Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program

	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Child & Adolescent Development Problems		7320102054		T=2	P=0	ECTS=3.18	0	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

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course discusses disorders in the physical, cognitive, emotional and social development of children and adolescents. Apart from that, there is also very early and early detection of developmental disorders, as well as non-clinical intervention for developmental disorders

References	Main :
	1. Hurlock, E. 2003. Psikologi perkembangan : suatu pendekatan rentang hidup. Jakarta : Erlangga.
	2. Papalia, Diane E. 2014. Menyelami perkembangan manusia. Ed. Ke-12. Herarti, Fitriana W., terj. Jakarta: Salemba
	Supporters:

Supporting lecturer	Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog DIAN R ZUHDIYATI Riza Noviana Khoirunnisa, S.Psi., M.Si.

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 an introduction to child and adolescent developmental psychology	Students are able to understand and apply learning contracts 22 Students are able to understand and describe an introduction to quantitative research methodology	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Role-Play and Simulation (RPS) 22 Case Study (CS) 22 Discovery Learning (DL) 22 Self-Directed Learning (SOL) 22 Contextual Instruction (CI) 22 Problem Based Learning and Inquiry (PBL) 2 X 50			0%
2	Understand an introduction to the psychology of child and adolescent development	Students are able to understand approaches in developmental psychology, Sigmund Freud's psychoanalysis and Eric Ericsson's psychosocial psychology	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Discovery Learning (DL) 2 X 50			0%
3	Understand an introduction to the psychology of child and adolescent development	Students are able to understand approaches in developmental psychology: 22 Jean Piaget's cognitive development 22 Information processing theory	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Discovery Learning (DL) 2 X 50			0%
4	Understand an introduction to the psychology of child and adolescent development	Students are able to understand approaches in developmental psychology: 22 Abraham H Maslow's humanistic perspective 22 Carl Rogers' humanistic perspective	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	22 Small Group Discussion (SGD) 22 Discovery Learning (DL) 2 X 50			0%
5	Mastering the concepts, tasks and stages of physical and cognitive development during the embryonic period	Students are able to understand and explain concepts, tasks and stages of physical and cognitive development during the embryonic period	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Role-Play and Simulation (RPS) 22 Case Study (CS) 2 X 50			0%
6	Mastering the concepts, tasks and stages of physical, cognitive and social emotional development during infancy	Students are able to understand and explain concepts, tasks and stages of physical, cognitive and social emotional development during infancy. Physical, cognitive, social-emotional and attachment development.	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Role-Play and Simulation (RPS) 22 Case Study (CS) 2 X 50			0%

7	Mastering the concepts, tasks and stages of physical, cognitive and social emotional development in early childhood	Students are able to understand and explain concepts, tasks and stages of physical, cognitive and social-emotional development during early childhood Physical, cognitive, social-emotional development	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Role-Play and Simulation (RPS) 22 Case Study (CS) 2 X 50			0%
8	see meetings 1-8	see meetings 1-8	**Criteria:** The ability to answer questions correctly shows analytical thinking skills	written test 2 X 50			0%
9	Mastering the concept of physical, emotional, cognitive and social tasks and stages of AUD	Students are able to identify the physical, emotional, cognitive and social characteristics of AUD	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	22 Small Group Discussion (SGD) 22 Role-Play and Simulation (RPS) 22 Case Study (CS) 22 Discovery Learning (DL) 22 Self-Directed Learning (SOL) 22 Cooperative Learning (CL) 22 Collaborative Learning (CbL) 22 Contextual Instruction (CI) 22 Problem Based Learning and Inquiry (PBL) 22 Project Based Learning (PjBL) 22 Other active learning methods 2 X 50			0%
10	Mastering the concepts, tasks and stages of physical and emotional development during school age children	Students can explain concepts, tasks and stages of physical and emotional development during school age children's physical and emotional development	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50			0%
11	Mastering the concepts, tasks and stages of physical and emotional development during school age children	Students can explain concepts, tasks and stages of physical and emotional development during school age	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50			0%

12	Mastering the concept of human brain development	Students can explain the concept of human brain development	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50				0%
13	Mastering concepts, tasks and stages of physical and cognitive development	Students can explain concepts, tasks and stages of physical and cognitive development	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50				0%
14	Mastering the concepts, tasks and stages of socio-emotional development during adolescence	Students can explain the concepts, tasks and stages of socio-emotional development during adolescence	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50				0%
15	Mastering the concepts of physical, emotional, cognitive and social development of children and young people	Students are able to identify adolescent development problems and provide solutions	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 22 Case Study (CS) 22 Discovery Learning (DL) 2 X 50				0%
16	see meetings 1-15	see meetings 1-15	**Criteria:** The ability to answer questions correctly shows analytical thinking skills	written test 2 X 50				0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.