



Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|-----------------|------------|-----------------------------------|---------------|-----|-----------|----------|------------------|
| Psychoeducation | 8620102216 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 5 | August 19, 2023 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---------------|------------------------------------|------------------------------------|---------------------------------|
| | Prof. Dr. Mochamad Nursalim, M.Si. | Prof. Dr. Mochamad Nursalim, M.Si. | Dr. Evi Winingsih, S.Pd., M.Pd. |

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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 | | | | | | |
|--|---|---|-----|-------|-------|------|---|
| | PLO-6 | Mastering the concepts of education, psychology and research to base guidance and counseling services | | | | | |
| | PLO-8 | Able to apply the principles of individual growth and development in guidance and counseling services | | | | | |
| | Program Objectives (PO) | | | | | | |
| | PO - 1 | Understand the essence of the importance of psychoeducation in BK | | | | | |
| | PLO-PO Matrix | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-8</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table> | P.O | PLO-6 | PLO-8 | PO-1 | ✓ |
| P.O | PLO-6 | PLO-8 | | | | | |
| PO-1 | ✓ | ✓ | | | | | |

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 |
| PO-1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Short Course Description | Psychoeducation courses are courses that are theoretical and applied in nature. This course will discuss the background to the need for Psychoeducation, the Nature of Psychoeducation, Psychoeducation Theory, Types of Psychoeducation, development of Psychoeducation programs, Psychoeducation Media, and Psychoeducation steps. The team conducts lectures directly in class and in the field in the form of case studies. The forms of assignments given are participatory activities, project assessments, portfolio assessments, and tests. The study materials in this course are as follows: 1. The essence of psychoeducation 2. Psychoeducation in therapy and non-therapy 3. Structure of psychoeducation services (psychoeducation in groups, content management, length and duration of psychoeducation, therapist competence in psychoeducation) 4. Theory and types of psychoeducation 5. Psychoeducation program development model 6. Special strategies and media in Psychoeducation services 7. Evaluation in Psychoeducation programs 8. Development of Psychoeducation programs and Media (Project Based learning) |
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|-------------------|--|
| References | <p>Main :</p> <ol style="list-style-type: none"> Supratiknya, A. 2011. Merancang Program dan Modul. Yogyakarta: Universitas Sanata Dharma . DeLucia-Waack, J. L. 2006. Leading psychoeducational groups for children and adolescents . Sage Publications. <p>Supporters:</p> |
|-------------------|--|

1. Nursalim , M. ., Wiyono , B. D. ., Nuryono , W. ., Rahmasari , D. ., & Laksmiwati , H. . (2021). Development of the psychoeducation model to decrease academic stress when Learning From Home (LFH) . *Cypriot Journal of Educational Sciences*, 16(4), 1492–1502. <https://doi.org/10.18844/cjes.v16i4.6003>
2. Nursalim, Mochamad, et al. "Psikologi pendidikan." (2007).
3. Supratiknya, A. 2011. *Merancang Program dan Modul*. Yogyakarta: Universitas Sanata Dharma
4. DeLucia-Waack, J. L. 2006. *Leading psychoeducational groups for children and adolescents*. Sage Publications
5. Sharma M, Dhankar M and Kumar D. Awakening of Kundalini Chakras Presenting as Psychosis—A Case Report. *Indian J Psychol Med*. 2022;44(5):526–528.
6. Lpc, N. W. B. E., & Brown, N. W. (2011). *Psychoeducational groups: Process and Practice*. Taylor & Francis
7. Farrell, L. J., Murrphy, R., & Essau, C. A. (2023). *Handbook of Child and Adolescent Psychology Treatment Modules: Personalized Care in Behavior and Emotion*. Elsevier.
8. Trotzer, J. P. (2013). *The Counselor and the Group, fourth edition: Integrating Theory, Training, and Practice*. Routledge.
9. Herrera, S. N., Sarac, C., Phili, A., Gorman, J., Martin, L., Lyallpuri, R., ... & Corcoran, C. M. (2023). Psychoeducation for individuals at clinical high risk for psychosis: A scoping review. *Schizophrenia Research*, 252, 148-158

Supporting lecturer
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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) |
| 1 | 1.able to understand lecture patterns, make behavior contracts, understand the concept of lecture assessment 2.Able to define, study, formulate the role of psychoeducation in BK | 1.Defining psychoeducation 2.Reviewing research on psychoeducation. 3.Formulate the role of psychoeducation in BK | Criteria: 4 = the problem is very suitable, 3 = the problem is suitable, 2 - the problem is quite suitable, 1 = the problem is not suitable Form of Assessment : Participatory Activities | case study, discussion 2 X 50 | | Material: background to the need for Psychoeducation, The essence of Psychoeducation Literature: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 3% |
| 2 | Identify and formulate the relationship between brain structure and function and human psychological processes and behavior. | 1.Identify the structure and function of the brain 2.Formulate the relationship between brain structure and function and human psychological processes and behavior | Criteria: The more complete and correct the better Form of Assessment : Participatory Activities, Portfolio Assessment | discussion 2 X 50 | | Material: psychoeducational design References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 3% |
| 3 | Understand the implementation of the Psychoeducation model. | 1.Prepare the results of a chapter report on Psychoeducation theory 2.Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities, Portfolio Assessment | problem based learning discussion 2 X 50 | | Material: psychoeducational practicum References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 3% |
| 4 | Understand the implementation of the Experiential Learning Model | 1.Prepare the results of the chapter report on the Experiential Learning Model 2.Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | PBL 2 X 50 | | Material: Experiential Learning Model References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 4% |

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| 5 | Understand the implementation of Typical Experiential Learning Methods | 1.Compile the results of a chapter report on Typical Experiential Learning Methods 2.Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | PBL 2 X 50 | | Material: Typical Experiential Learning Methods References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 4% |
| 6 | Developing a Psychoeducational Program | Students do questions and assignments well and correctly | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | problem based learning 2 X 50 | | Material: Psychoeducational Program References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 4% |
| 7 | Designing Psychoeducation programs according to student needs | Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | project based learning 2 X 50 | | Material: Psychoeducational Program References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 4% |
| 8 | UTS | Students do questions and assignments well and correctly | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities, Tests | UTS 2 X 50 | UTS | Material: Psychoeducation Program References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 20% |
| 9 | Developing Psychoeducational Modules | 1.Prepare the results of the chapter report regarding the Psychoeducation Module 2.Present the results of the chapter report directly and firmly in responding to the audience | Criteria: The more complete and correct the more perfect the value Form of Assessment : Project Results Assessment / Product Assessment | problem-based learning 2X50 | | Material: Developing Psychoeducational Modules Literature: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 4% |
| 10 | Developing Psychoeducational Program Evaluation | 1.Prepare the results of the chapter report on Psychoeducational Program Evaluation. 2.Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Project Results Assessment / Product Assessment | problem-based learning 2X50 | | Material: Evaluation of Psychoeducational Programs References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 3% |
| 11 | Carrying out psychoeducational practices | Carrying out psychoeducational practices in target locations | Criteria: The more complete and correct the more perfect the value Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Project based learning 2X50 | | Material: Psychoeducational Practices References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 4% |

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|----|--|---|---|-----------------------------|-----|---|-----|
| 12 | Carrying out psychoeducational practices | Carrying out psychoeducational practices in target locations | Criteria: The more complete and correct the more perfect the value Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Project based learning 2X50 | | Material: psychoeducational practices References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 3% |
| 13 | Carrying out psychoeducational practices | Carrying out psychoeducational practices in target locations | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities, Portfolio Assessment | Project based learning 2X50 | | Material: Psychoeducational Practices References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 3% |
| 14 | Carrying out psychoeducational practices | Carrying out psychoeducational practices in target locations | Criteria: The more complete and correct the more perfect the value Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | Project based learning 2X50 | | Material: Psychoeducational Practices References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 4% |
| 15 | Reflections on lectures and psychoeducational practice | 1.Prepare the results of the chapter report on academic abilities 2.Present the results of the chapter report directly and firmly in responding to the audience. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | Project based learning 2X50 | | Material: Academic ability References: <i>Supratiknya, A. 2011. Designing Programs and Modules. Yogyakarta: Sanata Dharma University.</i> | 4% |
| 16 | UAS | Students do questions and assignments well and correctly | Criteria: The more complete and correct the more perfect the value Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests | UAS 2X50 | UAS | Material: Psychoeducational Program References: <i>DeLucia-Waack, JL 2006. Leading psychoeducational groups for children and adolescents. Sage Publications.</i> | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 50.5% |
| 2. | Project Results Assessment / Product Assessment | 22% |
| 3. | Portfolio Assessment | 7.5% |
| 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.