

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Psychology Undergraduate Study Program</b>					<b>Document Code</b>																																																
<b>SEMESTER LEARNING PLAN</b>																																																							
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																															
The Psychology of Projection		7320102110		T=2	P=0	ECTS=3.18	4	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>	Project Based Learning																																																						
<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="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">P.O</td> <td colspan="6"></td> </tr> </table>									P.O																																													
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<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;"></td> <td rowspan="2" style="width: 10%;"></td> <td colspan="14" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>										Week																														1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Kendall, PC &amp; Norton-Ford, JD. 2002. Clinical Psychology, Scientific and Professional Dimentions . New York. John Willey &amp; Sons.Inc.</li> <li>2. Anastasi, A.2005. Psychological Testing . New York.Macmillan Publishing Co.</li> <li>3. Karmiyati, D, Suryaningrum C.2013. Pengantar Psikologi Proyektif. Malang. UMM Press</li> </ol> <b>Supporters:</b>																																																						
<b>Supporting lecturer</b>	Dr. Diana Rahmasari, S.Psi., M.Si.,Psikolog. Nanda Audia Vrisaba, S.Psi., M.Psi., Psikolog																																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																

1	Students are able to understand the introduction to projection psychology	<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of projection psychology</li> <li>2. Students are able to understand the weaknesses and strengths of projections</li> <li>3. Students are able to understand the basics of projection techniques</li> </ol>		2 X 50			0%
2	Students are able to understand the theoretical basics of projective psychology	<ol style="list-style-type: none"> <li>1. Students are able to understand the basics of projection</li> <li>2. Students are able to understand the view of projection</li> <li>3. Students are able to understand the development of projections</li> <li>4. Students are able to understand Bellak's experiments regarding projection phenomena</li> </ol>		2 X 50			0%

3	Students are able to understand pure cognitive matters	<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of apperception</li> <li>2. Students are able to understand the meaning of apperceptive distortion</li> <li>3. Students are able to understand the forms of apperceptive distortion</li> <li>4. Students are able to understand several phenomena that can be classified as apperceptive distortion</li> <li>5. Students are able to understand pure cognitive perception and other aspects of the stimulus-response relationship</li> </ol>		2 X 50			0%
4	Students are able to understand pure cognitive matters	<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of apperception</li> <li>2. Students are able to understand the meaning of apperceptive distortion</li> <li>3. Students are able to understand the forms of apperceptive distortion</li> <li>4. Students are able to understand several phenomena that can be classified as apperceptive distortion</li> <li>5. Students are able to understand pure cognitive perception and other aspects of the stimulus-response relationship</li> </ol>		2 X 50			0%

5	Students are able to understand personality assessment as a projection technique	<ol style="list-style-type: none"> <li>1. Students are able to understand personality</li> <li>2. Students are able to understand personality assessment</li> <li>3. Students are able to understand the reasons why projection techniques are used as personality assessments</li> </ol>		2 X 50			0%
6	Students are able to understand several types of projection techniques	<ol style="list-style-type: none"> <li>1. Students are able to understand projection techniques</li> <li>2. Students are able to understand and recognize the classification of projection techniques</li> <li>3. Students are able to differentiate between several projection techniques</li> <li>4. Students are able to understand the history of the emergence of projection techniques</li> <li>5. Students are able to understand the evaluation of projection techniques</li> </ol>		2 X 50			0%
7	Students are able to understand the introduction of projective tests	<ol style="list-style-type: none"> <li>1. Students are able to understand and recognize several types of projective tests</li> <li>2. Students are able to understand personality assessments</li> <li>3. Introduction to projective testing in the clinical field/setting</li> <li>4. Introduction to projective testing in non-clinical fields/settings</li> </ol>		2 X 50			0%
8	Midterm Exam (UTS)			2 X 50			0%

9	Students are able to understand and recognize the Ro (Rorschach) ink-blot test	<ol style="list-style-type: none"> <li>1.Students are able to understand the Rorschach test</li> <li>2.Students are able to understand each card from the Rorschach test</li> <li>3.Students are able to briefly understand the Rorschach test scoring</li> </ol>		2 X 50			0%
10	Students are able to understand and recognize the Ro (Rorschach) ink-blot test	<ol style="list-style-type: none"> <li>1.Students are able to understand the Rorschach test</li> <li>2.Students are able to understand each card from the Rorschach test</li> <li>3.Students are able to understand the administration of the Rorschach test</li> <li>4.Students are able to understand the administration of the Rorschach test</li> <li>5.Students are able to briefly understand the Rorschach test scoring</li> </ol>		2 X 50			0%
11	Students are able to understand and recognize the Thematic Apperception Test (TAT) test	<ol style="list-style-type: none"> <li>1.Students are able to understand the TAT test</li> <li>2.Students are able to understand each card from the TAT test</li> <li>3.Students are able to understand the administration of the TAT test</li> <li>4.Students are able to briefly understand the TAT test scoring</li> </ol>		2 X 50			0%

12	Students are able to understand and recognize the Thematic Apperception Test (TAT) test	<ol style="list-style-type: none"> <li>1. Students are able to understand the TAT test</li> <li>2. Students are able to understand each card from the TAT test</li> <li>3. Students are able to understand the administration of the TAT test</li> <li>4. Students are able to briefly understand the TAT test scoring</li> </ol>		2 X 50			0%
13	Students are able to understand and recognize free tests (BAUM, DAP, HTP, WZT)	<ol style="list-style-type: none"> <li>1. Students are able to understand the theoretical basis of graphic tests</li> <li>2. Students are able to recognize and differentiate several types of free tests (BAUM, DAP, HTP, WZT)</li> <li>3. Students are able to administer graphic tests</li> <li>4. Students are able to understand scoring / short interpretation of graphic tests</li> </ol>		2 X 50			0%
14	Students are able to understand and recognize graphic tests (BAUM, DAP, HTP, WZT)	<ol style="list-style-type: none"> <li>1. Students are able to understand the theoretical basis of graphic tests</li> <li>2. Students are able to recognize and differentiate several types of free tests (BAUM, DAP, HTP, WZT)</li> <li>3. Students are able to administer graphic tests</li> <li>4. Students are able to understand scoring / short interpretation of graphic tests</li> </ol>		2 X 50			0%
15	Review the entire Meeting			2 X 50			0%

16	Final Semester Examination (UAS)			2 X 50			0%
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#### 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.