



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Adolescent and Adult Development	7320103053		T=3	P=0	ECTS=4.77	2	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator	
			Yohana Wuri Satwika, S.Psi., M.Psi.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course discusses the developmental period from the early teenage phase including puberty to the end of adulthood.						
References	Main :						
	1. 1. Santrock, J. W. (2013). Psikologi Remaja (jilid 1&2). . Jakarta: Esensi Erlangga 2. Papalia, Feldman (2014) . Menyelami Perkembangan Manusia (Jilid 2) Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) Adult Development and Aging .New York: Mc Graw Hill.						
	Supporters:						
Supporting lecturer	Satiningsih, S.Psi., M.Si. Muhammad Reza, S.Psi., M.Si. Yohana Wuri Satwika, S.Psi., M.Psi.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand basic concepts: the meaning of adolescence as a developmental transition, overview of adolescent physical development	1.Explains adolescence as a social construct and a time of opportunity and risk 2.Identifying the physical development of adolescents		Contextual Instruction (CI) 3 X 50			0%
2	· Understand basic concepts: the meaning of adolescence as a developmental transition, overview of cognitive and psychosocial development of adolescents · ·	1.Identifying adolescent cognitive development 2.Identifying the physical and psychosocial development of adolescents		Small Group Discussion (SGD) 3 X 50			0%
3	Understanding adolescent development, issues surrounding adolescents: puberty · ·	1.Discuss various determinants, characteristics and problems during puberty 2.Describe the developmental changes that take place in the brain during adolescence (puberty)		Small Group Discussion (SGD)Case Study (CS)Contextual Instruction (CI) 3 X 50			0%
4	Understanding adolescent development, issues surrounding adolescents: cognitive development	1.Discusses views of adolescent cognitive development and views of information processing in adolescents 2.Explains how social cognition takes place in adolescent development		Small Group Discussion (SGD)Case Study (CS)Contextual Instruction (CI) 3 X 50			0%
5	Understanding adolescent development, issues surrounding adolescents: self, identity, emotions and personality ·	1.Describes personal development during adolescence and various aspects of identity development 2.Discuss the development of adolescent emotional development 3.Explain the characteristics of adolescent development		Contextual Instruction (CI) Small Group Discussion (SGD)Case Study (CS) 3 X 50			0%

6	Understanding adolescent development, issues surrounding adolescents: gender and sexuality	<ol style="list-style-type: none"> 1.Explains the concepts of gender, sexuality, the relationship between the two and general problems among teenagers, especially in Indonesia 2.Explains the exploration of adolescent sexuality and sexual attitudes and behavior 3.Explaining adolescent sexual problems and the role of knowledge and sex education 		· Cooperative Learning (CL) 3 X 50			0%
7	Understanding adolescent development, issues surrounding adolescents: peers, school and career	Discusses issues related to teenagers, namely: peers, school and career		· Problem Based Learning and Inquiry (PBL) 3 X 50			0%
8	UTS			3 X 50			0%
9	Understanding adolescent development, issues surrounding adolescents: peers, school and career (continued)	Discusses issues related to teenagers, namely: peers, school and career		· Problem Based Learning and Inquiry (PBL) 3 X 50			0%
10	Understand the concept of physical-cognitive aspects of development in the early adulthood phase	<ol style="list-style-type: none"> 1.Explain aspects of early adulthood physical development 2.Explain aspects of early adult cognitive development 		Assignment Group presentation Discussion 3 X 50			0%
11	Understand the concept of development in the early adulthood phase, psychosocial emotional aspects	Explain aspects of psychosocial emotional development in early adulthood		Giving assignments 3 X 50 Discussion group presentations			0%
12	Understand the concept of physical-cognitive aspects of development in the middle adulthood phase	Explain aspects of physical development of middle adults. Explain aspects of cognitive development of middle adults		Assignment Group presentation Discussion 3 X 50			0%
13	Understand the concept of development in the middle adulthood phase, psychosocial emotional aspects	Explain aspects of cognitive development of middle adults		Assignment Group presentation Discussion 3 X 50			0%

14	Understand the concept of physical-cognitive aspects of development in the advanced adult phase	1.Explain aspects of physical development in older adults 2.Explain aspects of cognitive development in older adults		Giving assignments 3 X 50 Discussion group presentations			0%
15	Understand the concept of development in the advanced adult phase, psychosocial emotional aspects	Explain aspects of psychosocial development in older adults		Giving assignments 3 X 50 Discussion group presentations			0%
16	Understanding older adult issues: dealing with death and grief	Explains the psychology of facing death and grief during the adult phase of old age		Giving assignments 3 X 50 Discussion group presentations			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.