<table>
<thead>
<tr>
<th>Department</th>
<th>Department of Internal Medicine</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>ICU-4444</td>
</tr>
<tr>
<td>Course Name</td>
<td>Critical Care Clerkship</td>
</tr>
<tr>
<td>Faculty</td>
<td>Clerkship Director: Heidi F. DeBlock, MD, FCCM</td>
</tr>
<tr>
<td>Curriculum Year</td>
<td>Year 4</td>
</tr>
<tr>
<td>Length</td>
<td>4 weeks</td>
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<tr>
<td>Prerequisites</td>
<td>Successful completion of third year</td>
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</tbody>
</table>

**Course Description**

The ICU clerkship exposes students to every aspect of the care of the critically ill patient. During this course, students are expected to have ACTIVE involvement in patient care. They are to round on their patients each day, present them on morning rounds, write notes, and perform procedures (when appropriate). Students initially should follow only one patient and increase their responsibilities up to three patients. Under each session/week students are assigned a theme for the week and readings that will supplement their clinical bedside learning.

**Educational Objectives**

The student will learn the basic pathophysiology of critical illness and an approach to the treatment of critical illness that integrates the many disciplines of medicine. As the discipline of Critical Care Medicine is continuously changing with new research, the student will learn where to find the resources to care for the critically ill patient thus creating a lifelong learner.

1. **Respiratory** - *the student will be able to:*
   - Discuss the indications for endotracheal intubation and mechanical ventilation
   - Describe the complications of mechanical ventilation
   - Describe the Modes of Ventilation – Volume Control, Pressure Control. Intermittent Mandatory Ventilation, Pressure Support Ventilation
   - Discuss the physiology of compliance, peak pressure, plateau pressure
   - Discuss the modes of Non-invasive Ventilation (CPAP, BiPAP and High Flow)
   - Explain hypoxic and hypercarbic respiratory failure
   - List the causes of hypoxia
   - Define ARDS
   - Name the conditions associated with ARDS
   - Discuss the therapy of ARDS
   - Interpret arterial blood gases
   - Define PEEP
   - List indications and contraindications of PEEP

2. **Cardiac** - *the student will be able to:*
   - Describe non-invasive monitors: ECG, sphygmomanometer, automated BP cuff, pulse oximetry
   - Explain invasive monitoring: arterial line, CVP monitoring, Pulmonary Artery monitoring (sites, placement procedures, complications)
   - Discuss physiology of preload, afterload, stroke volume, ejection fraction, compliance, SVR
• Define Acute Coronary Syndrome
• List the medications to treat ischemia and ACS
• Interpret current American Heart Association guidelines for STEMI/NSTEMI
• Discuss types of shock and definitions (hypovolemic, distributive, obstructive and cardiogenic)
• Construct a plan for the initial fluid resuscitation of the shock patient
• Construct a plan for the use of vasoactive agents and Inotropes in the shock patient
• Differentiate and discuss therapy based on the etiology/type of shock
• Define SIRS, sepsis, and septic shock
• Summarize the pharmacotherapy in the pulseless patient
• Summarize the pharmacotherapy in the hypotensive patient
• Recognize and treat dysrhythmias (stable, unstable, or pulseless patient)

3. Neurologic Support - the student will be able to:
• Calculate the Glasgow Coma Scale for head injury patients
• List indications for Intracranial Pressure monitoring
• Describe the management patients with elevated Intracranial Pressure (pharmacological & other)
• Define and discuss the treatment of status epilepticus

4. Critical Infectious Disease - the student will be able to:
• Describe steps in the work-up of fever in the ICU patient
• Interpret culture results
• Apply the use of anti-microbial agents in the critically ill patient
• Explain the origin of multiply resistant organisms
• Explain the transmission of multiply resistant organisms

5. Metabolic Disturbances - the student will be able to:
• Construct a plan for the treatment of electrolyte disturbances
• Describe the manifestations of electrolyte disturbances
• Describe the signs and symptoms and treatment plan for adrenal insufficiency, hypo/hyperglycemia, Hypo- Hyper- thyroidism

6. Gastrointestinal Critical Care - the student will be able to:
• Explain upper and lower GI bleed
• Discuss the prophylaxis for stress ulcer in the intubated patient
• Describe the hepato-renal syndrome

7. Nephrology - the student will be able to:
• Discuss the etiologies and pathophysiology of oliguria
• List the etiologies of Acute Kidney Injury
• List indications for dialysis
• Describe rhabdomyolysis

8. Nutrition - the student will be able to:
• Perform a nutritional assessment
• Describe the pros and cons of enteral and parenteral nutrition
• Calculate the caloric needs of patients

9. Critical Care Obstetrics - the student will be able to:
• Identify normal physiologic changes in cardiovascular and respiratory function in pregnancy
- Describe the H.E.L.P.P. syndrome

10. Pharmacotherapy - the student will be able to:
   - Discuss the role of sedation and analgesia in the critically ill patient
   - Discuss the role of neuromuscular blockers in the critically ill patient
   - Explain basic principles of drug metabolism in the critically ill patient

11. Hematology - the student will be able to:
   - Describe the indications for blood transfusion
   - Describe the pros and cons of blood transfusion
   - Explain Deep Venous Thrombosis
   - Describe the prevention and treatment of Deep Venous Thrombosis
   - Explain Pulmonary Embolism
   - Describe the treatment of pulmonary embolism

12. Pediatric Critical Care - the student will be able to:
   - Describe the most common reasons for admission to the Pediatric ICU
   - Describe the basic care of the pediatric pulmonary conditions
   - Describe Diabetic Ketoacidosis
   - Create a plan of care for Diabetic Ketoacidosis

13. Documentation - the student will be able to:
   - Generate a daily note on the patients
   - Create a complete problem list for the patients that are being followed
   - Construct a comprehensive daily care plan for the patients being followed

14. Ethics/Spirituality - the student will be able to:
   - Discuss Do Not Resuscitate Orders
   - Discuss End-of-Life Care
   - Understand patient’s/families/provider’s spiritual and emotional needs in the times of critical illness

<table>
<thead>
<tr>
<th>Types of Patients</th>
<th>Inpatients</th>
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</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Online lectures/sessions, spirituality session</td>
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<tr>
<td>Sessions/Conferences</td>
<td></td>
</tr>
<tr>
<td>Resources/Readings</td>
<td>The ICU Book - 3rd or 4th Edition (Marino)</td>
</tr>
<tr>
<td></td>
<td>Critical Care Medicine, The Essentials (Marini)</td>
</tr>
<tr>
<td>Evaluation Method(s)</td>
<td>Clinical Performance Rating; Institutionally developed exam/quizzes</td>
</tr>
<tr>
<td>Contact Information</td>
<td>Clerkship Director: Heidi F. DeBlock, MD, FCCM, 518-262-5963 office, <a href="mailto:debloch@mail.amc.edu">debloch@mail.amc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Clerkship Coordinator: Linda L. Clark, 518-262-3991 office - Room M-825</td>
</tr>
<tr>
<td></td>
<td>518-262-1927 fax, <a href="mailto:clarkl@mail.amc.edu">clarkl@mail.amc.edu</a></td>
</tr>
<tr>
<td>Last Updated</td>
<td>12/15/17</td>
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<tr>
<td><strong>Department</strong></td>
<td>Department of Emergency Medicine</td>
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<tr>
<td><strong>Course Number</strong></td>
<td>EME-4444</td>
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<tr>
<td><strong>Course Name</strong></td>
<td>Emergency Medicine Clerkship</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Clerkship Director: Kathryn Hogan, MD</td>
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<tr>
<td><strong>Curriculum Year</strong></td>
<td>Year 4</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>4 weeks</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>Successful completion of third year</td>
</tr>
</tbody>
</table>

**Course Description**

This four week course is designed to help you recognize, stabilize and treat potentially life-threatening emergencies and critically ill patients [medical and trauma]. In addition, you will be able to experience the breadth of clinical pathology in Emergency Department and develop differential diagnoses based on targeted histories and physical exams. Emphasis is also placed on advancing your knowledge of procedural skills, either through discussion, observation or hands-on practice. The rotation consists of hands-on activities and workshops, as well as clinical shifts in the Emergency Department. Emergency Department shifts will consist of time working with either an attending or a senior level emergency medicine resident. All students will complete clinical shifts at Albany Medical Center. Some students may also have shifts at Albany Memorial Hospital.

**Educational Objectives**

**Patient Care:**
1. Interpret clinical data and be able to recognize acutely ill patients and immediately life-threatening conditions.
2. Obtain an accurate problem-focused history and physical examination from patients presenting with an undifferentiated complaint.
3. Patient management skills: Monitor the response to therapeutic interventions. Develop appropriate disposition and follow-up plans.
4. Documentation: Provide accurate and organized documentation in the medical record when appropriate.
5. Health promotion: Educate patients to ensure comprehension of the discharge plan and provide anticipatory guidance as necessary.
6. Demonstrate familiarity with common Emergency Department procedures.

**Medical Knowledge:**
7. Formulate a differential diagnosis for your patient’s chief concern, prioritizing the likelihood of the diagnosis and considering worst-case diagnoses.
8. Develop a diagnostic and therapeutic plan, based on differential diagnoses, for both an undifferentiated complaint and specific disease processes.

**Practice-based Learning and Improvement**
9. Effectively use available information technology, including medical record retrieval systems and other educational resources, to optimize patient care and improve their knowledge base.

**Interpersonal and Communication Skills**
Effectively communicate with patients, family members, and other members of the health care team [such as first responders, nurses, PCTs, clerical staff, consultants and admitting services]

Present cases in a complete, concise and organized fashion

Demonstrate a compassionate and nonjudgmental approach when caring for patients.

**Professionalism**

Professional behavior:
- Be sensitive to cultural issues (age, sex, culture, disability, etc.)
- Exercise accountability
- Maintain a professional appearance

Work in a collegial manner with other members of the health care team

**Work ethic:**
- Be conscientious, on time, and responsible
- Exhibit honesty and integrity in patient care

**Practice ethical decision-making**

**Systems-Based Practice**

Recognize the role of Emergency Medicine in the community, including providing access to care at all hours to all patients.

Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies.

<table>
<thead>
<tr>
<th>Types of Patients</th>
<th>Outpatients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Sessions/Conferences</strong></td>
<td>Lecture series, simulation workshops</td>
</tr>
<tr>
<td><strong>Resources/Readings</strong></td>
<td>Readings are taken from: <em>An Introduction to Clinical Emergency Medicine, 2nd Ed.</em></td>
</tr>
<tr>
<td><strong>Evaluation Method(s)</strong></td>
<td>Clinical Performance Rating; NBME Shelf Exam; Simulation/Workshops</td>
</tr>
</tbody>
</table>
| **Contact Information** | Kathryn Hogan, MD - Clerkship Director  
Marianne Pellon - Clerkship Coordinator - 262-4050  
Ashleigh Ashbaugh - Administrative Assistant - 262-3773  
Administrative Offices - 150 New Scotland - 2nd Floor [Center for Medical Science] - 262-3773 - 262-5362 |
| **Last Updated** | 12/15/17 |
Course Catalog Fourth Year Clerkships

| Department                                      | Family and Community Medicine |
|                                                | Department of Internal Medicine |
|                                                | Department of Obstetrics and Gynecology |
|                                                | Department of Pediatrics |
|                                                | Department of Surgery |
| Course Number                                  | FCM-4555 |
|                                                | MED-4555 |
|                                                | OBG-4555 |
|                                                | PED-4555 |
|                                                | SUR-4555 |
| Course Name                                    | Acting Internship in Family and Community Medicine |
|                                                | Internal Medicine |
|                                                | Obstetrics & Gynecology |
|                                                | Pediatrics |
|                                                | Surgery |
| Faculty                                        | Clerkship Directors: |
|                                                | Family and Community Medicine: Joanne Dannenhoffer, MD |
|                                                | Internal Medicine: Sunil Pokharel, MD |
|                                                | Obstetrics & Gynecology: Scott Dexter, MD |
|                                                | Pediatrics: Emily Knuth, MD |
|                                                | Surgery: Megan Applewhite, MD |
| Curriculum Year                                | Year 4 |
| Length                                         | 4 weeks |
| Prerequisites                                  | Successful completion of third year |
| Course Description                             | The primary goal for the Acting Internship is for students to transition from a fourth year medical student to an intern. During this rotation, students are expected to attain competency in patient care, medical knowledge, communication, professionalism, practice-based learning, and systems-based practice. Emphasis is given to the development of skills for clinical reasoning. |

Patient Care: The student will demonstrate effective patient evaluation through history taking and physical examination in order to appropriately care for the patient on a day to day basis in the context of his/her hospitalization. The student will be evaluated on his/her ability to:

- Collect independently effective, efficient and comprehensive histories that are appropriate for age, sex and clinical problem
- Perform independently effective, efficient and comprehensive physical examinations that are appropriate for age, sex and clinical problem
- Write admission history and physicals, admission orders as well as any follow up documentation on a daily basis in an appropriate and professional format. This may also include operative notes and procedure notes depending on the AI specialty.
• Determine laboratory tests, radiological studies and consultations appropriate for evaluation and management of the patients.
• Identify patients’ discharge needs and assist in preparing patients for the transition from inpatient to home care, including coordination of care, identify medical needs and arranging follow up care, as well as writing discharge summaries.

**Medical Knowledge:** The student will apply his/her medical knowledge in order to formulate a differential and primary diagnosis as well as devise an appropriate management plan which may include performing procedures and interpreting laboratory and radiologic data.
The student will be evaluated on his/her ability to:
• Identify criteria for admission and discharge from the hospital
• Synthesize information to formulate a differential and primary diagnosis
• Describe and prioritize the diagnostic evaluation and devise a management plan for hospitalized patients based on level of urgency.
• Revise diagnosis, evaluation and management of previously admitted patients based on new information
• Interpret laboratory tests and radiological studies necessary for evaluation and management
• Perform procedures necessary for the evaluation and management of the patients with appropriate documentation of level of participation and supervision in the course-specific patient log tool on Sakai.

**Interpersonal & Communication Skills:** The student will demonstrate effective information exchange between patients, their families as well as other members of the healthcare team.
The student will be evaluated on his/her ability to:
• Listen and communicate effectively with patients and families in an empathetic, respectful and non-judgmental way
• Communicate effectively with other members of the health care team through both verbal and written means, including chart documentation
• Convey key information accurately to the transition team assuming care
• Give accurate, clear and concise oral presentations
• Frame a question for a consultant and communicate the patient information and clinical question effectively
• Describe the elements of informed consent and be able to obtain informed consent with direct supervision by resident or attending physician

**Professionalism:** The student will demonstrate adherence to the professional standards and ethical principles expected of a physician.
The student will be evaluated on his/her ability to:
• Demonstrate strong work ethic, and consistently and dependably carry out one’s duties with honesty, personal integrity, self-motivation and self-discipline
• Conduct patient encounters with sensitivity, compassion and concern while remaining sensitive to cultural, ethnic, gender, racial and religious differences
• Discuss medical errors and professional mistakes honestly and openly in ways to promote learning
• Receive constructive feedback and use it effectively for self-learning and improvement

*Practice-based Learning & Improvement:* The student will demonstrate utilization of evidence-based medicine resources to improve patient care. The student will be evaluated on his/her ability to:
• Use electronically available medical information in the day to day care of patients
• Demonstrate self-directed and life-long learning skills

*Systems Based Practice:* The student will demonstrate awareness of the health care system and its resources and use them effectively to provide optimal patient care. The student will be evaluated on his/her ability to:
• Demonstrate the appropriate utilization of consultants (including social workers, nutritionists, physical therapists, case managers) during hospitalization and upon discharge
• Recognize the role of systems solutions in improving patient safety
• Understand and comply with national standards for patient safety including JCAHO and OSHA regulations
• Identify health care disparities as well as barriers to access healthcare and recognize their impact on patient care

<table>
<thead>
<tr>
<th>Types of Patients</th>
<th>Inpatients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Sessions/Conferences</td>
<td>Lecture series, morning report</td>
</tr>
<tr>
<td>Resources/Readings</td>
<td>Defined by department</td>
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</tbody>
</table>
| Evaluation Method(s) | Written Admission H&P weekly (one per week; total of 4)
Presentation on rounds evaluated by attending/senior resident (one per week; total of 4 evaluation forms completed)
Formal lecture on clinical topic during morning report/grand rounds/resident lecture series (evaluation form completed)
Patient/Procedure logs: Students must log 10 patients/topics per week and log all procedures.
End of Clerkship Evaluation
Longitudinal course requirements: EBHC and HCS
Surgical checklists (OB and SURG only) |
| Contact Information | Clerkship Coordinators:
Family and Community Medicine: Karen Frankenfield, Office Phone: 262-5506, Fax: 262-5844, frankek@amc.edu. Office Location: 47 New Scotland Avenue College: Room #: TS-101

Internal Medicine: Ann Twibell, OFFICE: R302, TELEPHONE: 262-5313, FAX: 262-6873, Email: twibela@mail.amc.edu |
Obstetrics & Gynecology: Michelle LaMountain, 264-5026, Fax 262-2675, lamounm1@amc.edu

Pediatrics: Elizabeth “Betty” Madigan 262-0501 Office: M607 email: MadigaE@amc.edu

Surgery: Joanne Engel, Email Address: EngelJ@mail.amc.edu, Phone: 262-5733, Room #: A-322

Last Updated 12/15/17
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<th>Department</th>
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<td>Course Number</td>
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<tr>
<td>Course Name</td>
<td>Learning to Teach Teaching to Learn Clerkship</td>
</tr>
<tr>
<td>Faculty</td>
<td>Clerkship Director: Annette Grajny, MD, MS-HPeD</td>
</tr>
<tr>
<td>Curriculum Year</td>
<td>Year 4</td>
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<tr>
<td>Length</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Successful completion of third year</td>
</tr>
</tbody>
</table>

**Course Description**

Physicians are teachers – during residency (students, colleagues, patients, etc.) and beyond. The purpose of this course is to develop basic teaching skills that you can use with each other, health professionals, future medical students, and with your patients in the years to come.

Physicians are also learners. To be a successful physician over the years, you must be a life-long learner. During LTTL you will also gain insight into your learning style and become confident in the principles of adult learning. You will have the opportunity to refine your own history and PE clinical skills one last time before graduation. We hope that you gain an understanding into study skills and learning styles that will maximize your ability to learn while working. This course includes a series of workshops that constitute the ‘core curriculum. In addition to these workshops you will participate in the PSCCC sessions with the CSK I and II students.

At the end of this rotation you should have demonstrable skills in the following areas:

1. Conducting “bedside” rounds
2. Giving feedback
3. Writing goals and objectives
4. Be able to relate individual teaching sessions and individual assignments to broader curricular goals.
5. Conducting a small group discussion
6. Conducting sign out rounds
7. Educating patients

**Objectives**

1. Articulate the characteristics of an Adult Learner.
2. Demonstrate the ability to give feedback.
3. Articulate strategies to effectively run a small group.
4. Demonstrate the ability to communicate effectively and compassionately with patients and families in highly charged emotional situations.
5. Develop objectives for teaching on rounds
6. Recognize strategies to prevent burnout and promote resilience in your medical career.
7. Practice advanced cardiac skills including ultrasound, EKG interpretation, and dysrhythmia recognition.

**Educational Objectives**

1. Articulate the characteristics of an Adult Learner.
2. Demonstrate the ability to give feedback.
3. Articulate strategies to effectively run a small group.
4. Demonstrate the ability to communicate effectively and compassionately with patients and families in highly charged emotional situations.
5. Develop objectives for teaching on rounds
6. Recognize strategies to prevent burnout and promote resilience in your medical career.
7. Practice advanced cardiac skills including ultrasound, EKG interpretation, and dysrhythmia recognition.

**Types of Patients**

Simulation
<table>
<thead>
<tr>
<th>Teaching Sessions/Conferences</th>
<th>Education sessions, workshops, simulations, intern scenarios/debrief sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources/Readings</td>
<td>Bates On-line videos, various articles assigned</td>
</tr>
<tr>
<td>Evaluation Method(s)</td>
<td>Research/project assessment, Peer assessment, Participation</td>
</tr>
</tbody>
</table>
| Contact Information            | Course Director: Annette Grajny, MD, MS-HPEd  
                                   Phone: 262-6645  
                                   Email: grajnya@mail.amc.edu  
                                   Associate Course Director:  
                                   Nancy Robak, RN, MPH  
                                   Phone: 262-6865  
                                   Email: robakn@mail.amc.edu  
                                   Course Coordinator:  
                                   Vera Frey  
                                   Phone: 264-0874  
                                   Email: freys1@mail.amc.edu |
<p>| Last Updated                   | 12/15/17                                                                      |</p>
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<thead>
<tr>
<th>Department</th>
<th>Department of Neurology</th>
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<tr>
<td>Course Number</td>
<td>NEU-4444</td>
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<tr>
<td>Course Name</td>
<td>Neurology Clerkship</td>
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<tr>
<td>Faculty</td>
<td>Clerkship Director: Matt Murnane, MD</td>
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<td>Length</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Successful completion of third year</td>
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</table>

**Course Description**

The Neurology clerkship consists of a combination of inpatient and outpatient experiences. Each student will spend 3 weeks with one of the inpatient Neurology teams (AMC inpatient, AMC consults, AMC Stroke) or 3 weeks of Peds Neuro and one week on outpatient Neurology. While on the inpatient Neurology rotations, students will perform histories and physical examinations on patients admitted to the Neurology service or on consultations.

**Educational Objectives**

At the end of the required clinical Neurology Clerkship, it is expected that students will be able to:

- perform an adequate neurological exam
- distinguish a normal from abnormal neurological exam
- understand and apply principles of localization within the nervous system
- understand and apply principles of management of common neurological disorders: dementia, stroke, neuromuscular disease, demyelinating disease, movement disorders, primary and secondary brain tumors, epilepsy, headache, developmental disorders
- recognize neurological emergencies: status epilepticus, increased intracranial pressure, subarachnoid hemorrhage, spinal cord compression
- understand use and limitations of tests commonly employed in neurological practice: Electroencephalogram (EEG), Electromyography/Nerve Conduction Studies (EMG/NCS), Head CT, Brain and spine MRI, LP

**Types of Patients**

Inpatients/Outpatients

**Teaching Sessions/Conferences**

Education sessions, case conference, LP Workshop, HCS

**Resources/Readings**

1. Harrison’s Principles of Internal Medicine, 19th edition (hard copy or electronic available through AMC library); Kasper, Dennis (editor) – Clinical Neurology sections.
2. Continuum: Lifelong learning in Neurology, American Academy of Neurology publication available electronically through AMC library
3. 1st and 2nd year Neuroscience Theme syllabus

Other good references:

2. Merrit’s Neurology, 12th edition (hard copy or electronic); LP Rowland (editor)
<table>
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<tr>
<th>Evaluation Method(s)</th>
<th>Clinical Performance Rating; NBME Shelf Exam; Simulation/Workshops; OSCE; Clinical Documentation Review</th>
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</table>
| Contact Information  | Clerkship Director: Dr. Matthew Murnane  Phone: 262-5226  Email: murnanm@mail.amc.edu  Office: A1  
                     Clerkship Coordinator: Michelle Unser  Phone: 262-6488  Email: unserm@mail.amc.edu  Office: A110F  
                     Coordinator for VAMC: Teresa Campese  Phone: 626-6391 Office: 703 |
| Last Updated         | 12/15/17                                                                                           |