Your final entry** (i.e., Journal 9) will be a “reflective journal” (separate from your class days or on-site duties) must be a 2 to 3 page statement on your journey through this course which states what you have learned, what strengths you have gained, where you still have weakness, and how this course will aid you in the future.
Case Conceptualization and Class Presentation

The purpose of this activity is to discuss, reflect on, and evaluate students’ cognitive, emotional, and behavioral responses to working with clients. Students will present (30 to 40 minutes) 1 case from their internship experience. This must be a case that the student had an active role in. The student will provide a 1 page summary to the class that includes client's background/life circumstances, etc. Make sure that you do not include any personally identifying information about the student in your summary or presentation – Provide only the demographic information needed for conceptualization purposes.

Be sure to include:

- Description of client ((age, grade, affect, and behavior)
- Relevant educational, medical, family, linguistic/cultural histories
- Prior assessment findings and current assessment findings
- Ethical, legal, political, or other issues that may be relevant
- General impression of client including your personal thoughts and feelings

- At the start of the case presentation, each presenter will have no more than 10 minutes to describe the case. The presenter should spend the majority of this time discussing their impressions of the case, treatment plan/goals, counselor actions, self-awareness, and overall how they have conceptualized the critical details of the case. Each presenter should also come prepared with 1 or 2 questions to stimulate group discussion.

- Following this first 10 minutes, the presenter will present a 10-15 min clip of their work with the client. The presenter is responsible for ensuring that the clip work and the specific section for viewing is queued up. Don’t forget to obtain permission to tape from the client.

- The group will then engage in 15 minutes of open discussion regarding the case. During this time, the entire class will consider the presenter’s questions, ask additional questions of the presenter’s case conceptualization, offer alternative views, and provide other forms of constructive feedback. Everyone is expected to offer at least some commentary during this phase. The presenter’s questions and the class feedback should focus on the quality of the therapeutic alliance, treatment planning, case conceptualization, and additional questions as needed.

- Prior to the end of the case presentation/discussion, the presenter will take a few minutes to comment on the group feedback that was received, indicate which questions, thoughts, and feedback were particularly helpful in deepening or elaborating on her/his conceptualization of the case, and suggest how this feedback may be used in refining findings about the case and/or in planning/implementing subsequent assessment, consultation, or treatment activities.

Intern Site Presentation

Each intern will be required to give a brief presentation regarding their internship site’s facilities, treatment services, job opportunities/positions and overall operations. Students should provide a brief write up for your peers to keep and refer back to later. This is an opportunity to network and build your toolbox as a counselor. On your assigned date, you will present about your site (services, population,
referrals, etc.) as well as at least 1 specific intervention/approach that your site utilizes in its service to clients.

**Site Calls**

The instructor may contact site supervisors to discuss the experience of students at their internship sites.

**Grading:**

**This is a graded course.** Students will be graded A, B, or F depending upon the evaluation given by the site supervisor, the demonstration of knowledge, abilities, and skills through class activities, and contributions to class discussion and activities. Case presentations during group supervision, case conceptualization, effectiveness of oral and written communication, as well as openness to feedback and supervision will all be considered. Evaluation methods may include (any and/or all) written work, observation, tape or audio review, case presentations, supervisor evaluations and in class participation along with timely completion of all class assignments. The instructor will make final decisions about grading. Failure to complete class requirements or the required number of direct service hours in a semester may result in a F in the course. Failure to follow Ethical Guidelines of the profession will require a meeting to determine the next steps for addressing the concerns. Occasionally personal issues or life events will make it impossible for a student to move forward in their growth as a counselor and they will be encouraged or required to take some time off for self-care.

**Late Policy**

Journal entries, weekly logs, contracts, and liability proof will be deducted 10% for each week late. Evaluations will be deducted 20% for each day late.

**Rubric for the course grade:**

Here is the rubric that will be used to determine your final grades:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Logs (submitted on time each week and complete)</td>
<td>100</td>
</tr>
<tr>
<td>Contract and Evaluations (submitted on time and completed)</td>
<td>50</td>
</tr>
<tr>
<td>Professional Liability Proof (submitted on time)</td>
<td>50</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>100</td>
</tr>
<tr>
<td>Site Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
Final grades will be determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>800-1000</td>
<td>A</td>
</tr>
<tr>
<td>799-600</td>
<td>B</td>
</tr>
<tr>
<td>599 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*Participation has been monitored based on your attentiveness to class presentations/conceptualizations and your ability to engage in discussions

*Log points will be determined by whether they were submitted on time, legible, and complete with signatures. There should be at least 8 logs submitted.

**Ethical Guidelines:** Students are expected to follow the ethical guidelines put forth by the American Counseling Association and to seek supervision when there is case confusion or an ethical dilemma to be resolved. Failure to follow ethical guidelines and/or non-disclosure of ethical problems and the seeking of appropriate supervision may result in dismissal from the practicum and/or counseling program. To follow ethical guidelines in relation to clients and to respect the work of our peers it is of fundamental importance that the contents of group discussion be regarded as absolutely confidential.
## Course Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings to be completed prior to class</th>
<th>Activities for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1</td>
<td>Discussion of sites&lt;br&gt;Getting Started</td>
<td></td>
<td>Blackboard Discussion</td>
</tr>
<tr>
<td>6/8</td>
<td>Review Internship Manual&lt;br&gt;Schedule Presentations&lt;br&gt;Review Child Abuse Reporting Presentation</td>
<td></td>
<td>Submit logs, contracts, and proof of insurance</td>
</tr>
<tr>
<td>6/15</td>
<td>Group Supervision &amp; Discussion Facilitation</td>
<td></td>
<td>Journal Entry&lt;br&gt;Weekly Log</td>
</tr>
<tr>
<td>6/22</td>
<td>Group Supervision &amp; Discussion Facilitation</td>
<td></td>
<td>Journal Entry&lt;br&gt;Weekly Log</td>
</tr>
<tr>
<td>6/29</td>
<td>Group Supervision, Discussion Facilitation</td>
<td></td>
<td>Journal Entry&lt;br&gt;Weekly Log</td>
</tr>
<tr>
<td>7/6</td>
<td>Theoretical Overview&lt;br&gt;&amp;&lt;br&gt;Case Formulation Lecture&lt;br&gt;Group Supervision, Discussion Facilitation</td>
<td></td>
<td>Mid Semester Evaluation Due&lt;br&gt;Journal Entry&lt;br&gt;Weekly Log</td>
</tr>
<tr>
<td>7/13</td>
<td>Group Supervision, Discussion Facilitation, and Case</td>
<td></td>
<td>Journal Entry</td>
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<tr>
<td>Date</td>
<td>Presentations</td>
<td>Weekly Log</td>
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<tr>
<td>7/20</td>
<td><strong>Group Supervision, Discussion Facilitation, and Case Presentations</strong>&lt;br&gt;Closing Cases</td>
<td>Journal Entry&lt;br&gt;Weekly Log</td>
<td></td>
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<tr>
<td>7/27</td>
<td><strong>Group Supervision, Discussion Facilitation, and Case Presentations</strong></td>
<td>Journal Entry&lt;br&gt;Weekly Log</td>
<td></td>
</tr>
<tr>
<td>8/2</td>
<td><strong>Group Supervision, Discussion Facilitation, and Case Presentations</strong>&lt;br&gt;Internship is Over, What’s Next?&lt;br&gt;Frustrations, Lessons, and Discoveries</td>
<td>Final Journal Reflection&lt;br&gt;COPY OF Logs and Evaluation Forms (3) Due</td>
<td></td>
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</tbody>
</table>