Course Description: Skill development in assessing "person-in-environment" throughout the life cycle. Study of the interaction of biopsychosocial, cultural and systemic influences on human functioning (Credit: 3 semester hours).

Course Learning Objectives: By the end of the course, students should be able to:
1. Explain the life cycle from a person-in-environment perspective using developmental theories of normative biological, cognitive, psychosocial and moral development.
2. Describe major forces that have shaped and continue to shape one's own development, behavior and values.
3. Discuss the impact of biological, psychological, cultural and social stressors on individuals during stages of the life cycle, problems in functioning that may result, and sources of resiliency to deal with stressors.
4. Demonstrate an appreciation for diversity in people's backgrounds and lifestyles.
5. Describe the influence of social institutions upon human development and behavior.
6. Assess the relationships between human development, individual needs, and environmental factors using a person-in-environment perspective.
7. Assess the relationship between individual functioning and societal inequities, especially racism, classism, sexism, heterosexism and ageism, and their influence on the achievement of social and economic justice for vulnerable populations.
8. Use problem solving, critical thinking skills, and a strengths orientation as approaches for understanding and analyzing human development and behavior.
9. Assess the interaction between social systems, cultural values and individual behavior.
10. Use research findings to understand human development and behavior.
11. Critique the person-in-environment perspective as one of several possible approaches for the study of human growth and development.


Supplemental Course Pac: The course pack contains power point presentations and useful study guides.

CLASSROOM POLICIES
• Attendance, Punctuality, and Group Participation
Since most of the learning experiences in this class are interactive and participatory, attendance is mandatory. Attendance will be taken each class randomly either in the beginning, middle or end of class. It is imperative that you be on time for all classes. Tardiness is disruptive to the learning environment. A tardy arrival will count as one-half absence (no exceptions). It is your responsibility to see that the instructor changes an absence to a tardy point. In the event of an absence or tardiness,
it is your responsibility to contact a classmate to obtain lecture notes and, handouts. There will be NO EXCUSED absences (extra credit will be available).

Your success in this course will depend to a large extent on the interest, willingness and enthusiasm that you and your classmates bring to the experience. You are expected to be an active participant in group activities and class discussions. You are responsible for all information presented in class. You will receive 1-5 points for your attendance and participation in activities pr/class. If you are late or leave early or have poor participation, you will have -3 points for attendance/participation (no exceptions).

- **Withdrawals and Excessive Absences.** Please be aware that faculty has the right to withdraw a student for “no shows” or excessive absences. A student who is absent from class ten percent of the scheduled class time is subject to be withdrawn without warning by the instructor. If you withdraw or are withdrawn by the instructor for excessive absences or other reasons, on or before the withdrawal deadline, you will receive a W (Withdrawal). If you have excessive absences after the withdrawal deadline, you will receive an F as your final grade.

- **Late Assignments & Make-up Exams.** All assignments are due at the beginning of class; no assignments will be accepted via email. **THERE WILL BE NO LATE ASSIGNMENTS OR MAKE-UP EXAMS UNLESS THERE IS AN EMERGENCY.** For this exception to apply to late assignments and make-up exams, you must follow all three of the following steps:
  1. Prior Approval ---- Please contact me 24-48 hours PRIOR to due date via email to receive written approval for your emergency extension beyond the class due date. Please attach a copy of WRITTEN approval to assignment/make-up exam.
  2. Documentation----ALL EMERGENCIES must be verified in writing and documentation should be provided to instructor. Please attach documentation to an assignment/make-up exam. It is not acceptable to hand in an assignment/make-up exam without prior written approval, and documentation; this will automatically result in no points.
  3. One-Week Extension --- I will not accept assignments /make-up exams that are emailed to me. You have ONE WEEK from due date to hand in assignment and to complete make-up exam (NO EXCEPTIONS); they are due at the beginning of the class. ALL make-up exams will be take-home essay exams. It is not acceptable to leave make-up exams and late assignments in my mailbox AFTER the due date; this will result in no points.
  4. Post-marked date and time received. If you followed all three of the above steps, then please leave your late assignment/make-up exam in my mailbox (2nd floor, Social Work office, Bldg HPA 1, Room # 204). You must have secretary or any staff post-mark date/time received or there will be no credit.

- **Communication & Need for Assistance:** You are expected to keep me informed of any condition or event that may affect your performance or grade as early as possible. I will do everything I can to adapt to situations that are beyond your control, but only if I am informed early and kept informed. If you have any condition, such as a physical or learning disability, which will require academic accommodations, please notify me as soon as possible.

Students registered with UCF’s Office of Student Disability Services, and having special needs which require accommodation for the successful completion of this course, should see the instructor no
later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.

- **Back-up Copies**: You are responsible for managing copies of your work to guard against loss due to hardware failure, damaged disks, etc. Losing all or part of an assignment due to one of these problems is not an excuse for late work, BACK UP YOUR WORK.

- **Extra Credit**: Extra credit will be available on exams (total: 15 pts); the maximum extra credit points you may earn will be 15 Extra credit points.

- **Classroom behavior**: It is expected that you will respect the values, beliefs, and rights of others in the classroom by paying attention to whoever is speaking in class, and avoiding side-conservations. You may be asked to leave if you become disruptive to the learning of others. However, your ideas and insights are welcomed when shared with the entire class.
  - Offensive, derogatory, and inappropriate comments will not be tolerated (e.g. toward women, gays, lesbians, ethnic minorities, or of a general nature).
  - Please turn off all cell phones and beepers for the duration of class. The instructor will provide a verbal warning. If the behavior continues, the instructor will have a conference documenting class expectations and consequences. If you continue to be disruptive in class, you will have 5 points deducted for attendance/participation pr/class (no exceptions) and may be asked to leave if you become disruptive to the learning of others.

- **Cheating and Plagiarism**: You are responsible for your own ethical conduct, meaning that you will not cheat or plagiarize nor assist another student in this class. Cheating and Plagiarism will not be tolerated and will result in severe penalties.

- **Typed Assignments**: Please type all assignments as directed on assignment sheets.

- **Syllabus Changes**: The instructor reserves the right to change or correct anything on the syllabus at any time as course progress and external events dictate. Any and all changes in the syllabus will be announced in class.

### COURSE REQUIREMENTS AND GRADING

A point system will be applied to the following: (1) Attendance/Participation; (2) 3 Exams, (3) Rough Draft of Self-Assessment/Research Paper; (4) Final Version of Self-Assessment/Research Paper

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td><strong>Participation &amp; Attendance---8 Classes</strong></td>
<td>80</td>
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<td>(5 points for each class; -3 point for poor participation if late or leave early)</td>
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<tr>
<td><strong>In-Class Multiple-Choice Exam #1 (Ch. 1-4)</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>In-Class Multiple-Choice Exam #2 (Ch. 5-9)</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>In-Class Multiple-Choice Exam #3 (Ch. 10-14)</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Rough Draft of Self-Assessment/Research Paper</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Final Version of Self-Assessment/Research Paper</strong></td>
<td>100</td>
</tr>
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TOTAL= 500(MAXIMUM PTS)
A final course grade will be based upon the total number of points accumulated by a student on exams and the written assignment. The course grading scale is noted below:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>84-86</td>
<td>3.00</td>
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<tr>
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<td>C+</td>
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<tr>
<td>F</td>
<td>59 or less</td>
<td>0.00</td>
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**TALLY SHEET**

**ATTENDANCE/PARTICIPATION:**

(Missed classes)

- **Participation & Attendance----16 Classes**
  (5 points for each class; -3 point for poor participation, if late or leave early)

  TOTAL= ______
  Attendance/Participation) 80

- **3 Exams**

  1. **Exam #1** = /100
  2. **Exam #2** = /100
  3. **Exam #3** = /100

  TOTAL= ______
  (Exams) 300

- **Self Assessment/Research Paper**

  1. **Rough Draft** = /20
  2. **Final Version** = /100

  TOTAL= ______
  (Paper) 120

MAXIMUM POINTS ____/500

**CLASS SCHEDULE AND DUE DATES**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Assignment/Exams/Activity</th>
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<tbody>
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<td>8/27/04</td>
<td>Chapter 1</td>
<td>Lecture, discussion, activity on Ch. 1</td>
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<td>Week 2</td>
<td>9/3/04</td>
<td>Chapter 2</td>
<td>Lecture, discussion, activity on Ch. 2</td>
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<td>Week 3</td>
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<td>Chapters 3</td>
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<td>9/17/04</td>
<td>Chapters 4</td>
<td>Lecture, discussion, activity on Ch. 3; Test Review</td>
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<td>In-Class Multiple Choice Exam on Ch. 1-4</td>
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<td>Chapter 6</td>
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<td>Chapter 7</td>
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<td>Week 8</td>
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<td>Chapter 8</td>
<td>Lecture, discussion, activity on Ch. 8</td>
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<td>Chapter 9</td>
<td>Lecture, discussion, activity on Ch. 9; Test Review</td>
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<td>Week</td>
<td>Date</td>
<td>Readings</td>
<td>Assignment/Exams/Activity</td>
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<td>Week 11</td>
<td>11/5/04</td>
<td>Chapters 10, 11</td>
<td>Lecture, discussion, activity on Ch. 10, 11</td>
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<td>Week 12</td>
<td>11/12/04</td>
<td>Chapter 12</td>
<td>Lecture, discussion, activity on Ch. 12</td>
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<td>Week 13</td>
<td>11/19/04</td>
<td>Chapter 13</td>
<td>Lecture, discussion, activity on Ch. 13</td>
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<td><strong>Final Version of Self-Assessment/Research Paper due 11/19/04</strong></td>
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<td>Week 14</td>
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<td>Week 15</td>
<td>12/3/04</td>
<td>Chapters 14, 15</td>
<td>Lecture, discussion, activity on Ch. 14, 15; Test Review</td>
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<td>Week 16</td>
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<td><strong>In-Class Multiple Choice Exam#3 on Ch. 10-14</strong></td>
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LEARNING OBJECTIVES, CONTENT AND READINGS

UNIT 1 - INTRODUCTION AND OVERVIEW OF KEY THEORIES AND ASSESSMENT METHODOLOGY

Unit Learning Objectives:
1. Identify basic assumptions that underlie the organization and focus of the course.
2. Explain the basic characteristics of developmental stages.
3. Recognize the systemic relationship between human behavior, the social environment and human services.
4. Interpret the basic positions of the nature vs. nurture and deficit vs. difference approaches to understanding human behavior.
5. Identify selected methods, theories and principles for studying growth and change throughout the life cycle.
6. Describe the psychosocial approach, including the interrelationships among the biological, psychological and societal systems.
7. Consider ethical guidelines that should be followed in conducting research with human subjects.
8. Define key terms: theory, adaptation, social role, systems theory, reference groups, life span, life expectancy, etc.

Content:
1. Preview of course content and requirements
2. Basic assumptions regarding human behavior
3. Lifespan research and ethics
4. (Bio) psychosocial perspective: concepts, components, strengths and limitations
5. Developmental stages and the concept of readiness
   a. Age related
   b. Building block effect
   c. Sequential and invariant
6. Development of self-awareness and sensitivity to human diversity
   a. Ethnic minorities
   b. Women’s issues
   c. Alternative lifestyles
7. Theories of change (overview)
   a. Biological evolution
   b. Psychosexual development
   c. Social learning, roles and systems
   d. Cultural theory
e. Cognitive development and learning  
f. Others  
8. Ecological perspective: health and human development  
a. Common health problems  
b. Causes of birth defects  
c. Causes of disease  
d. Body systems affecting behavior  
9. Nature vs. nurture and deficit vs. difference  
a. Intelligence, temperament and personality  
b. Sex roles  
c. Health and growth  
10. Explanation and criticism of theories and analytic schemes (assessment tools) to be used in the course  
a. Psychosexual theory - Freud  
b. Cognitive development - Piaget  
c. Moral development - Kohlberg  
d. Social systems analysis  
e. Psychosocial crises of the life stages-Erikson  
f. Basic human needs - Maslow  
g. Social role analysis  
h. Others  
11. The scientific method and models for assessing human development  

UNIT 2 - PRENATAL DEVELOPMENT AND INFANCY (BIRTH TO AGE 2)  
Unit Learning Objectives:  
1. Discuss the biopsychosocial context of pregnancy, especially the reciprocity between the pregnant woman and the developing fetus.  
2. Describe prenatal development and genetic and environmental influences that may affect the fetus.  
3. Discuss childbirth, bonding, attachment and temperament.  
4. Note abnormalities of newborns.  
5. Identify general milestones in physical, psychosocial, and cognitive development during infancy.  
6. Assess the impact of family, race and ethnic group upon development during infancy.  
Content:  
1. Conception and pregnancy  
2. Reciprocal relationship between mother and developing infant  
3. Prenatal development: genetic and environmental influences  
4. The birth experience and bonding  
5. Developmental abnormalities of newborns  
6. The infant: separation of self and attachment  
7. Infancy: sensorimotor stage, especially object permanence  
8. Basic trust vs. mistrust  
a. Development of love  
b. Functions of the ego  
c. Anxiety and ego development  
d. Diversity in parenting  
9. Physical development of the infant: body changes and motor development  
10. Diversity in home environments
a. Family size, structure and parenting patterns: roles of the mother, father and other caregivers
b. Social, cultural and economic considerations
c. Racial, ethnic, single mother, alternate sexual preference considerations

Reading: Newman and Newman, Chapters 5 and 6: "The Period of Pregnancy and Prenatal Development" and "Infancy."

UNIT 3 - TODDLERHOOD (AGES 2-3) AND EARLY CHILDHOOD (AGES 4-6)

Unit Learning Objectives:
1. Identify general milestones in physical, psychosocial, cognitive and moral development during toddlerhood and early childhood.
2. Assess the impact of family, community, race, ethnic group and social class on development during toddlerhood and early childhood.
3. Explain typical toddlerhood and early childhood behavior.

Content:
1. Pre-operational thought
2. Language development
   a. Development of self through language
   b. Role taking
3. Autonomy vs. shame and doubt
   a. Social demands and the developing ego
   b. Ambivalence
   c. Diversity in parenting
4. Typical toddlerhood and early childhood behavior
   a. Locomotor and representational skills
   b. Messing and smearing
   c. Childhood friendships
   d. Temper tantrums
   e. Feeding problems
   f. The negative stage
   g. Fears and rituals
   h. Sibling rivalry
   i. Impulse/self-control
   j. Importance of play: fantasy and group play
5. Initiative vs. guilt
   a. Development of the superego
   b. Diversity in parenting
6. Theories of sex role identification
   a. Psychosocial theories
   b. Social role theories
   c. Cognitive theories
   d. Others
7. Physical development
   a. Body changes
   b. Motor development
8. Early moral development
9. Self-esteem in toddlerhood and early childhood
10. Diversity in early childhood
    a. The nurturing environment and sustaining environments
    b. Effects of social expectations on school readiness
    c. Effects of ethnic minority group status, social class, race and sex. Reading: Newman and Newman, " Chapters 7 & 8: "Toddlerhood" and "Early School Age."
UNIT #4 LEARNING OBJECTIVES:
1. Identify general milestones in physical, psychosocial, cognitive and moral development during middle childhood.
2. Assess the impact of family, school, community, race, ethnic group and social class on middle childhood behavior.
3. Explain typical middle childhood behavior.
4. Explore the impact of exposure to violence on development during middle childhood.

Content:
1. Concrete operations: conservation, combinatorial and classification skills
2. Industry vs. inferiority
3. Human diversity in middle childhood
   a. Expanding adult influences - school and community
   b. Peer influences, team play and friendship
   c. Effects of race and ethnicity
4. Physical development: body changes and motor development
5. Self-evaluation in middle childhood
6. Interpersonal violence: impact during childhood

Readings: Newman and Newman, Chapter 9: "Middle School Age"

UNIT 5 - EARLY AND LATER ADOLESCENCE (AGES 12-22)
Unit Learning Objectives:
1. Identify general milestones in physical, psychosocial, cognitive and moral development during early and later adolescence.
2. Assess the impact of family, school, community, race, ethnic group and social class on development during early and later adolescence.
3. Assess the social role of the adolescent in our culture.
4. Distinguish between adolescence roles defined as problems and roles seen as acceptable in our culture.
5. Examine factors associated with risk-taking behavior (e.g., drug abuse) during adolescence.

Content:
1. Developmental milestones during adolescence
   a. Maturation of morality
   b. Formal operational reasoning
   c. Mental health and emotional disorders (e.g., eating disorders, depression)
   d. Sexual development
2. Physical maturation: impact of early and late maturing on self-concept, social relationships, etc.
3. Developmental tasks: Early and later adolescence
4. Role of the adolescent: socializing the adolescent through home, school and community
5. Psychosocial crises: group identity vs. alienation and individual identity vs. identity confusion
6. Autonomy from parents
7. Work experiences and career choices: impact of education and sex-role socialization
8. Diversity in the adolescent experience
   a. Runaways
   b. Sexuality and gender identity
   c. Teen parenting
   d. Alcohol and other drugs
   e. Mental illness and suicide

Reading: Newman and Newman, Chapters 10 and 11: "Early Adolescence" and "Later Adolescence."
UNIT 6 - EARLY ADULTHOOD (AGES 22-34)
Unit Learning Objectives:
1. Identify general milestones in physical and psychosocial development during early adulthood.
2. Assess the impact of demography, sex, race, ethnic group and social class on developing intimate relationships and selecting a partner.
3. Understand the impact of major life stressors (e.g., divorce) during early adulthood.

Content:
1. Adulthood roles and the “social clock”
2. Lifestyle as an expression of individual identity and diversity in lifestyles
3. Work experiences and skills
4. Partnership selection
5. Intimacy vs. isolation
6. Changing marital and sex roles
7. Impact of ethnic and racial discrimination on successful achievement of adult status
8. The decision to have children and child rearing
9. Balancing work and family tasks
10. Divorce

Reading: Newman and Newman, Chapter 12: "Early Adulthood."

UNIT 7 - MIDDLE ADULTHOOD (AGES 34-60)
Unit Learning Objectives:
1. Identify general milestones in physical and psychosocial development during middle adulthood.
2. Assess impact of societal inequities, based on race, sex and ethnicity, on the successful assumption of adult role(s) in middle adulthood.
3. Use a psychosocial perspective to examine the impact of workplace discrimination on career access and advancement.

Content:
1. The developmental cycle of the family and maturational crises
2. The world of work as a context for development in middle adulthood
   a. Managing a career
   b. Midlife career changes and joblessness
3. Family life in middle adulthood
   a. Maintaining a vital relationship with a spouse or partner
   b. Parenting and caring for aging parents
   c. Managing a household
   d. Nurturing relationships
4. Generativity vs. stagnation
   a. Physical changes
   b. Midlife transitions
   c. Alternative developmental theories of middle age
   d. Diversity in mature adults
5. Workplace discrimination: obtaining and advancing in a career

Reading: Newman and Newman, Chapter 13: "Middle Adulthood."
UNIT 8 - LATER ADULTHOOD AND VERY OLD AGE (AGE 60 UNTIL DEATH)

Unit Learning Objectives:
1. Identify general milestones in physical and psychosocial development during later adulthood and very old age.
2. Discuss cognitive functioning in later adulthood and very old age, especially factors promoting intellectual vigor.
3. Describe the impact of demography, sex, race, ethnic group and social class on people during later adulthood and very old age.
4. Assess the impact of societal inequities, based on race, sex, ethnicity, sexual orientation, and other factors related to minority status, on the aging experience in later adulthood and very old age.
5. Discuss how culture can influence the aging process and various roles associated with work and retirement in later adulthood and very old age.
6. Examine role gain (e.g., grandparenting) and role loss (e.g., widowhood) in later adulthood and very old age.
7. Explain cultural and psychological aspects of death and dying.

Content:
1. Sociological aspects of aging
   a. Culture, aging and family life
   b. Aging and retirement
   c. Status, role losses and new roles (e.g., grandparenthood)
   d. Diversity in aging
2. Biological aspects of aging
   a. The demography of aging: race, sex and ethnicity
   b. Physical changes, health and primary diseases of the aged
   c. Diversity in aging
3. Psychological and cognitive aspects of aging
   a. Organic brain damage
   b. Grief and depression
   c. Promoting intellectual vigor: effects of aging on memory, intelligence, thinking and problem solving
   d. Diversity in aging
4. Psychosocial crises: ego integrity vs. ego despair and immortality versus extinction
5. Issues related to death and dying, especially as influenced by culture
   a. Accepting terminal illness, anticipating death and grief processes
   b. Alternative developmental theories of aging and death
   c. Ethical issues in defining death and in terminal illness
   d. Diversity in dying and views of death

Reading: Newman and Newman, Chapters 14 and 15: "Later Adulthood" and "Very Old Age."
Selected Bibliography: Assessing I


Directions for Self-Assessment/Research Paper

1. This exercise is designed to help you explore your development.

2. This is not a traditional paper. There will be no introduction, thesis, or conclusion. You must simply answer all parts of Questions #1-6 under “Questions to be completed for Self-Assessment/Research paper,” on p.18 of syllabus.

3. You must type out ALL questions ALONG WITH THEIR PARTS with your responses directly below each question.

4. Before writing your paper, please review the following:
   a. “Questions and Guidelines for Writing the Self-Assessment/Research Paper” (p. 18 of syllabus)

5. ALL material submitted will be confidential.

6. Rough draft for Self-Assessment/Research paper due 10/22/04. Please include this assessment/grading sheet as the last page of your paper on p.19-20 of syllabus.

7. Final Version of Self-Assessment/Research Paper due 11/19/04. You must attach your entire rough draft to the final version of your paper. It will be due at the beginning of the class period. After this time period, I will not be able to accept any exams. No exams will be accepted via email. Please include the assessment/grading sheet as the last page of your paper p.19-20 of syllabus.

Questions and Guidelines for Writing the Self-Assessment/Research Paper

1. **Issue.** Clearly identify and describe an important issue that you are already facing (or expect to face) in maintaining or starting your own family.

2. **Rationales.** Discuss at least two different rationales for choosing this issue.

3. **Historical/ contextual origin of this issue.** Citing text AND academic/scholarly journals discuss the historical/ contextual origin of this issue as it relates to the following:
   a. Your current stage of development. List and describe your current stage of development according to text along with your current developmental tasks.
   b. Family of origin factors related to the issue.
   c. Cultural and or ethnic factors associated with the issue.
   d. Other selected factors associated with issue (e.g. roles, values, strengths, gender, problem-solving/coping skills, etc.)

4. **Impact of Issue.**
   a. Citing text AND academic/scholarly journals, identify whether and how this already has become (or could become) problematic in your relationships with significant others. How well do you believe this issue will be resolved? When? And Why?
   b. Define White’s term “Competence Motivation” (pp. 370-372 of text) and discuss to what extent you feel or anticipate feeling a “sense of mastery” over this issue.

5. **Critique Text.** Identify whether the text discusses your issue.
   a. If text discusses your issue, list and describe two similarities and two differences OR
   b. If text does not discuss your issue, describe and critique two different reasons that there is a need for coverage in text.

6. **Resources.** What resources will be required to successfully deal with this issue?
   - **NOTE:** Resources are internal and external.
     - **Internal:** Your coping skills, your strengths, your ability to problem-solve, your ego strengths, etc
     - **External:** Your support system (e.g. family, friends, co-workers, church, etc); books you are reading; classes you are taking; therapy, etc.
HOW WILL WE BE GRADED FOR MY SELF-ASSESMENT/RESEARCH PAPER?
Directions:

1. For the Self-Assessment/Research Paper, each person needs to assess her/his paper by scoring all questions below.
2. Please attach this grading/assessment sheet as the last page of your paper.

<table>
<thead>
<tr>
<th>STUDENT ASSESSMENT</th>
<th>INSTRUCTOR'S ASSESSMENT</th>
</tr>
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</table>

1. **Issue(s).** You clearly identify and describe an important issue that you are already facing (or expect to face) in maintaining or starting your own family (3 points)

2. **Rationales.** You discuss at least two different rationales for choosing this Issue (2 points)

3. **Historical/contextual origin of this issue.**
   - Citing text AND academic/scholarly journals, you discuss the Historical/contextual origin of this issue as it relates to the following:
     - **a.** Your current stage of development. You list and describe your current stage of development according to text along with your current developmental tasks.
     - **b.** Family of origin factors related to the issue.
     - **c.** Cultural and or ethnic factors associated with the issue.
     - **d.** Other selected factors associated with issue (e.g., roles, values, strengths, gender, problem-solving/cop ing skills, etc.) (15 points for #3a-d)

4. **Impact of Issue.**
   - **a.** Citing text AND academic/scholarly journals, you identify whether and how this already has become (or could become) problematic in your relationships with significant others. You discuss how this issue will be resolved? When? And Why? (10 points)
   - **b.** You define White’s term “Competence Motivation” (pp. 370-372 of text) and discuss to what extent you feel or anticipate feeling a “sense of mastery” over this issue (5 points).

5. **Critique.** Identify whether the text discusses your issue.
   - **a.** If text discusses your issue, you list and describe two similarities and two differences **OR**
   - **b.** If text does not discuss your issue, you describe and critique two different reasons that there is a need for coverage in text (10 points for #5 a/b)

6. **Resources.** You discuss what resources you will need to successfully deal with this issue? (5 points)

7. Did my discussion contain a **3000-word minimum?**
   - (Each paper needs to contain a minimum 7-9 pages) (5 points)

8. Was my paper **typed and double-spaced?** (5 points)
9. Was my paper **written well with good spelling & grammar**? (5 points) 

10. Was my paper **presented in a professional manner**? (3 points) 

11. Did I **follow the directions** of the writing assignment?;  
   Was my paper **organized/structured** and easy to follow? (5 Points)  
   (Type out all questions along with parts with response below each question) 

12. Did I grade/include my **self-assessment sheet** (2 points)? 

13. Did I have a **bibliography**:  
   Did I use **APA format for bibliography & within paper**?(10 points) 

14. Did I **cite and integrate the text material AND five scholarly/academic research journals throughout my paper**? (10 points) 

   Total = 
   100  100

   **GRADE:** __________

**Please Note:** When grading responses, the following criteria are used:

Did I do an excellent, very good, fair, poor, or incomplete job of ....
- Linking my ideas/discussion to theory and research?
- Applying the concepts and theories to my discussion?
- Having a thorough /comprehensive/complete discussion?
- Critically analyzing theory and research and developing my opinion?
- Integrating and synthesizing research ideas in my discussion?

**Summary:** 10 points=Excellent; 9/8 points=Very good; 8/7= Good; 6/5=Fair; 1-4 points=Poor/Incomplete

**COMMENTS:** ____________________________________________________________