University of Central Florida
School of Social Work

SOW 3104-0003 Assessing I: Human Development

Instructor: Michael Mason, MSW, MNM	Term: Fall 2009
Office Phone: 407-823-2114 (Main Office)	Class Day: Tuesdays
Office: HPA I, 254 (Part-time Faculty Office)	Meeting Time: 1:30-4:20
Office Hours: By Appointment	Class Location: BA 126
Email:	Credit Hours: 3

Course Description - Skill development in assessing "person-in-environment" throughout the lifecycle. Study of the interaction of biopsychosocial, cultural, and systemic influences upon 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.

Course Text Required: Newman, Barbara and Newman, Philip (2009, 2006). *Development through life: A psychosocial approach* (10th ed.). Belmont, California: Thomson (Wadsworth) Publishing Company.

Evaluation of Learning and Grading - Achievement of learning objectives will be measured as described below:

1. **Examinations (60%)** - Three (3) exams containing multiple-choice questions will be given during the term. Each exam will count for 20% of the final grade. Exam #1 covers material presented in Units 1-2; Exam #2 is on content from Units 3-5. Units 6-8 will be covered in Exam #3. (See below for tentative exam dates).

2. **Reflection Papers (30%)** – Students will complete three reflection papers worth 10 points each. Each paper must be typed and double-spaced with one-inch margins. The length must be a minimum of one page (250 words) and maximum of two pages (500 words) using 12 point Times New Roman font. For each reflection paper, students will look for an article related to the concepts and subject matter covered in the chapters of the text prior to the due date for each. The article must have been published within the last four years in a peer-reviewed journal or another respected news source that is not internet-based only (i.e., Time, Newsweek, Scientific American Mind, Psychology Today). A copy of the article must be attached to and turned in with the reflection paper on the due date. The instructor will furnish additional guidelines and evaluation material for this exercise.

3. **In-class projects (10%)** There will be five in-class projects requiring both in-class participation and preparation prior to class. The grades for each in-class project will be in part based on peer review. The instructor will furnish additional guidelines and evaluation material for this exercise. *If a student is absent on the day an in-class project is due, he or she may still receive half credit as long as the out-of-class portion of the assignment is turned in to the group members.*

A **final course grade** will be based upon the total number of points accumulated by a student on the above noted evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	**C**	74-76	2.00
A-	90-94	3.75	**C-**	70-73	1.75
B+	87-89	3.25	**D+**	67-69	1.25
B	84-86	3.00	**D**	64-66	1.00
B-	80-83	2.75	**D-**	60-63	0.75
C+	77-79	2.25	**F**	59 or below	0.00

Tentative Due Dates for Assignments

- Reflection Paper #1 – September 8, 2009 (Week 3)
- In-Class Project #1 – September 22, 2009 (Week 5)
- Exam #1 – September 29, 2009 (Week 6)
- In-Class Project #2 – October 13 (Week 8)
- In-Class Project #3 – October 20 (Week 9)
- Reflection Paper #2 – October 27, 2009 (Week 10)
- Exam #2 - November 3, 2009 (Week 11)
- In-Class Project #4 – November 17, 2009 (Week 13)
- In-Class Project #5 – November 24, 2009 (Week 14)
- Exam #3 - December 8, 2009 (Final Exam Week, Week 16)

Class Schedule

Week/Unit	Date	Readings	Assignments
Week 1 (Unit 1)	08.25.09	Chapter 1	Lecture, discussion and activity on Chapter 1
Week 2 (Unit 1)	09.01.09	Chapter 2	Lecture, discussion and activity on Chapter 2
Week 3 (Unit 1)	09.08.09	Chapter 3 **Paper #1 Due**	Lecture, discussion and activity on Chapter 3 **Reflection Paper #1 Due (On Ch. 1-3)**

Week/Unit	Date	Readings	Assignments
Week 4 (Unit 2)	09.15.09	Chapter 4	Lecture, discussion and activity on Chapter 4
Week 5 (Unit 2)	09.22.09	Chapter 5 **Project #1 Due**	Lecture, discussion and activity on Chapter 5 **In-Class Project #1; Review for exam #1 in class**
Week 6 (Unit 3)	09.29.09	**EXAM #1** Chapter 6	**Multiple Choice Exam #1 (covers Chapters 1-5)** Lecture, discussion and activity on Chapter 6
Week 7 (Unit 3)	10.06.09	Chapters 6 & 7	Lecture, discussion and activity on Chapters 6 & 7
Week 8 (Unit 4)	10.13.09	Chapter 8 **Project #2 Due**	Lecture, discussion and activity on Chapter 8 **In-Class Project #2**
Week 9 (Unit 5)	10.20.09	Chapter 9 **Project #3 Due**	Lecture, discussion and activity on Chapter 9 **In-Class Project #3**
Week 10 (Unit 5)	10.27.09	Chapter 10 **Paper #2 Due**	Lecture, discussion and activity on Chapter 10 **Reflection Paper #2 Due (On Ch. 6-10);** Review for exam #2 in class
Week 11 (Unit 6)	11.03.09	**EXAM #2** Chapter 11	**Multiple Choice Exam #2 (covers Chapters 6-10);** Lecture, discussion and activity on Chapter 11
Week 12 (Unit 7)	11.10.09	Chapters 11 & 12	Lecture, discussion and activity on Chapters 11 & 12
Week 13 (Unit 7)	11.17.09	Chapters13 **Project #4 Due**	Lecture, discussion and activity on Chapter 13 **In-Class Project #4**
Week 14 (Unit 8)	11.24.09	Chapters 14 **Project #5 Due**	Lecture, discussion and activity on Chapter 14 **In-Class Project #5;**
Week 15 (Unit 8)	12.01.09	Chapter 15	Lecture, discussion and activity on Chapter 15 Review for Exam #3 in class
Week 16	**12.08.09** **1:00 pm**	**EXAM #3** **Paper #3 Due**	**Multiple Choice Exam #3 (Chapters 11-15)** **Reflection Paper #3 Due (On Ch. 11-15)**

Course Learning Methods: The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group activity. Video and audio illustrations will also be provided to spark student discussion.

POLICIES:
In addition to the information below, the student should become familiar with School of Work Student Handbook and the Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus
This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders
Students are asked to either place on vibrate or turn off cell phones and beepers during class sessions. Students are also asked to refrain from texting on cell phones during class time.

Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

While the use of laptops is convenient for students to take class notes, **the instructor is prohibiting the use of laptops in class** due to past experiences in which laptop use has been more of a distraction than an aid. The only exception will be if a student has a computer device for use as assistive technology and it has been documented through the Student Disability Services office. Student Disability Services will need to provide the documentation to the instructor.

Classroom Decorum
Side conversations are discouraged because they distract the class.

The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover and references pages of a paper are not considered to be pages of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades
In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism
Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com
The instructor reserves the option to use turnitin.com; an online system that can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit http://www.turnitin.com

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Library Resources
Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites that can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - http://library.ucf.edu/Reference/Instruction
2. Library Research Tutorials - http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp
3. Streaming videos - http://library.ucf.edu/Reference/Videos/Default.asp
4. Research Guides - http://library.ucf.edu/Reference/Guides/
5. Ask a Librarian service - http://library.ucf.edu/Ask/
6. Consult with the librarian familiar with Social Work- Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is http://library.ucf.edu/. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for "Ask a Librarian" is http://library.ucf.edu/Ask/. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at http://library.ucf.edu/Reference/Videos/Default.asp. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at http://library.ucf.edu/Reference/Guides/.

Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Online Resources
Students are encouraged to follow the online projects detailed in the class textbook.

The UCF Creed
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.
Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity: I will use my talents to enrich the human experience.
Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE AND SCHEDULE

UNIT 1- WEEKS 1- 3: INTRODUCTION/OVERVIEW OF KEY THEORIES OF DEVELOPMENT AND ASSESSMENT METHODOLOGY
Dates: August 25 – September 14, 2009
Due: **Reflection Paper #1 Due 9.08.09**
Content:
1. Preview of course content and requirements
2. Basic assumptions regarding human behavior
3. Lifespan research and ethics
4. Biopsychosocial perspective: concepts, components, strengths and limitations
5. Developmental stages and the concept of readiness
   a. Age related
   b. 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 and disease
   c. 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 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

Readings:
Newman and Newman, Chapters 1-3: "The Development through Life Perspective", "Psychosocial Theory," and "Major Theories for Understanding Human Development."

UNIT 2 - WEEKS 4-5: PRENATAL DEVELOPMENT AND INFANCY (First 24 months)
Dates: September 15 – September 28, 2009
Due: **In-Class Project #1 Due 9.22.09**
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 and functions of the ego
   b. Anxiety and ego development
9. Physical development of the infant: body changes and motor development
10. Diversity in parenting and 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

Readings: Newman and Newman, Chapters 4 and 5: "The Period of Pregnancy and Prenatal Development" and "Infancy."

UNIT 3 - WEEKS 6 AND 7: TODDLERHOOD (Ages 2-3) AND EARLY SCHOOL AGE (Ages 4-6)
Dates: October 6 – October 19, 2009
Due: **Exam #1 (covers Units 1 & 2, Chapters 1-5) on 9.29.09 (Week 6)**
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. 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

Readings: Newman and Newman, Chapters 6 and 7: "Toddlerhood" and "Early School Age."

UNIT 4 - WEEK 8: MIDDLE CHILDHOOD (Ages 6-12)
Date: October 13, 2009
Due: **In-Class Project #2 Due 10.13.09**
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 8: "Middle Childhood."

UNIT 5 - WEEKS 9 and 10: EARLY AND LATER ADOLESCENCE (Ages 12-18 and 18-24)

Dates: October 20 – November 2, 2009

Due: In-Class Project #3 Due 10.20.09 and Reflection Paper #2 Due 10.27.09

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

Readings: Newman and Newman, Chapters 9 and 10: "Early Adolescence" and "Later Adolescence."

UNIT 6 - WEEK 11: EARLY ADULTHOOD (Ages 24-34)

Date: November 3, 2009

Due: Exam #2 (covers Units 3-5, Chapters 6-10) on 11.03.09 (Week 11)

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

Readings: Newman and Newman, Chapter 11: "Early Adulthood."

UNIT 7 - WEEKS 12 and 13: MIDDLE ADULTHOOD (Ages 34-60) and LATER ADULTHOOD (Ages 60-75)

Dates: November 10 – November 23, 2009

Due: In-Class Project #4 Due 11.17.09

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 and midlife transitions
    b. Alternative developmental theories of middle age
    c. Diversity in mature adults
5. Workplace discrimination: obtaining and advancing in a career

Readings: Newman and Newman, Chapter 12: "Middle Adulthood" and Chapter 13: "Later Adulthood"

UNIT 8 – WEEKS 14 and 15: VERY OLD AGE (75 until death) and UNDERSTANDING DEATH, DYING, AND BEREAVEMENT

Dates: November 24 – December 7, 2009

Due: In-Class Project #5 Due 12.01.09 and Reflection Paper #3

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, loss of family members, friends)
    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, views of death and the grieving process

Readings: Newman and Newman, Chapters 14 and 15: "Very Old Age" and "Understanding Death, Dying and Bereavement."

FINAL EXAM – WEEK 16

Date: Tuesday, December 8, 2008 (Time: 1:00 - 3:50pm ***Note class time change***)

Due: Exam #3 (covers Units 6-8, Chapters 11-15)

Selected References: Assessing I

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development (pp. 104-120). New York: Wiley.

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