



Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
PSYCHOLOGY OF CRISIS AND DISASTER	7320102173	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024																																																																		
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																			
				Yohana Wuri Satwika, S.Psi., M.Psi.																																																																			
Learning model	Project Based Learning																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																								
	Program Objectives (PO)																																																																								
	PO - 1	Attitude - Have a positive attitude towards oneself, the environment and various problems faced by society, especially various problems resulting from natural and non-natural disasters - Have a caring attitude towards helping and have a humanitarian spirit in a responsible manner towards people who are experiencing problems, both natural and non-natural disasters - Have an attitude of cooperation in providing assistance or involving oneself in activities for handling victims of natural and non-natural disasters																																																																							
	PO - 2	Knowledge - Know and understand the definition of crisis and disaster psychology - Understand the relationship between psychology and other sciences in disaster management - Explain the differences between disasters caused by nature and humans (non-natural) - Understand the stages in disaster management-mitigation of natural and non-natural disasters - Understand the dynamics psychological and mental crises in disaster victims/survivors of natural and non-natural disasters - Understand the psychological dynamics of the impact of natural and non-natural disasters on various groups (age, gender, socio-economic status) - Understand the concept of psychological intervention and procedures for victims or survivors natural and non-natural disasters - Understand the types of psychological interventions and examples of psychological roles in psychological treatment for victims of natural and non-natural disasters - Understand how technical psychological treatment interventions are for victims or survivors of natural and non-natural disasters																																																																							
	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																																																																
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PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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> <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> </table>						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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PO-1																																																																									
PO-2																																																																									
Short Course Description	This course discusses psychological treatment for victims of natural and non-natural disasters based on psychological approaches and handling procedures (PFA, Psychoeducation, Trauma Healing as a form of psychosocial support)																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> 1. Gist, R. & Lubin, B. (1989). Psychosocial Aspects of Disaster. New York: Jon Wiley and Sons, Inc. 2. Hansen.Pernille. (2018). A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies. International Federation of Red Cross and Red Crescent Societies. 																																																																								
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	<ol style="list-style-type: none"> 3. Supratiknya.A (2008). Merancang Program dan Modul Psikoedukasi. Yogyakarta. Universitas Sanadharma Press. 4. Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. (2018). Buku Panduan Dukungan Psikososial Bagi Anak Korban Bencana Alam. Jakarta. 																																																																								
Supporting lecturer	Dr. Diana Rahmasari, S.Psi., M.Si.,Psikolog. Onny Fransinata Anggara, S.Psi., 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	Students are able to briefly understand the definition of disaster psychology		Form of Assessment : Participatory Activities	Lectures, discussions 2 X 50 MINUTES		Material: Understanding the meaning of disaster and crisis References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i> . New York: Jon Wiley and Sons, Inc.	0%
2	Students are able to understand and study the meaning of disaster, various types of disasters in Indonesia & their impacts as well as various approaches to disaster management	1. Explain the meaning of disaster 2. Get to know the various disasters in Indonesia & their impacts 3. Get to know the various approaches to disaster management	Form of Assessment : Participatory Activities	Lecture Discussion 2 x 50 minutes		Material: Differentiating between disasters and crises, as well as types of disasters. References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i> . New York: Jon Wiley and Sons, Inc.	0%
3	Students are able to understand and study the meaning of disaster, various types of disasters in Indonesia & their impacts as well as various approaches to disaster management	1. Explain the meaning of disaster 2. Get to know the various disasters in Indonesia & their impacts 3. Get to know the various approaches to disaster management	Form of Assessment : Participatory Activities	Lecture Discussion 2 x 50 minutes		Material: Differentiating between disasters and crises, as well as types of disasters. References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i> . New York: Jon Wiley and Sons, Inc.	0%
4			Form of Assessment : Participatory Activities, Tests	Lecture Discussion 2 x 50 minutes		Material: Disaster management and mitigation References: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i> . Yogyakarta. Sanatadharma University Press.	0%
5	1.- Students are able to understand the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters 2.- Students are able to understand the psychological impact of crises and disasters in terms of groups (age, gender, socio-economic level) 3.- Students are able to understand the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters	1.- Students are able to explain the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters 2.- Students are able to explain the psychological impact of crises and disasters in a group review (age, gender, socio-economic level) 3.- Students are able to explain the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters	Form of Assessment : Participatory Activities, Practice/Performance	Discussion, Problem Based Learning 2 x 50 minutes		Material: understanding psychoeducation and designing programs References: 2. Hansen.Pernille. (2018). <i>A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies</i> . International Federation of Red Cross and Red Crescent Societies. Material: Designing a psychoeducation program for each type of disaster Reference: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i> . Yogyakarta. Sanatadharma University Press.	0%

6	<p>1.- Students are able to understand the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters</p> <p>2.- Students are able to understand the psychological impact of crises and disasters in terms of groups (age, gender, socio-economic level)</p> <p>3.- Students are able to understand the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters</p>	<p>1.- Students are able to explain the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters</p> <p>2.- Students are able to explain the psychological impact of crises and disasters in a group review (age, gender, socio-economic level)</p> <p>3.- Students are able to explain the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters</p>	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Discussion, Problem Based Learning 2 x 50 minutes</p>		<p>Material: understanding psychoeducation and designing programs References: 2. Hansen.Pernille. (2018). <i>A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies.</i> International Federation of Red Cross and Red Crescent Societies.</p> <p>Material: Designing a psychoeducation program for each type of disaster Reference: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules.</i> Yogyakarta. Sanatadharma University Press.</p>	0%
7	<p>1.- Students are able to understand the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters</p> <p>2.- Students are able to understand the psychological impact of crises and disasters in terms of groups (age, gender, socio-economic level)</p> <p>3.- Students are able to understand the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters</p>	<p>1.- Students are able to explain the psychological dynamics and mental crises of disaster victims/survivors of natural and non-natural disasters</p> <p>2.- Students are able to explain the psychological impact of crises and disasters in a group review (age, gender, socio-economic level)</p> <p>3.- Students are able to explain the concept of intervention and psychological intervention procedures for victims or survivors of natural and non-natural disasters</p>	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Discussion, Problem Based Learning 2 x 50 minutes</p>		<p>Material: understanding psychoeducation and designing programs References: 2. Hansen.Pernille. (2018). <i>A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies.</i> International Federation of Red Cross and Red Crescent Societies.</p> <p>Material: Designing a psychoeducation program for each type of disaster Reference: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules.</i> Yogyakarta. Sanatadharma University Press.</p>	0%
8			<p>Form of Assessment : Test</p>	<p>Problem Based Learning 2 x 50 minutes</p>		<p>Material: answering questions References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster.</i> New York: Jon Wiley and Sons, Inc.</p>	0%

9	<p>1.- Students are able to understand types of psychological interventions and examples of psychological roles in psychological treatment of victims of natural and non-natural disasters</p> <p>2.- Students are able to understand how technical psychological treatment interventions are for victims or survivors of natural and non-natural disasters</p>	<p>1.- Students are able to study and explain types of psychological interventions and examples of psychological roles in psychological treatment for victims of natural and non-natural disasters</p> <p>2.- Students are able to study and explain the technicalities of psychological treatment interventions for victims or survivors of natural and non-natural disasters</p>	<p>Form of Assessment : Practice / Performance</p>	<p>PBL 2 x 50 minutes</p>		<p>Material: PBL assignments for mitigation activities References: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i>. Yogyakarta. Sanatadharma University Press.</p>	<p>0%</p>
10	<p>1.- Students are able to understand types of psychological interventions and examples of psychological roles in psychological treatment of victims of natural and non-natural disasters</p> <p>2.- Students are able to understand how technical psychological treatment interventions are for victims or survivors of natural and non-natural disasters</p>	<p>1.- Students are able to study and explain types of psychological interventions and examples of psychological roles in psychological treatment for victims of natural and non-natural disasters</p> <p>2.- Students are able to study and explain the technicalities of psychological treatment interventions for victims or survivors of natural and non-natural disasters</p>	<p>Form of Assessment : Practice / Performance</p>	<p>PBL 2 x 50 minutes</p>		<p>Material: PBL assignments for mitigation activities References: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i>. Yogyakarta. Sanatadharma University Press.</p>	<p>0%</p>
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12			Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance	PBL 2 x 50 minutes		Material: Carrying out mitigation activities References: 4. Ministry of Women's Empowerment and Child Protection. (2018). <i>Psychosocial Support Guidebook for Children Victims of Natural Disasters</i> . Jakarta. Material: Carrying out mitigation and crisis management activities References: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i> . Yogyakarta. Sanatadharma University Press.	0%
13			Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance	PBL 2 x 50 minutes		Material: Carrying out mitigation activities References: 4. Ministry of Women's Empowerment and Child Protection. (2018). <i>Psychosocial Support Guidebook for Children Victims of Natural Disasters</i> . Jakarta. Material: Carrying out mitigation and crisis management activities References: 3. Supratiknya.A (2008). <i>Designing Psychoeducational Programs and Modules</i> . Yogyakarta. Sanatadharma University Press.	0%
14		Students are able to explain and examine the ethics of handling disasters as volunteers and disaster management in various countries	Form of Assessment : Participatory Activities	Lecture Discussion 2 x 50 minutes		Material: discussion of PBL results References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i> . New York: Jon Wiley and Sons, Inc. Material: discussion of PBL results References: 2. Hansen.Pernille. (2018). <i>A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies</i> . International Federation of Red Cross and Red Crescent Societies.	0%

15			Form of Assessment : Participatory Activities	Presentation Discussion 2 x 50 minutes		<p>Material: discussion of the orientation of PBL results. References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i>. New York: Jon Wiley and Sons, Inc.</p> <p>Material: orientation discussion of PBL results References: 2. Hansen, Pernille. (2018). <i>A Guide and Introduction to Psychological First Aid for Red Cross and Red Crescent Societies</i>. International Federation of Red Cross and Red Crescent Societies.</p> <p>Material: discussion of the orientation of PBL results. Reference: 3. Supratiknya, A (2008). <i>Designing Psychoeducational Programs and Modules</i>. Yogyakarta. Sanadadharma University Press.</p> <p>Material: orientation discussion of PBL results References: 4. Ministry of Women's Empowerment and Child Protection. (2018). <i>Psychosocial Support Guidebook for Children Victims of Natural Disasters</i>. Jakarta.</p>	0%
16				PBL and Writing Questions: Designing a 2 x 50 minute psychoeducational program		<p>Material: all material References: 1. Gist, R. & Lubin, B. (1989). <i>Psychosocial Aspects of Disaster</i>. New York: Jon Wiley and Sons, Inc.</p>	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.

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.