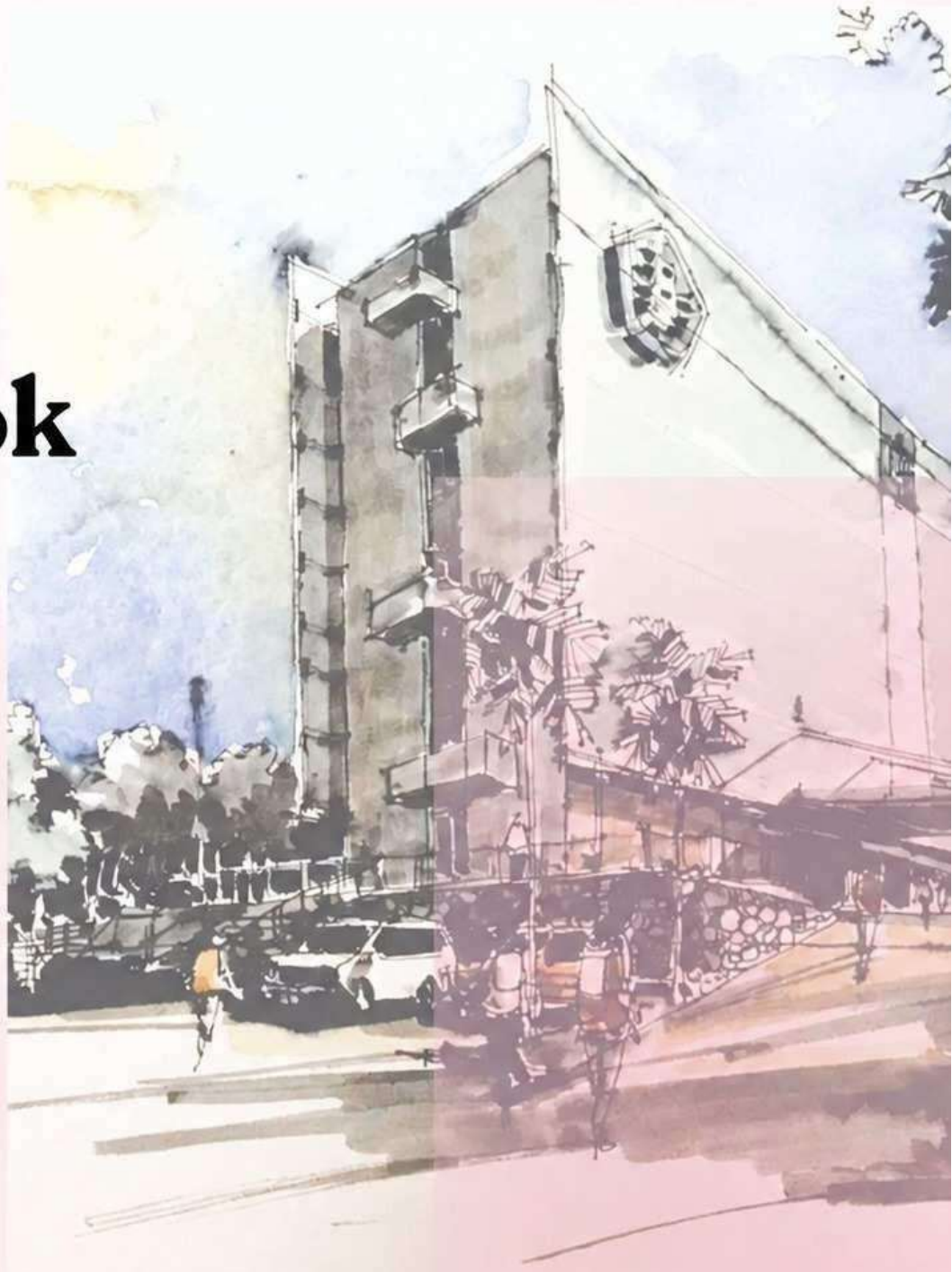
Fakultas **PSIKOLOGI**
Universitas Diponegoro

Module Handbook

Faculty of Psychology
Universitas Diponegoro



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A. Foreword

The study load for the Undergraduate Psychology Program at Diponegoro University is in accordance with the Regulation of the Minister of Education and Culture Number 3/2020, which stipulates a minimum of 144 SCU. However, considering the program's specificity and graduate learning outcomes, the program sets a minimum of 147 SCU. According to the Rector Regulation Number 7 of 2024 concerning the Academic Regulations for Undergraduate Programs at Diponegoro University, 1 SCU is equivalent to 50 minutes of face-to-face activities, 60 minutes of structured academic activities, and 60 minutes of independent academic activities (totaling 170 minutes) per week for one semester. Therefore, each course/lecture includes 16 face-to-face sessions, including the Midterm Exam (UTS) and Final Exam (UAS). Accordingly, 1 SCU equal 45.3 hours of study per semester (16 sessions x 170 minutes).

As for the conversion of courses from countries using the European Credit Transfer and Accumulation System (ECTS), the rate is 1.607 ECTS = 1 SCU. 1 ECTS is equivalent to 28.19 study hours. Consequently, the conversion of teaching-learning activities results in 147 SCUs x 1.607, totalling 236.23 ECTS.

B. The Overview of Curriulum of Psychology

1. Schema of Curriculum



2. The Overview of Curriculum

Module Classification	SCU	Credit Points	Semester (ECTS)							
			1	2	3	4	5	6	7	8
National Compulsory Subjects	8	12.86	4	4						
University Compulsory Subject	9	14.46	3	1	1	1		3		
Faculty Compulsory Subject	102	163.91	13	15	23	20	21	6	4	
Elective Courses	10	16.07				2	2		6	
Internship	12	19.28						12		
Capstone Project (Proposal and Thesis Seminar)	6	9.64								6
Total	147	236.23 ECTS	32.14	32.14	38.57	36.96	36.96	33.75	16.07	9.64

Table 1. Psychology Study Program Curriculum

C. Psychology Curriculum

Semester 1					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
UUW1624107	English - 1	C	1.607	45.36	L=30.24; E=15.12
UUW1624004	Bahasa Indonesia	C	3.214	90.72	L=60.48; E=30.24

UUW1624002	Pancasila	C	3.214	90.72	L=60.48; E=30.24
UUW1624006	Internet of Things	C	3.214	90.72	L=60.48; E=30.24
KPS1624101	Child and Adolescent Developmental Psychology	C	4.821	136.08	L=90.72; E=45.36
KPS1624102	Human Mental Processes and Functions	C	3.214	90.72	L=60.48; E=30.24
KPS1624103	History of Psychology	C	3.214	90.72	L=60.48; E=30.24
KPS1624104	Self-Development and Career	C	3.214	90.72	L=60.48; E=30.24
KPS1624105	Scientific Writing	C	3.214	90.72	L=60.48; E=30.24
KPS1624106	Code of Ethics in Psychology	C	3.214	90.72	L=60.48; E=30.24
Semester 2					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
UUW1624207	English-2	C	1.607	45.36	L=30.24; E=15.12
KPS1624201	Learning Psychology	C	3.214	90.72	L=60.48; E=30.24
KPS1624202	Philosophy for Psychology	C	4.821	136.08	L=90.72; E=45.36
UUW1624003	Citizenship	C	3.214	90.72	L=60.48; E=30.24

UUW1624011 UUW1624021 UUW1624031 UUW1624041 UUW1624051	Religion: - Islam - Kristen - Katolik - Hindu - Budha	C	3.214	90.72	L=60.48; E=30.24
UUW1624061	- Kong Hu Chu				
KPS1624204	Adult and Elderly Developmental Psychology	C	3.214	90.72	L=60.48; E=30.24
KPS1624205	Biopsychology	C	3.214	90.72	L=48.72; T=28 E=14
KPS1624206	Personality Psychology	C	6.428	181.44	L=97.44; T=28; E=56
KPS1624207	Mental Health	C	3.214	90.72	L=60.48; E=30.24
Semester 3					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
UUW1624307	English-3	C	1.607	45.36	L=30.24; E=15.12
KPS1624301	Educational Psychology	C	4.821	136.08	L=90.72; E=45.36
KPS1624302	Psychological Measurement 1	C	3.214	90.72	L=60.48; E=30.24
KPS1624303	Quantitative Research Methods	C	4.821	136.08	L=61.08; Pw=42; E=28

KPS1624304	Statistics in psychology	C	4.821	136.08	L=61.08; T=42; E=28
KPS1624305	Industrial and Organizational Psychology	C	4.821	136.08	L=90.72; E=45.36
KPS1624306	Family Psychology	C	3.214	90.72	L=60.48; E=30.24
KPS1624307	Introduction to Observation and Interview	C	4.821	136.08	L=61.08; T=42; E=28
KPS1624203	Social Psychology	C	6.428	181.44	L=97.44; T=28; E=56
Semester 4					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
UUW1624005	Sport	C	1.607	45.36	L=15.12; T=15.12; E=15.12
KPS1624401	Experimental Research Methodology	C	3.214	90.72	L=48.72; Pw=28; E=14
KPS1624402	Psychological Measurement 2	C	4.821	136.08	L=94.08; T=42; E=28
KPS1624403	Counseling Psychology	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624404	Consumer Psychology and Marketing	C	3.214	90.72	L=48.72; Pw=28; E=14

KPS1624405	Human Resource Psychology	C	3.214	90.72	L=60.48; E=30.24
KPS1624406	Family Research	C	3.214	90.72	L=48.72; Pw=28; E=14
KPS1624407	Clinical Psychology	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624408	Training Technique Design	C	4.821	136.08	L=94.08; Pw=42; E=28
	Elective Courses	E	3.214	90.72	L=62.72; E=28
Semester 5					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
KPS1624501	Entrepreneurial Psychology	C	3.214	90.72	L=48.72; Pw=28; E=14
KPS1624502	Qualitative Research Methods	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624503	Introduction to Intelligence Assessment	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624504	Introduction to Personality Assessment	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624505	Psychopathology	C	4.821	136.08	L=94.08; T=28; E=42
KPS1624506	Family Empowerment	C	3.214	90.72	L=60.48; E=30.24
KPS1624507	Introduction to Psychological Assessment	C	3.214	90.72	L=60.48; E=30.24
KPS1624508	Introduction to Psychological Intervention	C	4.821	136.08	L=94.08; T=28; E=42
	Elective Courses	E	3.214	90.72	L=60.48; E=30.24

Semester 6					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
UUW1624009	Community Service Program	C	4.821	136.08	Pw= 136.08
KPS1624601	Psychological Assessment Plan	C	3.214	90.72	L= 60.48; Pw=30.24
KPS1624602	Psychological Intervention Design	C	3.214	90.72	L= 60.48; Pw=30.24
	Internship	C	19.284	544.32	T= 56; Pw=112; In=376.32
Semester 7					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
KPS1624701	Thesis Writing Techniques		3.214	90.72	L=34.72; T=14; Pw=42
KPS1624702	Psychology of Nusantara		3.214	90.72	L=60.48; E=30.24
	Elective Courses	E	9.642	272.16	L=181.44; E=90.72
Semester 8					
Subject Code	**Name of Subject**	**Type**	**ECTS Credit points**	**Academic Hours per Semester**	**Learning Activities**
KPS1624801	Undergraduate Thesis	C	9.642	272.16	L=90.72; Pw=181.44

Description :

- Type = C (Compulsory), E (Elective)
- Credit Points = ECTS Credit Points
- Academic Hours = Academic Hours per Semester
- Learning Activities = L (Lecture), La (Laboratory course), T (Tutorial), Pw (Project work), In (Internship), E (Exercise)

1. Subject Description

a) Semester 1

No	Course	Course Description	ECTS
1	English - 1	This course covers the four language skills—listening, speaking, reading, and writing in English—using English at the B1 (pre-intermediate) level.	1.607
2	Bahasa Indonesia	This course provides students with the knowledge and skills to use the Indonesian language correctly and appropriately in academic contexts, including mastery of spelling, word choice, paragraph development, as well as the preparation of scientific papers and presentations.	3.214
3	Pancasila	This course discusses Pancasila in the course of the nation's history, Pancasila as a philosophical system, ethics, the foundation of the state, as well as its implementation in the context of Indonesian state governance and contemporary issues (human rights, environment, gender, and science and technology).	3.214
4	Internet of Things	This course provides foundational material on the use of the internet from a societal perspective as applied to objects/devices (science and technology). The focus of the learning includes the ecology of child development in the internet era, the psychological effects of online gaming, and the handling of internet addiction.	3.214
5	Child and Adolescent Developmental Psychology	Child and Adolescent Developmental Psychology discusses definitions, scope, basic concepts, principles, several theories and methodology in human development, including prenatal, infant, child, and adolescent development, along with the characteristics of each stage, as well as aspects of development that include physical/biological, cognitive, emotional, social, personality, and moral aspects.	4.821
6	Human Mental Processes and Functions	This course examines the main theoretical concepts of human mental processes and functions, including cognitive, affective, and conative aspects.	3.214
7	History of Psychology	This course provides a historical explanation of the emergence of modern psychology and the development of psychological schools of thought.	3.214
8	Self-Development and Career	Personal and Career Development provides basic concepts and strategies for student personal and career development, including basic concepts and strategies for future orientation, career adaptability, setting academic and career goals, building career congruence with parents, studying in college, strategies for seeking help, making academic and career decisions, and skills in preparing oneself for the world of work	3.214

9	Scientific Writing	This course is designed to introduce students to the basics of scientific writing according to applicable rules, skills in using technology for scientific literature searches, as well as strategies for scientific writing and presenting orally and in writing to communicate scientific	3.214
		work.	
10	Code of Ethics in Psychology	This course discusses the meaning of ethics and its relationship to the psychology profession, the scope of activities of Psychology Graduates and Psychologists, competencies, professionalism, research ethics, ethics in service provision/practice, how to prepare and submit reports, publication ethics, as well as psychology practice licenses and various issues related to ethics.	3.214

b) Semester 2

No	Course	Course Description	ECTS
1	English-2	English II is a compulsory university course that serves as a continuation of the English I course. English II covers the four language skills—listening, speaking, reading, and writing in English—using English at the B2 (intermediate) level.	1.607
2	Learning Psychology	This course provides students with an understanding of the concepts and domains of learning, influencing factors, various learning theories, learning styles, learning difficulties, and brain-based learning.	3.214
3	Philosophy for Psychology	This course develops an understanding of philosophical perspectives on the human body, mind, and knowledge. It also explains the influence of philosophy on psychological schools of thought psychology and research methodologies research methodologies that have developed within psychology.	4.821
4	Citizenship	This course equips students with an understanding of the relationship between citizens and the state, rights and obligations, democracy, law enforcement, as well as insight into the archipelago and national resilience as part of civic education.	3.214
5	Religion: - Islam - Kristen - Katolik - Hindu - Budha - Kong Hu	Religious Education is one of the Personality Development Courses that will provide students with the fundamental basis of personal values and Divine values for professional development and life in society.	3.214

	Chu		
6	Adult and Elderly Developmental Psychology	Adult and Elderly Developmental Psychology provides an understanding of human development concepts in adulthood and old age, the developmental tasks that can be achieved, and the problems that arise when an individual fails to complete their developmental tasks.	3.214
7	Biopsychology	This course studies and discusses the basic concepts of biological conditions that underlie or are related to cognitive activity, emotional changes, and behavior. The fundamental concepts covered include the definition of biopsychology, the history of biopsychology; the nervous system; research methods in biopsychology; the mechanisms of perception, consciousness, and attention; the visual system, the sensorimotor system, neuroplasticity and learning; memory and amnesia, lateralization and language; emotional states, sleep, eating behavior, the relationship between genetics and behavior; biopsychology and mental illness; biopsychology as part of neuropsychology (applications of biopsychology).	3.214
8	Personality Psychology	This course explores various personality theories, including the structure, dynamics, and development of individual personality from the perspectives of prominent figures from Western and Eastern countries.	6.428
9	Mental Health	This course introduces concepts in individual mental health development (self) and their application in society. At the end of the course, students will be able to develop mental health programs in the form of psychoeducational media related to family empowerment for individuals as family members and part of a specific community.	3.214

c) Semester 3

No	Course	Course Description	ECTS
1	English-3	English III is a mandatory university course that serves as a continuation of English II. English III focuses on developing the four language skills: listening, speaking, reading, and writing in English, using upper-intermediate (B2+) level English.	1.607
2	Educational Psychology	Educational Psychology is a course that provides students with an understanding of the role and importance of psychology in the educational process. This course is a compulsory course developed within the scope of: the history of educational psychology, student development: cognitive and language, socioemotional, social, individual variations: intelligence, learning styles and thinking styles, personality and temperament, learning and motivation, learning theories: behaviorism, cognitive and social cognitive, classroom management, and classroom assessment strategies assessment in the classroom.	4.821

3	Psychological Measurement 1	Psychological Measurement 1 is a course that provides students with an understanding of the main points of knowledge in psychological measurement, including: basic concepts of psychological measurement, theories in psychological measurement, reliability and validity in psychological measurement, and scaling in psychological measurement.	3.214
4	Quantitative Research Methods	This course studies and discusses the background of research, quantitative-qualitative paradigms, stages of quantitative research, formulating research problems and objectives, conducting literature studies in quantitative research, population, sampling, parametric and nonparametric statistical analysis techniques for correlation and comparison tests.	4.821
5	Statistics in psychology	The Psychology Statistics course provides knowledge and statistical applications in psychology, particularly regarding probability theory, normal distribution and derivative scores, central tendency and variability, parameter estimation, and parametric statistical analysis (Product Moment correlation, T-test, analysis of variance, and linear regression analysis), and nonparametric statistical analysis (Spearman, Mann-Whitney, Kruskal-Wallis, and Wilcoxon).	4.821
6	Industrial and Organizational Psychology	A course that provides basic concepts of human behavior human in the industrial/organizational world. This course course also explains the basics of psychology as an alternative problem-solving problems and development of studies in the industrial/organizational world.	4.821
7	Family Psychology	This course studies and discusses the definition and meaning of family; approaches and theories in family psychology; the process of family formation, stages, and dynamics; parenting; patterns of interaction and communication within the family; and the role of the family in various life settings and related issues.	3.214
8	Introduction to Observation and Interview	This course equips students with knowledge of the basic principles of observation and interviews in psychological assessment and trains students to apply these principles of observation and interviews and compile reports interpretation of results.	4.821
9	Social Psychology	A course that studies concepts and theories in social psychology, as well as the basics of individual behavior in social settings, including intrapersonal, interpersonal, and group settings.	6.428

d) Semester 4

No	Course	Course Description	ECTS
1	Sport	The sports course provides information on various basic principles of exercise, physical fitness, basic physical conditioning, outbound activities, indoor activities, and their application in shaping a healthy lifestyle through various sports activities used to maintain or improve physical fitness or athletic performance among students.	1.607

2	Experimental Research Methodology	This course studies and discusses knowledge and science as well as how to obtain knowledge; the characteristics of experimental research; the history of experimental psychology; the principle of causality in experimental research; the stages of experimental research; the types of validity in experimental research; validating interventions; sampling and informed consent; variance and control in experimental research; single-group design; two-group design; one-way ANOVA design; statistical techniques. comparison both parametrically and nonparametrically.	3.214
3	Psychological Measurement 2	Psychological Measurement 2 is a course that equips students to develop high-quality psychological measurement instruments by conducting planning, item writing, item review, pilot testing, and testing quality measurement tools (reliability), and score interpretation.	4.821
4	Counseling Psychology	This course covers an overview of counseling, basic concepts and techniques for individual, family, adolescent, and child counseling, as well as various theories approaches counseling psychology.	4.821
5	Consumer Psychology and Marketing	This course discusses consumer awareness, consumer behavior, the consumer environment, and marketing strategies. Consumer influence and awareness refer to the way consumers think and feel about various things such as products and brands.	3.214
6	Human Resource Psychology	This course will discuss competency-based human resource management in companies, starting from the formation function (company vision-mission-values, human resource planning, recruitment and placement, job analysis), the development function (training-development and career management), and the motivation function (performance evaluation, compensation, and occupational safety and health).	3.214
7	Family Research	This course focuses on the analysis of research findings in the field of family psychology. The material covers types of family research, data collection methods involving family members, research findings on Indonesian families from various cultures, as well as family research in crisis situations (disasters, pandemics). Students are encouraged to develop positive parenting concepts based on scientific findings.	3.214
8	Clinical Psychology	This course provides the basic principles for the application of clinical psychology in terms of assessment, intervention, research, teaching, consultation, and administration. Clinical psychology is a specialization of psychology that provides mental and behavioral health care for individuals and families of all backgrounds in a continuous and comprehensive manner.	4.821
9	Training Technique Design	This course equips students with the ability to design effective training programs. The material covers the training cycle (ADDIE), Training Needs Analysis, setting instructional objectives, selecting instructional methods and media (including e-learning), as well as techniques for evaluating training outcomes using the Kirkpatrick model.	4.821

e) Semester 5

No	Course	Course Description	ECTS
1	Entrepreneuria l Psychology	This course discusses and provides students with an understanding of the basic concepts of entrepreneurship and provides students with basic skills in the field of entrepreneurship and its application in practical life. In addition, it also studies entrepreneurial development models, entrepreneurial strategies, business ethics in entrepreneurship, and the competencies that must be possessed an entrepreneur (creative, innovative, willing to take risks and manage risks, willing to make decisions, and problem-solving skills),	3.214
2	Qualitative Research Methods	This course provides the basics of qualitative research, types of qualitative research, and exercises in preparing research proposals using a qualitative approach.	4.821
3	Introduction to Intelligence Assessment	A course that provides students with an understanding of the history of psychological testing and its uses, the nature of intelligence testing, including the definition of psychological testing, the requirements for good testing, the principles of psychological testing, the administration of psychological testing, theories of intelligence, and the various types of tests (WAIS, WISC, WPPSI, Binet), theories and types of group intelligence tests (IST, TKD, TIKI, CFIT, PM), theories and	4.821
		aptitude and interest tests.	
4	Introduction to Personality Assessment	This course provides students with an understanding of the history of personality tests, basic concepts and definitions of projective tests, theories and administration of graphic tests including DAP, BAUM, HTP, Wartegg, theory and administration of the Rorschach test, theory and administration of TAT and CAT, theory and administration of SSCT and FSCT, basic concepts and understanding of inventories, theory and administration of EPPS, theory and administration of Papikostik, theory and administration of Pauli, theory and administration of Kraepelin.	4.821
5	Psychopathology	This course examines the history, integrative approaches, and classification of psychopathological conditions. This course will also comprehensively discuss the types, causes, and treatments of various psychopathological conditions based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V) and the Guidelines for the Determination of Mental Disorders III (PPDGJ III). Contemporary issues and attention to cultural issues culture will also be discussed in the psychopathology course.	4.821
6	Family Empowerment	This course examines intervention strategies that can be developed to address problems and conflicts within families, enhance family resilience, instill values and spirituality within families, and address current family issues or phenomena in Indonesia, followed by identification problems and the formulation of intervention strategies.	3.214

7	Introduction to Psychological Assessment	This course provides students with the opportunity to apply the basic principles of psychological assessment to cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. This course also equips students with various specific assessment techniques commonly used in various fields psychology.	3.214
8	Introduction to Psychological Intervention	This course provides students with the opportunity to design psychological interventions for blind cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology.	4.821

f) Semester 6

No	Course	Course Description	ECTS
1	Community Service Program	KKN is a community service activity that integrates education and research. Students work in a multidisciplinary manner outside the campus to identify problems, design solutions, and implement work programs that utilize local resources to help solve issues in the community (rural/urban).	4.821
2	Psychological Assessment Plan	This course provides students with the opportunity to apply the basic principles of psychological assessment to cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. This course also equips students with various specific assessment techniques commonly used in various fields psychology.	3.214
3	Psychological Intervention Design	This course provides students with the opportunity to design psychological interventions for blind cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology.	3.214
4	Internship	This course discusses the aging process from a developmental psychology perspective. The main focus includes physical, cognitive, social, and personality changes in older adults. Students are also equipped with the ability to conduct psychological assessments in older adults and to understand issues related to death and bereavement, with the aim of improving the quality of life of the elderly in various settings.	19.284

g) Semester 7

No	Course	Course Description	ECTS
1	Thesis Writing Techniques	This course develops students' ability to develop research proposals or designs, including introductions, literature reviews, and research methods.	3.214

2	Psychology of Nusantara	This course discusses the psychological profile of Indonesian society as reflected in local wisdom, social systems, and cultural systems unique to Indonesia, mental and cultural processes that occur, as well as potential resources and local conflicts.	3.214

h) Semester 8

No	Course	Course Description	ECTS
1	Thesis	This course must be taken by psychology students who have completed various psychological theory courses as well as research methods and statistics. The aim is to assist students in selecting actual, important, and interesting research themes/topics for future relevant research purposes.	9.642

SEMESTER 1

ENGLISH-1	
Module Number: UUW1624107	English-1
Type: Compulsory / University Course	Semester: 1st Semester / Odd Term Language: English
Teaching Methods: Lecture, small group discussion, discovery learning, self-directed learning, simulation, cooperative learning	Prerequisites:
Assessment / Grade Composition:In-class exercises (20%)Mid-term test (30%)Final test (50%)	Credits: 1 SKS / 1.607 ECTS Contact Hours: L=30.24; E=15.12 (45.36 academic hours/semester)
Module Coordinator:University Language Centre	Additional Teachers: Teaching Team of English
This course builds foundational English proficiency for university study in social science and communication. Students develop strategies for reading academic texts, acquiring disciplinary vocabulary, listening and note-taking, participating in discussions, presenting short explanations, and writing coherent paragraphs and short essays. Source use, paraphrasing, citation, revision, language accuracy, and responsible use of digital language tools are embedded throughout.This course covers the four language skills including: listening, speaking, reading, and writing in English using English at the B1 (pre-intermediate) level.	
Course Learning Outcomes: • Students will gain an understanding of the basics of English and its application as a foundation related to Psychology in everyday life.	

Weekly Meeting **Week**	**Topics / Subject Matter**
Week 1	Introduction: Basic English Grammar
Week 2	Tenses (+ Modals)
Week 3	Complex Sentences
Week 4	Basic English Grammar: Active vs. Passive Sentences
Week 5	Present and Past Participial Phrases
Week 6	Nouns: Articles, Few, Little, Many, Much, etc.
Week 7	Grammar Review and Practice
Week 8	Mid-Term Examination
Week 9	Reading: Skimming (Finding the Main Idea)
Week 10	Reading: Scanning
Week 11	Reading: Guessing the Meaning of Difficult Words through Context

Week 12	Reading Practice: Skimming and Scanning
Week 13	Reading Practice: Guessing Meaning through Context (Simulation)
Week 14	Reading Practice: Cooperative Learning
Week 15	Reading Review
Week 16	Final Examination

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BAHASA INDONESIA

Module Number: UUW1624004	Bahasa Indonesia
Type: Compulsory / University Course	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Face-to-face sessions (TM), group discussion, structured learning (BT) and independent learning (BM)	Prerequisites:
Assessment / Grade Composition: Assessment per meeting: 5–10% (as stated in the RPS) Mid-term examination (UTS): written exam Final examination (UAS): written exam	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Novi Qonitatin, S.Psi, M.A.	Additional Teachers:

This course provides students with the knowledge and skills to use the Indonesian language correctly and appropriately in academic contexts, including mastery of spelling, word choice, paragraph development, as well as the preparation of scientific papers and presentations.

Course Learning Outcomes:

- Students will be able to explain the history, functions, and varieties of the Indonesian language within the context of academic communication.
- Students will be able to critically analyze various reading materials and apply Indonesian Spelling Guidelines (Ejaan Bahasa Indonesia, EBI), standard vocabulary, and principles of effective sentence construction in academic writing.

- Students will be able to construct and develop well-structured paragraphs that demonstrate unity, coherence, and appropriate patterns of development aligned with the purposes of academic writing.
- Students will be able to produce academic written works, including papers, reports, and proposals, in accordance with Indonesian language conventions and established principles of academic writing.
- Students will be able to apply appropriate citation and referencing practices, including the accurate and ethical preparation of reference lists from various sources in academic writing.
- Students will be able to demonstrate effective oral communication skills through academic presentations and public speaking, as well as critically evaluate the quality of academic communication.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	History of the Position and Function of Language
Week 2	Language Varieties
Week 3	Critical Reading
Week 4	EBI (Indonesian Spelling) and Standard Words
Week 5	Effective Sentences
Week 6	Paragraphs and Paragraph Development
Week 7	Paragraphs and Paragraph Development (continued)
Week 8	Mid-Term Examination
Week 9	Writing Papers and Reports
Week 10	Writing Proposals
Week 11	Quotations and Citations
Week 12	Bibliography
Week 13	Scientific Presentation
Week 14	Oral Delivery
Week 15	Review of Material from Meetings 1–13
Week 16	Final Examination

References

- Arifin, E. Z., & Tasai, S. A. (2000). Cermat berbahasa Indonesia. Akademika Pressindo.
- Finoza, L. (2001). Komposisi bahasa Indonesia: Untuk mahasiswa nonjurusan bahasa. Diksi Insan Mulia.
- Keraf, G. (1989). Komposisi. Nusa Indah.
- Kuntarto, N. M. (2013). Cermat dalam berbahasa, teliti dalam berpikir. Mitra Wacana Media.
- Sudjana, N. (2001). Tuntunan penyusunan karya ilmiah: Makalah, skripsi, tesis, disertasi. Sinar Baru Algensindo.
- Surono, dkk. (2015). Bahasa Indonesia untuk perguruan tinggi. Fasindo.

PANCASILA

Module Number: UUW1624002	Pancasila
Type: Compulsory / University Course	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, small group discussion (groups of 5–7 students)	Prerequisites:
Assessment / Grade Composition: Assessment per meeting: 5–10% (as stated in the RPS) Mid-term examination (UTS) Final examination (UAS)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dra. Darosy Endah Hyoschamina, M.Si	Additional Teachers:
This course discusses Pancasila in the course of the nation's history, Pancasila as a philosophical system, ethics, the foundation of the state, as well as its implementation in the context of Indonesian state governance and contemporary issues (human rights, environment, gender, and science and technology).	
Course Learning Outcomes: Able to apply (C3) Pancasila values and demonstrate noble character (A5), and able to solve (P4) problems in human life in accordance with Pancasila values.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Foundations and Objectives of Pancasila Education

Week 2	Pancasila in the Context of the History of Indonesia's National Struggle
Week 3	Dynamics of the Actualization of Pancasila as the Basis of the State
Week 4	Pancasila as the Basis of the State
Week 5	Pancasila as a Philosophical System
Week 6	Pancasila as the Basis for the Development of Science and Technology
Week 7	Pancasila as the Basis for Science and Technology Development and Political Life
Week 8	Mid-Term Examination
Week 9	Pancasila as Ethics
Week 10	Pancasila as Socio-Political Ethics
Week 11	Pancasila as the Ideology of the Nation and State
Week 12	Pancasila as a National Ideology: Open, Comprehensive, Reformative, Dynamic
Week 13	Pancasila in the Context of the Constitutional System of the Republic of Indonesia
Week 14	The Indonesian Constitutional System, Human Rights, and Legal Reform
Week 15	Pancasila as a Paradigm of Life in Society, Nation, and State
Week 16	Final Examination

References

- Kaelan, H. Pendidikan Pancasila, Edisi Reformasi Tahun 2000. Yogyakarta: Paradigma.
- Naskah UUD 1945.
- Alfaruqy, M. Z., Padmonurcahyo, A., & Salsabila, A. Z. (2022). Explaining the forms of generation Z's political engagement: A study on generation Z in Semarang, Indonesia. Simulacra, 5(2), 99-112.
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INTERNET OF THINGS

Module Number: UUW1624006	Internet of Things
Type: Compulsory / University Course	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Face-to-face lectures, individual and group assignments, presentations, interactive discussion, IoT project	Prerequisites:

Assessment / Grade Composition: Project results (30%): IoT project (TM 14) Participatory activities (20%): group assignments TM 2, TM 5, TM 11 Mid-term examination (25%): written exam, TM 1–7 Final examination (25%): written exam, TM 9–15	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dito Aryo Prabowo, S. Psi., M.Psi	Additional Teachers:
This course provides foundational material on the use of the internet from a societal perspective as applied to objects/devices (science and technology). The focus of the learning includes the ecology of child development in the internet era, the psychological effects of online gaming, and the handling of internet addiction.	
Course Learning Outcomes: Students are able to apply the use of the Internet of Things in society (C3), operate Internet of Things (IoT) devices both socially and technologically (P3), and be aware (A3) of the Internet of Things (IoT) as a solution in various fields of science in accordance with applicable laws and regulations.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to Industry 4.0; Definition of IoT; IoT in Society; IoT Ethics and the Power of Social Media
Week 2	Internet Connectivity; E-Learning; Connectivity Devices; Data Collection; Social Media as a Data and Survey Platform (Group Assignment)
Week 3	Group Assignment Presentations
Week 4	IoT Software and Applications; IoT Hardware (Practical and Economic Aspects); IoT Business Platforms
Week 5	Fundamentals of Big Data; IoT Product Market Opportunities; Video Production as Marketing Media (Group Assignment)
Week 6	Group Assignment Presentations
Week 7	General Concepts of Artificial Intelligence in IoT; Fundamentals of Data Science
Week 8	Mid-Term Examination (TM 1–7); Interactive Discussion
Week 9	Computer Viruses and Antivirus; Hackers, Cybercrime, and IoT Security; Electronic Information and Transactions (ITE) Law
Week 10	IoT Architecture; IoT Organization; IoT as a Supporting Component of Information Technology (Interactive Discussion)
Week 11	E-Commerce in Supporting IoT-Based Entrepreneurship (Group Assignment)
Week 12	Group Presentations
Week 13	IoT Application Examples (Voice Command, Google Assistant, Video Conference, etc.); Interactive Discussion
Week 14	IoT Project Work

Week 15	Assignment Presentations
Week 16	Final Examination (TM 9–15)

References

- Wallace, P. (2016). The Psychology of Internet (2nd Edition). New York, NY: Cambridge University Press.
- Greengard, S. (2015). The Internet of Things. MIT Press
- Hanes, D., Salgueiro, G., Grossetete, P., Barton, R., & Henry, J. (2017). IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things. Cisco Press.

CHILD AND ADOLESCENT DEVELOPMENTAL PSYCHOLOGY

Module Number: KPS1624101	Child and Adolescent Developmental Psychology
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Lecturing, discussion, tutorial, presentation, Contextual Learning, Problem Based Learning	Prerequisites:
Assessment / Grade Composition: Participatory activities (50%): Assignment 1 – Self-Development Photo Collage, individual (10%); Assignment 2 – Child Observation / Adolescent Interview, group of 2–3 students (40%) Mid-term examination (25%) Final examination (25%)	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator: Dwi Hardani Oktawirawan, S.Psi., M.Si. (Course Coordinator)	Additional Teachers: Dr. Dinie Ratri Desiningrum, S.Psi., M.Si.; Costrie Ganes Widayanti, S.Psi., M.Si. Med., Ph.D.; Dr. Ika Febrian Kristiana, S.Psi., M.Psi.; Jessica Dhoria Arywibowo, S.Psi., M.Psi.
Child and Adolescent Developmental Psychology discusses definitions, scope, basic concepts, principles, several theories and methodology in human development, including prenatal, infant, child, and adolescent development, along with the characteristics of each stage, as well as aspects of development that include physical/biological, cognitive, emotional, social, personality, and moral aspects.	

Course Learning Outcomes:

- Students are able to explain the meaning of developmental psychology and the basic theories in developmental psychology (C2)
- Students are able to explain the characteristics and developmental tasks in infancy and childhood (C2)
- Students are able to explain the social context of child development and relate it to the characteristics of child development (C2, C3)
- Students are able to explain the characteristics and developmental tasks in adolescence (C2)
- Students are able to explain the social context of adolescent development and relate it to the characteristics of adolescent development (C2, C3)
- Students are able to use developmental psychology concepts to analyze and formulate problems occurring in child and adolescent development (C3, C4, A4, P2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to Developmental Psychology (PB 1)
Week 2	Theories and Research in Developmental Psychology (PB 2–3)
Week 3	Genetics and Reproduction; Birth-Related Development (PB 4–5)
Week 4	Physical Development in Infancy and Childhood (PB 6)
Week 5	Cognitive Development in Infancy and Childhood (PB 7)
Week 6	Socioemotional Development in Infancy and Childhood (PB 8)
Week 7	Social Context of the Child: Family, Peers, School, and Culture (PB 9–10)
Week 8	Mid-Term Examination (Sub-CPMK 1, 2, 3)
Week 9	Physical Development in Adolescence (PB 11)
Week 10	Cognitive Development in Adolescence (PB 12)
Week 11	Socioemotional Development in Adolescence (PB 13)
Week 12	Adolescents and Family; Peers and Romantic Relationships (PB 14–15)
Week 13	Adolescents and Issues Related to School, Career, and Culture (PB 16)
Week 14	Developmental Problems in Infancy and Childhood (PB 17)
Week 15	Developmental Problems in Adolescence (PB 18)
Week 16	Final Examination (Sub-CPMK 4, 5, 6)

References

- Martorell, G. (2023). *Experience Human Development* (15th ed.). McGraw-Hill Education.
- Martorell, G., Papalia, D. E., & Feldman, R. D. (2021). *Experience Human Development* (14th ed.). McGraw-Hill Education.
- Santrock, J. W. (2014). Child Development (14th ed.). McGraw-Hill Education.
- Santrock, J. W. (2019). Adolescence (17th ed.). McGraw-Hill Education.
- Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill Education.
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- Desiningrum, D. R., & Arywibowo, J. D. (2024). The adaptation and validation of adolescent emotional competence scale for Indonesian adolescents. Humanitas: Indonesian Psychological Journal, 21(2), 143-156.
- Desiningrum, D. R. (2018). Persepsi remaja terhadap authoritative parenting practice yang diterapkan orangtua dan intensi berperilaku delinkuen. Journal of Psychological Science and Profesion (JPSP), 2(1).

HUMAN MENTAL PROCESSES AND FUNCTIONS

Module Number: KPS1624102	Human Mental Processes and Functions
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Face-to-face lectures, Problem Based Learning, group discussion, group and individual assignments	Prerequisites:
Assessment / Grade Composition: Participatory activities (50%): attendance, class participation, individual tasks, group tasks Mid-term examination (25%): multiple choice and essay Final examination (25%): multiple choice and essay	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Dra Endah Kumala Dewi, M.Kes.	Additional Teachers:
This course examines the main theoretical concepts of human mental processes and functions, including cognitive, affective, and conative aspects.	
Course Learning Outcomes: • Able to explain the definition, objectives, and research methods in Psychology, as well as the concepts of growth and development • Able to describe concepts in the cognitive domain of Psychology, such as sensation, perception, fantasy, memory, thinking, learning, intelligence, and interests and talents • Able to describe various psychological concepts in the affective domain, such as emotion and its relationship with the human body • Able to describe various psychological concepts in the conative (psychomotor)	

domain, such as motivation, attitudes, and behavior

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Definition, Distinctive Features, and Objectives of Psychology (Course Contract)
Week 2	Research Methods in Psychology and Scientific Thinking
Week 3	Concepts of Growth and Development
Week 4	Cognitive Domain: Sensation and Perception
Week 5	Cognitive Domain: Fantasy, Memory, Consciousness, and Thinking
Week 6	Cognitive Domain: Learning, Intelligence, and Cleverness
Week 7	Cognitive Domain: Interests, Talents, and Creativity
Week 8	Mid-Term Examination (CPMK 1–2)
Week 9	Concepts and Theories of Emotion
Week 10	Emotion and Behavior
Week 11	Relationship between Emotion, Health, Stress, and Coping
Week 12	Theories of Motivation
Week 13	Theories of Attitude; Relationship between Attitude and Behavior
Week 14	Social Perception, Social Cognition, Social Attribution, and Prosocial Behavior
Week 15	Antisocial Behavior and Abnormality
Week 16	Final Examination (CPMK 3 and 4)

References

- Prasetyo, A. R., Fauziah, N., Kustanti, E. R., Ratnaningsih, I. Z. (2025). Buku Ajar Proses dan Fungsi Mental. Undip Press.
- Kalat, J. W. (2017). Introduction to Psychology (11th ed.). Cengage Learning.
- Krull, D. S. (2014). Introduction to Psychology. Kona Publishing and Media Group.
- Coon, D., & Mitterer, J. O. (2013). Introduction to Psychology: Gateways to Mind and Behavior (13th ed.). Wadsworth, Cengage Learning.

HISTORY OF PSYCHOLOGY

Module Number: KPS1624103	History of Psychology
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian

Teaching Methods: Lecture, discussion, Q&A, student presentations, lecture summaries	Prerequisites:
Assessment / Grade Composition: Assessment per meeting: 5–10% (as stated in the RPS) Final examination (UAS): 60%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Amalia Rahmandani, S.Psi., M.Psi	Additional Teachers:
This course provides a historical explanation of the emergence of modern psychology and the development of psychological schools of thought.	
Course Learning Outcomes: • Able to explain historical problems and the contexts surrounding the development of schools of thought in psychology • Able to explain the influence of philosophy and physiology on the emergence of modern psychology • Able to explain the thinking that underlies and follows the schools of psychology that have developed • Able to explain the criticisms directed at the schools of psychology	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Problems in Historical Data; Contextual Forces; Personalistic and Naturalistic Theories
Week 2	Influence of Philosophy on Psychology: Rationalism vs. Empiricism; Phenomenology and Existentialism
Week 3	Influence of Physiology: Brain and Nervous System Research; Origins of Experimental Psychology (Helmholtz, Weber, Fechner)
Week 4	Emergence of Modern Psychology: Wundt, Brentano, Stumpf, Külpe
Week 5	Structuralism and the Main Views of Titchener
Week 6	Background of Functionalism: Darwin's Theory of Evolution and Galton's Statistical Methods
Week 7	Functionalism: William James and Its Impact on Applied Psychology
Week 8	
Week 9	Forerunners of Behaviorism: Thorndike, Pavlov, Bekhterev
Week 10	Behaviorism: Watson, Tolman, Hull, Skinner
Week 11	Gestalt Psychology
Week 12	Psychoanalysis and Analytical Psychology: Freud and Jung
Week 13	Development and Critique of Freud's Thought; Neo-Freudians: Adler, Horney, Erikson, Fromm
Week 14	Cognitive Psychology: Miller and Neisser
Week 15	Humanistic and Transpersonal Psychology: Maslow, Rogers, Eastern Psychology

Week 16	Final Examination

References

- Benjamin Jr, L. T. (2023). *A brief history of modern psychology*. John Wiley & Sons.
- C. P. D. (1980). [Review of *A Brief History of Psychology*, by M. Wertheimer]. *The American Journal of Psychology*, *93*(1), 180–180. https://doi.org/10.2307/1422123
- Schultz, D. P., & Schultz, S. E. (2008). A History of Modern Psychology. California: Wadsworth.
- Schutz, D.P & Schultz, S.E. (2016). *A history of modern psychology*. Boston: Cengage Learning.
- Wertheimer, M., & Puente, A. E. (2020). *A brief history of psychology*. Routledge.

SELF-DEVELOPMENT AND CAREER

Module Number: KPS1624104	Self-Development and Career
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Lecturing, discussion, tutorial, presentation, Contextual Learning	Prerequisites:
Assessment / Grade Composition: Assessment per meeting: 3–5% (as stated in the RPS) Mid-term examination: written exam Final examination: written exam	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D	Additional Teachers:

Self development and career provides basic concepts and strategies for student personal and career development, including basic concepts and strategies for future orientation, career adaptability, setting academic and career goals, building career congruence with parents, studying in college, strategies for seeking help, making academic and career decisions, and skills in preparing oneself for the world of work.

Course Learning Outcomes:

- Able to state the scope of self-development and career.
- Able to state the developmental tasks of adolescence and adulthood related to self-development and career.
- Able to state the stages of career development.
- Able to identify the background for entering the Faculty of Psychology, Undip, and current aspirations.
- Able to describe the overview of the coursework in the Undip Psychology Undergraduate Program.
- Able to describe the expected graduate profile of the Undip Psychology Undergraduate Program.
- Able to identify and describe the range of study and financing options after completing the Psychology undergraduate degree.

- Able to explain the development of Law No. 23 of 2022 on Psychology Education and Services and other related regulations (in relation to the transition of the Psychologist Professional Program, S1 Plus).
- Able to identify the expectations of significant others, such as parents, family, and close associates.
- Able to identify potential resources in the immediate environment (nuclear family, extended family, community, financial condition, networking, role models).
- Able to identify opportunities to obtain optimal support from significant others and other resources and to make real efforts to achieve an optimal level of career congruence with parents.
- Able to identify and describe the range of job opportunities after completing the undergraduate degree.
- Able to state the range of further study options.
- Able to explain the strategies needed in self and career development, namely soft skills covering goal setting, emotion management, time management, physical and social environment management, exam preparation, and teamwork.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scope of Self-Development and Career; Developmental Tasks of Adolescence and Adulthood; Stages of Career Development (Course Contract)
Week 2	Merdeka Curriculum; Range of Courses; Graduate Profile; Law on Psychology Education and Services
Week 3	Background for Entering the Faculty of Psychology; Expectations of Significant Others; Environmental Resources; Adolescent–Parent Career Congruence
Week 4	High-Achieving Students, Student Creativity Program (PKM), and IISMA
Week 5	Options after Completing the Psychology Undergraduate Degree: Further Study and Employment
Week 6	Self-Recognition; Self-Identity and Self-Presentation; Building a Positive Self-Image
Week 7	Identifying Self Competencies and Competencies Needed as a Worker; Competency Development Plan
Week 8	Mid-Term Examination
Week 9	Importance of Goal Setting and Increasing Motivation
Week 10	Types and Sources of Emotion, Irrational Thinking Patterns, Strategies for Changing Emotions
Week 11	Time Use Analysis and Time Management Strategies
Week 12	Evaluating the Learning Environment and Improving Study Concentration
Week 13	Working Alone or with Others; Communicating Effectively and Being a Good Listener
Week 14	Effective Exam Preparation
Week 15	Stages of Group Development; Communication Patterns and Team Decision Making
Week 16	Final Examination

References

- Hartung, J., & Subich, L. M. (2011). Developing self in work and career: Concepts, cases, and contexts. American Psychological Association.
- Pedoman Akademik Fakultas Psikologi tahun (2023). Fakultas Psikologi Universitas Diponegoro.
- Sawitri, D. R. (2020). Monograf kongruensi karir remaja orang tua: Konsep, instrumen psikologi, dan nomological network. Fakultas Psikologi Universitas Diponegoro.
- Sawitri, D. R., & Ariati, J. A. (2016). Modul pelatihan regulasi diri. Semarang: UNDIP Press.
- Sawitri, D. R., Creed, P. A., & Zimmer-Gembeck. (2013). The Adolescent-Parent Career Congruence Scale: Development and initial validation. Journal of Career Assessment, 21, 210-226.
- Sawitri, D. R., Kustanti, E. R., & Prasetyo, A. R. (2020). Buku ajar pengembangan diri dan karir. Fakultas Psikologi Universitas Diponegoro.
- Sharf, R. (2010). Applying career development theory to counseling (5th ed.). Brooks/Cole-Cengage.
- Swanson, J. L., & Fouad, N. A. (1999). Applying theories of person-environment fit to the transition from school to work. Career Development Quarterly, 47, 337-347.
- Walsh, W. B., Savickas, M. L., & Hartung, P. J. (2013). Handbook of vocational psychology: Theory, research, and practice (4th ed.). Routledge.

SCIENTIFIC WRITING

Module Number: KPS1624105	Scientific Writing
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Face-to-face sessions, case studies, project-based learning, literature search and reference manager practice	Prerequisites:
Assessment / Grade Composition: Participatory activities (10%): attendance, class discussion participation Project (40%): writing a scientific article (PjBL) Assignments (20%): searching literature on topics of interest / weekly tasks Mid-term examination (15%): critical review of a journal article Final examination (15%): essay, ability to explain material, APA Publication Manual question sheet	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr.phil. Dian Veronika Sakti K., S.Psi., M.Psi	Additional Teachers:

This course is designed to introduce students to the basics of scientific writing according to applicable rules, skills in using technology for scientific literature searches, as well as strategies for scientific writing and presenting orally and in writing to communicate scientific work.

Course Learning Outcomes:

- Students are able to explain the scope of scientific writing, ethics, integrity, and academic violations (C2)
- Students are able to explain plagiarism (C2)
- Students are able to identify various tools used for data searching (C2)
- Students are able to recognize various publication outlets (C2)
- Students are able to identify the parts of scientific writing (C2)
- Students are able to read critically (critical reading) and take notes
- Students are able to use the APA guidelines to write scientific articles (C3)
- Students are able to use a reference manager (C3)
- Students are able to write academic essays
- Able to prepare effective and creative presentations (C4)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Basic Concepts and Objectives of Scientific Writing; Ethics, Integrity, and Academic Violations
Week 2	Plagiarism: Types of Plagiarism and Turnitin Checking
Week 3	Literature Search Tools: Google Scholar, ResearchGate, Undip Journal Databases, Artificial Intelligence
Week 4	Psychology Literature in National Journals: Sinta-Accredited 1–6 and Non-Accredited
Week 5	Psychology Literature in International Journals: Reputable Q1–Q4 and Regular
Week 6	Parts of a Published Article (Title, Abstract, Introduction, Methods, Results, Conclusion, References)
Week 7	Critical Reading and Note Taking
Week 8	Mid-Term Examination: Submission of a Critical Review of One Article
Week 9	APA 7th Edition Guidelines: Abbreviations, Tables, In-Text Citations
Week 10	APA 7th Edition Guidelines: Writing References
Week 11	Writing Academic Essays
Week 12	Reference Management: Mendeley
Week 13	APA Style Sample Paper
Week 14	Writing a Scientific Article: Writing an Article on a Topic (Literature Review)
Week 15	Effective and Creative Presentation Techniques and Methods
Week 16	Final Examination: Essay and Submission of Scientific Article

References

- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association. http://www.apastyle.org/
- American Psychological Association. (2010). Preparing manuscripts for publication in psychology journals: A guide for new authors. American Psychological Association.
- Kaloeti, D. V., Kurnia A., Herfinanda, R., Wijayanti, A. P., Yuana, A. (2023). Academic writing skill tingkat dasar: panduan untuk tutor. Semarang: UNDIP Press.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association.

CODE OF ETHICS IN PSYCHOLOGY

Module Number: KPS1624106	Code of Ethics in Psychology
Type: Compulsory	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Theory (lecture), Q&A, discussion, case analysis	Prerequisites:
Assessment / Grade Composition: Participatory (50%): papers, presentations, Q&A Quiz (5%) Assignment (5%): informed consent Mid-term examination (20%) Final examination (20%) (Alternative composition in the RPS: Quiz 10%, Assignment 10%, Mid-term 15%, Final 15%)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Annastasia Ediati, S.Psi., M.Sc., Ph.D	Additional Teachers:
This course discusses the meaning of ethics and its relationship to the psychology profession, the scope of activities of Psychology Graduates and Psychologists, competencies, professionalism, research ethics, ethics in service provision/practice, how to prepare and submit reports, publication ethics, as well as psychology practice licenses and various issues related to ethics.	
Course Learning Outcomes: • Able to explain (C2) the history of the code of ethics, its definition and function, and the concept of humans and their environment that influences the importance of a code of ethics in the psychology profession, by understanding ethical concepts and theories and explaining misconduct and ethical issues in the psychology profession. (A-01, A-02) • Able to explain (C2) the definition of profession and professionalism, including competence, foundations of scientific knowledge and professional attitude, delegation of work to others, personal problems and conflicts, and provision of psychological	

services in emergencies. (A-01, A-02)
- Able to explain (C2) actions that must be taken professionally. (A-01, A-02)
- Able to give examples (C2) and relate (C3) the Indonesian psychology code of ethics to cases of education and/or training. (A-01, C-02)
- Able to give examples (C2) and relate (C3) the Indonesian psychology code of ethics to cases of research and publication. (A-01, C-02)
- Able to give examples (C2) and relate (C3) the Indonesian psychology code of ethics to forensic psychology phenomena or cases. (A-01, C-02)
- Able to give examples (C2) and relate (C3) the Indonesian psychology code of ethics to assessment, intervention, and psychoeducation phenomena or cases. (A-01, C-02)
- Able to give examples (C2) and relate (C3) the Indonesian psychology code of ethics to psychological counseling and psychotherapy phenomena or cases. (A-01, C-02)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; History of the Code of Ethics, Definition and Function; Humans in the View of Psychology
Week 2	Chapter I: General Guidelines
Week 3	Chapter II: Ethical Issues
Week 4	Chapter III: Competence
Week 5	Chapter IV: Human Relations
Week 6	Chapter V: Confidentiality of Records and Psychological Examination Results
Week 7	Chapter VI: Advertising and Public Statements; Chapter VII: Fees for Psychological Services
Week 8	Chapter VIII: Education and/or Training
Week 9	Chapter IX: Research and Publication
Week 10	Chapter X: Forensic Psychology
Week 11	Chapter XI: Assessment
Week 12	Chapter XII: Intervention
Week 13	Chapter XIII: Psychoeducation
Week 14	Chapter XIV: Psychological Counseling and Psychotherapy
Week 15	Examination
Week 16	Examination

References

- Fisher, C. B., & Vacanti-Shova, K. (2012). *The responsible conduct of psychological research: An overview of ethical principles, APA Ethics Code standards, and federal regulations.*
- Hasan, A. B. K. (2009). Kode Etik Psikologi dan Ilmuwan Psikologi. Yogyakarta: Graha Ilmu.
- Hilmawan, K. K., Dewi, W. P., Sitorus, K. S., Mutiara, E. (2016). Kode Etik Psikologi dan Aplikasinya di Indonesia. Salemba Humanika.
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- MacKinnon, B., & Fiala, A. (2015). Ethics: Theory and Contemporary Issues, Concise Edition (3rd ed.). Cengage Learning US.
- Parsonson, K. L. (Ed.). (2021). *Handbook of international psychology ethics: Codes and commentary from around the world*. Routledge.
- Sawitri, D. R., Nurtjahjanti, H., & Prasetyo, A. R. (2019). Buku Ajar Seminar Proposal. Fastindo and Faculty of Psychology UNDIP (reference for the research ethics topic).

SEMESTER 2

ENGLISH-2	
Module Number: UUW1624207	English-2
Type: University Course	Semester: 2nd Semester / Even Term Language: English
Teaching Methods: Lecture, small group discussion, discovery learning, self-directed learning, simulation, cooperative learning	Prerequisites: English-1
Assessment / Grade Composition: Weekly assessment per meeting: 5% (as stated in the RPS) Mid-term examination: written essay test Final examination: written test	Credits: 1 SKS / 1.607 ECTS Contact Hours: L=30.24; E=15.12 (45.36 academic hours/semester)
Module Coordinator: Teaching Team of English	Additional Teachers:
English II is a compulsory university course that serves as a continuation of the English I course. English II covers the four language skills listening, speaking, reading, and writing in English using English at the B2 (intermediate) level.	
Course Learning Outcomes: • Students will gain an understanding of the basics of English and its application as a foundation related to Psychology in everyday life.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Principles of Reading
Week 2	Reading: Skimming (Finding the Main Idea)
Week 3	Reading: Scanning
Week 4	Reading: Guessing the Meaning of Difficult Words through Context
Week 5	Reading Practice (Simulation)
Week 6	Reading Practice (Cooperative Learning)
Week 7	Reading Review
Week 8	Mid-Term Examination
Week 9	Writing: Exemplification
Week 10	Writing: Classification
Week 11	Writing: Exemplification and Classification Practice
Week 12	Writing: Comparison and Contrast
Week 13	Writing: Comparison and Contrast Practice

Week 14	Writing: Cause and Effect
Week 15	Writing Review
Week 16	Final Examination

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LEARNING PSYCHOLOGY

Module Number: KPS1624201	Learning Psychology
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, student presentations	Prerequisites:
Assessment / Grade Composition: Case-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Teaching Team of Learning Psychology	Additional Teachers:

This course provides students with an understanding of the concepts and domains of learning, influencing factors, various learning theories, learning styles, learning difficulties, and brain-based learning.

Course Learning Outcomes:

- Able to explain the concept of learning and the various factors that influence it. (C2)
- Able to explain learning theories from behavioristic, cognitive, and social learning perspectives and apply them in educational / non-educational settings. (C2. C3)
- Able to explain the definition of learning styles and the various styles individuals develop in learning. (C2)
- Able to explain common learning difficulties that arise in the learning process. (C2)
- Able to explain contemporary learning concepts related to brain-based learning and the role of technology in learning. (C2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Definition and Scope of Learning; Learning as a Process; Transfer of Learning
Week 2	Learning and Cognitive Processes: Sensation, Perception, Memory, and Forgetting
Week 3	Factors Influencing Learning: Physical, Heredity, Neurological Damage, Critical Periods, Readiness to Learn
Week 4	Factors Influencing Learning: Motivation and Intelligence
Week 5	Behaviorist Perspective: Basic Assumptions and Pavlov's Theory
Week 6	Thorndike's Theory and Its Applications
Week 7	B.F. Skinner's Theory and Its Applications
Week 8	Midterm Examination
Week 9	Watson's Theory and Its Applications
Week 10	Guthrie's Theory and Its Applications
Week 11	Cognitive Perspective: Basic Assumptions and Piaget's Theory
Week 12	Vygotsky's Theory and Its Applications
Week 13	Social Learning Perspective: Modeling, Self-Efficacy, Self-Regulation, Bandura's Theory
Week 14	Learning Styles and Learning Difficulties
Week 15	Brain Based Learning
Week 16	Final Examination

References

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PHILOSOPHY FOR PSYCHOLOGY

Module Number: KPS1624202	Philosophy for Psychology
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, Q&A, lecture summaries	Prerequisites:
Assessment / Grade Composition: Problem-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator: Dr.phil. Dian Veronika Sakti Kaloeti, S.Psi., M.Psi.	Additional Teachers:
This course develops an understanding of philosophical perspectives on the human body, mind, and knowledge. It also explains the influence of philosophy on psychological schools of thought and research methodologies that have developed within psychology.	
Course Learning Outcomes: • Able to explain the main philosophical views of humans that are relevant to psychology. (C2) • Able to explain the influence of dichotomies in Western philosophy on conceptual debates in psychology. (C2) • Able to explain the influence of Eastern philosophy on the schools of thought that have developed in psychology. (C2) • Able to explain the influence of philosophy on research methodologies developed in psychology. (C2)	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Pre-Socratic Philosophers on the Foundation of the Universe
Week 2	Socrates and the Sophists on Humans and the Source of Knowledge
Week 3	Plato's and Aristotle's Philosophy and Their Relation to Psychology
Week 4	Philosophy and Pancasila on Humans
Week 5	The Human Soul in the Javanese Tradition: Kawruh Jiwa and Kramadangsa
Week 6	Humans as Seekers of Truth and Happiness
Week 7	Exoteric and Esoteric Dimensions in Religion; Religiosity and Spirituality
Week 8	Midterm Examination
Week 9	Dichotomies in Philosophy and Their Impact on Psychology
Week 10	Language in the Perspective of Logical Positivism; Verification and Falsification (Popper)
Week 11	Language in the Perspective of Structuralism

Week 12	Influence of Philosophy on Psychoanalysis, Behaviorism, and Cognitive Psychology
Week 13	Influence of Philosophy on Gestalt, Humanistic, and Transpersonal Psychology
Week 14	Philosophy of Consciousness and Neuroscience
Week 15	The Brain–Mind Problem; Eastern Psychology on Manas and Neuropsychology
Week 16	Final Examination

References

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Rose, D. (2006). Consciousness: Philosophical, psychological, and neural theories. Oxford University Press.

CITIZENSHIP

Module Number: UUW1624003	Citizenship
Type: Compulsory / University Course	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, small group discussion (groups of 5–7 students)	Prerequisites: [EMPTY]
Assessment / Grade Composition: Active participation (50%) Mid-term exam (25%) Final exam (25%)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Team Teaching of Citizenship Course	Additional Teachers:

This course equips students with an understanding of the relationship between citizens and the state, rights and obligations, democracy, law enforcement, as well as insight into the archipelago and national resilience as part of civic education.

Course Learning Outcomes:

- Students are expected to understand and be able to explain (C2) the concept of citizenship comprehensively so that they have a sense of nationhood and love for the homeland, are democratic and civilized, become citizens with competitiveness, discipline, and active participation in building a peaceful life based on Pancasila.

Weekly Meeting Week	Topics / Subject Matter
Week 1	Foundations, Background, and Objectives of Citizenship Education as a University Compulsory Course
Week 2	National Identity
Week 3	Indonesian Democracy: Meaning, Principles, and Implementation
Week 4	Pancasila Democracy and Democracies Worldwide; Democratic Attitudes and Behavior
Week 5	State and Constitution; Constitutional Behavior
Week 6	Human Rights: Meaning and History of Human Rights in Indonesia
Week 7	Implementation of Human Rights in Indonesia and Comparison with Other Countries
Week 8	Mid-Term Examination
Week 9	Rule of Law: Meaning and Characteristics of a State Governed by Law
Week 10	Indonesia as a Legal State and the Implementation of Law
Week 11	Rights and Obligations of Citizens and the State
Week 12	Indonesian Geopolitics and the Archipelagic Outlook (Wawasan Nusantara)
Week 13	Territory as Living Space and Application of the Archipelagic Outlook
Week 14	Indonesian Geostrategy and National Resilience
Week 15	Strengths and Weaknesses of National Resilience: Astagatra and ATHG (Threats, Disturbances, Obstacles, Challenges)
Week 16	Final Examination

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RELIGIOUS EDUCATION

Module Number: UUW1624001	Religious Education

Type: Compulsory / University Course	Semester: 1st Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, Discussion, Reflection, Case Analysis	Prerequisites: None
Assessment / Grade Composition: Participation (20%) Mid-term essay (30%) Final exam (50%)	Credits: 2 SKS / 3 ECTS Contact Hours: 3 hrs/week × 16 weeks = 48 hrs
Module Coordinator:University Islamic / Religious Studies Department	Additional Teachers:-
This course discusses religious values, moral reasoning, social responsibility, and their relevance to academic, civic, and professional communication. Students connect faith-based ethical principles with dignity, honesty, justice, care, pluralism, environmental stewardship, digital conduct, and responsibilities toward diverse publics. Case analysis encourages reasoned judgment, respectful dialogue, and proportionate responses to professional dilemmas.	
Course Learning Outcomes: • Students explain core religious values and their relevance to professional ethics (C2) • Students demonstrate moral reasoning grounded in religious principles (A5) • Students apply religious ethics in communication practice (P3)	

Week	Topics / Subject Matter
Week 1	Introduction to Religious Education: Faith and Reason
Week 2	Islamic Theology / Comparative Religion Basics
Week 3	Religious Ethics and Moral Values
Week 4	Religion and Human Rights
Week 5	Religion, Family, and Social Harmony
Week 6	Religion and the Environment
Week 7	Religion in Public Life and Democracy
Week 8	Mid-Term Examination
Week 9	Religious Tolerance and Pluralism
Week 10	Religion and Professional Ethics
Week 11	Religion in the Digital Age

Week 12	Religion and Gender
Week 13	Religion and Social Justice
Week 14	Interfaith Dialogue
Week 15	Reflective Essay Presentations
Week 16	Final Examination

Kementerian Riset, Teknologi, dan Pendidikan Tinggi. (2016). Pendidikan Agama Islam untuk Perguruan Tinggi. Direktorat Jenderal Pembelajaran dan Kemahasiswaan.
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ADULT AND ELDERLY DEVELOPMENTAL PSYCHOLOGY

Module Number: KPS1624204	Adult and Elderly Developmental Psychology
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, tutorial, discovery learning, small group discussion, problem based learning (simple group research)	Prerequisites: [EMPTY]
Assessment / Grade Composition: Problem-based learning report (25%) Case-based learning report (25%) Mid-term examination (25%) Final examination (25%)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dwi Hardani Oktawirawan, S.Psi., M.Si.	Additional Teachers:
Adult and Elderly Developmental Psychology provides an understanding of human development concepts in adulthood and old age, the developmental tasks that can be achieved, and the problems that arise when an individual fails to complete their developmental tasks.	
Course Learning Outcomes: • Able to describe the characteristics and developmental tasks of adulthood. (C2) • Able to explain the social context of adulthood such as work, marriage, and parenting. (C2) • Able to use knowledge to analyze and formulate important events or crises occurring	

in adulthood. (C3, C4, A4, P2)
- Able to explain and discuss the aging process and developmental tasks in late adulthood (elderly). (C2, A2)
- Able to explain the social context of late adulthood such as retirement, marriage, and parenting. (C2)
- Able to use knowledge to analyze and formulate important events or crises occurring in late adulthood. (C3, C4, A4, P2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Physical, Sexual, and Cognitive Development in Adulthood
Week 2	Socioemotional and Personality Development in Adulthood
Week 3	Career and Work Life in Adulthood
Week 4	Marriage and Parenting in Adulthood
Week 5	Important Events and Crises in Adulthood
Week 6	Important Events and Crises in Adulthood: Field Study Analysis
Week 7	Important Events and Crises in Adulthood: Presentation of Analysis
Week 8	Mid-Term Examination
Week 9	Theories of Aging; Physical and Sexual Development in Late Adulthood
Week 10	Cognitive, Socioemotional, and Personality Development in Late Adulthood
Week 11	Career and Retirement in Late Adulthood
Week 12	Marriage and Grandparenting in Late Adulthood
Week 13	Important Events and Crises in Late Adulthood
Week 14	Important Events and Crises in Late Adulthood: Field Study Analysis
Week 15	Helplessness, Death, and Bereavement in Adulthood and Late Adulthood
Week 16	Final Examination

References

Cavanaugh, J. C., & Blanchard-Fields, F. (2018). Adult Development and Aging (8th ed.). Cengage Learning US.
Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill Education.
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Indriana, Y. (2012). Gerontologi dan Progeria. Pustaka Pelajar.

BIOPSYCHOLOGY

Module Number: KPS1624205	Biopsychology
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian

Teaching Methods: Interactive lecture, group discussion, discovery learning, reading assignments, quizzes, student presentations, posters, collaborative learning	Prerequisites:
Assessment / Grade Composition: Problem-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=48.72; T=28; E=14 (90.72 academic hours/semester)
Module Coordinator: Aldani Putri Wijayanti, S.Psi., M.Sc.	Additional Teachers:

This course studies and discusses the basic concepts of biological conditions that underlie or are related to cognitive activity, emotional changes, and behavior. The fundamental concepts covered include the definition of biopsychology, the history of biopsychology; the nervous system; research methods in biopsychology; the mechanisms of perception, consciousness, and attention; the visual system, the sensorimotor system, neuroplasticity and learning; memory and amnesia, lateralization and language; emotional states, sleep, eating behavior, the relationship between genetics and behavior; biopsychology and mental illness; biopsychology as part of neuropsychology (applications of biopsychology).

Course Learning Outcomes:

- Students will be able to explain the fundamental concepts, scope, historical development, and research methods of biopsychology.
- Students will be able to describe and analyze the structure and functions of the nervous system, including the central nervous system, neural development, neuroplasticity, and recovery following brain injury.
- Students will be able to explain the biological mechanisms underlying sensory processing, motor control, homeostatic regulation, and endocrine functions.
- Students will be able to analyze the biological foundations of sexual behavior, emotional processes, learning, memory, cerebral lateralization, and language acquisition.
- Students will be able to analyze the relationships between brain functioning, emotional regulation, stress responses, and physical and psychological health.
- Students will be able to apply biopsychological perspectives, particularly the diathesis–stress model, to explain the interaction between biological vulnerability and environmental stressors in the development of mental disorders.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Definition, Scope, History, and Research Methods of Biopsychology
Week 2	The Nervous System: Cells, Impulses, and Synapses
Week 3	Structure of the Central Nervous System (Brain, Spinal Cord), Peripheral

	Nervous System, and Brain Plasticity after Damage
Week 4	Principles of Sensory System Function: Vision and Hearing
Week 5	Principles of Sensory System Function: Smell, Taste, and Somatosensation
Week 6	The Motor System
Week 7	Internal Regulation Systems: Temperature, Thirst, Hunger, and Sleep Mechanisms
Week 8	Mid-Term Examination (Meetings 1–7)
Week 9	The Endocrine System
Week 10	Sexuality
Week 11	Emotional States: Theories of Emotion, Limbic System and Amygdala, Emotion-Related Behavior
Week 12	The Role of the Brain in Learning and Memory
Week 13	Lateralization and Language Acquisition
Week 14	Biopsychology of Emotion, Stress, and Health
Week 15	Biopsychology and Mental Illness: Diathesis-Stress Model
Week 16	Final Examination (Meetings 9–15)

References

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Pinel, J. P., & Barnes, S. (2022). Biopsychology (11th ed.). Pearson.
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Carlson, N. R., & Birkett, M. A. (2022). Physiology of behavior (13th ed.). Pearson.

PERSONALITY PSYCHOLOGY

Module Number: KPS1624206	Personality Psychology
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, quizzes, group discussion, case studies, paper writing and presentations	Prerequisites: [EMPTY]
Assessment / Grade Composition: Problem-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 4 SKS / 6.428 ECTS Contact Hours: L=97.44; T=28; E=56 (181.44 academic hours/semester)
Module Coordinator: Dr. Kartika Sari Dewi, S.Psi., M.Psi., Psikolog	Additional Teachers:

This course explores various personality theories, including the structure, dynamics, and development of individual personality from the perspectives of prominent figures from Western and Eastern countries.

Course Learning Outcomes:

- Able to explain personality theories based on the psychoanalytic paradigm of Psychodynamic figures (Freudian and Neo-Freudian) (C2)
- Able to explain personality theories with a biological orientation. (C2)
- Able to explain personality theories with Behavioristic and Cognitive paradigms. (C2)
- Able to explain growth-oriented personality theories from Gestalt, Existential/Humanistic, and Transpersonal figures. (C2)
- Able to explain personality theories that developed in Eastern teachings. (C2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to Personality Theories: Definition, Development and Classification of Theories, Research Methods in Personality
Week 2	Psychodynamics: Freud (Classical Psychoanalysis), Horney (Interpersonal), Melanie Klein (Object Relations)
Week 3	Psychodynamics: Jung (Analytical Psychology), Adler (Individual Psychology), Sullivan (Interpsychic Theory)
Week 4	Psychodynamics: Fromm (Humanistic Psychoanalysis), Erikson (Psychosocial Development)
Week 5	Dispositional and Biological: Allport (Trait), Murray (Personology)
Week 6	Dispositional and Biological: Cattell (Factor Analysis), Eysenck (Biologically Based Factor Theory)
Week 7	Behavioristic: Watson, Pavlov, Skinner, Dollard-Miller
Week 8	Mid-Semester Evaluation
Week 9	Social-Cognitive: Bandura, Rotter & Mischel, Kelly, Albert Ellis
Week 10	Field Theory and Gestalt: Lewin, Goldstein, Wertheimer, Koffka, Kohler, Perls
Week 11	Evolutionary Theory: Buss
Week 12	Humanistic/Existential: Maslow, Rogers, May
Week 13	Transpersonal Psychology: Assagioli, Frankl
Week 14	Eastern Psychology: Zen Psychology and Yoga Psychology
Week 15	Eastern Psychology: Sufi Psychology and Kramadhangsa Psychology
Week 16	Final Semester Evaluation

References

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Sugiarto, R. Psikologi Raos: Saintifikasi Kawruh Jiwa Ki Ageng Suryomentaram. Yogyakarta: Pustaka Ifada.

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Amani, J. Z., & Mujiasih, E. (2023). Hubungan antara kepribadian big five dengan organizational citizenship behavior pada pegawai negeri sipil dinas kependudukan dan pencatatan sipil kota Semarang. Jurnal EMPATI, 12(6), 497-503.

MENTAL HEALTH

Module Number: KPS1624207	Mental Health
Type: Compulsory	Semester: 2nd Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, cooperative learning, discovery learning, self-directive learning, problem based learning, collaborative learning, project based learning	Prerequisites: [EMPTY]
Assessment / Grade Composition: Project-based learning: 50% Mid-term examination: 25% Final examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Kartika Sari Dewi, S.Psi., M.Psi., Psikolog	Additional Teachers:.

This course introduces concepts in individual mental health development (self) and their application in society. At the end of the course, students will be able to develop mental health programs in the form of psychoeducational media related to family empowerment for individuals as family members and part of a specific community.

Course Learning Outcomes:

- Students are able to recognize their own potential and limitations, as well as manage distress in order to maintain their own mental health. (C3, C4, A3)
- Students are able to apply crisis or disaster risk management in the community. (C3, A3)
- Students are able to design an initial psychological support program (psychological first aid) in the community. (C6, A4, P2)
- Students are able to analyze and design non-clinical interventions (psychoeducational media) with a biopsychosocial-spiritual approach. (C4, C6, A4, P2)
- Students are able to empower families by optimizing local wisdom in specific communities. (C3, A3)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Mental Health Movement: Health and Mental Health, History, Paradigms, Issues in the Mental Health Movement
Week 2	Self-Concept and Body Image; Self-Control; Decision Making
Week 3	Who Am I? Self Potential and Limitations (DISC and MBTI)
Week 4	Self-Recognition Analysis: Ambition Map, River of Life, Self-Reflection
Week 5	Adaptation and Adjustment; Self-Adjustment; Personal Growth
Week 6	Emotions and Their Management: Definition, Types, Emotional Intelligence, Anger Management
Week 7	Healthy Personality; Self-Development and Dynamic Living
Week 8	Interpersonal Relationships: Social Influence, Community, Intimacy

Week 9	Mid-Term Examination
Week 10	Stress and Its Management: Coping, Work Stress and Burnout, Stress Management
Week 11	Psychosocial Concepts in Crisis/Disaster; Risk Management; Community Strengthening (Guest Lecture)
Week 12	Mental Health in Crisis/Disaster; Psychological First Aid
Week 13	Family Empowerment in Mental Health Intervention (I)
Week 14	Development of Psychoeducational Media; Family Empowerment in Mental Health Intervention (II–III)
Week 15	Presentation of Psychoeducational Media Concepts (EXPO)
Week 16	Final Examination

References

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SEMESTER 3

ENGLISH-3	
Module Number: UUW1624307	English-3
Type: Compulsory / University Course	Semester: 3rd Semester / Odd Term Language: English
Teaching Methods: Small group discussion, discovery learning, self-directed learning	Prerequisites: English-1 and English-2
Assessment / Grade Composition: Weekly assessment per meeting: 5% (as stated in the RPS) Mid-term examination: written essay test Final examination: written test	Credits: 1 SKS / 1.607 ECTS Contact Hours: L=30.24; E=15.12 (45.36 academic hours/semester)
Module Coordinator: Teaching Team of English Jati Ariati, S.Psi, M.Psi, Ph.D, Psikolog	Additional Teachers:
English III is a mandatory university course that serves as a continuation of English II. English III focuses on developing the four language skills: listening, speaking, reading, and writing in English, using upper-intermediate (B2+) level English.	
Course Learning Outcomes: • Students will gain an understanding of the basics of English and its application as a foundation related to Psychology in everyday life.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Writing: Exemplification and Classification (Review)
Week 2	Writing: Comparison and Contrast (Review)
Week 3	Writing: Cause and Effect
Week 4	Writing: Cause and Effect Practice
Week 5	Writing: Interpretation of Data
Week 6	Writing: Interpretation of Data Practice
Week 7	Writing: How to Write an Abstract
Week 8	Mid-Term Examination
Week 9	Abstract Writing Practice
Week 10	Abstract Revision and Peer Feedback
Week 11	Integrated Academic Writing: Data Interpretation and Abstract

Week 12	Writing Workshop: Drafting
Week 13	Writing Workshop: Revising
Week 14	Writing Workshop: Editing
Week 15	Writing Review
Week 16	Final Examination

References

Jordan, R. R. (1999). Academic writing course: Study skills in English (3rd ed.). Longman.

Murphy, R. (2019). English grammar in use: A self-study reference and practice book for intermediate learners of English (5th ed.). Cambridge University Press.

Team of English Teachers. (n.d.). English teaching for university students.

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EDUCATIONAL PSYCHOLOGY

Module Number: KPS1624301	Educational Psychology
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, cooperative learning, discovery learning, self-directive learning, problem based learning, collaborative learning, project based learning	Prerequisites:
Assessment / Grade Composition: Project-based learning: 50% Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator: Jati Ariati, S.Psi., M.Psi., Ph.D., Psikolog.	Additional Teachers:

Educational Psychology is a course that provides students with an understanding of the role and importance of psychology in the educational process. This course is a compulsory course developed within the scope of: the history of educational psychology, student development: cognitive and language, socioemotional, social, individual variations: intelligence, learning styles and thinking styles, personality and temperament, learning and motivation, learning theories: behaviorism, cognitive and social cognitive, classroom management, and classroom assessment strategies.

Course Learning Outcomes:

- Students will be able to analyze non-clinical psychological and behavioral problems and formulate evidence-based alternative solutions by applying relevant psychological theories and principles.
- Students will be able to establish and maintain professional rapport and effective interpersonal relationships by demonstrating empathy, active listening, ethical awareness, and appropriate communication skills in diverse social and professional contexts.
- Students will be able to communicate psychological concepts, analyses, and recommendations effectively through academic writing and oral presentations while utilizing information and communication technology ethically, responsibly, and appropriately.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction: History of Educational Psychology; Role of Educational Psychology in Teaching; Research in Educational Psychology
Week 2	Cognitive and Language Development (Vygotsky's and Piaget's Theories)
Week 3	Cognitive and Language Development (Vygotsky's and Piaget's Theories) –

	continued
Week 4	Self, Social, and Moral Change (Bronfenbrenner's and Erikson's Theories)
Week 5	Individual Variation: Intelligence and Giftedness; Personality and Temperament
Week 6	Diversity: Culture and Ethnicity, Gender, Socioeconomic Status, At-Risk Students
Week 7	Reading
Week 8	Mid-Term Examination
Week 9	Writing
Week 10	Mathematics
Week 11	Motivation and Affect: Maslow's Theory, Nature and Goals of Motivation, Attribution Theory
Week 12	Classroom Management
Week 13	Instructional Strategies: Collaborative, Cooperative, Discussion
Week 14	Instructional Strategies: Instructional Media, Experiential Learning
Week 15	Learning Evaluation: Educational Assessment, Criterion-Referenced (PAK), Norm-Referenced (PAN), Portfolio
Week 16	Final Examination

References

Ormrod, J. E. (2009). Psikologi pendidikan: Membantu siswa tumbuh dan berkembang (Edisi ke-6; terjemahan dari *Educational psychology: Developing learners*). Erlangga.

Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2023). *Educational Psychology: Developing Learners* (11th ed.). Pearson.

Santrock, J. W. (2017). *Psikologi Pendidikan* (Edisi ke-5; terjemahan dari *Educational Psychology*, 5th ed.). Jakarta: Salemba Humanika.

Vygotsky, L. S. (2020). *Educational psychology*. CRC press.

PSYCHOLOGICAL MEASUREMENT 1

Module Number: KPS1624302	Psychological Measurement 1
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecturing, discussion, Contextual Learning, Problem-based Learning, Case-based Learning	Prerequisites:
Assessment / Grade Composition: Participatory activities (50%): PBL and CBL work reports Mid-term examination (25%) Final examination (25%)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dito Aryo Prabowo, S.Psi, M.Psi	Additional Teachers:

Psychological Measurement 1 is a course that provides students with an understanding of the main points of knowledge in psychological measurement, including: basic concepts of psychological measurement, theories in psychological measurement, reliability and validity in psychological measurement, and scaling in psychological measurement.

Course Learning Outcomes:

- Able to explain basic concepts in measurement and psychological measurement (C2)
- Able to analyze differences among theories developed in psychological measurement in a simple manner (C4)
- Able to explain the concepts of reliability and validity in psychological measurement (C2)
- Able to explain the concepts of scales and scaling in psychological measurement (C2)
- Able to explain concepts and strategies for developing psychological measurement instruments (C2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Basic Concepts of Measurement and Psychological Measurement; Measurement Objects; Relevance to Other Courses
Week 2	Terms in Measurement; Psychological Measurement Objects (Attributes, Constructs, Variables); Requirements of Good Measurement
Week 3	Types of Psychological Instruments; Psychological Measurement Data
Week 4	Classical Test Theory (CTT)
Week 5	Introduction to Item Response Theory (IRT) and Comparison with CTT
Week 6	The Concept of Reliability in Psychological Measurement
Week 7	Validity in Psychological Measurement
Week 8	Mid-Term Examination

Week 9	The Concept of Scaling in Psychological Measurement
Week 10	Types of Scaling: Likert, Thurstone, Guttman
Week 11	Examples of Psychological Measurement Instruments
Week 12	Strategies and Stages of Instrument Development: Construction, Adaptation, Modification
Week 13	Examples of Measurement Instrument Development Stages
Week 14	Dimensions and Indicators in Psychological Measurement
Week 15	Applications of Psychological Measurement
Week 16	Final Examination

References

American Educational Research Association. (2014). Standards for educational and psychological testing. Washington: AERA, APA, NCME.

Azwar, S. (2017). *Penyusunan Skala Psikologi* (Edisi 2). Yogyakarta: Pustaka Pelajar. (Telah mengalami pembaruan tata cara penulisan aitem dan prosedur analisis).

Azwar, S. (2014). Reliabilitas dan validitas (edisi 4). Yogyakarta: Pustaka Pelajar.

DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications* (5th ed.). SAGE Publications.(Menambahkan Carolyn T. Thorpe sebagai penulis pendamping dan menyertakan pembahasan baru mengenai *indices vs. scales*).

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Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2005). Adapting educational and psychological test for cross-cultural assessment. New Jersey: Lawrence Erlbaum Associates.

International Test Commission. (2016). The ITC Guidelines for Translating and Adapting Tests (2nd ed.).

Kaplan, R. M., & Saccuzzo, D. (2017). Psychological Testing: Principles, Applications, and Issues. New York: Cengage Learning.

Michell, J. (2014). An introduction to the logic of psychological measurement. New York: Taylor & Francis.

Suryabrata, S. (2000). Pengembangan alat ukur psikologis. Yogyakarta: Andi.

Sugiyono. (2009). Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta.

QUANTITATIVE RESEARCH METHODS

Module Number: KPS1624303	Quantitative Research Methods
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture and discussion, Discovery Learning, Project Based Learning	Prerequisites:
Assessment / Grade Composition: Project Based Learning (proposal): 40% Participatory activities (presentation): 10% Mid-term examination: 20% (written essay exam, material from TM 1–7) Final examination: 30% (written essay exam, material from TM 9–15)	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=61.08; Pw=42; E=28 (136.08 academic hours/semester)
Module Coordinator: Dr. Harlina Nurtjahjanti, S.Psi, M.Si	Additional Teachers:

This course studies and discusses the background of research, quantitative-qualitative paradigms, stages of quantitative research, formulating research problems and objectives, conducting literature studies in quantitative research, population, sampling, parametric and nonparametric statistical analysis techniques for correlation and comparison tests.

Course Learning Outcomes:

- Students will be able to examine and apply the principles of quantitative research design, quantitative data collection methods, and appropriate statistical analysis techniques in quantitative research.
- Students will be able to critically review relevant literature and fundamental psychological theories and concepts as a foundation for developing a quantitative research protocol.
- Students will be able to identify and address ethical considerations in the development of a quantitative research protocol.
- Students will be able to develop a systematic and well-structured quantitative research protocol in accordance with established scientific and methodological standards.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scientific Method; Quantitative–Qualitative Paradigms; Research Terminology; Relevance to Other Courses
Week 2	Quantitative Research Process; Concept of Variables; Relationships between Variables
Week 3	Finding Research Ideas; Problem Formulation; Research Objectives

Week 4	Definition, Types, and Formulation of Hypotheses
Week 5	Quantitative Research Protocol; Types of Literature; APA Publication Manual 7th ed.
Week 6	Identifying Research Variables, Conceptual Definitions, and Operational Definitions
Week 7	Protocol Writing: Rationale (Background and Literature Review) and Objectives
Week 8	Mid-Term Examination (Meetings 1–7)
Week 9	Quantitative Research Designs, Data Collection Methods, and Measurement Instruments
Week 10	Population, Sample and Sample Size, Probability and Non-Probability Sampling
Week 11	Types of Data Collection in Quantitative Research
Week 12	Role of Statistics; Data Types and Choice of Analysis Technique; Descriptive Statistics, Parametric and Non-Parametric, Correlation and Comparison
Week 13	Ethical Consideration (Ethics in Research)
Week 14	Protocol Writing: Methodology, Data Management and Analysis
Week 15	Research Protocol Presentation
Week 16	Final Examination (Meetings 8–15)

References

Azwar, S. (2017). *Metode Penelitian* (Edisi II). Yogyakarta: Pustaka Pelajar.

Cochran, W. G. (1953). Sampling techniques. Bombay: Asia Publishing House.

Creswell, J. W., & Guetterman, T. C. (2025). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (7th ed.). Pearson.

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Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). London: Pearson.

Gravetter, F. J., & Forzano, L. B. (2018). Research Methods for the Behavioral Sciences (6th ed.). Cengage Learning US.

Christensen, L. B., Johnson, R. B., & Turner, L. A. (2019). *Research methods, design, and analysis* (13th ed.). Pearson.

STATISTICS IN PSYCHOLOGY

Module Number: KPS1624304	Statistics in Psychology
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, large group discussion, data analysis exercises/simulations (JASP, Jamovi, SPSS)	Prerequisites:
Assessment / Grade Composition: Group assignments / participatory activities: 50% Mid-term examination: 25% (written, material from meetings 1–7) Final examination: 25% (written, interpretation of analysis results)	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=61.08; T=42; E=28 (136.08 academic hours/semester)
Module Coordinator: Dr. Prasetyo Budi Widodo, S.Psi, M.Si	Additional Teachers:

The Psychology Statistics course provides knowledge and statistical applications in psychology, particularly regarding probability theory, normal distribution and derivative scores, central tendency and variability, parameter estimation, and parametric statistical analysis (Product Moment correlation, T-test, analysis of variance, and linear regression analysis), and nonparametric statistical analysis (Spearman, Mann-Whitney, Kruskal-Wallis, and Wilcoxon).

Course Learning Outcomes:

- Students will be able to explain fundamental statistical concepts and principles relevant to psychological research.
- Students will be able to perform various statistical procedures and techniques for organizing, processing, and analyzing quantitative data.
- Students will be able to apply appropriate statistical techniques to analyze and interpret data in psychological research.
- Students will be able to critically evaluate and select appropriate statistical techniques for testing hypotheses in psychological research, considering research objectives, data characteristics, and statistical assumptions.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Fundamentals of Statistics; Relationship with Other Courses
Week 2	Descriptive Statistics: Frequency Distribution, Central Tendency, Variability
Week 3	Inferential Statistics: Probability, Normal Distribution, Assumptions, Hypotheses
Week 4	Significance Level, Confidence Level, Decision Making; Parametric and Non-

	Parametric Statistics
Week 5	Population and Sample
Week 6	Introduction to JASP, Jamovi, SPSS; Parametric and Non-Parametric Correlation Tests
Week 7	Two-Group Difference Tests: t-test and Wilcoxon
Week 8	Mid-Term Examination
Week 9	One-Way ANOVA and Kruskal-Wallis Test
Week 10	Regression Test (Linear Regression)
Week 11	Fundamentals of Multivariate Statistics; ANCOVA
Week 12	Multiple Regression Analysis
Week 13	Introduction to Mediation and Moderation
Week 14	Mediation and Moderation Tests
Week 15	Standard Reporting Statistics; Uses of Statistical Techniques in Psychological Research
Week 16	Final Examination

References

Dancey, C. P., & Reidy, J. (2020). *Statistics Without Maths for Psychology* (8th ed.). Pearson.

Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). SAGE Publications.

Gonick, L., & Smith, W. (2002). Kartun Statistik. Jakarta: Kepustakaan Populer Gramedia.

Guilford, J. P., & Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. Tokyo: McGraw-Hill Kogakusha.

Hadi, S. (2000). Statistik Jilid 1. Yogyakarta: Andi.

Hadi, S. (2000). Statistik Jilid 2. Yogyakarta: Andi.

Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education* (3rd ed.). John Wiley & Sons.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Module Number: KPS1624305	Industrial and Organizational Psychology
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, Case Based Learning (case studies), guest lecture, quizzes,	Prerequisites:

individual final assignment	
Assessment / Grade Composition: Participatory activities (10%): attendance, class participation Project results (40%): individual final assignment Quizzes (10%): Quiz 1 + Quiz 2 Assignment (10%): group case study presentation Mid-term examination (15%) Final examination (15%)	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator: Vemita Sinantia, S.Psi, M.Si	Additional Teachers:
A course that provides basic concepts of human behavior in the industrial/organizational world. This course also explains the basics of psychology as an alternative for problem-solving and the development of studies in the industrial/organizational world.	
Course Learning Outcomes: • Able to explain the basic concepts of Industrial and Organizational Psychology (C2) • Able to explain individual processes and behavior in the industrial and organizational context (C2) • Able to explain social processes and group behavior in the industrial and organizational context (C2) • Able to explain organizational processes in the industrial and organizational context (C2) • Able to explain organizational behavior concepts (C2) • Able to explain research methods in Industrial and Organizational Psychology (C2)	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scope of I/O Psychology: Definition, Scope, History, Development
Week 2	Diversity and Fairness in Organizations
Week 3	Job Attitudes and Individual Values: Personality, Emotions and Moods, Job Attitudes
Week 4	Perception and Individual Decision Making in Organizations
Week 5	Motivation in Organizational Behavior
Week 6	Group Behavior in Organizations
Week 7	Communication Processes in Organizations
Week 8	Mid-Term Examination
Week 9	Decision Making in Organizations

Week 10	Leadership in Organizations (Guest Lecture)
Week 11	Conflict and Negotiation in Organizations
Week 12	Organizational Culture
Week 13	Organizational Change and Stress Management
Week 14	Counterproductive Behavior
Week 15	Research Methods in I/O Psychology
Week 16	Final Examination

References

Jex, S. M., & Britt, T. W. (2024). *Organizational Psychology: A Scientist-Practitioner Approach* (4th ed.).

Nelson, D., & Quick, J. C. (2023). *ORGB: Organizational Behavior* (10th ed. / *Active Learning Edition*). Cengage Learning.

Riggio, R. E., & Johnson, S. K. (2022). Introduction to Industrial/Organizational Psychology (8th ed.). Routledge.

Robbins, S. P., & Judge, T. A. (2021). Organizational Behavior (19th ed.). Pearson.

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FAMILY PSYCHOLOGY

Module Number: KPS1624306	Family Psychology
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, group discussion, creative summaries (mind maps), discovery learning, case analysis, guest lecture	Prerequisites:
Assessment / Grade Composition: Participatory activities (50%): group assignments (presentations and papers) Assignments (10%): individual assignments Mid-term examination (20%): multiple choice and essay Final examination (20%): multiple choice and essay	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)

Module Coordinator: Dr. Nailul Fauziah, S.Psi, M.Psi, Psikolog	Additional Teachers:

This course studies and discusses the definition and meaning of family; approaches and theories in family psychology; the process of family formation, stages, and dynamics; parenting; patterns of interaction and communication within the family; and the role of the family in various life settings and related issues.

Course Learning Outcomes:

- Able to describe the definition and scope of Family Psychology, and explain and analyze family relationships and communication. (C2, C4, A4)
- Able to explain and apply theories in family psychology to family cases. (C2, C4, A2, A4)
- Able to explain and compare the stages of family development. (C2, C4)
- Able to analyze current family research, including family research in the Indonesian/Asian context. (C2, C4, A4)
- Able to use the concepts of values, spirituality, and local (indigenous) wisdom in the family. (C3, C4, A4, P2)
- Able to explain and analyze family dynamics. (C2, C4)
- Able to analyze the dynamics of alternative family forms, dysfunctional families, and family problems, and formulate their relationship to the need for further intervention. (C2, C4, A4, P2)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Definition of Family and Scope; Family Relationships
Week 2	Theories: Rational Choice Theory, Social Exchange Theory
Week 3	Theories: Symbolic Interaction Framework, Family Life Course Development Framework
Week 4	Theories: Systems Framework, Conflict and Critical Theories Framework
Week 5	Theories: Feminist Framework, Ecological Framework
Week 6	Stages of Family Development
Week 7	Current Family Research
Week 8	Mid-Term Examination
Week 9	Values and Spirituality in the Family; Local Wisdom of Indonesian Families
Week 10	Family Dynamics: Family Resilience and Strength
Week 11	Dynamics of Alternative Family Forms: Single Parent and Divorced Families
Week 12	Remarriage and Stepparenting; Families with Adopted Children
Week 13	Dysfunctional Families: Death, Loss and Bereavement; Commuter Marriage
Week 14	Dysfunctional Families: Domestic Violence; Families with Children with Special Needs
Week 15	Alone Together Family; Multicultural and Multireligious Families

Week 16	Final Examination

References

White, J. M., & Klein, D. M. (2015). Family Theories: An Introduction (4th ed.). Los Angeles, CA: Sage Publications.

Day, R. D. (2014). Introduction to Family Processes (5th ed.). New York: Routledge.

Anderson, S. A., & Sabatelli, R. M. (2011). Family Interaction: A Multigenerational Developmental Perspective (5th ed.). Boston: Allyn & Bacon.

Thoburn, J. W., & Sexton, T. L. (2015). Family Psychology: Theory, Research, and Practice. Santa Barbara: Praeger.

Vangelisti, A. L. (2022). The Routledge Handbook of Family Communication (3rd ed.).

INTRODUCTION TO OBSERVATION AND INTERVIEW

Module Number: KPS1624307	Introduction to Observation and Interview
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, interactive discussion, group discussion, discovery learning, project-based learning, role play, student presentations	Prerequisites: [EMPTY]
Assessment / Grade Composition: Assessment per meeting: 6.25% (meetings 1–7 and 9–15) Mid-term examination: [EMPTY] Final examination: [EMPTY]	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=61.08; T=42; E=28 (136.08 academic hours/semester)
Module Coordinator: Teaching Team of Psychodiagnostics 1: Observation and Interview	Additional Teachers: [EMPTY]
This course equips students with knowledge of the basic principles of observation and interviews in psychological assessment and trains students to apply these principles of observation and interviews and compile reports on the interpretation of results.	
Course Learning Outcomes: • Students are able to explain the theoretical principles of observation and interviews in psychology (C2, A2, P2) • Students are able to simulate observation and interview techniques and apply them in real settings (C3, A4, P6) • Students are able to analyze and conclude the psychological meaning of observation and interview results and write them up in a report (C6, A4, P6)	
Weekly Meeting	

Week	Topics / Subject Matter
Week 1	Introduction to Observation and Interviews in Psychological Assessment
Week 2	Observation Process and Types
Week 3	Non-Verbal Behavior and Preparing Observation Guides
Week 4	Observation Recording Strategies; Processing, Interpreting, and Presenting Observation Data
Week 5	Psychological Observation Practice
Week 6	Communication and Interaction Processes, Elements, Structure, and Question Types in Interviews
Week 7	Types of Interviews
Week 8	Mid-Term Examination
Week 9	Group Interviews (LGD and FGD); Interviews in Counseling
Week 10	Interview Approaches in Counseling; Behavioral Interview
Week 11	Interviews with Special Populations; Probing/Informational Interview; Preparing Interview Guides
Week 12	In-Depth Interview
Week 13	In-Depth Interview Practice
Week 14	Analysis and Interpretation of Interview Results; Report Presentation
Week 15	Analysis and Interpretation of Interview Results; Report Presentation (continued)
Week 16	Final Examination

References

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington: APA.

Daniels, D. H., Beaumont, L. J., Doolin, C. A. (2002). Understanding Children: An Interview and Observation Guide for Educators. NY: McGraw Hill.

Irving, S. (2006). Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences. NY: Teachers College Press.

Fawcett, M. (2009). Learning Through Child Observation (2nd ed.). London: Jessica Kingsley.

Stewart, C. J., & Cash, W. B. (2000). Interviewing: Principles and Practices (9th ed.). USA: McGraw-Hill Higher Education.

Sattler, J. M. (1992). Assessment of Children (3rd ed.). San Diego, California: Jerome M. Sattler, Inc.

SOCIAL PSYCHOLOGY

Module Number: KPS1624203	Social Psychology
Type: Compulsory	Semester: 3rd Semester / Odd Term Language: Indonesian
Teaching Methods: Lecturing, presentation, discussion, Problem Based Learning, Case Based Learning	Prerequisites: [EMPTY]
Assessment / Grade Composition: Assessment per meeting: 4–6% (total 60%) Mid-term examination: 20% Final examination: 20%	Credits: 4 SKS / 6.428 ECTS Contact Hours: L=97.44; T=28; E=56 (181.44 academic hours/semester)
Module Coordinator: Teaching Team of Social Psychology	Additional Teachers: [EMPTY]
A course that studies concepts and theories in social psychology, as well as the basics of individual behavior in social settings, including intrapersonal, interpersonal, and group settings.	
Course Learning Outcomes: • Students are able to explain social psychology theoretical concepts relevant for analyzing human attitudes and behavior (C2) • Students are able to apply (C3, A2, P2, P3) social psychology theoretical concepts in everyday life (C3, A2, P2, P3)	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Definition, Scope, History and Development, Position, and Research Methods in Social Psychology
Week 2	Social Cognition
Week 3	Social Perception (Social Attribution and Impression Formation)
Week 4	Self: Self-Presentation, Self-Knowledge, Personal vs. Social Identity, Social Comparison, Self-Esteem
Week 5	Self-Concept, Self-Disclosure, Self-Serving Bias, Self-Efficacy; Attitudes
Week 6	Stereotype, Prejudice, and Discrimination
Week 7	Like, Love, and Close Relationship
Week 8	Mid-Term Examination
Week 9	Social Influence
Week 10	Prosocial Behavior
Week 11	Aggression
Week 12	Group and Individuals
Week 13	Dealing with Adversity and Achieving a Happy Life
Week 14	Application of Social Psychology in Economic, Cultural, and Religious Settings

Week 15	Application of Social Psychology in Political, Legal, and Technology-Communication Settings
Week 16	Final Examination

References

Baron, R. A., & Branscombe, N. R. (2017). Social Psychology (14th ed.). London: Pearson Education.

Indrawati, E. S., et al. (2017). Buku ajar psikologi sosial. Yogyakarta: Psikosain.

Indrawati, E. S., & Fatmasari, A. E. (2020). Psikologi Sosial Lanjut. Semarang: Fakultas Psikologi.

Fatmasari, A. E. (2022). Psikologi Sosial. Semarang: Undip Press.

Meinarno, E. A., & Sarwono, S. W. (2017). Psikologi sosial (Edisi kedua). Jakarta: Salemba Humanika.

Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (2012). Handbook of theories of social psychology. Thousand Oaks, CA: Sage.

SEMESTER 4

SPORT	
Module Number: UUW1624005	Sport
Type: Compulsory / University Course	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, discovery learning, demonstration, assignments	Prerequisites:
Assessment / Grade Composition: Performance assessment (50%) Mid-term examination (25%) Final examination (25%)	Credits: 1 SKS / 1.607 ECTS Contact Hours: L=15.12; T=15.12; E=15.12 (45.36 academic hours/semester)
Module Coordinator: Dr. Dra. Niken Fatimah Nurhayati, M.Pd.	Additional Teachers:
The sports course provides information on various basic principles of exercise, physical fitness, basic physical conditioning, outbound activities, indoor activities, and their application in shaping a healthy lifestyle through various sports activities used to maintain or improve physical fitness or athletic performance among students.	
Course Learning Outcomes: • Students will be able to explain the fundamental concepts and principles of physical fitness and apply basic physical conditioning exercises to improve their physical health, strength, endurance, and overall fitness. • Students will be able to demonstrate appropriate techniques and coordinated movements in various fitness and rhythmic activities, including Indonesian physical fitness exercises (Senam Kesegaran Jasmani), aerobic exercise, Poco-Poco dance, and Maumere dance. • Students will be able to demonstrate fundamental motor skills and techniques in athletics, swimming (freestyle and breaststroke), and basic self-defense activities while adhering to established safety principles. • Students will be able to apply fundamental techniques, rules, and teamwork principles in team sports, including football, volleyball, futsal, and basketball, while demonstrating sportsmanship and fair play.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Basic Concepts of Sport
Week 2	Basic Concepts of Physical Fitness and Physical Fitness Tests

Week 3	Physical Fitness Exercise (Senam Kesegaran Jasmani)
Week 4	Athletics: Race Walking and Middle-Distance Running
Week 5	Basic Physical Condition Training
Week 6	Outbound and Indoor Training
Week 7	Freestyle Swimming
Week 8	Mid-Term Examination
Week 9	Poco-poco Dance Exercise
Week 10	Aerobic Exercise
Week 11	Maumere Dance Exercise
Week 12	Football or Volleyball
Week 13	Basketball or Futsal
Week 14	Basic Self-Defense
Week 15	Breaststroke Swimming
Week 16	Final Examination

References

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EXPERIMENTAL RESEARCH METHODOLOGY

Module Number: KPS1624401	Experimental Research Methodology
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Interactive lecture, self-assessment (reflective learning), reading assignments, quizzes, jigsaw learning, group discussion, group activity plan, thesis analysis, peer assessment	Prerequisites:
Assessment / Grade Composition: Case-based learning report: 50% Midterm Examination: 25% Final Examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=48.72; Pw=28; E=14 (90.72 academic hours/semester)
Module Coordinator: Dr. Prasetyo Budi Widodo, S.Psi., MA.	Additional Teachers:

This course studies and discusses knowledge and science as well as how to obtain knowledge; the characteristics of experimental research; the history of experimental psychology; the principle of causality in experimental research; the stages of experimental research; the types of validity in experimental research; validating interventions; sampling and informed consent; variance and control in experimental research; single-group design; two-group design; one-way ANOVA design; statistical comparison techniques, both parametric and nonparametric.

Course Learning Outcomes:

- Prepare a written experimental research proposal in accordance with the prescribed format, complete with a treatment design, either as a module or teaching aid together with a manual or protocol (C3)

Weekly Meeting

Week	Topics / Subject Matter

Week 1	Definition of Knowledge and Science; Characteristics of Experimental Research; History of Experimental Psychology
Week 2	Principle of Causality
Week 3	Stages and Types of Experimental Research; Types of Validity
Week 4	Types of Validity and Efforts to Improve the Validity of Experimental Research
Week 5	Variance and Control in Experimental Research; Research Ethics; Informed Consent
Week 6	Experimental Designs: One Group Pretest-Posttest, Time Series, Interrupted Time Series
Week 7	Two-Group Designs: Static Group, Nonrandomized and Pretest-Posttest Control Group, Randomized Two Groups, Randomized Matched
Week 8	Mid-Term Examination (Meetings 1–7)
Week 9	Writing an Experimental Research Proposal (1)
Week 10	Writing an Experimental Research Proposal (2)
Week 11	Writing an Experimental Research Proposal (3)
Week 12	Analysis of Undergraduate Students' Experimental Theses (1)
Week 13	Analysis of Undergraduate Students' Experimental Theses (2)
Week 14	Presentation and Review of Experimental Research Proposals (1)
Week 15	Presentation and Review of Experimental Research Proposals (2)
Week 16	Final Examination (Meetings 9–15)

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PSYCHOLOGICAL MEASUREMENT 2

Module Number: KPS1624402	Psychological Measurement 2
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Face-to-face sessions (TM), Project-based learning (PjBL), structured learning, consultation, practice, group discussion	Prerequisites: Psychological Measurement 1

Assessment / Grade Composition: Project-based learning report: 50% Mid-term examination: 20% Final examination: 30%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=42; E=28 (136.08 academic hours/semester)
Module Coordinator: Dito Aryo Prabowo, S.Psi., M.Psi.	Additional Teachers:
Psychological Measurement 2 is a course that equips students to develop high-quality psychological measurement instruments by conducting planning, item writing, item review, pilot testing, and testing quality measurement tools (reliability), and score interpretation.	

Course Learning Outcomes:

- Able to conduct a literature review on the definition, constituent aspects, influencing factors, and nomological network (antecedent and outcome variables) of the psychological variables for which a measurement instrument will be developed (C2, A3, P1)
- Able to write scientific item statements for psychological measurement instruments (C6, A4, P4)
- Able to carry out data collection for developing a psychological measurement instrument (C3, A3, P5)
- Able to test the reliability, validity, and item discrimination index of items in developing a psychological measurement instrument (C4, A5, P5)
- Able to interpret scores of the instrument that has been developed (C3, A3, P3)
- Able to systematically prepare a report on the results of the instrument development (C3, A3, P5)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Review of Psychological Measurement Concepts; Instrument Development Methods; Adoption, Adaptation, Modification; Ethics of Instrument Use
Week 2	Selecting Psychological Variables and Defining the Measurement Domain; Conceptual and Operational Definitions
Week 3	Aspects/Dimensions, Behavioral Indicators, Nomological Testing; Instrument Planning
Week 4	Preparing a Blueprint; Scaling/Response Format; Item Writing Rules; Favorable and Unfavorable Items
Week 5	Steps in Preparing a Blueprint and Writing Items; Introduction to Instrument Quality Testing; Expert Judgment and Readability Test
Week 6	Expert Judgment; Blueprint and Item Revision; Booklet Preparation
Week 7	Readability Test; Preparation for Field Tryout; Ethics of Data Collection
Week 8	Mid-Term Examination (Written Exam)
Week 9	Instrument Tryout and Consultation (1)
Week 10	Instrument Tryout and Consultation (2)
Week 11	Scoring Practice, Data Entry, Reliability Test, Validity Test, and Item Analysis

Week 12	Instrument Data Analysis Practice and Score Interpretation; Report Writing
Week 13	Instrument Data Analysis Practice and Score Interpretation; Report Writing (continued)
Week 14	Presentation of Instrument Development Results
Week 15	Presentation of Instrument Development Results (continued)
Week 16	Final Examination (Oral Examination of the Psychological Instrument Construction Report)

References

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Suryabrata, S. (2000). Pengembangan alat ukur psikologis. Yogyakarta: Andi.

COUNSELING PSYCHOLOGY

Module Number: KPS1624403	Counseling Psychology
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, simulation, student presentations, role play, demonstration	Prerequisites:
Assessment / Grade Composition: Project-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Annastasia Ediati, S.Psi., M.Sc., Ph.D.	Additional Teachers:

This course covers an overview of counseling, basic concepts and techniques for individual, family, adolescent, and child counseling, as well as various counseling psychology theories and approaches.

Course Learning Outcomes:

- Able to understand basic counseling techniques and approaches for individuals, families, adolescents, and children, and able to practice individual counseling.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Definition and Objectives of Counseling; Criteria for a Good Counselor; Tele-counseling; Ethics in Counseling
Week 2	Basic Counseling Skills; Counseling Theories and Their Use; Differences among Approaches
Week 3	Practice of Basic Counseling Skills: Factors Affecting the Process and Stages of Counseling
Week 4	Attending Behavior, Basic Listening, Interviewing, and Self-Attending Skills; Directive and Non-Directive Approaches
Week 5	Psychodynamic and Adlerian Counseling Approaches
Week 6	Existential and Person-Centered Counseling Approaches
Week 7	Gestalt Counseling Approach
Week 8	Mid-Term Examination
Week 9	Behavioral Counseling Approach
Week 10	Rational Emotive Counseling Approach
Week 11	Reality and Feminist Counseling Approaches
Week 12	Postmodern Counseling Approach
Week 13	Relationship Counseling for Families
Week 14	Relationship Counseling for Children
Week 15	Relationship Counseling for Adolescents
Week 16	Final Examination

References

Geldard, K., & Geldard, D. (2008). Membantu Memecahkan Masalah Orang Lain dengan Teknik Konseling. Yogyakarta: Pustaka Pelajar.

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CONSUMER PSYCHOLOGY AND MARKETING

Module Number: KPS1624404	Consumer Psychology and Marketing
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture (PPT), class discussion, case examples, assignments/quizzes, group presentations, consumer research report	Prerequisites:
Assessment / Grade Composition: Project-based learning report: 50% Final examination: 25% Mid-term examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=48.72; Pw=28; E=14 (90.72 academic hours/semester)
Module Coordinator: Endah Mujiasih, S.Psi., M.Si.	Additional Teachers:

This course discusses consumer awareness, consumer behavior, the consumer environment, and marketing strategies. Consumer influence and awareness refer to the way consumers think and feel about various things such as products and brands.

Course Learning Outcomes:

- Able to explain theories of Consumer Psychology and Marketing theory (C2)
- Able to explain the integration of psychology and human behavior in marketing activities (C2)
- Able to analyze consumer behavior through cognition, affect, behavior, the consumer environment, and marketing strategy (C4)
- Able to conduct a consumer behavior survey (C3)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scope, Objectives, and Benefits of the Course; Course Contract; Group Assignment
Week 2	Introduction to Consumer Behavior and Marketing Strategy; Marketing Paradigms

Week 3	Elements of Consumer Analysis: Consumer Affect and Cognition; Consumer Environment
Week 4	Attitudes, Behavior (Purchase Stages), and Purchase Decisions
Week 5	Marketing Strategy and Marketing Communication Tools
Week 6	Examples of Marketing Communication Implementation; Service Quality Analysis (SERVQUAL)
Week 7	Assignment Briefing: Simple Consumer Research Using a Descriptive Method
Week 8	Mid-Term Examination
Week 9	Presentation of SERVQUAL Research Results: Consumer Satisfaction, Customer Loyalty, Consumer Trust, Purchase Decisions, Impulsive Buying, Brand Trust (Group Presentation)
Week 10	Presentation of SERVQUAL Research Results (Group Presentation)
Week 11	Presentation of SERVQUAL Research Results (Group Presentation)
Week 12	Presentation of SERVQUAL Research Results (Group Presentation)
Week 13	Presentation of SERVQUAL Research Results (Group Presentation)
Week 14	Presentation of SERVQUAL Research Results (Group Presentation)
Week 15	Presentation of SERVQUAL Research Results (Group Presentation)
Week 16	Final Examination

References

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HUMAN RESOURCE PSYCHOLOGY

Module Number: KPS1624405	Human Resource Psychology
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Large group discussion, small group discussion, discovery learning, general lecture on coaching, guest lecture	Prerequisites:
Assessment / Grade Composition: Case-based learning report: 50% Mid-term examination: 20%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)

Final examination: 30%	
Module Coordinator: Dr. Unika Prihatsanti, S.Psi., M.A.	Additional Teachers:
This course will discuss competency-based human resource management in companies, starting from the formation function (company vision-mission-values, human resource planning, recruitment and placement, job analysis), the development function (training-development and career management), and the motivation function (performance evaluation, compensation, and occupational safety and health).	
Course Learning Outcomes: • Able to explain the definition of Human Resource Psychology and current challenges in human resource management (C2) • Able to explain various human resource management practices in organizations or companies (C2) • Able to explain the interrelation of human resource management functions in organizations or companies (C2)	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Concepts of Human Resource Management and Future Organizational Demands (Course Contract)
Week 2	Equal Employment Opportunity; HR Analysis and Management Strategy
Week 3	Talent Management Process; Competency-Based HR Management
Week 4	HR Strategy and Planning (Labor Demand); Recruitment and Diversity of Labor Sources
Week 5	Employee Assessment and Selection
Week 6	Staffing Decisions and Staffing Issues (Practical and Legal Issues)
Week 7	Types of Employee Development Programs (General Lecture on Coaching)
Week 8	Mid-Term Examination
Week 9	Retirement Preparation Program / Employee Assistance Program (EAP)
Week 10	Basics, Process, Approaches, and Methods of Performance Appraisal
Week 11	Managing Careers and Employee Retention
Week 12	Concepts of Job Evaluation and Grading (Guest Lecture)
Week 13	Wage Planning, Incentives, and Recognition Programs
Week 14	Hazard, Risk, Danger, Injury, and Risk Management; Psychological Safety Climate
Week 15	Ethical Behavior in Organizations; Managing Employee Discipline
Week 16	Final Examination

References

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Dessler, G. (2024). Human resource management (17th ed.). Pearson.

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Werner, J. M. (2022). Human resource development: Talent development (8th ed.). Cengage Learning.

FAMILY RESEARCH

Module Number: KPS1624406	Family Research
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, tutorial, discussion, discovery learning, presentation, literature review, guest lecture	Prerequisites: Family Psychology
Assessment / Grade Composition: Case-based learning report: 50% Mid-term examination: 20% Final examination: 30%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=48.72; Pw=28; E=14 (90.72 academic hours/semester)
Module Coordinator: Dr. Dinie Ratrie Desiningrum, S.Psi., M.Si	Additional Teachers:

This course focuses on the analysis of research findings in the field of family psychology. The material covers types of family research, data collection methods involving family members, research findings on Indonesian families from various cultures, as well as family research in crisis situations (disasters, pandemics). Students are encouraged to develop positive parenting concepts based on scientific findings.

Course Learning Outcomes:

- Able to explain the types of research and research methods in the specific area of family psychology (C2, A3, P1)
- Able to apply theories that can be used to explain contemporary issues in family research from a psychological perspective (C4, A2, P3)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scope of the Course; Definition of Family and Overview of Family Theories; Topics in Family Research
Week 2	Research Methods in Psychology and Family Research
Week 3	Introduction to Scientific Journals and Databases; Literature Search; Reading

	Journals
Week 4	Methods and Results of Research on Family Functioning and Family Dysfunctioning
Week 5	Methods and Results of Research on Family Resilience
Week 6	Methods and Results of Research on Family Relations
Week 7	Methods and Results of Research on Parenting Practices (Motherhood and Fatherhood)
Week 8	Mid-Term Examination
Week 9	Research Results on Family Caregiving
Week 10	Research Results on Family Religiosity and Spirituality
Week 11	Research Results on Family Mental Health
Week 12	Research Results on Family Business or Entrepreneurship
Week 13	Research Results on Families in At-Risk Groups
Week 14	Research Results on Indonesian Families from Diverse Cultures (Guest Lecture)
Week 15	Research Results on Families in Crisis Situations
Week 16	Final Examination

References

White, J. M., Martin, T. F., & Adamsons, K. (2023). *Family theories: An introduction* (6th ed.). SAGE Publications.

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CLINICAL PSYCHOLOGY

Module Number: KPS1624407	Clinical Psychology
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Brainstorming, lecture, large group discussion, problem-based learning, discovery learning, small group discussion, tutorial, presentation, guest lecture	Prerequisites:
Assessment / Grade Composition: Problem-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Hasan Farur Rozi, S.Psi, M.Psi, Psikolog	Additional Teachers:

This course provides the basic principles for the application of clinical psychology in terms of assessment, intervention, research, teaching, consultation, and administration. Clinical psychology is a specialization of psychology that provides mental and behavioral health care for individuals and families of all backgrounds in a continuous and comprehensive manner.

Course Learning Outcomes:

- Able to explain the concepts underlying clinical psychology, the development of clinical psychology specializations, and applications in other fields of psychology
- Able to describe and give examples of research in clinical psychology by considering its methods, and use them as a basis for writing papers and theses in clinical psychology
- Able to differentiate the application of clinical psychology according to the various existing approaches
- Able to describe and give examples of applying assessment, data integration, simple psychological dynamics, classification, and prediction in clinical psychology, and use them as a basis for completing course assignments on clinical assessment
- Able to describe and give examples of applying interventions in clinical psychology (for individual and community cases) and use them as a basis for completing course assignments on clinical intervention

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Characteristics and Idiographic Principles; History, Functions, and Work Settings of Clinical Psychologists; Related Professions
Week 2	Quantitative and Qualitative Research Methodology; Ethical Issues in Clinical Psychology Research
Week 3	Relationship of Clinical Psychology with Other Fields of Psychology
Week 4	Approaches in Clinical Psychology: Psychodynamic, Behavioral, Phenomenological, Humanistic

Week 5	Interpersonal, Biological, and Family Systems Approaches
Week 6	Specializations in Clinical Psychology: Child and Adolescent, Adult Abnormal, Mental Health, Community Psychology (Guest Lecture)
Week 7	Specializations in Clinical Psychology: Health and Medical, Psychoneuroimmunology, Clinical Neuropsychology, Pharmacology, Forensics
Week 8	Mid-Term Examination
Week 9	Clinical Assessment Process/Stages
Week 10	Types of Clinical Psychological Assessment
Week 11	Introduction to Psychopathology (Guest Lecture)
Week 12	Clinical Psychological Examination Report
Week 13	Introduction to Clinical Intervention (1)
Week 14	Clinical Intervention (2)
Week 15	Introduction to Community Psychology
Week 16	Final Examination

References

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Trull, T. J., & Prinstein, M. J. (2013). Clinical psychology (8th ed.). Wadsworth, Cengage Learning.

TRAINING TECHNIQUE DESIGN

Module Number: KPS1624408	Training Technique Design
Type: Compulsory	Semester: 4th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, assignments, presentation, training practice	Prerequisites:

Assessment / Grade Composition: Project-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; Pw=42; E=28 (136.08 academic hours/semester)
Module Coordinator: Dr. Unika Prihatsanti, S.Psi., M.A.	Additional Teachers:

This course equips students with the ability to design effective training programs. The material covers the training cycle (ADDIE), Training Needs Analysis, setting instructional objectives, selecting instructional methods and media (including e-learning), as well as techniques for evaluating training outcomes using the Kirkpatrick model.

Course Learning Outcomes:

- Master the basics of general training theory
- Able to conduct a training needs assessment
- Able to prepare a training module
- Able to design the implementation of training in accordance with training principles
- Able to use information technology
- Able to communicate effectively
- Able to apply the training design that has been prepared

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Scope, Objectives, and Benefits of the Course; Course Contract; Andragogy Approach
Week 2	Definition of Training and Related Concepts (Coaching, Education, Teaching, Mentoring); Examples of Training in Applied Psychology
Week 3	Pedagogy and Andragogy Approaches in Training
Week 4	ADDIE Cycle; Training Needs Assessment; Formulating Training Objectives
Week 5	Training Techniques and Methods and Competencies
Week 6	Training Evaluation and Training Competencies
Week 7	Preparing a Training Module
Week 8	Mid-Term Examination
Week 9	Presentation of Draft Training Module
Week 10	Training Implementation and Presentation of Training Practice Results (1)
Week 11	Training Implementation and Presentation of Training Practice Results (2)
Week 12	Training Implementation and Presentation of Training Practice Results (3)
Week 13	Training Implementation and Presentation of Training Practice Results (4)
Week 14	Training Implementation and Presentation of Training Practice Results (5)
Week 15	Training Implementation and Presentation of Training Practice Results (6)
Week 16	Final Examination

References

McDonald, J. K., & West, R. E. (2021). Design for Learning: Principles, Processes, and Praxis (1st ed.). EdTech Books.

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SEMESTER 5

ENTREPRENEURIAL PSYCHOLOGY	
Module Number: KPS1624501	Entrepreneurial Psychology
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, discussion, assignments, practice/training, EXPO (Market Day)	Prerequisites:-
Assessment / Grade Composition: Meeting XI (BEP, PKM-W proposal): 20% Mid-term examination: 30% Final examination: EXPO at Market Day (50%)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=48.72; Pw=28; E=14 (90.72 academic hours/semester)
Module Coordinator: Endah Mujiasih, S.Psi., M.Si	Additional Teachers:
This course discusses and provides students with an understanding of the basic concepts of entrepreneurship and provides students with basic skills in the field of entrepreneurship and its application in practical life. In addition, it also studies entrepreneurial development models, entrepreneurial strategies, business ethics in entrepreneurship, and the competencies that an entrepreneur must possess (creative, innovative, willing to take risks and manage risks, willing to make decisions, and problem-solving skills).	
Course Learning Outcomes: • Able to explain the definition of Entrepreneurial Psychology and the challenges required today • Able to explain how Entrepreneurial Psychology functions to foster and enhance students' competencies as business actors or creators • Able to explain the functions of Entrepreneurship Management • Able to practice entrepreneurship as self-potential development manifested in creative and innovative behavior	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to Entrepreneurial Psychology: History and Definition of Entrepreneurship
Week 2	Entrepreneurship Theories and Concept Development; Role of Education; Future Demands in Global Phenomena
Week 3	Competencies Required of an Entrepreneur
Week 4	Objectives and Benefits of Relationship Building (B to B and B to C)
Week 5	Technopreneurship (Technology-Based Business)
Week 6	Process of Becoming an Entrepreneur: Environment, Family, Organization; Innovation, Creativity, Discipline
Week 7	Entrepreneurial Motivation; Competitive Strategy; Business Rules and Ethics

Week 8	Mid-Term Examination
Week 9	PKM-W Proposal Groups I & II: Ideas
Week 10	PKM-W Proposal Groups III & IV: Business Opportunities
Week 11	PKM-W Proposal Groups V & VI: BEP (Break-Even Point)
Week 12	PKM-W Proposal Groups VII & VIII: Business Sustainability
Week 13	PKM-W Proposal Groups IX & X: MSME Marketing Techniques
Week 14	PKM-W Proposal Revision (1)
Week 15	PKM-W Proposal Revision (2)
Week 16	Final Examination: Market Day EXPO

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QUALITATIVE RESEARCH METHODS

Module Number: KPS1624502	Qualitative Research Methods
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, discussion, Problem Based Learning, Project Based Learning, Case Based Learning, data analysis practice, research posters	Prerequisites:

Assessment / Grade Composition: Participatory activities (10%): individual assignments, article analysis, participation Project (40%): mini research report Mid-term examination (20%): data analysis practice Final examination (30%): poster presentation	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Dwi Hardani Oktawirawan S.Psi, M.Si Teaching Team of Qualitative Research Methods	Additional Teachers:
This course provides the basics of qualitative research, types of qualitative research, and exercises in preparing research proposals using a qualitative approach.	
Course Learning Outcomes: • Students are able to differentiate research designs developed in the qualitative approach • Students are able to explain the distinctive features of each qualitative research design in psychology • Students are able to explain the procedures in various qualitative research designs • Students are able to prepare a qualitative mini research project using a narrative, phenomenological, or case study design	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction: History, Distinctive Features, Philosophical Assumptions and Ethics, Five Qualitative Designs, Mixed Methods
Week 2	Phenomenological Design
Week 3	Case Study Design
Week 4	Procedures in Qualitative Research
Week 5	Coding
Week 6	Thematic, Interactive, and Case Study Analysis
Week 7	Descriptive Phenomenological Analysis (DPA) and Interpretative Phenomenological Analysis (IPA) Techniques
Week 8	Mid-Term Examination (Data Analysis Practice)
Week 9	Proposal Format and Protocol (Guidelines, Informed Consent)
Week 10	Data Collection
Week 11	Data Collection (continued)
Week 12	Data Analysis
Week 13	Data Analysis (continued)
Week 14	Report Writing (Chapters IV, V, VI); Introduction to JARS
Week 15	Research Poster Presentation

Week 16	Final Examination (Poster Presentation and Report Submission)

References

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INTRODUCTION TO INTELLIGENCE ASSESSMENT

Module Number: KPS1624503	Introduction to Intelligence Assessment
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, discussion, assignments, presentation	Prerequisites:
Assessment / Grade Composition: Midterm Examination (UTS): 20% Final Examination (UAS): 20% Assignment: 10% – Intelligence Theories Participatory Activities: 50% – WAIS Practicum (replacing WISC), including test administration, report writing, and a test administration demonstration.	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Dr. Lusi Nur Ardhiani, S.Psi, M.Psi., Psikolog Teaching Team of Psychodiagnostics 2: Intelligence Assessment	Additional Teachers:

A course that provides students with an understanding of the history of psychological testing and its uses, the nature of intelligence testing, including the definition of psychological testing, the requirements for good testing, the principles of psychological testing, the administration of psychological testing, theories of intelligence, and the various types of tests (WAIS, WISC, WPPSI, Binet), theories and types of group intelligence tests (IST, TKD, TIKI, CFIT, PM), theories and aptitude and interest tests.

Course Learning Outcomes:

- Students are able to explain, describe, and summarize the basic principles and historical perspectives of psychological testing
- Students are able to explain the basic concepts of test administration
- Students are able to explain, describe, and summarize theories of intelligence
- Students are able to explain, describe, summarize, and demonstrate the administration of the Binet test
- Students are able to explain, describe, and demonstrate the administration of the Wechsler intelligence tests (WAIS and WISC)
- Students are able to explain, describe, and demonstrate the administration of group intelligence tests (CFIT, PM, IST, TIU, and Army Alpha)
- Students are able to explain, describe, and demonstrate the administration of aptitude and interest tests (Test E, PTP, Adkudag, Kuder Test, and RMIB)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Basic Principles of Psychological Testing and Historical Perspective
Week 2	Introduction to Psychological Test Administration: Tester–Testee Relationship; Stereotype Threat

Week 3	Theories of Intelligence: Definition, Cattell (CHC), Gardner, Sternberg
Week 4	Binet Test: History and Developmental Theory
Week 5	Binet Test: Administration Theory and Role Play with Peers
Week 6	Theory of the Wechsler Intelligence Tests: History, Basic Concepts, Types (WPPSI, WISC, WAIS)
Week 7	WAIS Administration Theory
Week 8	Mid-Term Examination
Week 9	WAIS and WISC Role Play with Peers
Week 10	WAIS and WISC Practice with Testees
Week 11	Group Ability Tests: CFIT, Raven, TIU, Army Alpha, IST
Week 12	IST (Role Play and Scoring); Indonesian Collective Intelligence Test
Week 13	Aptitude and Interest Tests: Adkudag, PTP, Test E; Theory of Interest Tests
Week 14	Tester Demonstration: CFIT, PM (APM), TIU, Army Alpha
Week 15	Tester Demonstration: Aptitude Tests (Test E, PTP, Adkudag) and Interest Tests (Kuder, RMIB)
Week 16	Final Examination

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INTRODUCTION TO PERSONALITY ASSESSMENT

Module Number: KPS1624504	Introduction to Personality Assessment
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, discussion, assignments, presentation	Prerequisites:
Assessment / Grade Composition: Midterm Examination (UTS): 20% Final Examination (UAS): 20% Assignments: 10% Participatory Activities: 50% (demonstration of testing and group role-play)	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Annastasia Ediati, S.Psi., M.Sc., Ph.D Teaching Team of Psychodiagnostics 3: Personality Assessment	Additional Teachers:

This course provides students with an understanding of the history of personality tests, basic concepts and definitions of projecests, theory and administration of graphic tests including DAP, BAUM, HTP, Wartegg, theory and administration of the Rorschach test, theory and administration of TAT and CAT, theory and administration of SSCT and FSCT, basic concepts and understanding of inventories, theory and administration of EPPS, theory and administration of Papikostik, theory and administration of Pauli, theory and administration of Kraepelin.

Course Learning Outcomes:

- Students are able to understand the basic concepts of personality assessment.
- Students are able to classify psychological tests used in personality assessment according to relevant theories.
- Students are able to demonstrate basic administration procedures for personality assessment tests through role-play, following the appropriate administration guidelines.
- Students are able to perform basic scoring and interpretation of personality assessment tests accurately in accordance with the administration guidelines

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to Personality Assessment: History of Personality Tests, Definition of Tests, Classification of Tests
Week 2	Projective Tests: Basic Concepts and Definition of Projective Techniques
Week 3	Graphic Tests: DAP, BAUM, HTP, Bird's Nest Drawing Test
Week 4	Graphic Tests: Wartegg
Week 5	Rorschach Test
Week 6	TAT Test

Week 7	CAT Test
Week 8	Mid-Term Examination
Week 9	Inventory Tests: EPPS
Week 10	Inventory Tests: SSCT and FSCT
Week 11	Inventory Tests: 16PF and DISC
Week 12	Inventory Tests: Papikostik
Week 13	Inventory Tests: Kraepelin and Pauli
Week 14	Inventory Tests: MMPI
Week 15	Inventory Tests: MBTI
Week 16	Final Examination

References

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PSYCHOPATHOLOGY

Module Number: KPS1624505	Psychopathology
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, small group discussion, film analysis, case studies, simple interview case reports, journal review, novel analysis	Prerequisites:
Assessment / Grade Composition: Assessment per meeting: 50% (as stated in the RPS) Mid-term examination: 20% Final examination: 30%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Dr. Kartika Sari Dewi, S.Psi., M.Psi., Psikolog	Additional Teachers: Dr.Phil. Dian Veronika Sakti Kaloeti, S.Psi., M.Psi., Psikolog; Dr. Dra. Hastaning Sakti, M.Kes, Psikolog; Annastasia Ediati, S.Psi., M.Sc., Ph.D., Psikolog; Fika Nadia Tirta Maharani, S.Psi., M.Psi., Psikolog; Aldani Putri Wijayanti, S.Psi., M.Sc.; Yohanis F. La Kahija, S.Psi., M.Sc.; Hasan Fahrur Rozi, S.Psi., M.Psi., Psikolog

This course examines the history, integrative approaches, and classification of psychopathological conditions. This course will also comprehensively discuss the types, causes, and treatments of various psychopathological conditions based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V) and the Guidelines for the Determination of Mental Disorders III (PPDGJ III). Contemporary issues and attention to cultural issues will also be discussed in the psychopathology course.

Course Learning Outcomes:

- Students are able to explain theoretical perspectives on psychopathology
- Students describe the diagnostic criteria for psychopathology (
- Students are able to classify psychopathology based on multiaxial diagnosis in determining a clinical diagnosis
- Students are able to explain the etiology and types of interventions related to psychopathological conditions
- Students are able to analyze psychopathology cases by considering cultural and contemporary issues

Weekly Meeting

Week	Topics / Subject Matter
Week 1	History and Development of Psychopathology; Integrative Approach; Assessment Principles; Classification and Multiaxial Diagnosis
Week 2	Anxiety Disorders, OCD, and Trauma-Related Disorders (PTSD)

Week 3	Stress-Related Problems and Adjustment Disorder
Week 4	Somatic Symptom and Dissociative Disorders
Week 5	Mood Disorders (Depressive and Bipolar) and Suicide
Week 6	Eating Disorders: Binge Eating and Obesity, Anorexia Nervosa, Bulimia Nervosa, PICA
Week 7	Sleep Disorders; Physical and Health-Related Disorders
Week 8	Mid-Term Examination
Week 9	Sexual Disorders and Gender Identity
Week 10	Substance-Related Disorders and Other Addictions
Week 11	Behavioral Addiction
Week 12	Impulse Control Disorders: Disruptive, Impulse Control and Conduct Disorders
Week 13	Personality Disorders (Clusters A, B, C)
Week 14	Schizophrenia and Other Psychotic Disorders
Week 15	Neurodevelopmental and Neurocognitive Disorders
Week 16	Final Examination

References

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Sue, D., Sue, D. W., Sue, D. M., & Sue, S. (2016). Essentials of Understanding Abnormal Behavior (3rd ed.). Cengage Learning US.

FAMILY EMPOWERMENT	
Module Number: KPS1624506	Family Empowerment
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture (face-to-face), Problem Based Learning, Case Based Learning, creative summaries, research review and presentation, simple group research	Prerequisites:
Assessment / Grade Composition: Case Based Learning – Participatory activities (assignments, presentations, PPT): 25% Task (paper): 25% Mid-term examination: 20% (written exam, material from TM 1–7) Final examination: 30% (written exam, material from TM 9–15)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Nailul Fauziah, S.Psi, M.Psi., Psikolog Teaching Team of Family Empowerment	Additional Teacher:
This course examines intervention strategies that can be developed to address problems and conflicts within families, enhance family resilience, instill values and spirituality within families, and address current family issues or phenomena in Indonesia, followed by problem identification and the formulation of intervention strategies.	
Course Learning Outcomes: • Able to explain the definition, characteristics, scope, and uses of family empowerment interventions • Able to describe the types and methods of family interventions, and their application to family problems • Able to explain research on family empowerment, and apply it as part of the intervention design • Able to explain the family empowerment process and the improvement of family	

resilience and well-being, and apply it as part of the family empowerment intervention design
- Able to explain the factors that influence the family empowerment process, and apply them as part of the family empowerment intervention design
- Able to formulate a family empowerment intervention design according to current family issues and phenomena

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Definition, Characteristics, Scope, and Benefits of Family Empowerment Interventions
Week 2	Basics of Assessment and Intervention; Individual and Family Interventions
Week 3	Non-Clinical Interventions; Concepts of Behavior Change Interventions
Week 4	Family Empowerment Research and Intervention Methods (Counseling, Behavior Therapy, Family Therapy, CBT, etc.)
Week 5	Family Empowerment Process; Relationships and Communication in the Family
Week 6	Conflict and Conflict Resolution; Instilling Values and Forming Spirituality in the Family
Week 7	Factors Influencing Family Empowerment: Life Skill Education, Parent Training, System and Family Support
Week 8	Mid-Term Examination
Week 9	Partner Selection; Readiness for Marriage
Week 10	Readiness to Have Children; Early Childhood Parenting
Week 11	Parenting Adolescents; Empty Nest
Week 12	Commuter Marriage; Multicultural Families
Week 13	Parenting Children with Special Needs; Families with Criminal Cases
Week 14	Loss of a Family Member through Death; Divorce
Week 15	Single Parenting; Remarriage and Stepfamilies
Week 16	Final Examination

References

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Goldenberg, I., & Goldenberg, H. (2013). Family Therapy: An Overview. CA: Thomson/Wadsworth.
Fauziah, N. (2020). The concept of family's harmony in multiple cultural settings, what about the family harmony with autism children in Indonesia? A literature study. *The Family Journal*, *28*(4), 365-370.
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INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT

Module Number: KPS1624507	Introduction to Psychological Assessment
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture (face-to-face), Problem Based Learning, Case Based Learning, presentation of assessment designs	Prerequisites
Assessment / Grade Composition: PBL/Case study: 50% (25% for meetings 1–8 + 25% for meetings 9–16) Mid-term examination: 25% Final examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Ika Febrian Kristiana, S.Psi., M.Psi., Psikolog	Additional Teachers: Ika Zenita Ratnaningsih, S.Psi., M.Psi., Ph.D.; Dr. Dra. Endah Kumala Dewi, M.Kes.; Erin Ratna Kustanti, S.Psi., M.Psi.; Jessica Dhoria Arywibowo, S.Psi., M.Psi., Psikolog; Fika Nadia Tirta Maharani, S.Psi., M.Psi., Psikolog; Milcha Fakhria, S.Psi., M.Psi., Psikolog
This course provides students with the opportunity to apply the basic principles of psychological assessment to cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. This course also equips students with various specific assessment techniques commonly used in various fields of psychology.	

Course Learning Outcomes:

- Students are able to understand the basic concepts (process, methods, ethics) of psychological assessment in developmental, clinical, industrial, educational, and social fields (C2, A2, P2)
- Students are able to design appropriate assessments for analyzing psychological problems in developmental, clinical, industrial, educational, and social fields (C4, A4, P5)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	History of Assessment; Definition of Assessment and Indonesian Psychology Code of Ethics Chapter XI; Concepts Related to Assessment
Week 2	Assessment Process; Assessment Methods (Observation, Interview, Psychological Tests, FGD, LGD); Assessor Qualifications
Week 3	Developmental Assessment: Concepts, Potential Problems, Procedures, Methods and Instruments, Reporting
Week 4	Presentation of Developmental Assessment Designs
Week 5	Principles and Process of Clinical Assessment
Week 6	Clinical Assessment Methods (Interview, Observation, Life Record, Checklist, Psychological Tests); Clinical Problems
Week 7	Presentation of Clinical Assessment Designs
Week 8	Mid-Term Examination
Week 9	Individual and Group Assessment in the Industrial Field
Week 10	Organizational Assessment; Problems in the Industrial Field
Week 11	Presentation of Industrial Assessment Designs
Week 12	Problems of Students and the Education System
Week 13	Presentation of Educational Assessment Designs
Week 14	Social Pathology; Assessment Models in the Social Field (PRECEDE); Social Problems
Week 15	Presentation of Social Assessment Designs
Week 16	Final Examination

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Hersen, M. (2004). Psychological Assessment in Clinical Practice: A Pragmatic Guide. Brunner-Routledge.
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Peterson, R. L., Peterson, D. R., Abrams, J. C., Stricker, G., & Ducheny, K. (2015). Training in Clinical Psychology in the United States: Practitioner Model. In International Encyclopedia of the Social & Behavioral Sciences (2nd ed.).
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INTRODUCTION TO PSYCHOLOGICAL INTERVENTION

Module Number: KPS1624508	Introduction to Psychological Intervention
Type: Compulsory	Semester: 5th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture (face-to-face), Problem Based Learning, Case Based Learning, presentation of intervention designs	Prerequisites:
Assessment / Grade Composition: PBL/Case study: 50% (25% for meetings 1–8 + 25% for meetings 9–16) Mid-term examination: 25% Final examination: 25%	Credits: 3 SKS / 4.821 ECTS Contact Hours: L=94.08; T=28; E=42 (136.08 academic hours/semester)
Module Coordinator: Ika Zenita Ratnaningsih, S.Psi., M.Psi., Ph.D	Additional Teachers: Dr. Novi Qonitatin, S.Psi., M.A.; Dr. Dra. Endah Kumala Dewi, M.Kes.; Dra. Diana Rusmawati, M.Psi.; Dra. Endang Sri Indrawati, M.Si.; Annastasia Ediati, S.Psi., M.Sc., Ph.D.; Endah Mujiasih, S.Psi., M.Si.; Dr. Ika Febrian Kristiana, S.Psi., M.Psi.; Erin Ratna Kustanti, S.Psi.,

	M.Psi.; Dinni Asih Febriyanti, S.Psi., M.Psi.; Jessica Dhoria Arywibowo, S.Psi., M.Psi.; Vemita Sinantia, S.Psi., M.Si.; Dito Aryo Prabowo, S.Psi., M.Psi.; Milcha Fakhria, S.Psi., M.Psi.

This course provides students with the opportunity to design psychological interventions for blind cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology.

Course Learning Outcomes:

- Students are able to understand the basic concepts of psychological intervention
- Students are able to design appropriate interventions to solve psychological problems in educational, developmental, clinical, industrial, and social fields

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Basics of Intervention (Psychology Code of Ethics Chapter XII); Forms of Intervention; Intervention Methods (Psychoeducation, Counseling, Therapy)
Week 2	Informed Consent; Counselor and Therapist Qualifications (Law on Psychology Education and Services 2022); Ethical Issues in Intervention
Week 3	Developmental Interventions: Developmental Stimulation, Psychoeducation and Counseling, Family Therapy; Developmental Problems
Week 4	Presentation of Developmental Intervention Designs
Week 5	Approaches in Clinical Intervention: Psychodynamic, Behavioristic, Cognitive Behavioral, Phenomenological-Humanistic
Week 6	Types of Clinical Intervention (Peer, Family, Parents, Marital, Macro Clinical); Clinical Problems
Week 7	Presentation of Clinical Intervention Designs
Week 8	Mid-Term Examination
Week 9	Individual and Group Interventions in the Industrial Field
Week 10	Organizational Interventions; Problems in the Industrial Field
Week 11	Presentation of Industrial Intervention Designs
Week 12	Behavior Modification (PBIS); Systems/Ecological Interventions; Psychoeducation, RPI, School Well-Being Programs
Week 13	Presentation of Educational Intervention Designs
Week 14	Six Steps in Designing Social Intervention Programs; Social Problems
Week 15	Presentation of Social Intervention Designs
Week 16	Final Examination

References

Bartholomew, L. K., Parcel, G. S., Kok, G., & Gottlieb, N. (2006). Planning Health Promotion Programs: An Intervention Mapping Approach (2nd ed.). Jossey-Bass.

Carr, A., Cullen, K., Keeney, C., Canning, C., Mooney, O., Chinseallaigh, E., & O'dowd, A. (2021). Effectiveness of positive psychology interventions: a systematic review and meta-analysis. *The journal of positive psychology*, *16*(6), 749-769.

Cicchetti, D., & Toth, S. L. (1992). The role of developmental theory in prevention and intervention. Development and Psychopathology, 4(4), 489-493.

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SEMESTER 6

COMMUNITY SERVICE PROGRAM	
Module Number: UUW1624009	Community Service Program
Type: University Course	Semester: 6th Semester / Even Term Language: Bahasa Indonesia
Teaching Methods: field visits, discussions, group work, and field practice	Prerequisites: -
Assessment / Grade Composition: Project-based learning project (50%, community service proposal and report) Midterm examination (25%, monitoring and evaluation report) Final term examination (25%, final report)	Credits: 3 SKS / 4.821 ECTS Contact Hours: Pw=136.08 (136.08 academic hours/semester)
Module Coordinator: Center of University Community Service Program	Additional Teachers: -
KKN is a community service activity that integrates education and research. Students work in a multidisciplinary manner outside the campus to identify problems, design solutions, and implement work programs that utilize local resources to help solve issues in the community (rural/urban).	
Course Learning Outcomes: • After completing this course, students are able to communicate and adapt in society; work proactively in multidisciplinary teams; identify and solve problems by considering local potential; and act in accordance with values and uphold the code of ethics in the field.	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	KKN Orientation: KKN Concept, Field Ethics, Community Communication
Week 2	Field Observation: Village/City Conditions, Local Potential, Community Problems
Week 3	Problem Identification: Problem Mapping, Potential Mapping, Priority of Needs
Week 4	Program Planning: Program Objectives, Activity Targets, Achievement Indicators
Week 5	Program Coordination: Role of the Field Supervisor (DPL), Village Head/Lurah, Sub-district Head/Local Partners
Week 6	Program Implementation I: Carrying Out Activities, Use of Local Resources, Activity Documentation

Week 7	Monitoring & Evaluation I / Mid-Term: Progress Report, Field Obstacles, Follow-Up Plan
Week 8	Program Implementation II: Program Improvement, Community Involvement, Strengthening Achievements
Week 9	Multidisciplinary Teamwork: Cross-Field Collaboration, Role Division, Problem Solving
Week 10	Utilization of Local Potential: Village/City Resources, Contextual Solutions, Community Empowerment
Week 11	Program Evaluation: Program Achievements, Impact of Activities, Follow-Up Recommendations
Week 12	Report Writing: Report Structure, Activity Data, Evidence of Outputs
Week 13	Finalization of Report and Outputs: Final Report, Documentation, Program Outputs
Week 14	Monitoring & Evaluation II / Final: Final Presentation, Final Report, Learning Reflection
Week 15	Monitoring & Evaluation II / Final: Final Presentation, Final Report, Learning Reflection
Week 16	Final Assignment

References

Buku Panduan KKN Universitas Diponegoro [Guideline of Comunity Service Program]

Salehudin, A. (2016). Pelaksanaan KKN Berparadigma Integrasi-Interkoneksi dalam Menopang Transformasi Masyarakat: Sebuah Rintisan Pendekatan Participatory Action Research [Implementation of community service program with integrative-interconnectivity for community transformation]. Aplikasia: Jurnal Aplikasi Ilmu-ilmu Agama, 16(2), 63–72.

PSYCHOLOGICAL ASSESSMENT PLAN

Module Number: KPS1624601	Psychological Assessment Plan
Type: Compulsory	Semester: 6th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, case study, problem-based learning, presentation	Prerequisites: Introduction to Psychological Assessment (KPS1624507)
Assessment / Grade Composition: Project-based learning report: 50% Mid-term examination: 25% Final examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; Pw=30.24 (90.72 academic hours/semester)
Module Coordinator: Jessica Dhoria Arywibowo, S.Psi., M.Psi., Psikolog.	Additional Teachers:

This course provides students with the opportunity to apply the basic principles of psychological assessment to cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology. This course also equips students with various specific assessment techniques commonly used in various fields of psychology.

Course Learning Outcomes:

- Able to explain the assessment process, psychological assessment methods, and the distinctive features of assessment in the social, industrial-organizational, developmental, educational, or clinical field (according to specialization).
- Able to prepare an assessment design and apply it in the social, industrial-organizational, developmental, educational, or clinical field (according to specialization).

Weekly Meeting **Week**	**Topics / Subject Matter**
Week 1	Objectives and Process of Assessment; Assessor Qualifications and Code of Ethics Chapter XI; Social Ethics and Conduct on Campus and at Internship Sites
Week 2	Psychological Assessment Methods (Observation, Interview, FGD, LGD, Simulation, Role Play, Sociometry, RRA/PRA, Psychological Tests)
Week 3	Assessment Designs in Various Fields of Psychology (Social, Industrial-Organizational, Developmental, Educational, Clinical)
Week 4	Introduction to the Internship Site by Stakeholders
Week 5	Implementation of Assessment Process and Methods in the Field of Specialization: Assessment Design at the Internship Site (1)
Week 6	Implementation of Assessment Process and Methods in the Field of Specialization: Assessment Design at the Internship Site (2)
Week 7	Implementation of Assessment Process and Methods in the Field of Specialization: Assessment Design at the Internship Site (3)
Week 8	Mid-Term Examination
Week 9	Implementation of Assessment at the Internship Site (1)
Week 10	Implementation of Assessment at the Internship Site (2)
Week 11	Implementation of Assessment at the Internship Site (3)
Week 12	Implementation of Assessment at the Internship Site (4)
Week 13	Implementation of Assessment at the Internship Site (5)
Week 14	Implementation of Assessment at the Internship Site (6)
Week 15	Assessment Results Report
Week 16	Final Examination

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. Washington, D.C: American Psychiatric Association.

Bartholomew, L. K., Parcel, G. S., Kok, G., & Gottlieb, N. H. (2006). Planning health promotion programs: An intervention mapping approach. San Francisco: Jossey-Bass.

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Cummings & Worley. (2005). Organizational development & change. Mason: McGraw Hill.

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HIMPSI. (2010). Kode etik psikologi. Jakarta: HIMPSI.

Ivancevich, J. M., & Konopaske, R. (2013). Human Resource Management. McGraw-Hill Irwin.

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Kartono, K. (2010). Patologi sosial. Jakarta: RajaGrafindo Persada.

Maslim, R. (2001). Buku saku diagnosis gangguan jiwa rujukan ringkas dari PPDGJ III. Jakarta: Bagian Ilmu Kedokteran Jiwa Fakultas Kedokteran Unika Atma Jaya.

Nietzel, M. T., Bernstein, D. A., & Milich, R. (1998). Introduction to clinical psychology (5th ed.). New Jersey: Prentice Hall.

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Pomerantz, A. M. (2014). Psikologi klinis: Ilmu pengetahuan, praktik, dan budaya (3rd ed.). Yogyakarta: Pustaka Pelajar.

Prawitasari, J. E. (2011). Psikologi klinis: Pengantar terapan mikro dan makro. Jakarta: Erlangga.

Thomas & Hersen. (2003). Comprehensive handbook of psychological assessment. Wiley.

Santrock, J. W. (2003). Life span development. New York, NY: McGraw-Hill.

Sharf, R. S. (2012). Theories of psychotherapy and counseling: Concept and cases (5th ed.). USA: Brooks/Cole, Cengage Learning.

PSYCHOLOGICAL INTERVENTION DESIGN

Module Number: KPS1624602	Psychological Intervention Design
Type: Compulsory	Semester: 6th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture (face-to-face), project-based learning, case/problem analysis, dissemination to internship stakeholders	Prerequisites: Introduction to Psychological Intervention (KPS1624508)
Assessment / Grade Composition: Project-based learning report: 50% Mid-term examination: 20% (progress report) Final examination: 30% (final report)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; Pw=30.24 (90.72 academic hours/semester)
Module Coordinator: Jessica Dhoria Arywibowo, S.Psi., M.Psi., Psikolog	Additional Teachers:

This course provides students with the opportunity to design psychological interventions for blind cases in various fields of psychology, namely: Clinical Psychology, Education, Developmental Psychology, Social Psychology, and Industrial and Organizational Psychology.

Course Learning Outcomes:

- Able to explain the basics of intervention, the code of ethics related to psychological interventions, forms of psychological intervention, psychological intervention methods, and the distinctive features of intervention in the social, industrial-organizational, developmental, educational, or clinical field (according to specialization)
- Able to prepare intervention designs and media based on real problems in the social, industrial-organizational, developmental, educational, or clinical field (according to specialization) and disseminate them to internship stakeholders

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Objectives, Forms, Methods, Process, and Influencing Factors of Intervention
Week 2	Counselor and Therapist Qualifications; Law on Psychology Education and Services 2022
Week 3	Intervention Designs in Various Fields of Psychology (Social, Industrial-Organizational, Educational, Developmental, Clinical)
Week 4	Introduction to the Internship Site by Stakeholders
Week 5	Intervention Design Process in Each Field of Specialization (1)
Week 6	Intervention Design Process in Each Field of Specialization (2)
Week 7	Intervention Design Process in Each Field of Specialization (3)
Week 8	Mid-Term Examination (Progress Report)
Week 9	Dissemination Process of Intervention Designs and Media (1)
Week 10	Dissemination Process of Intervention Designs and Media (2)

Week 11	Dissemination Process of Intervention Designs and Media (3)
Week 12	Dissemination Process of Intervention Designs and Media (4)
Week 13	Dissemination Process of Intervention Designs and Media (5)
Week 14	Dissemination Process of Intervention Designs and Media (6)
Week 15	Report on the Results of Dissemination of Intervention Designs and Media
Week 16	Final Examination (Final Report)

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Association.

Bartholomew, L. K., Parcel, G. S., Kok, G., & Gottlieb, N. H. (2006). Planning health promotion programs: An intervention mapping approach. Jossey-Bass.

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Santrock, J. W. (2003). Life span development. McGraw-Hill.

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SEMESTER 7

THESIS WRITING TECHNIQUES	
Module Number: KPS1624701	Thesis Writing Techniques
Type: Compulsory	Semester: 7th Semester / Odd Term Language: Indonesian
Teaching Methods: Lecture, discussion, Q&A, individual assignments, student presentations	Prerequisites: [EMPTY]
Assessment / Grade Composition: Project-based learning report: 50% Midterm Examination: 25% (submission of Chapter 1-2 of thesis proposal) Final examination: 25% (submission of proposal Chapters 1–3 and ethical proposal submission)	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=34.72; T=14; Pw=42 (90.72 academic hours/semester)
Module Coordinator: Dr. Ika Febrian Kristiana, S.Psi., M.Psi.	Additional Teachers:
This course develops students' ability to develop research proposals or designs, including introductions, literature reviews, and research methods.	
Course Learning Outcomes: • Prepare a research proposal to be submitted for the thesis in written form in accordance with the prescribed format (C6)	

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course Contract; Position of the Proposal Seminar and the Thesis; Administrative Requirements and Procedures for Submitting a Proposal
Week 2	Objectives and Format of Proposal Writing; Selecting a Research Title
Week 3	Determining the Title; Problem Identification and Formulation
Week 4	Background (Facts and Previous Research); Research Objectives
Week 5	Role of Literature Review and Writing Conventions (APA)
Week 6	Reading and Reviewing Journal Articles as Citation Sources
Week 7	Citations and Reference List (APA); Presentation of Proposal Chapters 1 and 2
Week 8	Mid-Term Examination (Meetings 1–6)
Week 9	Population and Sampling
Week 10	Experimental Research and Its Designs
Week 11	Qualitative Research
Week 12	Interviews in Qualitative Research
Week 13	Presentation Procedures and Creating a PowerPoint

Week 14	Research Methodology (Chapter 3) (1)
Week 15	Research Methodology (Chapter 3) (2)
Week 16	Final Examination (Submission of Proposal Chapters 1–3 and PowerPoint)

References

Azwar, S. (2012). Metode penelitian. Yogyakarta: Pustaka Pelajar.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Goodwin, K. A., & Goodwin, C. J. (2026). *Research in Psychology, with eBook Access Code: Methods and Design*. John Wiley & Sons.

Nazir, M. (2013). Metode penelitian. Bogor: Ghalia Indonesia.

Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). London: Pearson

Sawitri, D. R., Nurtjahjanti, H., & Prasetyo, A. R. (2019). Buku Ajar Seminar Proposal. Semarang: Fakultas Psikologi Undip.

PSYCHOLOGY OF NUSANTARA

Module Number: KPS1624702	Psychology of Nusantara
Type: Compulsory	Semester: 7th Semester / Odd Term Language: Indonesian
Teaching Methods: Tutorial, discovery learning, small group discussion, expert lecture, group case analysis	Prerequisites:
Assessment / Grade Composition: Problem-based learning report: 50% Midterm Examination: 25% Final Examination: 25%	Credits: 2 SKS / 3.214 ECTS Contact Hours: L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator: Dr. Anggun Resdasari Prasetyo, S.Psi., M.Psi.	Additional Teachers:

This course discusses the psychological profile of Indonesian society as reflected in local wisdom, social systems, and cultural systems unique to Indonesia, mental and cultural processes that occur, as well as potential resources and local conflicts.

Course Learning Outcomes:

- Master the basic concepts of psychological theory in Indonesian society
- Able to conduct observation, interviews, and psychological tests on human behavioral phenomena based on basic psychological theory concepts
- Able to utilize and apply psychological principles to solve social problems in the field of psychology
- Able to build professional and interpersonal relationships constructively
- Able to formulate psychological dynamics and design solutions to psychological problems in Indonesia
- Able to communicate effectively

• Familiar with Indonesian indigenous psychology (Javanese, Islamic, etc.)

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Background, Definition, Scope, and Objectives of Psychology of Nusantara; Indonesian People; Learning Contract
Week 2	Indigenous and Cross-Cultural Psychology and Ipoleksosbudmil; Definition and Elements of Culture; Multiculturalism
Week 3	Etic, Emic, Ethnocentrism, Stereotypes, and Enculturation; Society and Social Systems; Cross-Cultural Psychology
Week 4	History of the Archipelago; Natural and Human Resource Potential and Potential Conflicts from a Demographic Perspective
Week 5	Research Methods in Psychology of Nusantara: Ethnography, Case Studies; Preparing a Simple Research Proposal
Week 6	Psychological Processes and Culture: Self, Perception, Cognition
Week 7	Psychological Processes and Culture: Emotion, Personality, Social Interaction
Week 8	Psychological Processes and Culture: Abnormality; Case Analysis
Week 9	Mid-Term Examination
Week 10	Human Development, Family, and Parenting in Indonesia
Week 11	Consciousness, Religion-Religiosity, and Spirituality (Expert Lecture) (1)
Week 12	Consciousness, Religion-Religiosity, and Spirituality (2)
Week 13	Consciousness, Religion-Religiosity, and Spirituality (3)
Week 14	Formulating Nusantara Culture and National Identity
Week 15	Application of Local Wisdom in Indonesia (Javanese, Islamic, etc.)
Week 16	Final Examination

References

Faturochman, et al. (2017). Memahami dan Mengembangkan Indigenous Psychology. Yogyakarta: Pustaka Pelajar dan Fakultas Psikologi UGM.
Hafiz, S. E. (2019). Psikologi Indonesia. Depok: Rajawali Pers.
Jatman, D. (2021). Psikologi Jawa. Yogyakarta: Rua Aksara.
Shiraev, E. B., & Levy, D. A. (2016). Cross-cultural psychology. Routledge.
Subandi, et al. (2019). Psikologi dan budaya. Yogyakarta: Fakultas Psikologi UGM.

SEMESTER 8

UNDERGRADUATE THESIS	
Module Number: KPS1624801	Undergraduate Thesis
Type: Compulsory	Semester: 8th Semester / Even Term Language: Indonesian
Teaching Methods: Lecture, discussion, working on thesis chapters, consultation with the thesis supervisor, independent work	Prerequisites: Thesis Writing Techniques
Assessment / Grade Composition: Thesis examination: 100%	Credits: 6 SKS / 9.642 ECTS Contact Hours: L=90.72; Pw=181.44 (272.16 academic hours/semester)
Module Coordinator: Dr. Ika Febrian Kristiana, S.Psi., M.Psi.	Additional Teachers:

This course must be taken by psychology students who have completed various psychological theory courses as well as research methods and statistics. The aim is to assist students in selecting actual, important, and interesting research themes/topics for future relevant research purposes.

Course Learning Outcomes:

- Able to formulate the research background and problem, and explain the theoretical review according to the topic.
- Able to explain the research method used and the accuracy of the data collection instrument development.
- Able to test the instrument (validity and reliability in quantitative research, or interview guide review in qualitative research) and the data (normality and linearity in quantitative research); other methods adjust accordingly.
- Able to process the data according to the research objectives, review and compare the results with similar studies, and explain the conclusions, limitations, and recommendations.
- Able to write the thesis in the prescribed format, including the bibliography in APA style.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Title Selection and Background (Chapter 1)
Week 2	Formulating the Problem Background (Chapter 1)
Week 3	Theoretical Review: Theoretical Definitions of Variables, Dynamics, Hypotheses
Week 4	Research Method: Variables, Operational Definitions, Measurement Instruments, Population and Sample (Chapter 3)
Week 5	Developing Data Collection Instruments (Chapter 4)

Week 6	Validity and Reliability Tests (Chapter 4)
Week 7	Normality and Linearity Tests (Chapter 4)
Week 8	Data Processing According to Research Objectives (Chapter 4)
Week 9	Review of Research Results (Chapter 5)
Week 10	Conclusions of the Research Results (Chapter 5)
Week 11	Research Limitations (Chapter 5)
Week 12	Recommendations/Suggestions Based on Research Results (Chapter 5)
Week 13	Writing the Bibliography According to APA
Week 14	Thesis Writing Format
Week 15	Thesis Writing Format
Week 16	Thesis Examination

References

Buku Pedoman Penyusunan dan Pembimbingan Skripsi Fakultas Psikologi Universitas Diponegoro [Guidebook for the Preparation and Supervision of Theses, Faculty of Psychology, Diponegoro University]

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Goodwin, K. A., & Goodwin, C. J. (2026). *Research in Psychology, with eBook Access Code: Methods and Design*. John Wiley & Sons.

ELECTIVE COURSES

FORENSIC PSYCHOLOGY

Module Number / Course Code	PKPS6058
Type	Elective (to be confirmed)
Semester	6th Semester / Even Term (as listed in RPS)
Language	Indonesian (RPS language)
Teaching Methods	Lecture; small-group discussion; case-related learning activities
Assessment / Grade Composition	Assessment criteria and weights are specified across the RPS meetings; the complete overall grade composition is not stated clearly in the available course summary.
Credits	3 SKS / 4.821 ECTS
Contact Hours	L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator	Teaching Team of Forensic Psychology
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course examines the relationship between psychology and law, including the history, definitions, scope, and development of forensic psychology. It addresses ethical issues in forensic practice and the application of psychological knowledge to legal and criminal cases. Students are introduced to risk and protective factors among vulnerable populations, risk assessment, and recommendations for rehabilitation programs, including in correctional settings and substance-use contexts.

Course Learning Outcomes

- Explain the role of psychology in relation to law and key concepts used in forensic psychology.
- Describe the practice and roles of psychology in cases related to law and criminality.
- Apply basic risk-assessment concepts and formulate rehabilitation-program recommendations for simple cases involving vulnerable populations.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course contract; history, definition, scope, and development of forensic psychology; relationship and conflicts between psychology and law; risk and protective factors among vulnerable populations.
Week 2	Ethical issues in forensic psychology and professional roles in relevant settings.
Week 3	Psychological assessment and risk assessment in forensic contexts.
Week 4	Applications of psychology to legal and criminal cases.
Week 5	Rehabilitation approaches for vulnerable populations, including correctional and substance-use contexts.
Week 6	Case discussion, application, and assessment of course learning (topics organized from the RPS subject matter).
Week 7	Review and case-based learning activities.
Week 8	Mid-term assessment (week allocation to be confirmed against the current teaching schedule).
Week 9	Further applications of forensic psychology to legal and criminal cases.
Week 10	Risk factors, protective factors, and vulnerable populations.
Week 11	Risk-assessment practice and interpretation.
Week 12	Rehabilitation recommendations and program planning.
Week 13	Ethical considerations in forensic practice.
Week 14	Case analysis and presentation/discussion.

Week 15	Review and integration of course topics.
Week 16	Final assessment (week allocation to be confirmed against the current teaching schedule).

References

1. Crighton, D.A., & Towl, G.J. (2015). *Forensic psychology*. 2nd Edition. UK: John Wiley & Sons, Ltd
2. Fulero, S.M., & Wrightsman, S.M. (2009). *Forensic psychology*. 3rd Edition. USA: Wadsworth, Cengage Learning
3. Greene, E., & Heilbrun, K. (2012). Wrightsman's psychology and the legal system, international edition (8th ed.). Wadsworth Publishing.
4. Huss, M.T. (2014). *Forensic psychology: research, clinical practice, and application*. 2nd Edition. USA: John Wiley & Sons, Inc
5. Kaloeti, D.V.S., Indrawati, E.S., & Alfaruqy, M.Z. (2020). *Psikologi forensik.* Yogyakarta: Psikosain
6. Shipley, S. (2012). *Introduction to forensic psychology.* USA: Academic Press

INFORMATION TECHNOLOGY IN EDUCATION

Module Number / Course Code	PKPS6047
Type	Elective (to be confirmed)
Semester	5th Semester / Odd Term
Language	Indonesian (RPS language)
Teaching Methods	Lecture, discussion, literature search and review, worksheets, and comparison of educational applications
Assessment / Grade Composition	The RPS indicates assessment of weekly learning activities; the overall grade composition and examination weights are not clearly specified in the course summary.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Not specified in the RPS
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course examines the history, definitions, and principles of educational technology, as well as theories and individual differences relevant to technology use in education. Topics include learners' perspectives, social cognitive theory, the Community of Inquiry framework, multimedia learning principles, the ADDIE model, TPACK, and other learning technologies. Students also consider motivation, engagement, self-regulation, cultural diversity, and current issues in educational technology, and compare applications or software for specific educational purposes.

Course Learning Outcomes

- Explain the definition, history, scope, and principles of technology use in education.
- Explain learner perspectives and social cognitive theory in technology-supported learning.
- Describe the Community of Inquiry framework, multimedia learning principles, ADDIE, TPACK, and PST as addressed in the RPS.
- Discuss learning technologies and research, including effects on motivation, engagement, and self-regulation.
- Explain how diversity and culture relate to educational technology and compare applications for particular educational levels.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course contract; definition, scope, and history of educational technology.
Week 2	Learner perspectives and indicators for evaluating learning experiences with technology.
Week 3	Social cognitive theory and technology-supported social learning.
Week 4	Community of Inquiry: social presence, teaching presence, and cognitive presence.
Week 5	Multimedia learning principles and the ADDIE model.
Week 6	TPACK and its components.
Week 7	PST and examples of its application.
Week 8	Mid-term examination (as applicable to the course schedule).
Week 9	Varieties of learning technologies and supporting research.
Week 10	Technology use to support motivation, engagement, and self-regulated learning.
Week 11	Diversity and culture in technology use.

Week 12	Current issues in information technology in education.
Week 13	Comparison of applications/software for a particular educational purpose and level.
Week 14	Student presentations and discussion of application comparisons.
Week 15	Review and integration of course topics.
Week 16	Final examination (as applicable to the course schedule).

References

1. Bishop, M. J., Boling, E., Elen, J., & Svihla, V. (2021). *Handbook of research in educational communication and technology, Learning design 5th ed*. Springer.
2. Garrison, D. R. (2017). *E-learning in the 21st century, 3rd ed*. Routledge
3. Huang, R., Spector, J. M., & Yang, J. (2019). *Educational technology: A primer for the 21st century*. Springer
4. Mishra, P., & Kohler, M. J. (2006). Technological Pedagocical Content Knowledge: A framework for teacher knowledge. *Teacher College Record*, *108*(6), 1017-1054.

SPORT PSYCHOLOGY

Module Number / Course Code	PKPS6008
Type	Elective (to be confirmed)
Semester	5th Semester / Odd Term
Language	Indonesian (RPS language)
Teaching Methods	Lecture, discussion, discovery learning, assignments, literature search, and group activities
Assessment / Grade Composition	The RPS includes assessment of questions, summaries, and learning tasks by topic. The overall grade composition should be checked against the official current RPS.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Not specified in the RPS
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course examines psychological factors that influence athletic performance and achievement, as well as the role of psychology in sport and physical activity. Topics include research methods and tests in sport psychology, attribution, motivation, personality, aggression and assertiveness, arousal, stress and anxiety, staleness and burnout, self-confidence, peak performance, imagery, self-talk, leadership, communication, goal setting, and athletes' career termination. Students are expected to apply sport psychology concepts to research and to the understanding of athletes' psychological concerns and performance.

Course Learning Outcomes

- Explain the foundations, development, research methods, and assessment approaches of sport psychology.
- Explain and analyse attribution, motivation, personality, aggression, and assertiveness in sport.
- Describe arousal, stress, anxiety, staleness, and burnout in sport contexts.
- Explain confidence, peak performance, imagery, and self-talk.
- Describe leadership, communication, goal setting, and athletes' career termination.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course contract; definition, history, development, and services of sport psychology.
Week 2	Research methods and tests in sport psychology.
Week 3	Attribution in sport.
Week 4	Motivation in sport.
Week 5	Personality in sport.
Week 6	Aggression and assertiveness in sport.
Week 7	Arousal, stress, and anxiety in sport.
Week 8	Mid-term examination/evaluation.
Week 9	Staleness and burnout in sport.
Week 10	Self-confidence and peak performance.
Week 11	Imagery in sport.
Week 12	Self-talk in sport.
Week 13	Leadership and communication in sport.
Week 14	Goal setting in sport.
Week 15	Athletes' career termination.
Week 16	Final examination/evaluation.

References

- Cox, R. H. (2012). Sport Psychology: Concepts and Applications. McGraw-Hill.
- Gunarsa, S. D. (2008). Psikologi Olahraga Prestasi (2nd ed.). BPK Gunung Mulia.

- Komarudin. (2013). Psikologi Olahraga. Remaja Rosdakarya.
- Maksum, A. (2008). Psikologi Olahraga: Teori dan Aplikasi. Unesa University Press.
- Morris, T. (2004). Sport Psychology: Theory, Applications and Issues (2nd ed.). John Wiley & Sons Australia.
- Monty, P. S. (2000). Dasar-dasar Psikologi Olahraga. Pustaka Sinar Harapan.
- Wan, D. L. (1997). Sport Psychology. Prentice Hall.

EASTERN PSYCHOLOGY

Module Number / Course Code	LKPS6037
Type	Elective (to be confirmed)
Semester	5th Semester / Odd Term
Language	Indonesian (RPS language)
Teaching Methods	Lecture, discussion, project-based learning, group presentations
Assessment / Grade Composition	The RPS indicates question-based assessment and group presentations. Overall grade composition and examination weights are not specified in the course summary.
Credits	3 SKS / 4.821 ECTS
Contact Hours	L=90.72; E=45.36 (136.08 academic hours/semester)
Module Coordinator	Not specified in the RPS
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course explores human thoughts, feelings, and behaviour through teachings and philosophical traditions that developed in Eastern societies. It examines the history, philosophy, and psychological background of classical Indian, Chinese, and Japanese approaches, Christian mysticism, and Islam. The course also considers the relevance of Eastern traditions to modern psychology and the integration of Eastern perspectives with contemporary Western psychology.

Course Learning Outcomes

- Explain differences between psychological perspectives derived from Western and Eastern traditions.
- Explain the history, philosophy, and psychological background of classical Indian, Chinese, and Japanese approaches.
- Explain the psychological background of Christian mysticism and Islamic approaches.
- Describe recent research developments related to Eastern psychological teachings.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Western and Eastern perspectives in psychology.
Week 2	Concept of mind in classical Indian Buddhist philosophy.
Week 3	Emotion in classical Indian philosophy.
Week 4	Personhood and self in classical Indian philosophy.
Week 5	History, philosophy, and psychological background of Laozi and Chinese approaches.
Week 6	Further Chinese approaches and their psychological concepts.
Week 7	Japanese approaches to psychology.
Week 8	Mid-term examination/evaluation (confirm exact week in the current schedule).
Week 9	Psychological concepts in Japanese traditions.
Week 10	Christian mysticism and its psychological background.
Week 11	History and philosophical foundations of Islamic approaches.
Week 12	Psychological concepts in Islamic traditions.
Week 13	Integration of Eastern teachings and contemporary Western psychology.
Week 14	Contemporary research on Eastern psychology.
Week 15	Group presentations and discussion of course themes.
Week 16	Final examination/evaluation (confirm exact week in the current schedule).

References

- La Kahija, Y. F. (2007). Filsafat Psikologi: Timur dan Barat. Fakultas Psikologi Undip.
- Kitayama, S., & Salvador, C. E. (2024). Cultural psychology: Beyond east and west. *Annual review of psychology*, *75*(1), 495-526.
- Paranjpe, A. C. (2012). *Theoretical psychology: The meeting of East and West*. Springer Science & Business Media.
- Jung, C. G. (2018). *Psychology and the East*. Routledge.

OCCUPATIONAL HEALTH AND SAFETY PSYCHOLOGY

Module Number / Course Code	KPS1624310
Type	Elective (to be confirmed)
Semester	5th Semester / Odd Term
Language	Indonesian (RPS language)
Teaching Methods	Lecture, case study, field survey, discussion, and presentation (as indicated by RPS activities)
Assessment / Grade Composition	The RPS includes field-survey/case-study activities and topic-based assessment. Overall grade composition is not clearly specified in the course summary.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Endah Kumala Dewi
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course provides knowledge and skills for creating work environments that are psychologically comfortable, safe, healthy, and productive. It examines ergonomic principles, workplace and equipment design, work processes, and physical, cognitive, affective, and psychomotor factors that affect workers' well-being and performance. Students learn to identify, evaluate, and control occupational hazards and risks, and study safety programs, occupational health and safety regulations and standards, accident prevention, and emergency response.

Course Learning Outcomes

- Explain the principles and benefits of occupational health and safety and their relationship to safe and ergonomic work behaviour.
- Explain ergonomic principles and their application to workplace, equipment, and work-system design.
- Identify and evaluate physical and psychological occupational risks and recommend preventive or corrective measures.
- Explain workplace incidents and accidents, hazard control, emergency response, fire safety, personal protective equipment, lockout/tagout, and 5R workplace practices.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Introduction to occupational health and safety psychology: goals, benefits, and principles.
Week 2	Basic ergonomics and application to workplace, equipment, and work-system design.
Week 3	Ergonomic work behaviour, work procedures, workstations, and equipment use.
Week 4	Visual perception and visual displays: text, graphics, symbols, codes, and dynamic displays.
Week 5	Human senses and auditory displays; hearing, feeling, and smell.
Week 6	Anthropometry, hand tools, vibration, noise, temperature, lighting, and workplace design.
Week 7	Field survey or case study on ergonomic workplaces and occupational health and safety.
Week 8	Presentation/evaluation of field-survey findings (confirm exact week against RPS).
Week 9	Review of ergonomic concepts and field findings.
Week 10	Hazards and risk factors at work; occupational health and safety risk control.
Week 11	Work incidents and accidents; causes of accidents and Heinrich's Domino Theory.
Week 12	Iceberg Theory of accidents, accident prevention, and emergency response.
Week 13	Fire, stages and classifications of fire, and extinguishing media.
Week 14	Personal protective equipment (PPE) and Lockout/Tagout (LOTO) procedures.
Week 15	5R workplace culture, visual control, warning labels, and occupational safety signs.
Week 16	Final assessment (confirm exact week in the current schedule).

References

- Sanders, M. S., & McCormick, E. J. Human Factors in Engineering and Design. (Full publication details are not stated in the RPS.)
- Schaufeli, W. B. (2004). The future of occupational health psychology. *Applied Psychology*, *53*(4), 502-517.
- Clarke, S., Probst, T. M., Guldenmund, F., & Passmore, J. (2015). The psychology of occupational safety and workplace health. *The Wiley Blackwell handbook of the psychology of occupational safety and workplace health*, 1-11.
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- Bakker, A. B., & Derks, D. (2010). Positive occupational health psychology. *Occupational health psychology*, 194-224.

POSITIVE PARENTING

Module Number / Course Code	PKPS6005
Type	Elective (to be confirmed)
Semester	5th Semester / Odd Term
Language	Indonesian (RPS language)
Teaching Methods	Lecture, discussion, creative summaries, case analysis, and presentations (as indicated by RPS activities)
Assessment / Grade Composition	The RPS specifies topic-based question assessment and creative summaries. Overall grade composition and examination weights are not stated clearly in the course summary.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Teaching Team of Positive Parenting
Additional Teachers	Not specified in the RPS
Prerequisites	Not specified

This course introduces the concepts, forms, principles, and functions of positive parenting. Students examine theories related to parenting, consider how positive parenting supports child development and family well-being, and analyse factors that influence parenting practices. Through case analysis, students learn to explain and illustrate the application of positive parenting theories in parenting-related situations.

Course Learning Outcomes

- Explain the definition and basic concepts of positive parenting.
- Describe forms and principles of positive parenting.
- Analyse differences among theories related to positive parenting.
- Explain the functions and benefits of positive parenting in relation to child development and family well-being.
- Illustrate the application of positive parenting theories to parenting cases.
- Identify factors that influence positive parenting using theory and relevant research.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Parenting definitions and theories; dimensions of parenting and the role of parenting in child development.
Week 2	Introduction to positive parenting and its basic concepts.
Week 3	Forms and types of positive parenting.
Week 4	Core principles of positive parenting.
Week 5	Theories related to positive parenting and their differences.
Week 6	Functions and benefits of positive parenting for child development.
Week 7	Positive parenting and family well-being; discussion of relevant cases.
Week 8	Mid-term examination/evaluation (confirm exact week against the current schedule).
Week 9	Application of positive parenting theories to parenting cases.
Week 10	Analysis of factors influencing positive parenting.
Week 11	Review of research and journal articles on positive parenting.
Week 12	Case analysis and formulation of possible parenting approaches.
Week 13	Group discussion or presentation of case analysis.
Week 14	Application of positive parenting concepts in varied contexts.
Week 15	Integration and review of course concepts.
Week 16	Final examination/evaluation (confirm exact week against the current schedule).

References

- Desiningrum, D. R., Hyoscyamina, D. E., & Miranti, F. N. (2023). Pengasuhan Positif. Psikosains–Graha Ilmu.
- Hasbi, M., & Ganesha, R. E. (2020). Pengasuhan Positif. Direktorat PAUD Kemdikbud.
- Hurlock, E. B. (2004). Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan (5th ed.). Erlangga.
- Miller, D. F. (2022). Positive Child Guidance (9th ed.). Cengage Learning.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2008). Human Development (10th ed.). McGraw-Hill.
- Santrock, J. W. (2019). Life-Span Development (17th ed.). McGraw-Hill Education.
- Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th ed.). Cengage Learning.

PSYCHOLOGY OF RELIGION

Module Number / Course Code	PKPS6043
Type	Not specified in the RPS
Semester	4th Semester
Language	Indonesian
Teaching Methods	Lecture and discussion; the RPS also indicates student presentations/discussion and independent learning activities.
Assessment / Grade Composition	The RPS lists UTS (20%), UAS (30%), and weekly/topic assessment weights. The listed topic weights should be checked against the official assessment recap before publication.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Dra. Sri Indrawati, M.Psi.; Suparno, S.Ag., M.Si. (Teaching Team)
Additional Teachers	Not specified separately in the RPS
Prerequisites	Not specified in the RPS

This course studies the activities and dynamics of religious individuals from a psychological perspective and introduces patterns of religiosity in major religions in Indonesia. Topics include the concepts and history of psychology of religion, religion and religiosity, sociocultural and personality aspects of religiosity, religious development across the lifespan, religious education, religious conversion, psychological problems associated with religion, the relationship between religion and mental health, and religious diversity.

Course Learning Outcomes

- Explain the definition, history, and scope of psychology of religion.
- Explain and distinguish religion and religiosity, including dimensions of religiosity.
- Explain sociocultural and personality aspects of religiosity and factors that influence it.
- Explain religious development from childhood through older adulthood.
- Explain religious education at individual, family, organizational, and community levels.
- Explain religious dynamics and religious conversion.
- Explain psychological problems and deviations associated with religious life.
- Explain the relationship between religion and mental health, including criteria and psychotherapy.
- Describe religious diversity and patterns of religious life.
- Demonstrate an inclusive approach in interpersonal and interdisciplinary relationships.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course contract and introduction to Psychology of Religion.
Week 2	Definition and history of psychology of religion; dialogue between psychology and religion and its relation to other disciplines.
Week 3	Dimensions of religion and religiosity.
Week 4	Relationship between psychology and theology; psychology of religion, personality, and culture.
Week 5	Development of religiosity in children and adolescents.
Week 6	Religious development in adulthood and older adulthood.
Week 7	Religious education at the individual and family levels.
Week 8	Mid-Term Examination (UTS).
Week 9	Religious education in schools and society.
Week 10	Religious dynamics and religious conversion.

Week 11	Major religions of the world and psychological problems associated with religion (part 1).
Week 12	Major religions of the world and psychological problems associated with religion (part 2).
Week 13	Emergence and development of religious sects/denominations; interfaith fellowship and religious conflict.
Week 14	Religious diversity and life across different faith traditions (topic as listed in the RPS).
Week 15	Religion and mental health; psychological issues and related approaches, including psychotherapy.
Week 16	Final Examination (UAS).

References

- Paloutzian, R. F. (1996). Invitation to the Psychology of Religion (2nd ed.). Allyn and Bacon.
- Wulff, D. M. (1991). Psychology of Religion: Classic and Contemporary Views. John Wiley & Sons.
- Thouless, R. H. (1995). Pengantar Psikologi Agama. PT RajaGrafindo Persada.
- Crapps, R. W. Dialog Psikologi dan Agama, sejak William James hingga Gordon W. Allport. Kanisius.
- Ahyadi, A. A. (2005). Psikologi Agama, Kepribadian Muslim Pancasila. Sinar Baru Algensindo.
- Allport, G. W. (1967). The Individual and His Religion. The Macmillan Company.
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- Zohar, D., & Marshall, I. Spiritual Quotient. Mizan Pustaka.
- Kohlberg, L. (1995). Tahap-tahap Perkembangan Moral. Kanisius.

ASSESSMENT CENTER

Module Number / Course Code	KPS1624509
Type	Elective
Semester	Not specified in the RPS
Language	Indonesian
Teaching Methods	Lecture, problem-based learning, and case-based learning, as indicated in the RPS.
Assessment / Grade Composition	The RPS assigns weights to weekly learning tasks and specifies a written UTS and UAS. A single consolidated grade-composition summary is not clearly provided.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Teaching Team
Additional Teachers	Not specified separately in the RPS
Prerequisites	Not specified in the RPS

This elective course introduces the essential steps and principles of the assessment center approach as a multiple-method process. It covers the use of multiple observers/assessors, multiple criteria, multiple sources of input, multiple instruments, and multiple participants. Students study competency frameworks, assessment-center management, assessment methods, technology use, assessor roles, and the design of assessment-center stages and activities.

Course Learning Outcomes

- Explain the scope of the assessment center.
- Explain assessment-center principles.
- Explain and develop competencies for an assessment center.
- Explain the management and administration of assessment-center implementation.
- Explain assessment-center methods.
- Explain the use of technology in assessment centers.
- Design the stages of an assessment center.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Course contract; scope, definition, importance, and overview of assessment centers in human-resource management.
Week 2	Assessment-center concepts: basic principles, objectives, and benefits.
Week 3	Competency assessment implementation and management; assessment-center effectiveness.
Week 4	Competency theory: hard and soft competencies; job competency requirements, vision, mission, and competency categories.
Week 5	Developing job competencies: competency groups, indicators, core competencies, and role competencies.
Week 6	Competency assessment using assessment-center and other methods.
Week 7	Competencies and roles of assessors.
Week 8	Mid-Term Examination (written; covers weeks 1–7).
Week 9	Administrative management of competency assessment implementation.
Week 10	Development and methods of measurement instruments.
Week 11	Interviewing in assessment centers: BEI and interview guides.
Week 12	Observation methods in assessment centers: FGD/LGD and observation-guide development.
Week 13	Technology transformation in assessment centers and competency assessment.
Week 14	Stages of assessment-center implementation.
Week 15	Designing assessment-center activities.
Week 16	Final Examination (UAS).

References

- Gill, R. W. T. Assessment of Management Potential in Graduate Recruitment. University of Bradford.
- Spencer & Spencer. Competency.
- Palaniapan, R. (2003). Competency Management.

HEALTH PSYCHOLOGY

Module Number / Course Code	PKPS6008
Type	Not specified in the RPS
Semester	5th Semester
Language	Indonesian
Teaching Methods	Lecture, discussion, presentation, tutorial, and discovery learning; students review research articles and develop and present psychoeducation intervention plans.
Assessment / Grade Composition	The RPS states: meetings 1–8, PBL/CS 25% + quiz/UTS 25%; meetings 9–16, PBL/CS 25% + quiz/UAS 25%. The example recap lists UTS 25%, UAS 25%, and active participation 50% (presentations and daily assignments); confirm the official final weighting.
Credits	2 SKS / 3.214 ECTS
Contact Hours	L=60.48; E=30.24 (90.72 academic hours/semester)
Module Coordinator	Annastasia Ediati, S.Psi., M.Sc., Ph.D., Psikolog; Aldani Putri Wijayanti, S.Psi., M.Sc.
Additional Teachers	Not specified separately in the RPS
Prerequisites	Not specified in the RPS

This course introduces the definition and scope of health psychology, theories of healthy and illness behaviour, and theories of behaviour change in health. It examines psychological aspects of coping with diagnosis, adherence to treatment, and the design of effective psychological interventions to improve quality of life for people living with illness and caregivers, as well as to prevent illness through psychoeducation programs.

Course Learning Outcomes

- Identify psychological aspects in health contexts.
- Analyse health behaviour using different theoretical perspectives.
- Explain stress and coping in health.
- Identify psychological factors that support or hinder patients' adherence to treatment.
- Explain the concepts of relationship/marital satisfaction and job satisfaction in adulthood, and life satisfaction in older adulthood (as stated in the RPS).
- Use developmental psychology concepts to analyse and formulate cases involving adulthood and older adulthood.

Weekly Meeting

Week	Topics / Subject Matter
Week 1	Basic concepts, history, and research in health psychology; review of a health psychology research article.
Week 2	Biological, psychological, and social aspects of health behaviour; barriers to developing healthy behaviour.
Week 3	Health Belief Model (HBM).
Week 4	Theory of Reasoned Action / Theory of Planned Behavior (TRA/TPB).
Week 5	Behaviour conditioning theory in health behaviour.
Week 6	Social cognition theory in health behaviour.
Week 7	Stages of Change Model and Precaution Adoption Model.
Week 8	Mid-Term Examination (multiple choice; covers weeks 1–7).
Week 9	Illness cognition in individuals, families, and communities.
Week 10	Stress and coping in health.
Week 11	Psychological factors supporting or hindering treatment adherence.

Week 12	Design and presentation of psychoeducation interventions for illness/health conditions (part 1).
Week 13	Design and presentation of psychoeducation interventions for illness/health conditions (part 2).
Week 14	Design and presentation of psychoeducation interventions for illness/health conditions (part 3).
Week 15	Design and presentation of psychoeducation interventions for illness/health conditions (part 4).
Week 16	Final Examination (multiple choice; covers weeks 9–15).

References

- Hilton, C. E., & Johnston, L. H. (2017). Health psychology: It's not what you do, it's the way that you do it. Health Psychology Open, 1–10. https://doi.org/10.1177/2055102917714910
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- Sarafino, E. P., & Smith, T. W. (2012). Health Psychology: Biopsychosocial Interactions (7th ed.). John Wiley & Sons.
- Gurung, R. A. R. (2014). Health Psychology: A Cultural Approach (3rd ed.). Wadsworth, Cengage Learning.
- Taylor, S. E. (2012). Health Psychology (8th ed.). McGraw-Hill.
- French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (Eds.). (2010). Health Psychology (2nd ed.). British Psychological Society & Blackwell Publishing.