

Syllabus for
SWK 341—Junior Practicum I
2 Credit hours
Fall 2013

I. COURSE DESCRIPTION

A field practicum experience that places the student in a social service agency five hours per week. In addition, the student spends one hour per week in an integrative seminar. (This course is the practicum portion of the corequisite courses SWK 331 and 332.)

Prerequisite: SWK 202

Corequisites: SWK 331 and 332.

II. COURSE GOALS

It is the philosophy of the social work faculty that each social work student receive practical field experience prior to his or her entry into the more extensive practicum the senior year—Practicums III and IV. The student needs to have the opportunity to decide whether or not social work is the professional field of service for him or her. One way to help ascertain interests and abilities is through a course such as Practicum I, which provides beginning experience in the field and a weekly seminar to help evaluate this experience. An added goal of the seminar is the discussion of interviewing skills as they relate to working with clientele.

III. STUDENT LEARNING OBJECTIVES FOR THIS COURSE:

A. Terminal Objectives

As a result of successful completion of this course, the student will be able to:

1. Develop action plans for implementing program competencies 1-5 and 11 (See C below) for the practicum experience to be utilized in the evaluation process;
2. Discuss rationale for the practicum experience in social work education and the reciprocal relationships with social agencies;
3. Experience (with documentation) five hours per week (70 hours total) of volunteer work with a local agency/organization where the volunteer work is performed and submit time sheets of experience twice during the semester;
4. Describe the agency/organization where placed through both written paper and oral presentations, (week 5).
5. Apply the generalist intervention model to the social work practicum experience;
6. Discover methods for working with diverse client populations;
7. Practice assertiveness skills and become sensitive to issues of sexual harassment;
8. Relate social work values and ethics to the practicum;
9. Integrate Christian values with those of the social work profession;
10. Assess personal values and how they may compliment or conflict with those of the client
11. Apply the supervisor-worker relationship to facilitate developing professional skills;
12. Keep weekly logs to facilitate growth in professional development;
13. Evaluate whether social work is the appropriate occupational choice;
14. Appraise interests, abilities, strengths, and weaknesses through field experience, self-evaluation, classroom instrumentation and discussion evaluation);

15. Evaluate the practicum setting;
16. Join NASW and obtain liability insurance for the practicum setting.

B. Unit Objectives

As a result of successfully completing this unit, the student will be able to:

1. Successfully complete 5 hours of practicum experience weekly for a total of 70 hours for the semester;
2. Write action plans for the practicum;
3. Keep logs of the practicum experience;
4. Write and present orally the Agency Report;
5. Provide time sheets to validate activity;
6. Undergo evaluation of practicum experience by both agency supervisor and professor.

C. Social Work Program Competencies

By completing this course, students will have the opportunity to successfully engage self in the following CSWE and ORU Social Work Program Competencies.

1. Competency 1; Professional Identity
2. Competency 2; Ethical Principles
3. Competency 3; Critical Thinking
4. Competency 4; Diversity
5. Competency 5; Human Rights and Justice
6. Competency 6; Research
7. Competency 7; HBSE
8. Competency 9; Practice Contexts
9. Competency 10; Engage, Assess, Intervene, Evaluate
10. Competency 11: Spiritual Integration

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Oral Roberts University Social Work Department Practicum Manual. Rev. 2011

Garthwait, C.L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). Boston: Pearson Education. (ISBN: 9780205769445)

V. POLICIES AND PROCEDURES

A. University Policies and Procedure

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or

plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students should to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students’ majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student’s major.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Students are evaluated on the basis of the quality of their written assignments, fieldwork, class participation, class attendance, and punctuality in class attendance and the final examination.

b. Assignments	Points
Action plans	50
Weekly Journals (10 @ 10 points each)	100
Agency Organization Report (Written)	50
Final Examination	100
Class Participation	20
In-Agency Evaluation (Midterm)	5
In-Agency Evaluation (Final)	5
Time Sheets Submission (Midterm)	5
<u>Time Sheets Submission (Final)</u>	<u>5</u>
Total points possible:	340

- c. Grading Scale

306 - 340	=	A
272 - 305	=	B
238 - 271	=	C

204 - 237 = D
0 ----- = F

2. Whole Person Assessment Requirement – Students will complete the Agency Analysis and the Final Agency Evaluation (See instructions below and in Practicum Manual).
3. Other Policies and Procedures
 - a. NASW Membership, Liability Insurance--For the protection of the student and the field setting, ALL students in practicum are required to purchase malpractice insurance. No student will be assigned a field placement until the following have been completed:
 - b. An application for membership to *NASW* and an application to the *American Professional Agency, Inc.*
 - c. Students are to complete the applications on line, print receipts, and submit them to the Professor no later than the second class meeting of the semester.
 - d. The Agency Acceptance Form must be completed and signed by the practicum field supervisor
4. Assignments:
 - a. Each student is required to log in 70 hours of field work during the semester and submit updated time records at midterm and at the end of the semester. Time sheets include an accurate account of all activities performed and must be signed by the field supervisor in order to be accepted as valid.
 - b. Scheduling of the Field Hours:
 - (1) The student will need to work together with the field supervisor in scheduling of the field hours.
 - (2) Field hours should be arranged according to the convenience of the field supervisor, the agency's or organization's needs, and the student's class schedule. Student will submit a typed copy of agency practicum schedule to the Field Instructor by week four.
 - (3) In order to adequately schedule on-site agency visits with a student, student is advised to consult with Field Instructor prior to making plans to leave town during school semester or before official semester breaks and holidays.
 - (4) Students must be present for the Field Instructor's on-site agency visits. Failure to attend on-site evaluations will result in a reduction of the student's final grade.
 - c. Final Field Evaluation—A minimum grade of "average" must be received on the final field evaluation in order to receive a passing grade of "C" in Practicum I. Final Evaluations are assessed at the practicum agency site. Student is required to attend this meeting along with any other meetings that pertain to him/her in the practicum setting. Students failing to attend on-site meetings will be assessed a deduction to their final grade.
 - d. Written Assignments
 - (1) Action Plans
 - (2)
 - a. In collaboration with the practicum field instructor, students will identify one action plan for all professional behaviors under Competencies 1-5 and 11.
 - b. This plan also serves as a method for students to measure their progress during the practicum experience and as a means to evaluate their own

self-practice.

c. Plans should be related to the services provided by the agency or organization where the student is placed and reflect goals that can be realistically achieved by the end of the semester.

d. Plans are the focus of discussion when the professor visits with the student and field instructor during the semester.

(3) Weekly Logs

a. Logs are submitted on a weekly basis, beginning the third week of the semester and continuing through week twelve, for a total of ten for the semester.

b. Logs are read by the professor to evaluate the student's:

i) progress in achieving the action plans,

ii) growth in developing an awareness of self,

iii) effort to integrate professional skills, values, and knowledge through the supervisory relationship,

iii) capacity to function as a social work professional,

iv) ability to follow the learning plan established to evaluate and measure own self-practice,

c. **Appendix "B"** is to be used as format for the weekly logs.

(4) Agency Organization Assignments

Written:

a. Each student submits a report of the agency or organization where he or she is placed for the semester.

b. The report enables the professor to evaluate the student's:

i) understanding of the agency or organization's purpose and function in the community.

ii) ability to delineate the agency as a system.

c. **Appendix "C"** is to be followed for the Agency/Organization report

5 Final Examination is

a. a take home exam and is handed out two weeks in advance of the due date.

b. designed to assess the student's successful completion of the course requirements.

6. Class Participation/Professional Development

a. This course requires the student's active participation both in and outside of the classroom. Consequently, students are expected to come prepared for class discussions, participate, and evidence completion of the reading and writing assignments. Students are required to bring the course textbook and handouts with them to each session. Weekly assignments will be randomly collected and assessed as class participation.

b. Arriving promptly to class and coming fully prepared are important for student learning and evidence the beginnings of professional development. Tardiness and absences should be discussed with the course faculty before the class.

c. Students should disable cell phones and refrain from all forms of electronic communication and/ or entertainment during class.

d. Class participation/professional development, as discussed in this section, will be awarded a maximum of 20 points. Excessive absence or tardiness will be reflected in this portion of the student's grade.

e. Throughout the semester, observations are made from written assignments, field assignments, and from class comments of the student's:

(1) sensitivity to or awareness of the affects that social class, socioeconomic status, culture, social values, sexism, and racism may have upon systems functioning;

(2) ability to integrate Judeo-Christian values with social work values and ethics.

7. No passing grade is assigned for the course unless
 - a. all field hours have been completed;
 - b. all written and oral assignments have been successfully completed
 - c. a minimum of Average is received on the Final Evaluation
8. Changes—Any changes in the syllabus, assignments, exams, class format, or class requirements announced in the class by the professor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the professor if there are questions about what those changes are.
9. Assignments and Papers
 - a. All assignments and reports are due at the beginning of class on the day they are due.
 - b. Major assignments submitted one or more days late are assessed a penalty of three (3) points per day, including weekends.
 - c. Major assignments not submitted in class must be taken to the Behavioral Sciences Department and be signed to indicate the date and time they were submitted. Late weekly logs are accepted only under extenuating circumstances and must be cleared with the Professor prior to class meeting of the day when they are due.
 - d. Because course requirements are assigned in advance, extensions are granted only under extenuating circumstances and must be cleared with the instructor prior to the due date.
 - e. Spelling, grammar, and neatness count towards the grade given an assignment.
10. Plagiarized Work—Plagiarized work receives no points and no opportunities for makeup. Therefore, reports are to be documented, acknowledging the sources of information and opinions that are not wholly the student's own.
11. Honor Code—It is a basic fact that every person's education is a product of his or her own intellectual efforts. Oral Roberts University cannot educate persons who will not educate themselves. Every person who enrolls and remains at Oral Roberts University should understand that to submit work that is not his or her own violates the purpose of the University and his or her own presence here. No Christian intellectual community can maintain its integrity or be faithful to its members if violations of its central purpose for any reason are tolerated. This principle of intellectual responsibility applies to all work done by students. Therefore, should this principle of intellectual responsibility be violated, the student receives an "F" grade in the course and possible suspension from the University.
12. The professor reserves the right to not honor any request for an Incomplete ("I") grade assignment for this class.
13. Office Hours Office hours are posted on the Professor's Office. In some cases the Professor may be available to meet with students outside of the hours posted if prior arrangements have been made.
 - a. If the posted hours are inconvenient to the student's schedule, the student should speak with the professor after class or leave a message on the professor's voice mail stating a time that would be convenient. The message should also include a name and phone number.
 - b. If the instructor's door is closed, please honor this by checking with the secretary before knocking
14. Attendance is required on the basis that learning in this class is reciprocal requiring the essence and participation of all students. Therefore, students are required to attend all classes and be prepared to participate in class discussions. Students are expected to be in class at the time it is scheduled to begin. **Coming to class tardy three times will be treated as one absence.**

VI. COURSE CALENDAR

<u>Week</u>	<u>Class Activities</u>
1	Orientation to the class and assignment of field placements.
2	Lecture/Discussion: "Getting Started" Social Work Program Competencies/Developing an Action plan Reading: Garthwait, Chapters 1 & 2 <u>Assignments Due:</u> <u>NASW/Insurance Receipts—DUE</u> Homework: TBA Vita TBA
3	Lecture/Discussion: Social Work Program Competencies/Developing an Action Plan Reading: Garthwait, Chapters 3 & 4 <u>Assignments Due:</u> Weekly Log No. 1 Agency Acceptance Form Homework: TBA
4	Lecture/Discussion: Practicum Updates Reading: Chapters 5 & 6 <u>Assignments Due:</u> Weekly Log No. 2 Action Plans Due Agency Work Schedule Due Directions to Agency Due Homework: TBA
5	Lecture/Discussion: Supervision and Personal Safety Reading: Garthwaith, Chapters 7 & 8 <u>Assignments Due:</u> Weekly Log No. 3 Homework: TBA
6	Lecture/Discussion: Communication and Agency Context of Practice Reading: Garthwaith, Chapters 9 & 10 <u>Assignment Due:</u> Weekly Log No. 4 Agency Organization Report Homework: TBA
7	Lecture/Discussion: Community and Social Problem Context of Practice

	Reading:	Garthwaith, Chapter 11
	<u>Assignments Due:</u>	Weekly Log No. 5 Time Sheets (Midterm) Midterm Evaluation (Supervisor/Self)
	Homework:	TBA
8	Lecture/Discussion:	Social Policy Handling sexual harassment in the practicum setting; assertiveness vs. aggressiveness setting a balance with each; sharing personal information with clients.
	Reading:	Garthwaith, Chapters 12 & 13
	<u>Assignments Due:</u>	Weekly Log No. 6 Midterm Evaluation (Field Instructor and Self- Evaluations), Time Sheets and Supervisory Conference Reports
	Homework:	TBA
9	Lecture/Discussion:	Diversity and Cultural Competency
	Reading:	Garthwait, Chapter 14 & 15
	<u>Assignments Due:</u>	Weekly Log No. 7
	Homework:	TBA
10	Lecture/Discussion:	Professional Social Work Quality of the supervision; availability of opportunities to learn and grow; degree of satisfaction.
	Reading:	Garthwait, Chapters 16 & 17
	<u>Assignment Due:</u>	Weekly Log No. 8
	Homework:	TBA
11	Lecture/Discussion:	Social Work as Planned Change
	Reading:	Garthwait, Chapters 18 & 19.
	<u>Assignment Due:</u>	Weekly Log No. 9
	Homework:	TBA
12	Lecture/Discussion:	Assignment of Take Home Final Exam (Two Weeks)
	<u>Assignment Due</u>	Weekly Log No. 10 (Final Log)
13	Class Discussion:	TBA
	Reading:	TBA
	<u>Assignment Due:</u>	None

Homework: None

14

**Assignments Due: Final Take Home Exam Due!!!
Time Sheets Due
Final Evaluation (Field Instructor, Self-Evaluation,
and Student's Evaluation of Field Practicum)**

15

**Class Discussion: Semester Wrap Up
Students' Feedback on Class
Students' critical assessment of aptitude for generalist
social work practice
Students' evaluation of personal action plans for
practice in the agency/organization.**

APPENDIX A

INSTRUCTIONS FOR DEVELOPING

ACTION PLANS

APPENDIX B

Format for Student Weekly Logs

1. Student's Name (Top left of the page)
Practicum Agency (Top left of the page)
Date of Log (Top left of the page)
Log Number (numbered sequentially) (Top left of the page)

Each log will include four categories of content: *Summary of Activities*, *Impression of Activities*, *Future plans*, and *Progress Toward Completion of Action Plans*.

Summary of Activities

In this section, provide an “objective” summary of your week. Here you will discuss your activities, observations, and specific events that took place during your practicum. (Note: In this section you will not discuss your feelings, subjective thoughts, or interpretation of these events; you will only describe factual information.

Example: (*Objective*)

Summary of Activities:

This week I was able to shadow a staff member as she assisted a victim of domestic violence. The victim was recently evicted from her apartment after she fell behind in her rent. She told the worker that she and her three children spent two full days and nights living on the streets. She decided to take her chances in the Emergency Shelter after she and her children were robbed at gunpoint.

Impression of Activities

In the impressions section, share you thoughts, feelings, insights, concerns, frustrations, and interpretations about the objective information you recently discussed. (Note: Do not add any additional objective content in this section. If you would like to add more, go back and add it under the objective heading.

Example: (*Objective*)

Summary of Impressions:

Wow! What a week! I was blown away as the client told the victim advocate about the two nights she and her children lived on the streets. I just had no idea how easy it is to become homeless. The client could have easily been someone I might have known back home in my church. She was your average type of person, just a super nice lady who had fallen upon hard times. I tried to imagine how I would have led the interview had I been the social worker assigned the case. I

thought my supervisor did an amazing job and I recognized specific interviewing skills we covered last week in class.

Future Plans—Under this category briefly state what you hope to accomplish next week at your practicum. You may also note any obstacles you anticipate and any strategies you will employ to address them.

Example;

Future Plans:

Next week I plan work on my action plan under Competency #1(e), Pursue life-long learning. I plan to attend a workshop on Homelessness with my field instructor and two other staff members.

End your weekly log with the following section, **Progress Toward Completion of Action Plans**. In this final section, provide a brief update on the progress you are making toward completing your action plans.

Example:

Progress Toward Completion of Action Plans:

Today I was able to complete my action plan for Competency 3(c), *Perform Oral Communication*. In my action plan, I state that I will *do a least one inservice presentation during an agency staff meeting*. This week during the Tuesday staff meeting, I was able to give a 15 minute report on a recent study about homeless families.

Additional Instructions for Weekly Logs:

Leave the appropriate amount of spaces between the topics you will be addressing in your logs. The usual amount of spaces will be three (3) between the first four items listed above and two (2)spaces between the topics of discussion.

All weekly logs must *be neatly typed*, and a minimum of one (1.5) pages long. Penalties will be assed for typos and grammar errors.

All logs must be correctly uploaded into D2L by the assigned due date. Late logs will be assessed “zero” points.

APPENDIX C
Instructions for Writing the *Written Agency/Organization Report*

A. Length of the report

The agency/organization report should be a minimum of three (3) pages in length and a maximum of four (4). Points will be deducted for reports not meeting this requirement.

B. Format of the Paper

The report is to be **written as a narrative**, i.e., the information (listed in "Contents of the Paper" below) is not to be listed numerically within the paper. Each question should be addressed separately, using a separate heading when responding to each.

Students will submit the written agency report to the professor by the assigned date. Provide a cover sheet that includes the following: name of the assignment, your name, course name, professor's name, and the date.

C. Contents of the Paper

The agency/organization report is to focus on the following:

1. What is the major purpose of the agency/organization?
2. What services are provided?
3. How does the agency/organization term itself, e.g., as a public service agency/organization, a private service agency/organization, a profit-making agency/organization, or a nonprofit agency/organization? Discuss this.
4. How is the agency/organization governed, e.g., by a board of directors, or federal guidelines?
 - a. If by a board, briefly discuss its function.
 - b. If by other means, briefly discuss this.
5. How is the agency/organization financed?
6. Who may qualify for services? How is this determined?
7. Briefly describe and discuss the type of clientele served (women, children, the homeless, etc.)
8. Describe the agency's strengths and limitations as you see them.
9. Discuss any weaknesses and/or gaps in service you have observed.
10. **Describe your placement agency/organization as a system (using tenets from System Theory that were discussed in SWK 202 Class).**
11. Give your overall impression of the agency/organization. Would you recommend it for use by your clients?

Appendix D

This format is to be used for the **Oral Presentation** of the Agency Organization Report
(Note: Check to see if Oral Report will be required for your class--some classes omit this assignment.)

A. Instructions for the Presentation

1. Do not exceed fifteen (15) minutes for the entire presentation.
2. Each report will be presented in class via **PowerPoint** presentation.
3. Ten (10) minutes are to be used for the presentation, and five (5) minutes are to be reserved to field questions from classmates.
4. Student is encouraged to obtain agency brochures and handout for classmates.

B. Contents of the Presentation:

1. Name, location and major purpose of the agency
2. Brief history of the agency
3. Kind of agency (e.g., public, nonprofit)
4. Goals and objectives of the agency
5. Analysis of services provided and by whom
6. Governing body? Function of the governing body?
7. Funding source(s)
8. Type of clientele served? Describe them (e.g., boys, girls, the homeless, low income, ages)
9. Eligibility for services? Who determines this?
10. Staff and their roles, in terms of provision of services
11. Networking system, i.e., what resources are utilized in securing needed services for the clientele?
12. Your personal opinion of the agency

Characteristics of Outstanding Student Performance¹

1. **Enthusiasm.** Performs tasks with enthusiasm. Will volunteer to take on extra experiences or assignments. Will agree to working extra hours, e.g., Saturdays or evenings when special activities are planned.
2. **Seeks Direction from Supervisor.** Aggressively seeks supervisor out—does not wait for her to come to him all the time. Will consistently welcome the supervisor's feedback without defensiveness.
3. **Attendance.** Is never absent except for obvious illness or personal/family crisis. Will initiate, without supervisory suggestion, a plan for making up lost time.
4. **Emotional Maturity.** Is emotionally stable and mature. These traits are reflected in student's attitude and decisions. Personal problems, if present, are handled so well as not to interfere with performance.
5. **Attitude Toward Clients.** Is aware of any personal limitations or biases. Always able to control any negative attitudes or biases toward the clients so that they do not adversely affect the client/worker relationship.
6. **Follow-Through.** Always follows through. Know for always getting things in on time, no matter what happens.
7. **Professional Conduct.** Conducts herself in a professional manner at all times (without being told). Becomes the model for other students and some staff to look up to.
8. **Timely Completion of Work.** Work is always completed on time. Student consistently writes clearly, concisely, and professionally. May be producing an unusually high volume of work through her ability to write quickly and effectively.
9. **Mental Alertness.** Constantly asks questions, challenges concepts, and comes up with creative ideas, goals, or approaches. Supervisor may have a difficult time keeping one step ahead of the student.
10. **Performance.** May be outstanding in every area of performance or knowledge. The truly outstanding student will stand out and be noticed by all in particular role-set, or agency.

¹From Suanna J. Wilson, Field Instruction, Techniques for Supervisors.

Course Inventory for ORU's Student Learning Outcomes

SWK 341—Junior Practicum I Fall 2011

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

(Revised 1/15/04)