The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.
School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Course Info

<table>
<thead>
<tr>
<th><strong>Year/Term</strong></th>
<th>Winter 2021, September 8 – December 1, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>SOWK 453: Disability and Justice</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Course Schedule</strong></td>
<td>Wednesdays, 5-8 pm</td>
</tr>
<tr>
<td><strong>Course Location</strong></td>
<td>Jack Bell Building, Room 124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructor</strong></th>
<th><strong>Office Location</strong></th>
<th><strong>Office Phone</strong></th>
<th><strong>Email Address</strong></th>
<th><strong>Office Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Stainton</td>
<td>Jack Bell 232</td>
<td>n/a</td>
<td><a href="mailto:timst@mail.ubc.ca">timst@mail.ubc.ca</a></td>
<td>Email for an appt.</td>
</tr>
</tbody>
</table>
Prerequisite and/or Corequisite

There is no prerequisite for this course.

Course Description

The intertwining themes of disability and justice present a challenge to the health and human service professional, both on an intellectual and practical level. Just how are justice issues framed in the disability context? Is the law an effective vehicle to address injustices in the lives of persons with disabilities? What are the obligations of the health professional to push the justice agenda? If so, does this conflict with other responsibilities in the role of the professional?

The course will take a cross disability approach, focusing on shared socio-economic issues. We take a narrative/life course/systems approach, introducing students to the key challenges and issues faced by individuals with disabilities and their families as they progress through the life course. As far as possible, the course will be grounded in the lived experience of people with disabilities and their families as they engage with professionals, the service system and society.

Course Structure and Learning Activities

The course will use a mix of lectures, guest speakers, group work and discussion and group activities.

Learning Outcomes

The course is designed to engage different professionals and community consultants for the instructional team. Its short-term goal is to encourage an interdisciplinary analysis of health and human services issues in the classroom from a justice perspective. The longer-term impact of the course is to provide students with the concepts, skills and values for collective practice within the community.

At the completion of the course, students will be able to:

1. Critically examine the language used to discuss or describe disability by professionals and people with disabilities.
2. Examine their own practice from the broad perspective of models such as medical versus citizenship.
3. Develop a critical understanding of conceptual models of disability.
4. Examine the lived experience of disability in society using a narrative approach.
5. Understand the basic principles of human rights law in Canada as these apply to persons with disabilities.
6. Describe the principles of ethical practice within specific laws and legislation.
7. Have a working knowledge of the supports and services used by people with disabilities and their families.
8. Describe the variety of roles played by professionals as they relate to people with disabilities.
9. Discuss legal rights that protect the voice of the person with a disability and that are vulnerable e.g. consent, representation agreements.
10. Understand how to undertake respectful person-centred planning
11. Develop skills at inter-professional teamwork
Required Textbook(s) and Learning Materials

- Enthusiasm, creativity, organization and attention to detail are required for each student!
- All students are required to sign up for Conversations That Matter. Videos from this site will be assigned weekly. The Student Rate is $20. To sign up:
  - go to https://conversationsthatmatter.org/
  - Click on SIGN UP
  - Click on the green sign up button under STUDENT SUBSCRIPTION
  - Select UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER
  - Select Tim Stainton as the Instructor
- Pay the $20 online, and you'll be ready to go
- There is no required text for this class; the bulk of assigned readings are available electronically as noted below either directly or through the library system (you must use VPN from home to gain access).
- Additional materials may be distributed throughout the course. With 1 weeks’ notice, students are responsible for the additional readings.

Assessment of Learning

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Criteria</th>
<th>Percent of final grade</th>
<th>Word limit</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Students are expected to prepare for class and be present. Student will take on role/task/assignments that are integral to the class sessions. This may be taking a “part” of a role play, preparing the argument for a scheduled debate or presenting a report on available services.</td>
<td>5%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Each student will do a weekly discussion blog entry on canvas based on the weekly video(s) and other background material for that week. You can also comment on your personal or professional reflections on the topic. Special topics will be assigned occasionally. Entries should be between 100-200 words though you are welcome to do multiple entry on the discussion thread should you wish.</td>
<td>10%</td>
<td>100-200 words</td>
<td>Weekly</td>
</tr>
<tr>
<td>Group Discussion summary</td>
<td>Each group member will be responsible for leading the discussion of the issue of the week or exercise and writing a brief summary of the key points raised in your discussion. You only need to do one so</td>
<td>10%</td>
<td>250 words</td>
<td>1 week after the group you are</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Grades</td>
<td>Deadline</td>
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| **Popular Media (film, TV show, fictional book) Analysis** | Each student is responsible for watching a film, television show or reading a fictional work which contains a significant disability element (character(s), theme etc.). (i.e. The Good Doctor; Atypical; United States of Tara; Wonder.....) The student will write an analysis of how disability is portrayed in the work and discuss the factors influencing the portrayal, including the impact the work might have on current ideas and attitudes about disability. The analysis should also include examination of how professionals interact with individuals with disabilities and/or their family. The purpose of the analysis is to:  
- demonstrate mainstream ideas and stereotypes about disability;  
- illustrate portrayals of health/human service professionals relationships with people with disabilities and disability issues;  
- demonstrate ability to critically analyze representations of disability | 25% | Oct 20 by 11:59 p.m. |
| **There work the student chooses to analyze MUST be fictional. Documentaries are not acceptable. Please confirm your choice with the instructor before beginning your analysis.** | | | |
| **Recommended Reading:** | Whittington-Walsh, F. (2002). From freaks to savants: Disability and hegemony from The Hunchback of Notre Dame (1939) to SlingBlade (1997). *Disability & Society*, 17(6), 695–707. (UBC Library ejournal) | | |
| **Team Planning Exercise** | The class will be divided into teams comprised of students from different disciplines. Each team will work with a PWD (played by one team member) to develop a comprehensive support plan for that individual. The Team will **present their plan** (20 mins.) to the ‘inter-professional team’ (i.e. the class) | Presentat ion 10% | 20 min. | Presentation: Dec1st |
and **submit a written version** of the plan to the instructor. The plan will be marked on the following criteria:

1. Does the plan reflect the wishes and goals of the individual
2. Offer reasonable options for meeting the relevant goals of the individual including issues of cost and wait-times/access.
3. Identify the roles of the relevant supports and disciplines

<table>
<thead>
<tr>
<th>Written Plan</th>
<th>20%</th>
<th>2500 words</th>
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<tbody>
<tr>
<td>Written Plan &amp; Add.:</td>
<td>Dec 8 by 11:59pm</td>
<td></td>
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</table>

**Final Reflection Paper**

Write a final reflection paper on the topic of Disability and Justice. Reflect on:

- *What does justice mean in the context of disability?*
- *What does it mean in the context of your own practice?* (current or future, for those not in health and human services feel free to consider any aspect of your life/work).
- *How has your view of disability changed (or not) since beginning the course?*

Feel free to also comment on specific issues which resonated with you.

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<tr>
<th></th>
<th>20%</th>
<th>500 words</th>
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<tbody>
<tr>
<td></td>
<td>Dec 8</td>
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</table>

**NB:** Late assignments are subject to a penalty of a 1% deduction per day after the due date. Extensions must be arranged in advance unless due to medical or personal issues.

**Formatting of Written Assignments**

- Double-spaced, 12 font. Consistent use of a referencing style (e.g. APA, etc.).

**Submitting Written Assignments**

All assignments must be submitted in **Word Format** (e.g. .doc or .docx files, **not PDF**) via Canvas by the due date/time. Please ensure your name, course number and assignment number are in the file name, i.e. **smith-joe-453 assig #1.doc**
**Evaluation Criteria for Assignments**

Written assignments are evaluated based upon:

- Content of the assignment (e.g., the extent to which assignment requirements are fulfilled);
- Demonstrated use of course content;
- Critical analysis;
- Clarity of writing;
- Accurate and complete referencing;
- Demonstration of the use of the course learning material.

**Class Schedule**

**COURSE OUTLINE SUBJECT TO CHANGE WITH 1 WEEKS NOTICE**

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>September 8, 2021</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>INTRODUCTION - Definitions, History</td>
</tr>
<tr>
<td></td>
<td>In this session we will consider the definitions and concepts relevant to the study of disability, in particular the medical model and the social model.</td>
</tr>
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</table>

| Videos:             | Conversations that Matter: Disability Studies Series Catherine Frazee Pt. 1-5 (this is for weeks one and two) |
|                     | Young, S. (2014). I am not your inspiration, thank you very much: Stella Young | TEDxSydney. |
|                     | [https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much) |
### Readings:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication Date</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frazee, C.</td>
<td>Body politics: As a child, I had only one wish: To be able to walk. At forty-six, would I still make the same wish?</td>
<td>2000, September 02</td>
<td><a href="http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract">Saturday Night</a></td>
</tr>
</tbody>
</table>

### Session 2:

- **September 15, 2021**

### Topic:

**PRE & POST NATAL EXPERIENCES**

This session looks at the ethical debate engendered by new medical/genetic technology. It explores the space where professional are most likely (wittingly or otherwise) to confront questions about the moral status and value of persons with a disability. We examine the debate and explore the implications for practice.

**Topics include:**

- Pre-natal testing /Genetics/Eugenics/Ethics;
- First Disclosure/Information/Counseling;
- Termination/Preparation;
- ‘Wrongful life’ cases.

**Videos:**

No video this week
### Readings:


### Session 3:

**September 22, 2021**

**Topic:** PRE-SCHOOL AND SCHOOL

Norm Kunc and Emma Van der Klift

This session will examine the range of pre-school supports and how they are accessed. In our society, school is the first major institution for children outside of the family. Here children both prepare for life as an adult citizen and participate in a community of peer. How is this best accomplished where a child has a disability? In this session we discuss the interaction of theories of pedagogy, expert opinions and rights. In particular we look at the values on inclusive education and the questions around obtaining appropriate supports for students with disabilities.

### Videos:

- Conversations that Matter: Fostering Collaborative Parent-Professional Partnerships (17:50) Presenter: Janice Fialka
### Readings:

The Moore Case—Summary of Key Points:
Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)

### Websites:
Ministry of Children and Family Development website, Child and Youth with Special Needs section
https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development

Inclusive Education Canada
http://inclusiveeducation.ca/

### Session 4:
September 29, 2021

### Topic:
EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES?
ACCOMMODATION AND TRIBUNALS

In this session, we study the central concepts in human rights law in Canada as these apply to persons with disabilities. These include a duty to accommodate to the point of undue hardship in a variety of contexts and across disabilities. We will also consider the role of tribunals and the issue of accommodation, what is it and what kinds of claims are reasonable and how this is determined.

### Videos:
Conversations that Matter: Disability Studies Series Pt.6—Catherine Frazee
## Readings:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Eldridge vs. AG-BC</em> (summary)</td>
<td><a href="http://www.escr-net.org/caselaw/caselaw_show.htm?doc_id=399162">http://www.escr-net.org/caselaw/caselaw_show.htm?doc_id=399162</a></td>
</tr>
<tr>
<td>Accessible Canada Act (S.C. 2019, c. 10)</td>
<td><a href="https://laws-lois.justice.gc.ca/eng/acts/A-0.6/">https://laws-lois.justice.gc.ca/eng/acts/A-0.6/</a></td>
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<tr>
<td>Accessible British Columbia Act</td>
<td><a href="https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation">https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation</a></td>
</tr>
</tbody>
</table>

## Session 5:

- **October 6, 2021**

## Topic:

**GENDER AND SEXUALITY**

This session concentrates on issues of gender, sexuality, and family life for individuals with disabilities. In this session we look critically at the meaning of privacy, autonomy and choice, and “the perfect body syndrome” as it applies to individuals with disabilities.

## Videos:

- **No video this week.**
**Readings:**


Radford, A. (2018). Women and young persons with disabilities: Guidelines for providing rights-based and gender-responsive services to address gender-based violence and sexual and reproductive health and rights. United Nations Population Fund. UN:NY. (This is also relevant to Week 9) available at: https://womenenabled.org/wei-unfpa-guidelines.html. (Scan)

**Session 6:**

October 13, 2021

**Topic:**

ADULT LIFE IN THE COMMUNITY
SUPPORTS: INDEPENDENCE, SELF-DETERMINATION AND INDIVIDUALIZATION, SUPPORTS

**Videos:**

- A Credo for Support by Norm Kunc and Emma Van der Klift
  Transcript available here https://www2.gnb.ca/content/dam/gnb/Departments/pcsdp-cpmcph/pdf/docs/CredoforSupport.pdf

- There are a number of relevant videos on employment, supports, access etc. Browse the options and watch two or three. Below are some suggestions:
  - An Aboriginal Perspective on Diversity, Disability and Invisibility (12:15)—Lorna Williams
  - Microboards – Linda Perry Part 1 & 2
  - Part 1: Working Towards a "New Story" of Support(17:16)—John Lord
  - Part 2: Creating a "3rd Alternative" (13:45)—John Lord
  - The Art of Job Development – Parts 1- 4: On Becoming a Resilient Job Developer—Denise Bissonnette
Readings:


**a. Employment**


**b. Housing and residential supports**


**c. Access**

- From the web re: Universal design [http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

**d. Service Supports, Community living**


- Disability Benefits- Ministry of Social Development.
<table>
<thead>
<tr>
<th>Session 7:</th>
<th>October 20, 2021</th>
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</table>
| **Topic:**      | ADULT LIFE IN THE COMMUNITY DECISION-MAKING  
Kevin Coughlin, Public Guardian and Trustee |
|                 | The adult life sections look at the array of issues, supports and services people with a disability may experience or need to live as full and equal citizens in the community. The theoretical/organizing principle will be one of rights/justice and equal citizenship. This will be used as a backdrop to assess what is currently available and how current supports need to change to be more consistent with this framework. We will not focus on each area of adult life so much as unifying ideas and structures such as individualized funding, decision-making and self-direction. Readings below cover a broad range of subjects and not all will be addressed in class but may be of use in your assignments, you are not expected to read all of the material. |
| **Videos:**     | Inclusion Canada. (2016, September 21). Supported decision making. YouTube. [https://www.youtube.com/watch?v=ZY69_BW8Y_o](https://www.youtube.com/watch?v=ZY69_BW8Y_o) |
Decision Making Tools (Representation Agreements, Powers of Attorney, etc.)  
Review information section and videos. [http://www.nidus.ca/](http://www.nidus.ca/)  
| Session 8:      | October 27, 2021 |
| **Topic:**      | PLANNING FOR PEOPLE |
|                 | This session will look at the issue of personal planning for people with disabilities. This session will help form the approach to the final assignment for the course. |
### Videos:
- Domains of Needs: A useful framework for Person Centred Planning (10:15)—Michael Kendrick
- Person-Centred Planning - Part 1-6: Presenter: Jack Pearpoint and Lynda Kahn (watch Pt 1. For sure and the others will help with the assignment)

### Readings:

### Session 9:
- November 3, 2021

### Topic:
VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES

This session will explore the issue of violence in the lives of people with disabilities. We will look at the nature and extent of abuse and particularly at issues related to gender, institutional/caregiver abuse and responding to abuse.

### Videos:
- Reporting Neglect and Abuse: Having the Courage to do the Right Thing (8:20)—Fred Ford
### Readings:


- ReAct Website [http://www.vchreact.ca/](http://www.vchreact.ca/)

- Public Guardian and Trustee

### Session 10:

**November 10, 2021**

### Topic:

**AGEING AND DISABILITY**

People who have spent all or most of their lives living with a disability may be faced with new issues and challenges as they grow older. Older adults are also more likely to develop disabilities than other members of the population. The focus of research and discussion on aging with a disability has generally focused on health care and medical knowledge, identifying age-related “secondary conditions” commonly associated with cerebral palsy, for example, or spinal injury.

Relationships also exist between justice issues commonly associated with aging and the experiences of disabled people throughout the life-course. Housing, service supports, and decision making are justice issues that profoundly affect the lives of many disabled people, for example; these will also be crucial issues for many older adults. To what extent do existing structures, supports and mechanisms meet the needs disabled people as older adults? Where are the gaps? How do existing networks for responding to “elder abuse” and neglect take into account the particular circumstances of the disabled older adult at risk of abuse and neglect? “Dual aging”- the aging of persons with developmental disabilities together with the increasing age of caregivers- raises special concerns that require a focused policy response.

### Videos:

- Aging & Disability: Ensuring "A Good Life" in the Later Years (17:06)—Kim Lyster
| Session 11: | November 17, 2021 |
| Topic: | INDIGENOUS COMMUNITIES AND DISABILITY  
Neil Belanger, Executive Director, BC Aboriginal Network on Disability |
| Videos: | Conversations that Matter Video: An Aboriginal Perspective on Diversity, Disability and Invisibility 12:16  
Dr. Lorna Williams discusses some the systemic practices that have not only defined indigenous people as deficient, but have also rendered them invisible. Lorna also gives support workers suggestions on how to foster mutually collaborative relationships between aboriginal people with disabilities and their families. |
| Readings: | Aboriginal Peoples Survey: Indigenous people with disabilities in Canada: First Nations people living off reserve, Métis and Inuit aged 15 years and older. by Tara Hahmann, Ph.D., Nadine Badets, and Jeffrey Hughes. Release date: December 12, 2019  
| Session 12: | November 24, 2021 |
| Topic: | AS SUICIDE AND “MERCY KILLING”  
In this session we discuss the arguments for euthanasia, limits and perils. We also discuss the criminal sanctions for “mercy killing.” |
School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be
considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

**Learning Resources**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. [https://learningcommons.ubc.ca/](https://learningcommons.ubc.ca/)

**University Policies**

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at: [https://senate.ubc.ca/policies-resources-support-student-success](https://senate.ubc.ca/policies-resources-support-student-success)

**Learning Analytics**

No learning analytics are being used in this class.

**Copyright**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor. You are however free to use or distribute material with acknowledgement as you wish with the exception of non-course specific copyright material such as reading etc. except where allowed by the copyright holder. You are welcome to record the course lectures for personal use.
## UBC Grading Criteria

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
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<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
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<tr>
<td>B</td>
<td>72-75</td>
<td>73.5</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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