I. COURSE PURPOSE

The year-long Field Seminar is a forum for students to integrate social work course content with the field education experience as they develop generalist social work skills. Generalist practice is defined as the application of 1) an eclectic knowledge base grounded in a broad liberal arts education, 2) an understanding of professional social work values and ethics, and 3) a wide range of assessment and intervention skills to engage in multilevel interventions which emphasize identifying and mobilizing strengths and resources to promote growth, change, and social justice.

Agency-based case examples and presentations, seminar discussion, role play, and class assignments provide the student an opportunity to gain professional and peer feedback regarding the application of social work knowledge and the development of social work skills to the solution of client system problems. Issues related to social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, practice, and research are examined within the context of the student’s field practicum.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion
of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Identify as a professional social worker &amp; conduct self accordingly</td>
<td>Social workers advocate for client access to the services of social work; Social workers practice personal reflection and self-correction to assure continual professional development; Social workers attend to professional roles and boundaries; Social workers demonstrate professional demeanor in behavior, appearance, and communication; Social workers engage in career-long learning; Social workers use supervision and consultation</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Social workers recognize and manage personal values in a way that allows professional values to guide practice; Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; Social workers tolerate ambiguity in resolving ethical conflicts; Social workers apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
<tr>
<td>Apply critical thinking to inform &amp; communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; Analyze models of assessment, prevention, intervention, and evaluation; Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
</tbody>
</table>
| Engage diversity and difference in practice | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
Recognize and communicate their understanding of the importance of difference in shaping life experiences;  
View themselves as learners and engage those with whom they work as informants |
| --- | --- |
| Advance human rights and social and economic justice | Understand the forms and mechanisms of oppression and discrimination;  
Advocate for human rights and social and economic justice;  
Engage in practices that advance social and economic justice |
| Engage in research-informed practice and practice-informed research | Use practice experience to inform scientific inquiry;  
Use research evidence to inform practice |
| Apply knowledge of human behavior and the social environment | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;  
Critique and apply knowledge to understand person and environment |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | Analyze, formulate, and advocate for policies that advance social well-being;  
Collaborate with colleagues and clients for effective policy action |
| Respond to contexts that shape practice | Continuously deliver, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;  
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Engagement:</th>
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<tbody>
<tr>
<td>- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>- Use empathy and other interpersonal skills</td>
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<tr>
<td>- Develop a mutually agreed-on focus of work and desired outcomes</td>
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<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>- Collect, organize, and interpret client data</td>
</tr>
<tr>
<td>- Assess client strengths and limitations</td>
</tr>
<tr>
<td>- Develop mutually agreed-on intervention goals and objectives</td>
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<tr>
<td>- Select appropriate intervention strategies</td>
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<tr>
<th>Intervention:</th>
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</thead>
<tbody>
<tr>
<td>- Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>- Implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>- Help clients resolve problems</td>
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<tr>
<td>- Negotiate, mediate, and advocate for clients</td>
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<tr>
<td>- Facilitate transitions and changes</td>
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<tr>
<th>Evaluation:</th>
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<tbody>
<tr>
<td>- Social workers critically analyze, monitor, and evaluate interventions</td>
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</table>

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To understand agency structure and function, program services, at-risk populations, generalist social work practice, community context, and community resources.

2. To understand how local, state, and federal policies drive agency programs and services.

3. To develop generalist problem-solving skills, including establishment of a professional relationship, problem identification, data collection, assessment, contracting, goal setting, intervention, evaluation and termination.

4. To develop interviewing skills.
5. To balance traditional theories and models that focus on deficit conditions with the strengths-perspective and empirically-supported best practice in the process of data collection, assessment, and intervention.

6. To recognize the impact of diversity on human development and the need for differential application of treatment modalities to address unique needs, especially those related to poverty, violence, and mental illness.

7. To demonstrate self-awareness and self-discipline as prerequisites for professional conduct, and as essential aspects of an empathic and effective helping relationship.

8. To distinguish knowledge from values, and facts from inferences, in order to understand how differences in worker-client world views influence social work practice, particularly in regard to age, gender, sexual orientation, race, ethnicity, disabilities, spirituality, social class, and environmental context.

9. To practice social work consistent with the NASW Code of Ethics.

10. To become a self-directed learner by taking initiative to identify learning needs through the learning plan and weekly field supervision.

11. To demonstrate competence in professional writing and documentation.

IV. COURSE REQUIREMENTS

A. Required Texts

There are no required texts for the Field Seminar.

B. Recommended Texts


Grobman, Linda May, ed. (2010). *The field placement survival guide: What you need to know to get the most from your social work practicum* (2nd ed.). Harrisburg, PA: White Hat Communications.


C. **Recommended Resources and Media**

National Catholic School of Social Service [http://ncsss.cua.edu/](http://ncsss.cua.edu/)

National Association of Social Workers [http://www.socialworkers.org](http://www.socialworkers.org)


Please refer to this article for a listing of social work journals:

D. **Course Assignments**

**Seminar Course Assignments and Due Dates**
1. Field Agency Profile Macro Paper Assignment TBD
2. Process Recordings (2) TBD
3. Research Project Proposal TBD

**Field Placement Document Due Dates**
1. Student Field Report Due Weekly
2. Field Information Form Due 09/16/2016

Revised: June 2016, RPH
3. Learning Plan Due 10/07/2016
4. Early Evaluation Due 10/21/2016
5. Fall Semester Evaluation & Log of Hours Due 12/09/2016

Graded Seminar Assignments

1. Field Agency Macro Paper (See syllabus attachment)

2. Process Recordings (See syllabus attachment)

   The two required process recordings are to be reviewed by both the Field Instructor and by the Seminar Instructor. The process recording should be reviewed by the Field Instructor prior to submitting assignment to the Seminar Instructor for grading. The Field Instructor will not provide a grade, but will provide written feedback. Review by both Instructors is intended to assist student development of listening and critical thinking skills as well as self-awareness.

   The Process Recording forms may be found online at: [http://ncsss.cua.edu/field-new/field-forms.cfm](http://ncsss.cua.edu/field-new/field-forms.cfm). There are two documents that constitute the complete process recording form: Part I, the Introduction, and Part III, the Conclusion are found online as one document, while Part II, the Interview, is another document. Combine and submit these two documents together for the process recording assignment.

3. Research Proposal (See syllabus attachment)

Ungraded Field Assignments:
See [http://ncsss.cua.edu/field-new/field-forms.cfm](http://ncsss.cua.edu/field-new/field-forms.cfm) for links to all field office documents required for submission

- Weekly Field Reports: Students keep a record of their field placement activities focusing on challenges faced in field, action plans for addressing these challenges, and issues discussed in field instruction. These are submitted weekly until the instructor indicates they are no longer necessary. (See syllabus attachment)
- Updated Field Information Form
- Learning Plan (Two signed copies)
- Early Assessment (Two signed copies)
- First Semester Final Field Evaluation (Two signed copies)
- First Semester Log of Hours (Two signed copies)

Grades for this course are based on completion of all course assignments, class participation, and on the field instructor’s recommended grade. Please note that the seminar instructor assigns the final grade for field placement. Grade assignment is in accordance with the University grading system for undergraduate students. The final grade is based on field education (60%) and seminar work (40%). Students must receive a grade of C or better in both Seminar and in Field in order to progress to the next semester in field placement.
Grade Calculations

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td><strong>Seminar Course Work</strong></td>
<td>40%</td>
</tr>
<tr>
<td>Attendance &amp; constructive class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Process Recordings (2)</td>
<td>40%</td>
</tr>
<tr>
<td>Field Agency Profile</td>
<td>25%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>10%</td>
</tr>
</tbody>
</table>

| **Field Internship Work**                     | 60%                 |
| Final Field Evaluation                        |                     |

**Final Grade**  
Seminar + Field Grades

V. Grading Policy

A. **Attendance**: The Seminar is a colloquium for integrating the students’ field work and field internship experiences and for integrating social work theory and practice. Therefore, students are expected to attend all classes and participate meaningfully in class discussions. Attendance is required for a minimum of 12 seminar classes each semester. If a student cannot attend a seminar, he or she must call or email the instructor prior to the class. Any student not meeting the attendance requirement is at risk of failure.

B. **Due Dates**: Both graded and ungraded assignments are to be submitted to the instructor on the due date unless special arrangements are made prior to the due date with the instructor. At the instructor’s discretion, the grade may be lowered 5 points for each day the assignment is late.

C. **Guides**: Assignments are to be written according to the outline provided. Every assignment must be satisfactorily completed. Each day an assignment is turned in late, five percent will be reduced from the final grade.

D. **Originality**: The assignments must be original work for this class. Penalty is in accordance with violation of NCSSS standards for ethical behavior. Any violation will be referred to the BSW Program Chair.

E. **Winter Break**: Please note the *NCSSS Field Instruction Manual* states that students in field placement are permitted only two weeks winter vacation in order to maintain continuous client contact. The exact two weeks of vacation are to be chosen and agreed upon by you and your field instructor.

F. **Course and Instructor Evaluation**
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password.

Revised: June 2016, RPH
Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

VI. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements: Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

CUA Policy for Removal of a student from a course for disruptive behavior:

A student whose disruptive behavior, in the judgment of the instructor, makes it impossible to conduct the class and thus deprives other students of instruction to which they are entitled, may be removed from a course according to the following procedure:
1. The instructor must make an explicit request of the disruptive student to cease and desist.

2. If the student persists in disruptive behavior, the instructor shall immediately report the case to the chairman of the department or, in non-departmentalized schools, the dean of the school in which the course is given.

3. The chairman or dean shall discuss the matter with the student and make a judgment on whether or not the student’s continued attendance is harmful to the course of instruction.

4. If the chairman or dean rules that the student’s continued attendance is harmful, he shall inform the student that he or she may not attend the course.

5. Within five weekdays (excepting holidays), the student may appeal the ruling to the provost, who shall meet with the student, consult with the instructor and the chairman or dean, and either a) reinstate the student, or b) uphold the removal of the student and register a withdrawal of the student from the course.

   Actions taken as prescribed above shall be documented and placed in the student’s file. (Approved May 12, 1999)

C. Academic Honesty
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

D. Confidentiality
   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers practice material in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

E. Accommodations
   Students with physical, learning, psychological or other disabilities wishing to request accommodations must be approved by the Disability Support Services (DSS). If you have DSS documentation that requires accommodations or an academic adjustment, please arrange to meet with the seminar instructor as soon as possible to discuss these accommodations.
SSS 465

Class Topics

Introduction
During both semesters of the undergraduate field instruction program and field instruction seminar, special emphasis is placed upon the generalist practice intervention model. This includes learning how to apply knowledge of the planned change processes at the micro, mezzo, and macro levels and to develop associated skills consistent with the student’s field of practice, agency populations, clients’ presenting problems, and agency service delivery system. Each seminar will have additional activities each week that meet its learning needs. This may include guest speakers, case presentations, and discussion of process recordings.

Furthermore, it is acknowledged that the nature of a seminar means that class topics may not be covered in the sequence listed below. All topics will be covered during the course of the semester; however, they may not be covered in this order or may be covered in more than one class based on the immediate learning needs of the students.

Classes 1 – 4  Orientation to Field Practicum & Field Seminar
- Overview of the course purpose
- Review of syllabus and class assignments
- Developing ‘class rules’
- Developing the Learning Plan
- Supervisory Agenda

NASW Code of Ethics
- Confidentiality

Field Agency Policies and Procedures
- Agency documentation
- Safety
- HIPAA
- Trauma and risk

Classes 5 – 6  Professional Relationships
- Supervision
- Boundary issues

Classes 7-8  Professional Social Work Expectation
- Examining professional values versus personal values
- Working with vulnerable and oppressed client systems
- Recognizing the impact of diversity, social pluralism and demographic variability on the planned change process
Classes 9 – 12  The Generalist Practice Planned Change Processes

- Relationship building
- Interviewing for strengths
- Problem/issue/challenge/need identification
- Assessment
- Goal setting
- Contracting
- Intervention
- Monitoring/evaluation the planned change contract
- Termination

Introduction to the Field Research Project

Classes 13 – 14  Semester Closure – Termination

Review and critique of the field education seminar
Assignment: **Field Agency Profile Paper**

**Introduction:**
The purpose of this assignment is to help you obtain a comprehensive understanding of the agency in which you are placed for your field practicum. This includes its place within a field of practice, its organizational purpose, structure and function, and your program or service unit. It is designed to give you a foundation for understanding what it is like to be a worker with a client in your agency/program.

**Assignment:**
Prepare a twelve-page, doubled-spaced paper, excluding charts, using APA format.  
- Follow this outline precisely.
- Interview key people who will help you find the information for this assignment.
- Add charts, if possible. Do not insert charts in lieu of the narrative presentation.
- Use the latest available data such as an annual report.
- Include an introduction and conclusion to your paper.

A. **Agency Mission, Value Base, Public Law and Policy**
   1. Discuss your agency's mission, goals and objectives. 
      Discuss the values that guide them. 
   2. Compare and contrast your personal values with the agency’s professional values. 
   3. Identify the specific public laws that guide your agency and discuss how they impact on its programs and services.

B. **Funding:**
   1. How is the Agency or Program funded? How does the agency acquire funding? 
   2. Are the funds sufficient to support the agency? What are the funding problems?

C. **Organizational Structure:**
   1. Describe the agency and the specific program in which you work. 
   2. Describe the Board of Directors for the Agency, using organizational charts if available. Describe the Executive Structure for the Agency or Program, using charts if possible. Use position titles for your discussion rather than names. 
   3. Describe the administrative support structure of the agency. 
   4. Describe the composition of the professional staff of your program. Is this a multi-disciplinary program? What are the minimum educational credentials required for each staff position? Is secondary language proficiency required? 
   5. Describe the administrative support structure and their functions for the agency.

D. **Population Served:**
   1. Describe the general client population served in your program, including geographic boundaries, age groups (use percentages), gender (use percentages), racial and ethnic composition (use percentages), socioeconomic status (use percentages), and other relevant information. 
   2. Identify the specific types of issues or problems clients bring to the program. 
   3. Which clients are ineligible for services?
E. Community Involvement:
1. How does your agency interface with the geographical or client community it serves?
2. Name significant community institutions, agencies, or groups that use your program on a regular basis.

F. Select a real or typical client the agency serves. (Do not use the client's real name).
Describe the client's path to obtaining agency or program services.

1. How did the client engage the agency/program?
2. Was there a specific referral source? Is there a typical referral system?
3. Describe the client situation or need?
4. Discuss intake forms that need to be completed for service. Include a sample.
5. Discuss the different services available to address the client situation. What services are not available but requested or needed?
6. Describe the referral network you would use to assist with your client's request.
7. Describe the agency's physical environment. Is it accessible in terms of location, transportation, hours, and disability accommodations? Is the office inviting and welcoming?
8. Discuss the outcome of the client's request for service? What was the time line between request for service and the actual delivery of service?

G. Evaluation:
1. What data, information, or empirical measures does the agency use to evaluate its program or practice effectiveness? How often do they evaluate themselves?
2. Describe your observations of the agency's effectiveness in meeting its service goals.
3. List three strengths and three limitations of the program. Discuss changes you would make if you were the Program Director.

H. Observations:
1. How your experience with your agency has influenced your decision to enter the Social Work field.
2. What have you learned about yourself from your agency experience?
3. Discuss concerns you have about your field placement and suggest remedies.

Students who are at the same field placement as their Junior Year placement should ensure this paper incorporates feedback from their previous submission. Additionally, the paper should be updated to include updated information. In section F, the student should select a new case example to describe a client the agency serves. A copy of the student’s previous Junior Year submission should be included with the submission of this paper. Senior year BSW students will be expected to demonstrate better understanding and implementation of academic writing and APA formatting.

(Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered five percent every day it is late without a special arrangement).
Assignment: **PROCESS RECORDING**

The forms for completing these assignments may be found under *Forms* on the NCSSS Field Education web site.

Student’s Name: 

Date of Interview: 

I. **INTRODUCTION**: *In a brief paragraph describe:*

   **15 points**

   **A. Client System:**
   1. Describe the client including age, gender, residence, education, occupation/school year, family composition, social support system and other pertinent data. Be factual and refrain from drawing conclusions or making judgments. To maintain confidentiality, do not use client’s name.

   2. What brought this client to the agency/program? Identify the specific psychosocial issue that your agency/program will address.

   **B. Interview:**
   1. What is the specific purpose of this interview/contact/meeting?

   2. How does it build upon your last interview and guide future interviews?

   **C. Observation: (no judgments)**
   1. How does the setting support or thwart this interview?

   2. Describe the client (s) – be factual.

   3. Describe yourself - what are your feelings as the interview begins?

II. **Dialogue**

   **60 Points**

   See Office of Field Education website to download this section of the process recording form. Your Field Instructor’s Comments are not required for submission of this process recording.
III. CONCLUSION: In a brief paragraph describe:

25 points

A. Respond to questions 1 or 2:

1. As a result of this interview, how has your understanding of this client and the problem in social functioning changed?

2. Choose a theory of human behavior and define 1 or 2 concepts from this theory. Use the concept(s) to help explain the client’s current situation.

B. Evaluate your work by (1) analyzing the strengths and weaknesses of your analysis column; (2) evaluating your ability to follow the content and process of the interview; and (3) identifying a gut feeling or emotional reaction you had which surprised you.

C. As you have collaborated with this client, identify a goal, two objectives, and two tasks that will guide your work together.

D. Ethical social workers are guided by personal virtues and professional values. Identify one virtue that affected your interaction with this client. Identify one value of professional social work that you feel was activated in this situation. Describe the client and the situation and then discuss the virtue and social work value in detail.
Assignment: Research Proposal

The purpose of this assignment is to develop a research proposal that you will implement next semester with a client. How do we know our work helps bring about change in the client situation? This assignment will provide you the opportunity to partner with one client to develop a plan to document the changes that occur during your intervention work.

Maximum page length: Two pages, excluding cover page and references page.

Paper Outline:

Title: Use the independent and dependent variables for the title

Begin with a brief introduction

Statement of the problem

Discuss how this problem is significant for professional social work?

Support this assertion with a brief literature review, summarizing the findings from at least two research articles (one for the independent variable and one for the dependent variable).

State your hypothesis

Identify the independent variable

Identify the dependent variable

Identify your research design using appropriate terminology from your coursework

Identify your measurement instrument and describe how it will be implemented

Discuss your intervention method in detail

Include a brief conclusion

Though this is a brief paper, it is expected that it will be written according to APA formatting standards. The majority of the paper should be on the design, measurement, and implementation of your intervention. The other aspects of this paper, including the identification of variables and the inclusion of scholarly sources should be incorporated within the discussion of the research proposal.
Assignment: Student Weekly Field Report

Name: ________________________________________________________________

Field Instructor: _______________________________________________________

Dates Worked and Field Hours

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours in Field</th>
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Supervision with Field Instructor (date, time, duration)

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
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Issues discussed in supervision (identify which brought by student and which by field instructor):

______________________________________________________________

______________________________________________________________

Challenges during this period:

______________________________________________________________

______________________________________________________________

______________________________________________________________

What you did, need to do to meet the challenges identified above:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Successes during this period:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Question(s) for field liaison:

______________________________________________________________

______________________________________________________________

______________________________________________________________