



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																
Child & Adolescent Developmental Disorders	7320102013	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	July 17, 2024																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																	
	.....		.....			Yohana Wuri Satwika, S.Psi., M.Psi.																	
<b>Learning model</b>	<b>Project Based Learning</b>																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																						
	Program Objectives (PO)																						
	PLO-PO Matrix																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O															
P.O																							
<b>Short Course Description</b>	This course discusses disorders in the developmental stages of children and adolescents which are discussed according to DSM 5 and DSM 5 Revision including neurocognitive disorders, emotional-behavioral disorders, mental disorders,																						
<b>References</b>	<b>Main :</b>																						
	1. 1Hurlock, E. 2003. Psikologi perkembangan : suatu pendekatan rentang hidup. Jakarta : Erlangga. 2. 2Papalia, Diane E. 2014. Menyelami perkembangan manusia. Ed. Ke-12. Herarti, Fitriana W., terj. Jakarta: Salemba																						
	<b>Supporters:</b>																						
<b>Supporting lecturer</b>	Satiningsih, S.Psi., M.Si. Fitrania Maghfiroh, M.Psi., Psikolog																						
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	Implementing a learning contract Understanding developmental disorders in children and adolescents	Students are able to understand and apply learning contracts. Students are able to understand developmental disorders in children and adolescents		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) · Discovery Learning (DL) · Self-Directed Learning (SOL) · Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) 2 X 50			0%
2	Understanding Psychosexual and Psychosocial Development Theories	Students are able to understand the Theory of Psychosexual and Psychosocial Development		· Small Group Discussion (SGD) · Discovery Learning (DL) 2 X 50			0%
3	Understanding Cognitive and Language Development Theories	Students are able to understand the Theory of Psychosexual and Psychosocial Development		· Small Group Discussion (SGD) · Case Study (CS) 2 X 50			0%
4	Understanding Behavioral, Ethological and Ecological Theories	Students are able to understand Behavioral Theory, Ethology and Ecology		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			0%
5	Mastering the concepts, tasks and stages of physical, cognitive development during the embryonic period and developmental disorders	Students are able to understand and explain concepts, tasks and stages of physical and cognitive development during the embryonic period		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			0%
6	Mastering the concepts, tasks and stages of physical, cognitive and social emotional development during infancy and developmental disorders	Students are able to understand and explain concepts, tasks and stages of physical, cognitive and social emotional development during infancy		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) · 2 X 50			0%
7	Mastering the concepts, tasks and stages of physical, cognitive development in early childhood and developmental disorders	Students are able to understand and explain concepts, tasks and stages of physical, cognitive development during early childhood, disorders that arise at this stage		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			0%

8	Mastering the concept of tasks and stages of emotional & social aspects of AUD and developmental disorders	Students are able to identify the emotional and social characteristics of AUD		<ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) ·</li> <li>Role-Play and Simulation (RPS) ·</li> <li>Case Study (CS) ·</li> <li>Discovery Learning (DL) ·</li> <li>Self-Directed Learning (SOL) ·</li> <li>Cooperative Learning (CL) ·</li> <li>Collaborative Learning (CbL) ·</li> <li>Contextual Instruction (CI) ·</li> <li>Problem Based Learning and Inquiry (PBL) ·</li> <li>Project Based Learning (PjBL) ·</li> <li>Other active learning methods</li> </ul>		0%
9	UTS	material from meetings 1-8		2 X 50		0%
10	Mastering the concepts, tasks and stages of physical and emotional development during school age children and developmental disorders	Students can explain the concepts, tasks and stages of physical and emotional development during school age and the disorders that arise at this stage		<ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) ·</li> <li>Case Study (CS) ·</li> <li>Discovery Learning (DL)</li> </ul>		0%
11	Mastering the concepts, tasks and stages of cognitive and social development during school age children and developmental disorders	Students can explain concepts, tasks and cognitive and social stages during school age and the disorders that arise at this stage		<ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) ·</li> <li>Role-Play and Simulation (RPS) ·</li> <li>Case Study (CS)</li> </ul>		0%
12	Mastering the concepts, tasks and stages of physical, cognitive development during adolescence and developmental disorders	Students can explain concepts, tasks and stages of physical and cognitive development, and disorders that arise		<ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) ·</li> <li>Role-Play and Simulation (RPS) ·</li> <li>Case Study (CS) ·</li> <li>Discovery Learning(DL)</li> </ul>		0%
13	Mastering the concepts, tasks and stages of physical, cognitive development during adolescence and developmental disorders	Students can explain concepts, tasks and stages of physical and cognitive development, and disorders that arise		<ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) ·</li> <li>Role-Play and Simulation (RPS) ·</li> <li>Case Study (CS) ·</li> <li>Discovery Learning(DL)</li> </ul>		0%

14	Mastering the concepts, tasks and stages of social emotional development during adolescence and developmental disorders	Students can explain the concepts, tasks and socio-emotional stages of adolescence and the disorders that arise		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			0%
15	Mastering the concept of Child Development milestones	Students are able to understand the concept of child development milestones		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			0%
16	Mastering the concept of Adolescent Development milestones			Students are able to understand the concept of 2 X 50 Adolescent Development milestones			0%

#### Evaluation Percentage Recap: Project Based Learning

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.