



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																																																																																																																			
Psychodynamic Counseling Theory and Practice	8620103204	Compulsory Study Program Subjects	T=2 P=1 ECTS=4.77	2	August 21, 2023																																																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																																																																			
	Evi Winingsih, M.Pd		Prof. Dr. Budi Purwoko		Dr. Evi Winingsih, S.Pd., M.Pd.																																																																																																																			
Learning model	Project Based Learning																																																																																																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																							
	PLO-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																																																																						
	PLO-10	Able to carry out guidance and counseling services by choosing relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																																																						
	Program Objectives (PO)																																																																																																																							
	PO - 1	Demonstrate a responsible attitude in helping clients to develop themselves optimally and/or deal with their difficulties.																																																																																																																						
	PO - 2	Showing seriousness in helping clients to develop themselves and/or deal with their difficulties.																																																																																																																						
	PO - 3	Mastering the concepts and relationships between concepts in psychodynamic counseling theory																																																																																																																						
	PO - 4	Able to apply concepts in psychodynamic counseling theory to analyze clients' needs/problems																																																																																																																						
	PO - 5	Able to design and implement a psychodynamic counseling program to help clients develop themselves or deal with their difficulties.																																																																																																																						
	PLO-PO Matrix																																																																																																																							
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-7</th> <th style="width: 15%;">PLO-10</th> <th colspan="8"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="8"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td colspan="8"></td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> <td colspan="8"></td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td>✓</td> <td colspan="8"></td> </tr> <tr> <td>PO-5</td> <td>✓</td> <td>✓</td> <td colspan="8"></td> </tr> </tbody> </table>					P.O	PLO-7	PLO-10									PO-1	✓	✓									PO-2	✓	✓									PO-3	✓	✓									PO-4	✓	✓									PO-5	✓	✓																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																								
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">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> <tr> <td>PO-3</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-4</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-5</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																	PO-3	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	PO-4				✓	✓	✓	✓								✓	PO-5															
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Short Course Description	<p>This course teaches students about the theory and practice of one of the counseling theories in the psychodynamic approach (psychoanalytic counseling), which includes: concept studies, views on human nature, theoretical formulations about behavioral disorders, counseling methods (goals, techniques and counseling processes), applicability, criticism, practice analyzing behavioral disorders from a case, designing and practicing counseling programs based on psychoanalytic counseling theory. The characteristics of the course are theory and practice. so that the assignments that will be given are written and oral tests, as well as practice-based projects. Lectures are carried out offline and online by applying active learning methods such as problem-based learning or project-based learning. Assessment of student success is determined based on the value of activeness in participating in the entire lecture process, completing structured assignments, and exams. • The nature of psychodynamics • Concepts of psychoanalytic theory • Psychoanalytic counseling techniques • Concepts of Adlerian theory • Adlerian counseling techniques • EMDR techniques</p>																																																																																																																							
References	Main :																																																																																																																							

1. Corey, G. 2017. Theory and practice of counseling and psychotherapy 10th ed . Boston: Cengage learning (e-book)
2. Fall, K.A, Holden, J.M., Marquis, A. 2017. Theoretical models of counseling and psychotherapy . Taylor & Francis (e-book)
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7. Capuzzi, D., & Stauffer, M. D. (2016). Counseling and psychotherapy: Theories and interventions. John Wiley & Sons.
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10. Nursalim, M. (2013). Strategi dan intervensi konseling. Jakarta: Akademia Permata.
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Supporters:

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4. Sonstegard, M. A., Bitter, J. R., & Pelonis, P. (2004). Adlerian group counseling and therapy: Step-by-step (pp. 1-198).
5. Sweeney, T. J. (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.
6. Watts, R. E. (Ed.). (2003). Adlerian, cognitive, and constructivist therapies: An integrative dialogue. Springer Publishing Company.
7. Tummala-Narra, P., Claudius, M., Letendre, P. J., Sarbu, E., Teran, V., & Villalba, W. (2018). Psychoanalytic psychologists' conceptualizations of cultural competence in psychotherapy. Psychoanalytic Psychology, 35(1), 46.
8. Tummala-Narra, P., Claudius, M., Letendre, P. J., Sarbu, E., Teran, V., & Villalba, W. (2018). Psychoanalytic psychologists' conceptualizations of cultural competence in psychotherapy. Psychoanalytic Psychology, 35(1), 46.
9. Redekop, F., Luke, C., & Malone, F. (2017). From the couch to the chair: Applying psychoanalytic theory and practice in counseling. Journal of Counseling & Development, 95(1), 100-109.
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Supporting lecturer

Dr. Eko Darminto, M.Si.
 Prof. Dr. Mochamad Nursalim, M.Si.
 Prof. Dr. Budi Purwoko, S.Pd., M.Pd.
 Dr. Bakhruhin All Habsy, M.Pd.
 Dr. Evi Winingsih, S.Pd., M.Pd.

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 understand the theoretical and practical lecture paradigm	1. Able to design lectures in accordance with the contracts made 2. Able to understand the learning plan for one semester	Criteria: accuracy and suitability Form of Assessment : Participatory Activities	Discussion and assignment 3 X 50		Material: the nature of picodynamics Reference: Corey, G. 2017. Theory and practice of counseling and psychotherapy 10th ed. Boston: Cengage learning (e-book)	2%

2	Students understand psychodynamic theories	<ol style="list-style-type: none"> 1. Able to explain the nature of Sigmund Freud's psychodynamics 2. Able to explain the history of psychological theory before, during and after psychodynamic theory 3. Able to explain the history of the emergence of psychodynamic theory 4. able to explain the nature of psychodynamic counseling 	Criteria: Correspondence of Freud's concept Form of Assessment : Participatory Activities	Discussion and assignment 3 X 50	Discussing material prepared and discussed by students	Material: the nature of psychodynamics Reference: Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book)	2%
3	Students understand the nature of psychodynamics	<ol style="list-style-type: none"> 1. able to explain human nature based on psychodynamic theory 2. able to explain healthy and unhealthy personal psychodynamics 3. able to explain personal mechanisms based on psychodynamic stages of development 4. able to explain and make examples and analyze in life ego defense mechanisms in psychodynamics 	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 3 X 50	Discussing material prepared and discussed by students	Material: psychodynamic theory References: Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques .</i> John Wiley & Sons	2%
4	Students understand and practice psychoanalytic counseling techniques	Able to explain and practice conceptual techniques and procedures in psychoanalysis (dream analysis, transference, abreaction and free association)	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion and practice assignment 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	Material: psychodynamic techniques References: Neukrug, ES (2017). <i>Counseling theory and practice.</i> Cognella Academic Publishing.	4%
5	Students understand and practice psychoanalytic counseling techniques	Able to explain and practice conceptual techniques and procedures in psychoanalysis (dream analysis, transference, abreaction and free association)	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion and practice assignment 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	Material: psychodynamic techniques References: Neukrug, ES (2017). <i>Counseling theory and practice.</i> Cognella Academic Publishing.	4%
6	Students understand and practice psychoanalytic counseling techniques	Able to explain and practice conceptual techniques and procedures in psychoanalysis (dream analysis, transference, abreaction and free association)	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion and practice assignment 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	Material: psychodynamic techniques References: Neukrug, ES (2017). <i>Counseling theory and practice.</i> Cognella Academic Publishing.	3%

7	Students understand and practice psychoanalytic counseling techniques	Able to explain and practice conceptual techniques and procedures in psychoanalysis (dream analysis, transference, abreaction and free association)	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, discussion and practice assignment 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	Material: psychodynamic techniques References: <i>Neukrug, ES (2017). Counseling theory and practice. Cognella Academic Publishing.</i>	4%
8	After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. Tell the history of the development of psychodynamic counseling. Explain the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. Describe behavioral disorders and explain the causal factors based on the perspectives of Freud, Adlerian, and Jung. .Mention and explain techniques in psychodynamic counseling. Describe the process in psychodynamic counseling. Practice psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations.	<ol style="list-style-type: none"> 1.After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. 2.Tells the history of the development of psychodynamic counseling. 3.Explains the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. 4.Describe behavioral disorders and explain the causal factors based on Freudian, Adlerian and Jungian perspectives. 5.Mention and explain techniques in psychodynamic counseling. 6.Describe the process in psychodynamic counseling. 7.Practicing psychodynamic counseling to help clients deal with difficulties in simulated and supervised situations. 	Criteria: After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. Tell the history of the development of psychodynamic counseling. Explain the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. Describe behavioral disorders and explain the causal factors based on the perspectives of Freud, Adlerian, and Jung. .Mention and explain techniques in psychodynamic counseling. Describe the process in psychodynamic counseling. Practice psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations. Form of Assessment : Project Results Assessment / Product Assessment, Test	Problem Based learning 3 X 50		Material: psychodynamic theory and techniques References: <i>Corey, G. 2017. Theory and practice of counseling and psychotherapy 10th ed. Boston: Cengage learning (e-book)</i>	20%
9	Students understand neo-Freudian theories	<ol style="list-style-type: none"> 1.Able to explain the nature of Adlerian theory 2.Able to explain and describe behavioral disorders and explain the causal factors based on Adlerian and Jungian perspectives. 3.Able to present the concept of personality structure, Adlerian 4.Explaining human nature using Adlerian principles 	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Structured discussion and 3 X 50 assignments	Discussing material prepared and discussed by students	Material: Adlerian theory References: <i>Sonstegard, MA, Bitter, JR, & Pelonis, P. (2004). Adlerian group counseling and therapy: Step-by-step (pp. 1-198).</i>	2%

10	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Explains the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. 2.Mention and explain techniques in psychodynamic counseling. 3.Describe the process in psychodynamic counseling. 4.Practicing psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations. 	<p>Criteria: After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. Tell the history of the development of psychodynamic counseling. Explain the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. Describe behavioral disorders and explain the causal factors based on the perspectives of Freud, Adlerian, and Jung. .Mention and explain techniques in psychodynamic counseling. Describe the process in psychodynamic counseling. Practice psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	3%
11	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Explains the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. 2.Mention and explain techniques in psychodynamic counseling. 3.Describe the process in psychodynamic counseling. 4.Practicing psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations. 	<p>Criteria: After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. Tell the history of the development of psychodynamic counseling. Explain the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. Describe behavioral disorders and explain the causal factors based on the perspectives of Freud, Adlerian, and Jung. .Mention and explain techniques in psychodynamic counseling. Describe the process in psychodynamic counseling. Practice psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	3%

12	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Explains the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. 2.Mention and explain techniques in psychodynamic counseling. 3.Describe the process in psychodynamic counseling. 4.Practicing psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations. 	<p>Criteria: After attending this lecture, students are expected to have the ability to: Define the concept of psychodynamic counseling. Tell the history of the development of psychodynamic counseling. Explain the basic concepts of counseling from the perspective of psychoanalysis, Adlerian, and CG Jung. Describe behavioral disorders and explain the causal factors based on the perspectives of Freud, Adlerian, and Jung. .Mention and explain techniques in psychodynamic counseling. Describe the process in psychodynamic counseling. Practice psychodynamic counseling to help clients deal with their difficulties in simulated and supervised situations.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50	Discussing material prepared and discussed by students. Practicing techniques in triangle groups	<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	3%
13	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Able to compile miniresearch based on a psychodynamic perspective 2.Able to describe cases from a picodynamic perspective 3.Able to solve cases using psychodynamic techniques 	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50		<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	6%
14	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Able to compile miniresearch based on a psychodynamic perspective 2.Able to describe cases from a picodynamic perspective 3.Able to solve cases using psychodynamic techniques 	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50		<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	6%
15	Students understand personality theories in the Trait paradigm	<ol style="list-style-type: none"> 1.Able to compile miniresearch based on a psychodynamic perspective 2.Able to describe cases from a picodynamic perspective 3.Able to solve cases using psychodynamic techniques 	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 3 X 50		<p>Material: Adlerian counseling techniques References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i></p>	6%

16	1.able to master and practice psychodynamic counseling 2.able to master and practice Adlerian counseling	1.problem analysis 2.accuracy of technique selection 3.procedural accuracy 4.counselor skills 5.complete problem solving	Criteria: 1.able to practice techniques correctly 80-100 times 2.quite capable of practicing techniques correctly 60-79 3.can't afford less than 60 Form of Assessment : Project Results Assessment / Product Assessment, Test	performance of psychodynamic counseling practices		Material: all material References: <i>Sweeney, TJ (2009). Adlerian counseling and psychotherapy: A practitioner's approach. Taylor & Francis.</i>	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	52.5%
3.	Test	25%
		100%

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** 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.
- 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.