Human Development and Family Studies, B.S. (University College)

Begin Campus: Any Penn State Campus

End Campus: Brandywine, DuBois, Fayette, Mont Alto, Shenango, Scranton, York

Program Learning Objectives

Brandywine Campus

- HDFS students will be able to demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments.
  - Summarize, critique, and apply theories and concepts related to individual and family development from a multi-disciplinary, life-cycle perspective.
  - Articulate how biology, psychology, and history influence diversity in individual and family structures and functions in a social/cultural context.
- HDFS students will be able to demonstrate the ability to evaluate and apply theory and research to practice and policy.
  - Demonstrate an understanding of the contribution of original research in human development.
  - Integrate and apply the findings of empirical research within a theoretical framework to human development.
  - Explain the strengths and weaknesses of various research methods in assessing human behavior.
  - Apply research skills in order to better understand in the use of research in agency practice.
  - Explain the process of planning and conducting research, including the role of the IRB.
  - Demonstrate skills to analyze and interpret data.
  - Apply theories to identify and resolve problems.
- HDFS students will demonstrate knowledge and competence in helping, leadership, and administrative human service skills.
  - Demonstrate knowledge of informed consent for working with diverse groups of clients.
  - Understand and apply ethical decision making models.
  - Understanding how personal values and experiences influence one's ability to make professional decisions.
  - Recognize stereotypical and prejudicial language and attitudes and their impact on the helping relationship.
- HDFS students will demonstrate knowledge of the main ethical, legal, clinical, professional and personal issues and challenges involved in the helping professions.
  - Demonstrate knowledge of informed consent for working with diverse groups of clients.
  - Understand and apply ethical decision making models.
  - Understanding how personal values and experiences influence one's ability to make professional decisions.
  - Recognize stereotypical and prejudicial language and attitudes and their impact on the helping relationship.

DuBois and York Campuses

- Understand the complexity of individual and family development across the lifespan.
- Evaluate and apply research and theory to practice and policy.
- Understand the processes, policies and contextual factors that affect the delivery of human services.
- Understand the professional, ethical, and culturally sensitive standards of conduct.
- Demonstrate knowledge and competence in helping, leadership and administrative skills.

Fayette Campus

- Understanding of the complexity of individual and family development across the lifespan in diverse contexts and changing environments.
  - Summarize, critique, and apply theories and concepts related to individual and family development from a multi-disciplinary, life-cycle perspective;
  - Articulate how biology, psychology, and history influence diversity in individual and family structures and functions in a social/cultural context.
- Ability to evaluate and apply theory and research to practice and policy.
  - Demonstrate an understanding of the contribution of original research in human development;
  - Integrate and apply the findings of empirical research within a theoretical framework to human development;
  - Explain the strengths and weaknesses of various research methods in assessing human behavior;
  - Apply research skills in order to better understand in the use of research in agency practice;
  - Explain the process of planning and conducting research, including the role of the IRB;
  - Demonstrate skills to analyze and interpret data;
  - Apply theories to identify and resolve problems.
- Ability to analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.
• Demonstrate knowledge of history and policies for ethical conduct in the delivery of human services;
• Examine environmental factors shaping individual and family interventions (such as political, social, economic, cultural, and technological);
• Demonstrate an understanding of community-based programs and services;
• Understand and articulate individual and family needs and roles of human service organizations in fulfilling those needs;
• Demonstrate knowledge of HIPAA regulations;
• Develop a working knowledge of and ability to evaluate community-based programs and services.
• Professional ethical and culturally sensitive standards of conduct.
• Articulate understanding of theories, skills, and competencies of an effective helper;
• Demonstrate knowledge of the main ethical, legal, clinical, professional and personal issues and challenges involved in the helping professions;
• Demonstrate knowledge of informed consent for working with diverse groups of clients;
• Understand and apply ethical decision making models;
• Understanding how personal values and experiences influence one’s ability to make professional decisions;
• Recognize stereotypical and prejudicial language and attitudes and their impact on the helping relationship.

Mont Alto and Scranton Campuses
• Demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments
• Demonstrate an ability to evaluate and apply research and theory to practice and policy.
• Analyze processes, policies, and contextual factors that affect the delivery of human services to individuals and families.
• Demonstrate professional, ethical, and culturally sensitive standards of conduct.
• Demonstrate knowledge and competence in helping, leadership, and administrative skills for human services.

Shenango Campus
• Graduates can apply theories and principles of human services to clinical and/or practice and research.
  • Explain and cite appropriate theories that can be applied to a given scenario.
  • Compare and contrast, and can explain the pros and cons of major theories in human services.
  • Construct appropriate treatment plans and/or make appropriate referrals.
  • Develop a coherent research question and construct an appropriate research design and methodology to investigate the question.
  • Interpret and critique research findings.
  • Apply research/research findings to inform practice.
• Graduates will demonstrate professional and ethical accountability in dealing with clients and coworkers.
  • Interact respectfully with people of diverse populations at all times.
• Define diversity and the benefits of diversity as it relates to the human services fields.
• Conduct themselves successfully in interview settings whether as the interviewer or interviewee.
• Demonstrate knowledge of laws concerning confidentiality, professional boundaries, and sexual harassment within the human services field, especially laws related to HIPAA, licensure regulations, and FERPA.
• Demonstrate a strong work ethic in their courses and in the field.
• Communicate, verbally and in writing, in a professional manner at all times.
• Take responsibility for and accept the consequences for their actions.
• Demonstrate the ability to work collaboratively in teams or groups.
• Graduates can identify, access and utilize resources to better serve individuals, families, and communities at the micro and macro level.
  • Locate potential opportunities and develop high quality proposals to obtain funding from external sources.
  • Identify, locate, and access regional, national, and global resources for information, referrals, and assistance in performing their professional duties.
  • Locate policies, rules, regulations, and laws that impact their professional duties.
  • Explain the differences among profit, non-profit, and faith-based agencies and evaluate the relative credibility of those agencies.
• Graduates can use technologies necessary to perform professional duties efficiently and effectively.
  • Students will demonstrate a level of proficiency in email, web searches, presentation software, databases, publication software, library databases, statistical software, and word processing.
  • Students will recognize and effectively use appropriate software programs to more efficiently complete projects and assignments.
• Graduates will demonstrate strong verbal and written communication skills.
  • Students will demonstrate active listening skills and can construct effective questions to further explore issues and concerns.
  • Students will be proficient in APA style writing.
  • Students will be able to use proper grammar, sentence structure, accurate spelling, formal language, correct punctuation, coherent paragraphs, ... to write well organized and effective documents and professional communications.
  • Students will make effective presentations.
  • Students will construct effective arguments from multiple perspectives.
• Graduates will demonstrate personal and professional growth that leads to the ability to build and enhance skill sets.
  • Students will participate in professional development activities.
  • Students will demonstrate effective time management by completing all assignments and coursework by the assigned deadlines and attending class regularly.
  • Students will learn to recognize and deal with their personal issues and persist in their education and professional growth.
  • Students will identify their scope of practice based on their clinical limitations.