



Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|----------------------|------------|---------------------------------------|--------------------------------------|-----|-----------|-------------------------------------|------------------|
| Health Psychology | 7320102091 | Study Program Elective Courses | T=2 | P=0 | ECTS=3.18 | 5 | July 17, 2024 |
| AUTHORIZATION | | SP Developer | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | Nanda Audia Vrisaba, M.Psi., Psikolog | Dr. Diana Rahmasari, M.Si., Psikolog | | | Yohana Wuri Satwika, S.Psi., M.Psi. | |

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| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Able to use psychological theories and concepts to carry out non-clinical assessments and interventions in the field of psychology based on the psychology code of ethics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Able to develop alternative problem solving and carry out non-clinical psychological interventions to change the behavior of individuals, groups, organizations and society in accordance with the Indonesian Psychology Code of Ethics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> </table> | P.O | PO-1 | PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | | PO-2 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | This course explains the role of behavior in influencing a person's health and the occurrence of illness, explains several basic theories of human health, contemporary health issues that cause several types of degenerative diseases, as well as material related to how to manage illness or a person's health. |
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| References | Main : | |
| | | 1. Ogden, Jane. 2010. Health psychology. 4th ed. New York: Mc Graw Hill |
| | Supporters: | |
| | | 1. Sarafino, E. P. & Smith, T. W. 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley 2. Smet, Bart. 2019. Psikologi Kesehatan. Jakarta: PT. Gramedia Widiasarana Indonesia 3. Stephens, C. 2008. Health Promotion A Psychosocial Approach. New York: Mc Graw Hill |

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| Supporting lecturer | Nanda Audia Vrisaba, S.Psi., M.Psi., Psikolog |
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| 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) |

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| 1 | Students are able to understand the meaning or definition of health psychology, the role of psychology in health, as well as the background to the development of health psychology (introduction). | <ol style="list-style-type: none"> Students are able to understand the meaning of health psychology Students are able to explain the role of psychology in health Students are able to understand the background to the development of health psychology. | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Lecturing and contextual learning 2 X 50 | Lecturing and contextual learning 2 X 50 | <p>Material: An Introduction to Health Psychology Bibliography: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: An Overview of Psychology and Health Bibliography: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> | 3% |
| 2 | Students are able to study basic theories of health behavior (Model of Health Behavior) | <ol style="list-style-type: none"> Able to understand and explain several basic theories of health behavior (Model of Health Behavior) Able to analyze health behavior based on the basic theory of health behavior (Model of Health Behavior) | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual instruction, lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual instruction, lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Understanding Health, Illness, and Health Behavior Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> <hr/> <p>Material: Health Beliefs (Social Cognition Models) References: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> | 3% |
| 3 | Students are able to study basic theories of health behavior (Model of Health Behavior) | <ol style="list-style-type: none"> Able to understand and explain several basic theories of health behavior (Model of Health Behavior) Able to analyze health behavior based on the basic theory of health behavior (Model of Health Behavior) | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Small Group Discussion, Case Study / Presentation, Lecturing 2 X 50 | Small Group Discussion, Case Study / Presentation, Lecturing 2 X 50 | <p>Material: Health Beliefs (Cognition Models) References: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> | 3% |
| 4 | Students are able to study illness cognition | <ol style="list-style-type: none"> Able to understand and explain what is meant by healthy and sick Able to understand and explain illness cognition and its measurement Able to understand and explain Leventhal's Self-Regulatory Model of Illness Cognition | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) · 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) · 2 X 50 | <p>Material: Illness Cognitions Bibliography: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Understanding Pain, Health, and Health Behavior Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> | 3% |

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| 5 | Students are able to understand stress | <p>1. Able to understand and explain stress, sources of stress, and the seriousness of stress</p> <p>2. Able to explain the various types of stress in individual health</p> | <p>Criteria:</p> <p>1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>2. Question and Answer / Activity Assessment Sheet</p> <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Stress, Illness, and Coping References: Sarafino, EP & Smith, TW 2012. <i>Health Psychology: Biopsychosocial Interactions</i>. 7th ed. Hoboken: Wiley</p> <hr/> <p>Material: Stress and Stress Management References: Smet, Bart. 2019. <i>Health Psychology</i>. Jakarta: PT. Gramedia Widiasarana Indonesia</p> <hr/> <p>Material: Stress Reference: Ogden, Jane. 2010. <i>Health psychology</i>. 4th ed. New York: McGraw Hill</p> | 3% |
| 6 | Students are able to understand the relationship between stress and health and coping with stress | <p>1. Able to understand and explain the relationship or influence of stress on a person's health</p> <p>2. Able to understand and explain stress management (Coping strategies)</p> | <p>Criteria:</p> <p>1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>2. Question and Answer / Activity Assessment Sheet</p> <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Stress and Illness Reference: Ogden, Jane. 2010. <i>Health psychology</i>. 4th ed. New York: McGraw Hill</p> <hr/> <p>Material: Stress, Coping, and Illness (Coping with and Reducing Stress) References: Sarafino, EP & Smith, TW 2012. <i>Health Psychology: Biopsychosocial Interactions</i>. 7th ed. Hoboken: Wiley</p> <hr/> <p>Material: Stress and Stress Management References: Smet, Bart. 2019. <i>Health Psychology</i>. Jakarta: PT. Gramedia Widiasarana Indonesia</p> | 3% |

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| 7 | Students are able to understand pain and help-seeking behavior | <ol style="list-style-type: none"> 1. Able to understand and explain the definition of pain (pain) Able to understand and explain measurements in pain (pain) 2. Able to understand and explain theories about pain 3. Being able to understand and explain the role of psychology related to pain influences behavior in seeking help or treatment | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 2. Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Physical Symptoms: Pain and Discomfort References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: Pain Bibliography: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Perception and Interpretation of Pain Symptoms References: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> | 3% |
| 8 | Midterm exam | Accuracy of Answers in Each Number | <p>Criteria: Points 1-25 in each number</p> <p>Form of Assessment : Test</p> | Individual Test 2 X 50 | Individual test 2 X 50 | <p>Material: Topics from Weeks 1 - 7 Reference: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> | 20% |
| 9 | Students are able to understand the relationship between health professionals and good clients/patients | <ol style="list-style-type: none"> 1. Able to understand and explain a good relationship between health professionals and clients/patients 2. Able to understand and explain compliance and how to increase compliance in clients/patients 3. Able to understand client/patient satisfaction with consultations | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 2. Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Health Professional-Patient Communication and the Role of Health Beliefs References: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Consultation and Hospitalization at the Hospital Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> <hr/> <p>Material: Using Health Services References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> | 3% |

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| 10 | Students are able to understand several contemporary health issues (1) | Able to understand and explain several contemporary health issues, including alcohol and cigarette use, eating behavior, health problems in women | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | <p>Material: Nutrition, Weight Control and Diet, Exercise, and Safety, Substance Use and Abuse</p> <p>References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: Eating Behavior, Smoking and Alcohol Use, Women's Health Issues</p> <p>Bibliography: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Smoking</p> <p>Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> | 6% |
| 11 | Students are able to understand several contemporary health issues (2) | Able to understand and explain several contemporary health issues, including hypertension, coronary heart disease, diabetes and obsession | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | <p>Material: Obesity and Coronary Heart Disease: Psychology Through the Course of Illness</p> <p>References: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Heart Disease, Stroke, Cancer, and AIDS: Causes, Management, and Coping</p> <p>References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> | 6% |

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| 12 | Students are able to understand several contemporary health issues (3) | Able to understand and explain several contemporary health issues, including HIV, AIDS, contraception, abortion, cancer, and illicit substance abuse | <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Question and Answer / Activity Assessment Sheet <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | <p>Material: Hearth Disease, Stroke, Cancer, and AIDS: Causes, Management, and Coping References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: Substance Use and Abuse References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: AIDS Prevention Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> <hr/> <p>Material: Women's Health Issues, HIV and Cancer: Psychology throughout the Course of Illness References: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> | 5% |
| 13 | Students are able to analyze a person's risk factors for illness | Able to understand and explain the risk factors for illness experienced by someone | <p>Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Presentation, Small Group Discussion (SGD) 2 X 50 | <p>Material: Measuring Health Status: from Mortality Rates to Quality of Life Reference: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Risk Factors during Childhood to Adolescence Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> | 3% |

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| 14 | Students are able to understand and carry out pain management | <ol style="list-style-type: none"> 1. Able to understand and explain pain management and the purpose of pain management 2. Able to understand and explain several pain management that can be done/implemented | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 2. Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Managing and Controlling Clinical Pain</p> <p>References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> | 3% |
| 15 | Students are able to understand community-based health prevention and promotion | <ol style="list-style-type: none"> 1. Able to understand and explain the importance of health promotion 2. Able to understand and explain health promotion models 3. Able to understand, explain and overcome matters relating to obstacles during health promotion | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 2. Question and Answer / Activity Assessment Sheet <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | Contextual Instruction, Lecturing, Small Group Discussion (SGD) 2 X 50 | <p>Material: Lifestyles to Enhance Health and Prevent Illness</p> <p>References: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: Health and Health Promotion as Social Practice, Conducting Community Health Research, Theories and Models for Community Health Promotion</p> <p>References: <i>Stephens, C. 2008. Health Promotion A Psychosocial Approach. New York: McGraw Hill</i></p> | 3% |
| 16 | Final exams | <ol style="list-style-type: none"> 1. Selection of Latest Topics 2. Results of Assessments (Observations and Interviews) that have been Conducted 3. Use of Novel Theory and Analysis of Problems with Theory 4. Use of Novelty Library Sources and Use of Good and Appropriate Language | <p>Criteria: Points 0-25 in each assessment indicator</p> <p>Form of Assessment : Portfolio Assessment</p> | Individual Case Study 2 X 50 | Individual Case Study 2 X 50 | <p>Material: Week 1-15 Material</p> <p>Bibliography: <i>Ogden, Jane. 2010. Health psychology. 4th ed. New York: McGraw Hill</i></p> <hr/> <p>Material: Material for Weeks 1-15</p> <p>Reference: <i>Sarafino, EP & Smith, TW 2012. Health Psychology: Biopsychosocial Interactions. 7th ed. Hoboken: Wiley</i></p> <hr/> <p>Material: Material for Weeks 1-15</p> <p>Reference: <i>Smet, Bart. 2019. Health Psychology. Jakarta: PT. Gramedia Widiasarana Indonesia</i></p> | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 41.5% |
| 2. | Project Results Assessment / Product Assessment | 8.5% |
| 3. | Portfolio Assessment | 30% |

| | | |
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| 4. | Test | 20% |
| | | 100% |

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.