

Learning Outcomes: Human Development Major

Student learning outcomes in the Human Development major are currently assessed at the end of the required senior capstone seminar, HD490: Human Development in Perspective. The following performance standards reflect the skills and understandings expected of all program graduates.

I. Content Mastery

- A. Graduate conceptualizes human development over the life span in terms of complex interactions among biological, psychological, and social processes.
 - i. Understands evolution of distinct disciplinary perspectives (theoretical and methodological) on human development.
 - ii. Has grasp of contemporary theoretical and methodological developments that bridge disciplinary perspectives.
 - iii. Able to communicate reciprocal influences of biological, psychological, and social forces at every stage of development--from zygote to death.
- B. Graduate understands diversity of development across time, space, and standpoint.
 - i. Grasps historical and cultural differences in developmental processes and outcomes.
 - ii. Sensitive to roles of gender, race, class, and nationality in shaping developmental processes and outcomes.
- C. Graduate possesses integrated, interdisciplinary understanding in one of four concentration areas within Human Development:
 - i. Children's Services
 - 1. Understands interplay of biological, psychological, and social forces shaping development from birth to late-adolescence.
 - 2. Has an appreciation of how these developmental processes affect and are affected by social service delivery to children and adolescents.
 - 3. Understands the range of children's service careers and their entry requirements.
 - ii. Adult and Gerontological Services

1. Understands interplay of biological, psychological, and social forces shaping development from early adulthood to late life.
2. Has an appreciation of how these developmental processes affect and are affected by social service delivery to adults, especially those in later life.
3. Understands the range of adult and erotological careers and their entry requirements.

iii. Health Services

1. Understands interplay of biological, psychological, and social forces affecting health over the life span.
2. Has an appreciation of how these developmental processes affect and are affected by health care provision.
3. Understands the range of health care careers and their entry requirements.

iv. Counseling Services

1. Understands interplay of biological, psychological, and social forces affecting mental health and psychological well-being over the life span.
2. Has an appreciation of how these developmental processes affect and are affected by delivery of counseling services.
3. Understands the range of counseling careers and their entry requirements.

II. Methodological Skills

- A. Graduate can describe the range of scientific research designs employed in human developmental research.
 - i. Can describe most frequently employed varieties of experimental, observational, cross-sectional, longitudinal, positivist, and interpretivist approaches.
 - ii. Has basic understanding of interdisciplinary design strategies.
- B. Graduate can identify most appropriate research designs for empirical examination of developmental theories and hypotheses.
- C. Graduate possesses basic understanding of uses and limits of statistical analysis in human development research.

III. Critical Thinking Skills

- A. Graduate is able to apply knowledge of scientific research methods (i.e., design and analysis) to assess the merits of existing basic and applied research in human development.
 - i. Able to describe limits of research findings; understands extent to which they can be generalized.
 - ii. Understands problems related to the confounding of age, cohort, and historical period of measurement in developmental studies.
- B. Graduate is able to design a new investigation of at least one human developmental process and/or outcome.
 - i. Able to formulate a research question that can be subjected to empirical evaluation.
 - ii. Can identify appropriate sampling, measurement, and analysis protocols to investigate research question.
- C. Graduate is able to apply developmental research findings to problems in applied settings.
 - i. Can extrapolate from basic and applied research to develop viable action plan to solve common problems found in applied settings.

IV. Lifelong Learning Skills

- A. Graduate has completed two semesters of field-based learning through directed internships within his or her concentration area.
 - i. Raised understanding of career opportunities and demands with one's concentration area.
 - ii. Deeper appreciation of the relevance of basic theory and research in applied settings.
- B. Graduate has basic understanding of issues and challenges faced by managers and staff in social service agencies related to human development (e.g., schools, health care facilities, retirement communities, etc.).
 - i. Understands role of managers in securing funding and providing assessment in for-profit and non-profit agencies.
- C. Graduate is able to access research materials (e.g., from libraries, internet, etc.) to support a comprehensive, interdisciplinary literature review on a selected topic in human development.

- D. Graduate is able to write a comprehensive, interdisciplinary literature review presenting up-to-date research findings concerning some aspect of human development.
- i. Style is consistent with professional scientific publication formats (e.g. APA, ASA, etc.).
 - ii. Review extrapolates beyond current research findings to produce a set of novel insights and questions about the development processes and/or outcomes of interest.
- E. Graduate is able to give an oral informational presentation that summarizes contemporary understandings of human development from the perspectives of the biological, psychological, and social sciences.
- i. Should be able to provide accessible and up-to-date information to interested audience of lay people and/or applied professionals.