



**University of Wisconsin Oshkosh  
Social Work Department**

**Course Syllabus  
TBIS 188  
Introduction to Social Work  
Fall, 2003**

Instructor:  
Office:  
Office hours: MWF10-12  
(and by appointment)  
Email:

Class time/days/room  
Section 001: 8:00-9:00 MWF  
Clow 129  
Office phone: 424-

**REQUIRED TEXT:**

Suppes, M.A. & Wells, C.C. (2003). *The social work experience: An introduction to social work and social welfare* (4<sup>th</sup> ed.). New York: McGraw Hill,

*Student Handbook*, University of Wisconsin Oshkosh Department of Social Work, 2003-2004

O'Brien, T. (1990). *The things they carried*. Boston, MA: Houghton Mifflin.

UW Oshkosh. *Program information and academic guidelines for theme-based inquiry seminar*.  
Fall, 2003 – Spring, 2004. available at: [www.english.uwosh.edu/tbis](http://www.english.uwosh.edu/tbis)

**UNIVERSITY BULLETIN DESCRIPTION:**

This course is the writing intensive version of the social work general survey course with an introduction to history, knowledge, values, and skills of the profession. It is Designed for social work majors, people working in related fields, and students undecided about a major. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing, and oppression. The course satisfies the English Composition (English 101) requirement for all students and also substitutes for the Introduction to Social Work course for Social Work majors. Prerequisites: None. (3 credits)

## **DEFINITION OF GENERALIST SOCIAL WORK PRACTICE:**

The generalist approach to social work, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention—individuals, family, group, organization, and/or community—appropriate to addressing the issues presented. It recognizes the profession's dual purpose and responsibility to influence social as well as individual change. Particular attention is given to work with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.

## **COURSE OBJECTIVES:**

The **primary goal** of this course is for students to explore the following questions:

- (1) What is social work?
- (2) What do professional social workers do?

Becoming familiar with the broader community context including the political, social, and economic forces, which impact upon the practice situation, augments this understanding. This class will be a model of this primary goal. Students considering social work as a profession may decide if this is the career for them. For those who have already declared a major in social work, this course is the beginning step in building their professional knowledge base. Although this is primarily a knowledge-generating course, problem identification, strengths perspective and analytic skills that are employed by social workers, will be introduced.

In the world today we are exposed to many differences with respect to culture, race, ethnicity, sexual orientation, gender, and age; it is extremely important that we each learn to understand, respect, and value diversity. This course will actively seek to expand the student's knowledge of and empathy with all persons who might be referred to as a minority, or through circumstances have become disenfranchised from the main stream of society.

Through completion of this course the student should be able to:

- Demonstrate an understanding of social work as a profession within the social welfare system.
- Become familiar with the variety of settings of social work practice.
- Examine the function of the social worker as a generalist practitioner: (a) the knowledge base of the profession, (b) the values guiding practice, and (c) the skills demanded in practice.
- Identify personal values and examine them in relation to societal and professional values.
- Demonstrate increased sensitivity to and awareness of human diversity: racial, cultural, sexual, and that of age.
- Become familiar with a variety of print and other resources available at Polk Library.
- Become familiar the use of electronic resources for coursework including the World Wide Web and e-mail.
- Demonstrate sound writing skills through a variety of written assignments.

## **Odyssey Theme**

The theme of this general survey course fits naturally with the current Odyssey theme: "An extended adventurous wandering - an intellectual or spiritual quest." Students first contemplating a commitment to the social work major and profession are naturally a bit uneasy. The process they are undertaking can be likened to an adventure or spiritual quest. It is a lifelong process that requires commitment, development of a sound value base, and development of an extensive range of skills and knowledge required to be an effective change agent working with some of society's and individuals' most difficult problems. A significant portion of weekly writing assignments will focus on the Odyssey theme.

Developing good writing skills similarly is an ongoing, lifelong process. Most students will feel uncertain about what is required of college level writing. Again they are beginning a journey, an adventurous undertaking that will take them places they have never been - to many different disciplines and courses where writing requirements will differ, and yet be similar in essence. We can prepare them for the journey but not accompany them every step of the way.

### **TEACHING STRATEGIES:**

This is an introductory course in which you will learn about the generalist practice of social work. It is important that you attend all classes, complete reading assignments prior to class time and be open to learn. To ensure that we are ready to participate in the process of learning, I will be prepared and open to teach. This will develop a partnership of learning and teaching.

To create an atmosphere for learning, active involvement with the material is needed. To accomplish this active involvement, each class will include time for demonstrations, lecture/discussion/questions and answers, in-class activities and/or presentations from professionals in the field of social work.

It is important to test learning. There will be two examinations. There will be a project and presentation that will be done in a group. There will also be a paper. You will be graded on the exams, project, presentation and paper. The last component of this class is your attendance and participation. Social work is an active profession in which the worker and the client interact; merely showing up for class does not qualify. Class participation means you attend class and openly participate in the learning process. Exams and/or projects are due on the date assigned; please plan accordingly.

### **EXPECTATION OF COURSE WORK:**

Students are responsible for all materials assigned. Read the syllabus. It is your roadmap for this course. All out of class assignments are to be word-processed, double-spaced, with 1" margins, 12 point font and using correct spelling, grammar, and punctuation.

You are expected to have all assigned reading completed prior to class. This will enable you to participate in class discussions to increase your ability to incorporate the material into your professional working accouterments.

## COURSE POLICIES:

1. The instructor reserves the right to alter the course syllabus in order to meet students' learning needs.
2. The University Academic Dishonesty policies (from *Student Handbook*) will be followed.
3. Regular class attendance is expected. *Students must present a written explanation within one week of each absence. More than three absences during the semester will require a conference with the instructor.*
4. Assignments must be accomplished and submitted to the instructor by the date due.
5. Opportunities for make-up exams or assignments are not offered. Proof of illness or family emergency will be needed.

## INSTRUCTOR AND COURSE EVALUATION:

The Testing Services will conduct an evaluation of the course at the end of the semester.

### GRADING in %:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	73-77
CD	68-72
D	63-67
F	0-62

### Grading in Points:

A	465-500
AB	440-464
B	415-439
BC	390-414
C	365-389
CD	340-364
D	315-339
F	0-314

### **Assignment Weights**

Writing assignments	Percent of grade	Points Possible
• Term paper	40%	200
• Volunteer project	15%	75
• Critique of journal article	20%	100
• Weekly writing assignments (pass/fail)	pass/fail	
Total for writing assignments	75%	
Presentation of volunteer project	pass/fail	
Participation and attendance	5%	25
Midterm exam	10%	50
Final exam	10%	50
Total	<b>100%</b>	<b>500</b>

## **ASSIGNMENTS:**

Assignments will be described in detail through handouts and class discussion. Due dates will be provided at that time.

### ***Written assignment 1: Term paper***

#### **What will students write about?**

For this paper, students will decide on a certain population that is diverse from their own, that they have limited knowledge about, and is not of the dominant culture. The paper must include the following.

- A historical background of the minority group.
- Discussion of the culture, religion, and traditions. How are these issues relevant to social work practice?
- What are some of the social issues that social workers should be aware of when working with this population?
- Where can social workers obtain more information about this minority group?
- Why should social workers be thinking about serving this minority population?
- Areas recommended for further research.

#### **What is the learning objective for the assignment? What analytical or other thinking skills will be involved in completing the assignment?**

Through completion of this assignment students will demonstrate increased sensitivity to and awareness of human diversity: racial, cultural, sexual, and that of age. An important focus of this course is to discover diversity. Students must learn as much about the group they select as possible, concentrating on the information that would be helpful to social workers working with this group.

#### **What research, if any, will be required?**

Information used in this paper must be from all of the following sources:

- personal interview with at least two members of the selected group,
- library research, and
- internet research.

#### **Will students have an opportunity to revise their writing after receiving feedback? If so, what form will this feedback take?**

Students will have an opportunity to revise this paper through writing workshops conducted in class.

## *Written assignment 2: Volunteer project*

### **What will students write about?**

For this brief paper, students are required to describe a community social service volunteer opportunity.

### **What is the learning objective for the assignment? What analytical or other thinking skills will be involved in completing the assignment?**

Through completion of this assignment students will become familiar with the variety of settings of social work practice. They will discover local volunteer opportunities. The assignment is to identify an agency, program, or need and investigate what a volunteer could do to help out. They are essentially identifying where a need exists and letting others know what they need to do to help.

### **What research, if any, will be required?**

Through in-person contacts and agency literature students must describe (and present to the class) the following information.

- Name and address.
- What population is being served?
- What skills are needed for a volunteer?
- Why is this a good social work experience?
- Who is the contact person to talk with?

### **Will students have an opportunity to revise their writing after receiving feedback? If so, what form will this feedback take?**

Students will have an opportunity to revise their paper prior to presenting it to the class. The instructor will provide written feedback when grading the written portion of the assignment.

## *Written assignment 3: Critique of a journal article*

### **What will students write about?**

For this brief paper, students are required to critique a research report from a social work journal. Studies that have an obvious direct practice application are most preferred; however, any research report related to the Social Sciences is acceptable.

### **What is the learning objective for the assignment? What analytical or other thinking skills will be involved in completing the assignment?**

Through completion of this assignment students will be introduced to social work's professional literature and the research process.

### **What research, if any, will be required?**

Students will demonstrate how to find, use and cite published materials. They must conduct a computerized subject search using the computer system at Polk Library. The paper must include the following:

- citation (APA),
- purpose of the study,
- review of the literature,
- data and methods,
- results,
- implications,
- evaluation of the article and its usefulness to Social Work and/or those working or studying in the topic area.

### **Will students have an opportunity to revise their writing after receiving feedback? If so, what form will this feedback take?**

Students who have done unsatisfactory work will have an opportunity to revise their paper for partial credit. The instructor will provide written feedback when grading the written portion of the assignment.

### ***Weekly in-class writing assignments***

#### **What will students write about?**

Each week class time will be devoted to a written assignment related to assigned readings, lectures, and the current Odyssey theme.

#### **What is the learning objective for the assignment? What analytical or other thinking skills will be involved in completing the assignment?**

These weekly writing assignments are intended:

- to give students frequent practice writing in classroom situations,
- to encourage timely reading of the assigned readings, and
- to provide an opportunity for extensive feedback and rewriting.

### **What research, if any, will be required?**

The topic for each essay will be generally derived from assigned readings and relate to the current Odyssey theme: "An extended adventurous wandering - an intellectual or spiritual quest." A variety of assignments will be employed, for example:

- a "think piece" about why the student is interested in social work;
- a "think piece" comparing a career in social work to "an extended adventurous wandering - an intellectual or spiritual quest";
- a "think piece" addressing other possible career choices beside social work (i.e., alternate intellectual quests);
- a description of the student's reaction to current events (in the news) related to the course;

- questions/problems to stimulate students' exploratory thinking about *The Things They Carried*;
- analysis of a class handout which discusses a concept addressed in assigned readings;
- study questions from the teacher's guide for the primary course text (Suppes and Wells); and
- analysis of media portrayals of subpopulations and their social context.

**Will students have an opportunity to revise their writing after receiving feedback? If so, what form will this feedback take?**

These weekly writing assignments will provide extensive opportunity for feedback and revision. Students will evaluate each other's work. Students will be anonymously assigned papers to edit and critique. Use of student ID numbers rather than names will make this an anonymous process. The instructor will also use this class time to grade and critique student work as well. All weekly writing assignments will be collected on a weekly basis with revisions due within 1 week. These assignments will be graded as pass/fail assignments and any student missing or failing a predetermined portion of these assignments will receive a 0 (zero) for approximately 5% of the course grade (other weights will be accordingly adjusted slightly downward for these students).

**Brief description of classroom activities other than traditional lecture that you will utilize (e.g., discussion, collaborative assignments, group work, peer review, student presentations, etc.).**

It is anticipated that less than half of class time will be dedicated to traditional lecture. At least one class session per week will be devoted entirely to in-class writing, editing, and peer review. The remainder of class time will be devoted to the following activities, listed in order of importance, from most time consuming to least time consuming: (1) student presentations, (2) class discussion (small group and entire class), (3) library and technology presentations, and (4) videos. (See also above descriptions of peer review of weekly in-class writing assignments and student presentations of the volunteer project.)

**Exams:** There will be two exams. These will consist of multiple-choice questions, some fill in the blanks and short answers. The material in the text, other readings and information discussed in class will be on these exams. There will be no opportunity for make up exams unless the student has discussed this with the professor in advance. Only serious medical or immediate family emergencies will be considered.

**CLASS OUTLINE:**

Week 1	<b>The Social Work Profession</b>
9/3	Social Work: A Unique Profession
9/5	Professional Social Workers
	Social Work Professional Roles
	The Baccalaureate Social Work Curriculum
	Selecting a Career in Social Work
	Education and the Social Work Career Ladder
	Employment Opportunities
	Legal Regulation of the Profession



Assign: Suppes and Wells, Ch. 5, *Family and Children's Services*.

Week 6	<b>Social Work in Mental Health</b>
10/6	Knowledge, Values, and Skills for Mental Health Work
10/8	Generalist Practice with Groups and Communities
10/12 (in computer lab)	Social Workers Respond to Disaster: Dealing with Psychological Trauma Serving Mentally Ill Persons: From Cost Containment To Case Management Practice with Diverse Populations Native American History: The Cherokee Experience Social Welfare Policy and Mental Health Policy and Practice: Future Issues

Assign: Suppes and Wells, Ch. 6, *Social Work in Mental Health*.

Week 7	<b>Social Work in Health Care</b>
10/13	Educational Preparation for Health Care Practice
10/15	Health Care Services
10/17 (in computer lab)	Health Care in Rural Areas Emergency Room: Trauma and Crisis Amidst Human Diversity The Outpatient Clinic: A Sickle-Cell Disease Group Social Welfare Policy and Programs in Health The Politics and Economics of Health Care Future Trends for Social Workers

Assign: Suppes and Wells, Ch. 7, *Social Work in Health Care*.

Week 8	<b>Social Work in the Workplace</b>
10/20	The World of Work
10/14	The Changing Workplace
10/16 ( <u>may</u> not be in computer lab)	Social Workers' Roles and Responsibilities Pathways to the Social Worker Violence in the Workplace Occupational Social Work: Formats for Service Delivery The Fight for Social and Economic Justice Values and Ethics Social Work and Industry: A History Preparation for Practice with Employees and Employers

Assign: Suppes and Wells, Ch. 8, *Social Work in the Workplace*.

### **Midterm Exam**

Week 9	<b>Social Work in the Schools</b>
10/27	Social Work Roles in the Schools
10/29	The Impact of Cultural Diversity in the Schools
10/31 (in computer lab)	Involvement in Special Education Social Work Values in the School Setting: Policy Implications The History of Social Work in the Schools

Assign: Suppes and Wells, Ch. 9, *Social Work in the Schools*.

Week 10	<b>Substance Abuse Services</b>
11/3	Roles for Social Workers
11/5	At-Risk Populations
11/7 (in computer lab)	Prevention and Treatment Programs Research Building a Knowledge Base Substances of Abuse Social Welfare Policy Related to Substance Abuse The Profession's History in the Substance Abuse Field Disaster Relief, Social Workers, and Substance Abuse

Assign: Suppes and Wells, Ch. 10, *Substance Abuse Services*.

Week 11	<b>Social Work with Older Adults</b>
11/10	The Importance of Generalist Social Work
11/12	Social Work Roles and Services for Older Adults
11/13 ( <u>may</u> not be in computer lab)	Who Are Our Older Adults? Older Adults and Their Families Working with Older Adults of Diverse Backgrounds Social Work with Older Adults: A Brief History Social Policy and Older Adults: Past to Present More Federal Legislation Relating to Older Adults Values and Public Policy Social Work with Older Adults: A Growing Future

Assign: Suppes and Wells, Ch. 11, *Social Work with Older Adults*.

**Presentations begin this week**

Week 12	<b>Criminal Justice Settings</b>
11/17	Components of the Criminal Justice System
11/19	Value Dilemmas for Social Workers
11/21 ( <u>may</u> not be in computer lab)	Social Work with Groups and Organizations Promoting Social Justice Punitive Juvenile Justice Policies: Implications for Minority Youth Social Welfare Policy in Criminal Justice Disaster, Trauma, and the Criminal Justice System History of Social Work in Criminal Justice

Assign: Suppes and Wells, Ch. 12, *Criminal Justice Settings*.

**Presentations continue**

Week 13	<b>Developmental Disabilities and Social Work</b>
11/24	Social Work Roles with People Who Have Disabilities
11/26 (no class)	NASW Standards for Service
11/28 (no class)	Education for Work with People Who Have Disabilities

Types of Developmental Disabilities  
Services for People with Disabilities: A Brief History  
Human Diversity and Populations At-Risk: Unfinished Business  
The Disability Rights Movement, Social Policy, and  
Appropriate Terminology  
The Americans with Disabilities Act of 1990 and the  
Civil Rights Act of 1991  
Value Dilemmas and Ethical Implications

Assign: Suppes and Wells, Ch. 13, *Developmental Disabilities  
And Social Work*.

**Presentations continue**

Week 14 (Continuation of Week 12 & 13 Topics)

12/1

12/3 **Presentations continue**

12/5 (may not be in  
computer lab)

Week 15 **Future Challenges and Closing Notes**

12/8 Social Work: Profession at the Edge of Change

12/10 Demographic Trends

12/12 (not in  
computer lab) Political Trends

Economic Conditions

Technological Advances

The Social Work Profession: Future Employment Opportunities

Assign: Suppes and Wells, Ch. 14, *Future Challenges*.

**Final Exam: Friday, 12/12**

**Note:** In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be purchased at the University Bookstore or viewed by visiting the Social Work Department's Home Page at: [http://www.uwosh.edu/departments/social\\_work/handbook.htm](http://www.uwosh.edu/departments/social_work/handbook.htm).

## **BIBLIOGRAPHY**

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### **WEB SITES TO BE USED IN CLASS**

National Association of Social Workers' Code of Ethics (at: <http://www.ssc.msu.edu/~sw/ethics/nasweth.html>). and continues to be located at:

World Wide Web Resources for Social Workers (WWWRSW) and Information for Practice (IP). <http://www.nyu.edu/socialwork/wwwrsw/>

