ACADEMIC HANDBOOK

of DEPARTMENT of PSYCHOLOGY

Faculty of Psychology
Universitas Airlangga
Curriculum of 2014

Academic handbook

Department of Psychology

Faculty of Psychology, Universitas Airlangga

Donation from Parent Communication Forum (FORKOMA)

Faculty of Psychology, UNAIR

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Table of Contents

Foreword

All praised to Allah for His mercy and guidance so this Academic Handbook for Department of Psychology, Faculty of Psychology, Universitas Airlangga 2016/2017 can be finished. This book is prepared to be the guidance in the implementation of academic teaching and learning process in Department of Psychology, Faculty of Psychology Universitas Airlangga. This handbook is expected to become one of the reference sources for students, lecturers, and educational staff about educational system of Psychology Undergraduate Program in Faculty of Psychology UNAIR, academic administration, academic activities, curriculum structures and study loads.

All students, lecturers and educational staff are expected to have commitment to implement the rules written in this academic handbook. Moreover, every student must read and understand the content of this academic handbook well, including the educational goals of department of psychology, semester credit system, learning outcome evaluation, study evaluation, study deadline, and sanctions for academic violation.

Lastly, to all who involved in preparing this academic handbook, Faculty of Psychology expresses its best gratitude and appreciation. We are open to receive any feedbacks, fixes and improvements for the quality of graduate of department of psychology, Faculty of Psychology UNAIR.

Surabaya, 2016

Dean

I. Introduction

Higher education plays an important role in nation's development and civilization progress. As stated in Indonesian Act of 2012 about Higher Education, to improve the nation's competitiveness in facing globalization in all fields, higher education is needed to develop science and technology, which also produce intellectuals, scientist, and/or professionals who have characteristics as follows: cultured and creative, tolerant, democratic, tough, and brave enough to stand with the truth for the sake of their nation. Respecting to the mandate of the law, Faculty of Psychology Universitas Airlangga is obliged to develop the intellectuals, scientist and/or professionals' competence.

Scientific knowledge of human behavior as an individual or as a social being has grown rapidly that make Psychology plays bigger contribution in the problem solving. In the end, the role of psychology in the social analyses is recognized by the society. Almost every life and work field is related to behavior and interaction matters between human and human, also between human and environment. That phenomena have made the Psychological knowledge becomes indispensable for the present and the future.

The implementation of psychology education in Universitas Airlangga is considered urgent because of the demands of society for psychological services and practices and also the rapid demands of social sciences. Problems that appear in Indonesian society become more and more complex which needs multidimensional approach. The presence of psychology is not only a pure science, but also an applied science as it can be used to find the solution for individual and social problems in family, organization or community contexts. The presence of Faculty of Psychology in Universitas Airlangga substantially means that Universitas Airlangga considers the social problems as a whole, through a bio-psycho-social approach.

Psychology education in Faculty of Psychology Universitas Airlangga is developed systemically and integratively to produce graduates which have certain qualifications. In an attempt to qualify the graduates of higher education in Indonesia, government has issued Presidential Regulation number 08 of 2012 on Indonesian National Qualification Framework (KKNI) and the attachment becomes the reference in preparation of graduates learning outcome from each level of education nationwide. In addition to the Presidential regulation, there is also law No. 12 of 2012 on College and Ministry of Minister of Research, Technology and Higher Education Regulation (Permenristekdikti) No. 44 of 2015 on National Standard of College (SNPT) which regulates the education process in college level.

Presidential Regulation No. 08 of 2012 and Law No. 12 of 2012 article 29 paragraph (1), (2), and (3) has affected the curriculum and its organization in every program. The curriculum which initially refers to competence achievement changed to learning outcomes. Besides, curriculum of psychology education is referred to the result of agreement of Indonesian Psychology Colloquium from organizer of Indonesian psychology higher education association (AP2TPI). Curriculum of psychology undergraduate program of Faculty of Psychology, Universitas Airlangga in Academic handbook of Psychology Department is the

newest curriculum of 2014 which is developed with the basic principles based on the applicable regulations so the graduates will have the appropriate qualifications.

II. Education System of Psychology Undergraduate Program

II.1 Goals of Psychology Undergraduate Program

General Goals of Psychology Undergraduate Program is to produce bachelor of psychology who are able to:

1. Understand the basic knowledge of psychology and objective observation technique so they can interpret human behavior individually or in group based on psychological rules.
2. Familiar with various psychological measurement tools and understand their functions and benefits.
3. Showing sensitivity to the values and problems of bio-psycho-social and moral in Indonesian context.
4. Conducting a research in psychological field.
5. Appreciate and implement the ethical code of scholar, research and profession.

Faculty of Psychology Universitas Airlangga encourages the students to develop their study interest even further by having 4 areas of interest, which are: Industrial and Organizational Psychology, Personality and Social Psychology, Educational and Developmental Psychology, and Clinical Psychology and Mental Health.

The ultimate goals from those 4 areas of interest are:

1. Industrial and Organizational Psychology aims to:
   Students can give suggestion and recommendation about human and Organization Development.
2. Personality and Social Psychology aims to:
   Students can do research based on the mastery of paradigm and research methodology in the field of social psychology.
3. Educational and Developmental Psychology aims to:
   Students can apply the concepts and psychological theories about human development throughout their life and also able to make design of psychological intervention in educational setting.
4. Clinical Psychology and Mental Health aims to:
   Students can master the basic skill of clinical psychological intervention which consists of counseling and health promotion.

II.2 Graduates Profile

The graduates profile of Psychology Undergraduate program of Faculty of Psychology, Universitas Airlangga is arranged based on the decision of Indonesian Psychology Higher Education Association (AP2TPI) No.02/Kep/AP2TPI/2013 and the results of tracer study as

2

well as the results of internal discussion in the faculty. The formulation of Psychology Department, Faculty of Psychology, Universitas Airlangga graduates' profile also considers to encourage the students to develop their study interest further in four psychological areas of interest: (1) Industrial and Organizational Psychology, (2) Personality and Social Psychology, (3) Educational and Developmental Psychology, and (4) Clinical Psychology and Mental Health.

The graduates' profile of Psychology Department, Faculty of Psychology, Universitas Airlangga are as follows:

1. Assistant psychologist;

2. Staff or Manager in Human Resource Departments;

3. Consultant in psychological field (education, HRD, growth, and mental health);

4. Teacher;

5. Counselor;

6. Community Development Designer and Facilitator;

7. Assistant Researcher;

8. Facilitator and Motivator in Training Program;

9. Independent business owner;

10. Public relations and communication staff;

11. Developers of early childhood education;

12. Developers of inclusive education;

13. Companion of mental health program;

14. Community Companion;

15. Mental health program Designer and Facilitator.

II.3 Learning Outcome

Learning outcome of Psychology Department, Faculty of Psychology, Universitas Airlangga is formulated based on Indonesian National Qualification Framework (KKNI), Indonesian Psychology Higher Education Association (AP2TPI) agreement, the results of tracer study, and the results of internal discussion in the faculty.

Based on Indonesian National Qualification Framework (PP RI No.8 Tahun 2012), the minimal learning outcome for undergraduate program are:

3

1. Able to apply their areas of expertise and utilizing science, technology, and/or art in their expertise to solve the problems as well as able to adapt to any situation.

2. Master the theoretical concepts of certain areas of knowledge in general and the theoretical concepts of certain areas of knowledge in depth, as well as able to formulate procedural problem solving.

3. Able to make the correct decision based on information and data analysis and able to provide guidance in choosing various alternative solutions independently or in group.

4. Responsible for their own work and responsible for the achievement of organization's work.

Core Competencies

No.	Learning Outcome	Subject Courses
1.	Showing some behavior which based on honorable moral values, respect differences and being empathetic.	• Religion I • Citizenship (PKN)
2.	Mastering the major concepts about human mental processes and functions (such as memory, emotion and motivation), as well as history and streams in psychology.	• History and Schools of Psychology • Individual Behavior and Mental Process
3.	Mastering the theoretical concepts of brain and nervous system influence on behavior.	• Biopsychological Behavior
4.	Mastering the theoretical concepts of learning process.	• Psychology of Learning • Psychology of Education
5.	Mastering the theories of personality.	• Personality Psychology
6.	Mastering the theoretical concepts of human development from conception to elderly.	• Theories of Developmental Psychology
7.	Mastering the theoretical concepts of mental health and psychopathology. Mastering the principles of community approach in improving mental health.	• Psychopathology • Mental health
8.	Mastering the theoretical concepts of human and social environment relation.	• Social Cognition • Social Interaction • Social Influence and Group Dynamic
9.	Mastering the concepts and basic theories on Industrial and Organizational Psychology.	• Industrial and Organizational

No.	Learning Outcome	Subject Courses
		Psychology
10.	Mastering the basic statistical techniques and basic research methodology.	• Basics of Research Methodology
11.	Mastering the preparation phase of psychological scale, concepts in psychological measurement (validity, reliability, and norm), classical test theory, and basic concepts of psychometry.	• Psychological Measurement
12.	Able to develop psychological measurement instruments based on the principles of classical test theory.	• Psychological Measurement
13.	Mastering the psychodiagnostic basic concepts and principles, as well as interview technique, observation techniques, also theoretical concept which underlies psychological test.	• Basics of Psychological Assessment
14.	Mastering the counseling basics, psychoeducation, training, and psychotherapy.	• Basics of Psychological Intervention
15.	Mastering the theoretical concepts of interpersonal and mass communication.	• Communication Skills
16.	Able to deliver the idea in writing, conduct a presentation effectively, and use the information technology responsibly.	• Communication Skills
17.	Mastering the scientific writing procedures using American Psychological Association (APA) standard.	• Communication Skills
18.	Mastering the Ethical Principals of Profession and Indonesian Psychology Code of Conduct.	• Religion II (Psychology code of ethics)
19.	Able to justify the works based on Indonesian Psychology Code of Conduct	• Religion II (Psychology code of ethics)
20.	Mastering the theoretical concepts of self and career development.	• Personal development
21.	Able to do rapport and build effective professional relations as well as build healthy interpersonal relations.	• Assessment and Intervention of Child and Adolescent • Assessment and Intervention of Adult and Elderly • Assessment and Intervention of Organization

No.	Learning Outcome	Subject Courses
		• Assessment and Intervention of Community
22.	Able to held interview, observation, and psychological test which is allowed by psychodiagnostic principles and Indonesian Psychology Code of Conduct.	• Assessment and Intervention of Child and Adolescent • Assessment and Intervention of Adult and Elderly • Assessment and Intervention of Organization • Assessment and Intervention of Community
23.	Able to analyze non-clinical psychological issues and behavioral issues, as well as present an alternative solution to its existing problem.	• Assessment and Intervention of Child and Adolescent • Assessment and Intervention of Adult and Elderly • Assessment and Intervention of Organization • Assessment and Intervention of Community
24.	Able to perform psychological intervention by using counseling, psychoeducation, training, and other intervention techniques that are allowed and based on the theoretical concepts in psychology and Indonesian Psychology Code of Conduct.	• Assessment and Intervention of Child and Adolescent • Assessment and Intervention of Adult and Elderly • Assessment and Intervention of Organization • Assessment and Intervention of Community
25.	Able to conduct psychological research using quantitative research method (at least with descriptive	• Method and data Analysis in

No.	Learning Outcome	Subject Courses
	or inferential bivariate statistical analysis, and non-parametric for observed variable), and with generic qualitative research method.	Quantitative Research • Method and data Analysis in Qualitative Research
26.	Able to plan and develop their career and personal development.	• Personal Development

<table>
<tr><td colspan="3" align="center">Supporting Competencies</td></tr>
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No.	Learning Outcome	Subject Courses
27.	Explain basic concepts of philosophy of science, such as paradigm, falsification, realism, deductive hypothetical model.	• Philosophy of Science and Logic
28.	Explain critically and argumentatively the philosophical problems of human nature associated with physical, metaphysical and social features.	• Philosophy of Human
29.	Explain the impacts of science and technology development on global environment	• Basic Natural Science
30.	Create a map / dynamics of developmental and educational issues at each stage of development using a family perspective.	• Human, Education and Family development
31.	Create a scheme / dynamics of group influences on social institutions, as well as how the group teaches individuals about what is appropriate and inappropriate, facilitate and obstruct the change, mark the level of status, social class and power, and also demonstrate prejudice and discrimination.	• Sociology
32.	Master the theoretical concepts and approaches of indigenous studies to individual and group behavior.	• Indigenous Psychology
33.	Create a scheme / diagram of the dynamics of Indonesian society today's behavior by using the anthropological perspective of psychology.	• Anthropology
34.	Use Indonesian language for communication both in written and oral form in accordance with applicable rules.	• Indonesian Language
35.	Use English for communication both in written and oral form in accordance with applicable rules.	• English
36.	Master the theoretical concepts of family dynamics and development related to individual development.	• Human, Education and Family development
37.	Preparing community health promotion design through intervention mapping approach.	• Healthy Behavior
38.	Able to recognize and develop their leadership	• Leadership and

No.	Learning Outcome	Subject Courses
	potential.	decision Making
39.	Able to make decisions based on decision-making analysis techniques.	• Leadership and decision Making
40.	Prepare an undergraduate thesis research proposal in accordance with the theme and topic in their fields of interests.	• Seminar in Psychology

Specific Competencies (Others)		

No.	Learning Outcome	Subject Courses
41.	Prepare lesson plans or early childhood education management in accordance with the concept of child development (DAP).	• Early Childhood Education
42.	Able to design the plans of learning programs for adults.	• Adult Education
43.	Establish programs for gifted individuals development on socioemotional, creativity, learning independency and career aspects.	• Psychology of Giftedness
44.	Able to make educational game tool as development stimulation and learning media in education.	• Psychology of Play
45.	Design the Emotional and behavioral disorder prevention program on children and adolescent by considering the bio-psycho-socio-cultural and gender aspects.	• Mental Health of Child and Adolescent
46.	Able to develop learning strategies for Students with Special Needs in accordance with their special needs in Inclusion School.	• Inclusive Education
47.	Make correct recommendations to help optimize the development and resolve individual issues at every stage of developmental age (children, adolescents, adults and the elderly).	• Optimization of Human development
48.	Make plans of community profiling activities for mental health improvement.	• Mental health of Community
49..	Intervene the behavior of addictions arising from the use of computer-mediated communication behavior, both in individual or social terms.	• Psychology of Cyberspace
50.	Draft conflict resolution within the context of Indonesian society.	• Psychology of Peace
51.	Able to conduct psychological treatment to the victims based on approaches and procedures of psychological first aids.	• Psychology of Disaster
52.	Able to intervene the strengthening of psychosocial	• Psychology of Disaster

No.	Learning Outcome	Subject Courses
	capacity for communities in disaster prone areas (disaster mitigation).	
53.	Identify risk factors that contribute to health problems by exploring determinant factors based on ecological approaches using intervention mapping steps.	• Community-Based of Healthy Behavior
54.	Provide assistance or psycho-education to the community regarding human trafficking cases.	• Human Trafficking and Family Resilience
55.	Draw a mass behavioral design for constructive interests in society.	• Psychology of Mass
56.	Draft intervention programs that can enhance positive work behavior and reduce negative work behavior.	• Mental Health and Work Behavior Psychology
57.	Formulate a business plan, and conduct market analysis related to their forthcoming business.	• Psychology of Entrepreneurship
58.	Able to design coaching for individual development in the workplace	• Individual Development in Organization
59.	Design training that can increase group effectiveness to improve mental health in the organization	• Group in Organization
60.	Design the module of organizational culture initiation change,	• Organization Development
61.	Create stress management projects related to personal stress cases in everyday life.	• Stress Management
62.	Able to perform psychological mapping of criminal profiling.	• Forensic Psychology
63.	Able to perform psychological autopsy on criminal victims.	• Forensic Psychology
64.	Able to conduct group counseling in substance abuse cases or adolescents' risky behavior.	• Therapeutic Counseling
65.	Counsel to non-clinical problems in marriage and family.	• Family Mental health
66.	Design preventive, promotive and curative programs against psychological disorders in adulthood and old age.	• Mental health of Adult and elderly

II.4 Semester Credit System

1. Important Terms in Semester Credit System

    a. Credit System is an educational administration system which the student study load, lecturer teaching load and educational institutions programs operation load are expressed in units of credit;

9

b. Semester is unit of activity time consisting of 16 to 19 weeks of lectures or other scheduled activities, along with its accompaniment activities, including 2 to 3 weeks of final semester examination and assessment;

c. Semester Credit System is a system of education implementation by using semester credit units (sks) to express student study load, lecturer workload, learning experience, and program implementation.

d. Semester Credit Unit is the measure of learning experience gained during 1 semester through scheduled activities per week, 1 hour of tutorial, or 2 hours of practicum, or 4 hours of field work, each accompanied by about 1-2 hours of structured activity and about 1-2 hours of independent activities;

2. Credit Score of Semester Credit Unit

The amount of student study load in a subject course is expressed in unit score called Semester Credit Unit (SKS). Related to the study load associated with the subject course, it will involve activities that may include lectures, seminars, group discussions, practicum, research, field work and similar activities. Those activities will be scored in semester credit units.

The Score Determination System And One Semester Credit Unit Load (1 sks)
Lectures

For lectures, the score of one credits is determined based on the activity load per week for 1 semester, as follows:
   a. for students
   - 50 minutes of scheduled face-to-face classes with the lecturers
   - 60 minutes for structured academic activities, which are unscheduled but planned activities by the lecturers, for example providing homework or other tasks outside the classroom
   - 60 minutes of independent academic activities, which are activities that must be done by students independently to explore the study materials or to expand their knowledge horizons, for example through reading the reference books.
   b. for lecturers
   - 50 minutes of scheduled face-to-face classes with the students
   - 60 minutes of doing planning and/or evaluation of structured academic activities that will be/have been done by students;
   - 60 minutes of developing lecture material through reading and writing.

Seminar activity
For teaching and learning activities in the form of seminars, students are required to make papers and present them on a forum. One credit equals with a structured learning activity although not scheduled for 50 hours in one semester.
Group discussion, practicum, research, field work, and undergraduate thesis preparation
Semester credit units for learning activities in the form of group discussion, practicum,

research, field work, and preparation of thesis, the credit value semester is determined as follows:

   a. for group discussions activities

   Learning activities in the form of group discussions, the score of one credit equals to the task activity load as much as 2 hours per week for one semester.

   b. for practicum activities

   Practicum, the score of one credit is the practical task load in the laboratory or in the practice room 2 hours per week for one semester.

   c. for work field or similar activities

   Field work / practical work / internship in industry, institutions, companies and the like, the score of one credit is the workload on the field as much as 4 per week for one or equivalent with an accumulative of 80 or 90 hours in one semester.

   d. for research activities and/or undergraduate thesis preparation

   Learning activities in the form of research and/or thesis writing, the score of one credit is equivalent to the task load of 3 or 4 hours a day for one month, with record that one month is calculated equivalent to 25 working days.

3. Maximum credit units per semester

In the first semester, all students get the same amount of credit load. Students study load in the first semester is 22 credits. After that, in the second semester onwards, each student's credit load is different depends on the results of student performance index on the previous semester. The relation between Performance Index and credit load is shown below:

Performance Index of the previous semester	Maximum Credits load for the next semester
>3,00	24
2,51-3,00	20
2,00-2,50	18
0,00-1,99	15

II.5 Lectures

1. Subject course

The implementation of lectures is conducted by a lecturer in charge of the course (PJMK) along with the lecturing team based on Semester Lesson Plan (RPS).

The subject courses which programed every semester:

   a. Semester courses

   b. Courses which are proposed by minimum of 15 students during pre-Study Plan Cards (Pra KRS)

c Interest courses which are proposed by students with the approval of the head of department.

2. Prerequisite courses

Prerequisite courses are courses which must be taken by students before taking certain courses (look at Flow of 2014 Curriculum Courses). The minimal score for prerequisite courses is C. If students do not want to retake the prerequisite courses, it can be taken simultaneously with the next course.

3. Attendance condition on lectures

a. Students must attend classes minimal 75% of the total lectures to be able to take the final exams

b. Students lose their rights to take the final exam if their attendance in lectures is less than 75% and get an E score for the course.

c. The calculation of student attendance of 75% is based on:

1. the number of real meeting of each courses in one semester.

2. the number of student attendance which calculated from the first meeting (lectures before Study Plan Change Card/KPRS is counted)

d. Students who are absent due to illness or carrying out state, university, faculty duties must submit a written permit attached with proof of doctor letter or letter of assignment no later than 1 day after the absence

4. Academic cheating sanctions

a. Students who cheat (cheating in exam, faking, doing plagiarism, bribing, replacing other student's position in academic activities, cooperating during exams, using gestures or through electronic tools) will get gradual academic sanctions in the form:

1. Stern warning both oral form or writing form.

2. Cancellation of examination scores for the courses or academic activities.

3. Does not pass the courses or academic activities.

4. Not allowed to follow academic activities at a certain time.

5. Dismissed or expelled from Universitas Airlangga.

b. Students who cheat by signing other student(s)' attendance list or "titip tanda tangan/titip absen (TA)" will get sanction of getting E in that course, both for those who sign and those who are signed.

II.6 Evaluation of Learning Outcome

Evaluation of students learning outcomes is intended to assess the level of student mastery over the material presented in a course. The forms of student learning evaluation and the percentage of the final score are determined by the lecturer at the beginning of the lecture meeting. The form of learning outcomes evaluation can be in the form of a test (midterm, final or thesis exam), assignments, quizzes, and so on.

1. Midterm Exam and Final Exam

Midterm and Final exams can be conducted in a variety of ways, such as written exams (with and/or without open book, multiple choice and/or free answers), oral exams, exams in the form of seminar presentations, exams in the form of assignments, exams in the form of writing scientific papers and so forth.

2. Assessment reference

The reference to convert the final grade into a learning achievement category is to use the standard reference of material mastery. The standard reference is as follows:

Score	Point Grade	Letter Grade
75-100	4	A
70-74,9	3,5	AB
65-69,9	3	B
60-64,9	2,5	BC
55-59,9	2	C
40-54,9	1	D
0-39,9	0	E

K means empty (no score); the score does not exist because the student resigned legally.

T means incomplete; the score is incomplete because all tasks haven't finished completely, if the task cannot be finished within the scheduled time, then T is changed to E.

Students who retake a course have the right to get score A and the score that will be used is the highest score. The deadline to repeat the courses which get D and E is the maximum of 4 semesters after the course was taken first.

3. Make-up exam

  a. Students can apply for a make-up exam to the exam committee with the approval of the lecturer in charge of the course (PJMK) for the following reasons:

    1. sick, must be evidenced with doctor's certificate.

    2. getting assignment from Universitas Airlangga, must be evidenced by a letter of assignment

b. Doctor's certificate or letter of assignment is given to exam committee no later than one day after the examination of the course.

c. Submission of doctor's certificate or assignment letter can be represented. Students who do not provide the letter within the prescribed time limit are not given the opportunity to take the make-up exam;

d. Make-up exams are held up in maximum of one week before the submission of the final grade.

d. Improvement exams

Improvement exam is a test that aims to provide an opportunity for students to improve their final grade of a particular course in the current semester.

Implementation requirements for improvement exams are:

1. The course does not contain a practicum

2. The courses that 40% of the participants get C or below.

The participants of improvement exams are students who get C or below that offered to do improvement exams on the current semester.

The final score of the improvement exam is the final assessment given to the participants of the improvement exam with a formulation of 60% component of the improvement exam and 40% final score. The maximum final score of improvement exam calculated in Study Result Card (KHS) is B.

Courses that will conduct improvement exam are announced no later than 2 weeks after the Final Exam ends.

e. undergraduate-thesis examination

Thesis exams are held in accordance with the academic calendar schedule.

f. Undergraduate thesis re-examination

Based on the results of thesis exams, students may conduct a re-examination under the conditions:

(1) If the idea of the research problem remains, the maximum score is B and (2) if the idea of the research problem is changed, the maximum score is A.

g. Student Performance Index

Categorization of learning performance shown in Study Result Card (KHS) is converted into numeric called as student Performance Index on that semester. The relationship between the categories of learning performance and learning performance index are as follows:

Learning Performance Category	Learning Performance Index
A	4
AB	3.5
B	3
BC	2.5
C	2
D	1
E	0

Study Result Card (KHS) shows Semester Performance Index (IPS) and Grade Point Average (IPK). Semester Performance Index (IPS) and Grade Point Average (IPK) are obtained by the following formula:

$$\text{IPS} = \frac{\sum(sks \; x \; IPB)}{\sum sks}$$

Explanation:
IPS = Semester Performance Index
SKS = total of Semester Credit Unit (sks) of each course
IPB = Learning Performance Index of each course

II.7 Study Evaluation

The students' learning process at Faculty of Psychology, Universitas Airlangga is monitored and evaluated periodically by the end of the first two years, the end of the first four years, the end of study time limit and the end of Psychology Undergraduate Program. Study Evaluation is intended to determine the students' eligibility and ability in continuing their studies at Faculty of Psychology, Universitas Airlangga.

1. Study Evaluation Based on Academic Performance

a. Study Evaluation based on Grade Point Average (IPK) and total of Semester Credit Unit (sks) taken at the time of evaluation. In essence, the calculation of Grade Point Average (IPK) is the same as Semester Performance Index (IPS) calculation. The difference is in the courses used in the calculation. IPS is calculated by the courses taken only in that semester, while IPK is calculated using all the courses taken in all semesters (from first semester).

Study Evaluation of the First Two Years
At the end of fourth semester, students must: (1) Collect at least 36 credit (sks); and (2) reach the lowest Grade Point Average (IPK) of 2.00;
Study Evaluation of the First Four Years
At the end of eighth semester, students must (1) collect at least 72 credit (sks); and reach the lowest Grade Point Average (IPK) of 2.00;
Study Evaluation at the End of Psychology Undergraduate Education
The minimum credits (sks) that students must collect to gain the recognition of finishing the

Psychology Undergraduate Program in Faculty of Psychology, Universitas Airlangga is 144 credits (sks). In addition to that total credits, there are other requirements, which are: (1) the minimum GPA is 2.00; (2) no course gets an E; (3) the total credits of subject courses which get D score is not more than 20% of all credits (sks) that had already taken; (4) no compulsory course gets D score; (5) have passed thesis examination.

Study Evaluation at the End of Study Time Limit

After students have taken 12 semesters, they only have 2 more semesters to finish their study. For that, the Faculty Leader conducts Study Evaluation to the concerned students to examine the possibility of completing their studies (encouraging, researching their problems and helping to find a way to solve them). Study Evaluation is re-conducted to students who have taken 14 semesters to determine the continuation of their studies or the students must be discontinued.

This is a list of compulsory courses which students must pass with a minimum score of C:

Courses Name	Credits
English	2
Anthropology	2
Sociology	2
Religion I	2
History and School of Psychology	2
Individual Behavior and Mental Process	3
Social Interaction	3
Personality Psychology	4
Theories of Developmental Psychology	3
Mental Health	3
Psychological Measurement*	5
Basics of Psychological Assessment*	4
Basics of Psychological Intervention*	4
Basic of Research Methodologies*	2
Assessment and Intervention of Child and Adolescent*	4
Assessment and Intervention of Adult and Elderly*	4
Assessment and Intervention of Community*	4
Religion II	2
Method and Data Analysis in Quantitative Research*	7
Method and Data Analysis in Qualitative Research*	4
Assessment and Intervention of Organization*	4

Courses Name	Credits
Indonesian Language	2
Pancasila	2
Citizenship	2
Personal Development*	2
Student Community Service (KKN)	3
Total Credits	81

2. Evaluation Based on Academic Behavior

Study Evaluation based on academic behavior is judged from any violations of Academic Ethics and Code of Conduct within Universitas Airlangga and also the provisions of academic administration.

II.8 Study Deadline and Academic Leave

a. Study Deadline

Psychology Undergraduate Program in Faculty of Psychology, Universitas Airlangga must be finished no later than 14 semesters. Study period is not counted if the students have been legally permitted by the Rector to not follow academic activities for certain period of time. Students must leave their study at Faculty of Psychology, Universitas Airlangga if they cannot finish their study within the specified time limit. The decision to terminate the study was determined by the Rector's Decree based on the Proposal from Dean of Faculty of Psychology, Universitas Airlangga.

b. Academic Leave

1. Academic leave is student activities related to their right not to attend academic activities in one semester;

2. Academic leave can only be proposed by a student who had been studying for four semesters;

3. Students are permitted to take academic leave for a maximum of 2 consecutive semesters;

4. Students who take academic leave are required to re-register;

5. The period of academic leave is not counted as study period;

6. Students must consult with Academic Advisors for taking an academic leave.

II.9 Undergraduate Thesis

Thesis is a final project that provides students with a learning experience to create written scientific papers by applying attitudes, ways of thinking, and scientific methods in solving scientific problems through research, and able to present and maintain the results in writing and orally in order to complete a particular study load to earn a Bachelor's Degree.

Before taking thesis, students are required to submit a proposal with a condition that they have passed from the courses of Research Methodology, Method and Data Analysis in Qualitative Research, Method and Data Analysis in Quantitative Research, and Psychology Seminar in accordance with the areas of interests.

Thesis proposal is a proposal that has been approved in Seminar Course by the Supervising Lecturer(s). The more detailed matters related to thesis are arranged in the Handbook of Thesis Writing.

> Thesis proposal is a proposal that has been approved in Seminar Course by the Supervising Lecturer of Seminar.

II.10 Academic Title and Graduation Predicate

Graduated students are entitled with academic title of Bachelor's degree in Psychology / Sarjana Psikologi (S.Psi). Graduation Predicate is given in accordance with the Grade Point Average (GPA/IPK).

The graduation predicate is shown below:

GPA (IPK)	Graduation Predicate
3,50-4,00	Cum Laude / with honors
2,75-3,49	Very Satisfactory
2,00-2,74	Satisfactory

III. Academic Administration

Students must enroll in academic administration at a scheduled time. Academic administration that must be done by students are:

a. Filling Pre Study Plan Card (Pra KRS);

b. Re-registration;

c. Filling Study Plan Card (KRS);

d. Make sure that their name is listed on the attendance list;

e. Filling Study Plan Change Card (KPRS);

f. Resigning from the course;

g. Dropping from the course.

Important:
Always note the schedules, deadlines and places of academic activities.

IV. Flow of Academic Activities

1. Filling Pre Study Plan Card (Pra KRS)

2. Re-registration

3. Payment Proof of SOP (Education Operational Donations); New Student Card (KTM)

4. Filling Study Plan Card (KRS)

5. Study Plan Change Card (KPRS)

6. Approval by academic advisor

7. Listed on attendance list

8. Check on cybercampus; Checking & managing in the Education Division

9. Study, Good luck

Flow of 2014 course curriculum

Department of Psychology, Faculty of Psychology, Universitas Airlangga

Semester I   : Religion I; History and School of Psychology; Anthropology; Sociology, Individual Behavior and Mental Process; Biopsychological behavior; Social Cognition; Social Interaction; English.

Semester II   : Pancasila; Citizenship; Philosophy of science; Philosophy of human; Social Influence and Group Dynamic; Psychology of Learning; Personality Psychology; Indonesian Language; Communication Skills.

Semester III : Human, Education and Family Development; Healthy Behavior; Mental Health; Psychological Measurement; Basics of Psychological Assessment; Basics of Psychological Intervention.

Semester IV : Psychology of Education; Industrial and Organizational Psychology; Psychopathology; Basics of Research Methodology; Assessment & Intervention of Children and Adolescents; Assessment & Intervention of Adults and Elderly; Assessment & Intervention of Communities.

Semester V : Religion II, Indigenous Psychology; Method and Data Analysis in Quantitative Research; Method and Data Analysis in Qualitative Research; Leadership and Decision Making; Personal Development; Assessment & Intervention of Organizations.

Semester VI : Seminar in Clinical Psychology & Mental Health; Stress Management; Mental Health of Child and Adolescent; Forensic Psychology; Therapeutic Counseling; Student Community Service (KKN-BBM); Seminar in Industrial and Organizational Psychology; Mental Health and Work Behavior Psychology; Psychology of Entrepreneurship; Individual Development in Organization; Seminar in Social Psychology; Mental Health of Community; Psychology of Cyberspace; Psychology of Peace; Psychology of Disaster; Seminar in Educational and Developmental Psychology; Early Childhood Education; Adult Education; Psychology of Giftedness; Psychology of Play.

Semester VII : Family Mental Health; Mental Health of Adult and Elderly; Group In Organization; Organization Development; Community-Based Healthy Behavior; Human Trafficking and Family Resilience; Mass Psychology; Inclusive Education; Optimization of Human Development.

Semester VIII : Thesis

1. Filling of Pre-Study Plan Card (Pra-KRS)

Students are required to complete Pre-KRS online through Psyche. This mechanism also allows students to write their requests through the Registration Request menu.

2. Re-registration

All students must re-register to be able to follow academic activities in the next semester. These activities include SOP payments and new Student Card (KTM) takings. Students are considered to have re-registered if they are able to show the SOP proof of payment and the new Student Card (KTM).

Important:
- Students who are late to re-register are not allowed to attend lectures in that semester. If students do not re-register for two consecutive semesters, then the students are considered as resigning from Faculty of Psychology, Universitas Airlangga.
- Students who are late in re-registration with acceptable reason, can propose for a follow-up re-registration to the Rector, and may attend the course after obtaining Rector's approval and re-register.
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3. Filling the Study Plan Card (KRS)

An admission to attend a course lecture is that course must be taken in the KRS. The number of credits and courses taken in the current semester can be consulted to the Academic Advisor.

Important:
- The total amount of credits which are taken in one semester must not exceed the credits specified in KHS for any reason.
- The deadline to retake a course is only 4 semesters after the course was first taken.
- Students must not take two or more courses that have the same schedule.
- Filling the KRS is the responsibility of the student.

4. Filling the Study Plan Change Card (KPRS)

After 2 weeks of lecturing, students are given the opportunity to make changes to the study plan. Changing the study plan can only be done within the specified time.

Important:
KPRS can only be filled when KRS has been filled in and submitted to the Education Sub Division.

5. Academic Advisor's approval

Study Plan Card (KRS) and Study Plan Change Card (KPRS) which have been approved by Academic Advisor through Cyber Campus are then printed and must be signed by Academic Advisor as a sign of approval.

6. Checking and Managing in the Academic Sub Division.

Students can only attend to courses that have been programmed/listed in the KRS or KPRS. Students should pay attention to attendance lists in all courses to ensure that the student has programmed them. If the student take a course, but is not registered in the attendance list, the student must solve the matter to the Education Sub Division and to the Academic Advisor.

Important:
The final score of a course is only available to students who are already enrolled in the attendance list of the course.

V. Others

Students who transfer to Faculty of Psychology from other faculties in Universitas Airlangga or from other universities, the transfer of course grades, thesis, and academic leave are arranged separately.

VI. Structure of Curriculum and Study Load

1. Curriculum Structure

Psychology Undergraduate Program in Universitas Airlangga is using Semester Credit System (SKS). Students must take at least 144 credits to graduate as Bachelor of Psychology.

21

The curriculum structure is divided into 3 courses categories, namely University Compulsory Courses (21 credits), Department Compulsory Courses (102 credits), and Compulsory Elective Courses (19 credits).

Table 1. Courses Categories

Course Category		Credits	Total Courses
University Compulsory Courses (MKWU)		21	10
Department Compulsory Courses (MKWPS)		102	31
Elective Courses (MKP)	Educational and Developmental Psychology	19	8
	Personality and Social Psychology	19	8
	Industrial and Organizational Psychology	19	8
	Clinical Psychology and Mental Health	19	8

Explanation:

- University Compulsory Courses are the basic courses in accordance with university-level curriculum policies.
- Department Compulsory Courses are the basic and advanced courses designed by the Psychology Department (S1), Faculty of Psychology, Universitas Airlangga to achieve the learning outcomes as the graduates of Bachelor of Psychology in Faculty of Psychology Universitas Airlangga.
- Elective Courses are the advanced courses designed by the Faculty of Psychology Universitas Airlangga to provide depth understanding in certain areas of interest - in accordance with the demands of society and the development of Psychology science and research. These courses provide the graduates of Psychology Undergraduate program to have the ability to compete with other scholars both from domestic and abroad. Elective courses are divided into 4 areas of interest that can be selected by each student, namely: Educational and Developmental Psychology, Personality and Social Psychology, Industrial and Organizational Psychology, Clinical Psychology and Mental Health. Students are required to choose their areas of interests and take all elective courses on that area of interest and at least 1 elective course in other areas of interests.

Table 2. Curriculum Structure

No.	Courses		Credit (sks)	Category
	Code	Course Names		
1	2	3	4	5
Semester 1				
Compulsory				
1a	AGB101	Buddhism I (2 sks)	2	MKWU
1b	AGI101	Islam I (2 sks)		
1c	AGK101	Catholic I (2 sks)		

1d	AGP101	Protestant Christianity I (2 sks)		
1e	AGH101	Hinduism I (2 sks)		
1f	AGC101	Confucianism I (2 sks)		
2	PSU104	History and School of Psychology	2	MKWPS
3	SOA102	Anthropology	2	MKWU
4	SOS102	Sociology	2	MKWU
5	PSU106	Individual Behavior and Mental Process	3	MKWPS
6	PSU107	Biopsychological Behavior	4	MKWPS
7	PSS104	Social Cognition	2	MKWPS
8	PSS105	Social Interaction	3	MKWPS
9	BAE110	English	2	MKWU
		Total Of Study Load In Semester 1	22	
Semester 2				
Compulsory				
1	NOP103	Pancasila	2	MKWU
2	NOP104	Citizenship	2	MKWU
3	PHP101	Philosophy of science	2	MKWU
4	PHP102	Philosophy of Human	2	MKWPS
5	PSS106	Social Influence and Group Dynamic	2	MKWPS
6	PSU105	Psychology of Learning	2	MKWPS
7	PSU108	Personality Psychology	4	MKWPS
8	PSD101	Theories of Developmental Psychology	3	MKWPS
9	BAI101	Indonesian Language	2	MKWU
10	SOK105	Communication Skills	2	MKWPS
		Total of Study Load in Semester 2	23	
Semester 3				
Compulsory				
1	PSD203	Human, Education and Family Development	4	MKWPS
2	PSC202	Healthy Behavior	2	MKWPS
3	PSC305	Mental Health	3	MKWPS
4	PSA207	Psychological Measurement	5	MKWPS
5	PSA208	Basics of Psychological Assessments	4	MKWPS
6	PSA209	Basics of Psychological Intervention	4	MKWPS
		Total of Study Load in Semester 3	22	
Semester 4				
Compulsory				
1	PSE202	Psychology of Education	3	MKWPS
2	PSI201	Industrial and Organizational Psychology	3	MKWPS
3	PSC203	Psychopathology	3	MKWPS
4	PNP205	Basics of Research Methodology*	2	MKWPS
5	PSA210	Assessment and Intervention of Child and Adolescent*	4	MKWPS

6	PSA211	Assessment and Intervention of Adult and Elderly*	4	MKWPS
7	PSA212	Assessment and Intervention of Community*	4	MKWPS
		Total of Study Load in Semester 4	23	

Semester 5				
Compulsory				
1a	AGB401	Buddhism II (2 credits)	2	MKWU
1b	AGI401	Islam II (2 credits)		
1c	AGK401	Catholics II (2 credits)		
1d	AGP401	Protestant Christianity II (2 credits)		
1e	AGH401	Hinduism II (2 credits)		
1f	AGC401	Confucianism II (2 credits)		
2	PSS303	Indigenous Psychology	3	MKWPS
3	PNP206	Method and Data Analysis in Quantitative Research	7	MKWPS
4	PNP207	Method and Data Analysis in Qualitative Research	4	MKWPS
5	PSA304	Assessment and Intervention of Organization*	4	MKWPS
6	PSO301	Leadership and Decision Making*	2	MKWPS
7	PSD305	Personal Development*	2	MKWPS
		Total of Study Load in Semester 5	24	

Semester 6				
Compulsory				
1	KNP401	Student Community Service (KKN-BBM)	3	MKWU
Educational and Developmental Psychology area of interest				
1	PSD403	Seminar in Educational and Developmental Psychology	2	MKP
2	PSE301	Early Childhood Education	2	MKP
3	PSE302	Adult Education	2	MKP
4	PSE303	Psychology of Giftedness	2	MKP
5	PSD303	Psychology of Play	2	MKP
6	PSC309	Mental Health of Child and Adolescent**	3	MKP
Personality and Social Psychology area of interest				
1	PSS405	Seminar in Social Psychology	2	MKP
2	PSK301	Mental Health of Community***	3	MKP
3	PSS304	Psychology of Cyberspace	2	MKP
4	PSS305	Psychology of Peace	2	MKP
5	PSS306	Psychology of Disaster	3	MKP
Industrial and Organizational Psychology area of interest				
1	PSI404	Seminar in Industrial and Organizational Psychology	2	MKP

2	PSC310	Mental Health and Work Behavior Psychology	3	MKP
3	PSO302	Psychology of Entrepreneurship	3	MKP
4	PSO303	Individual Development in Organization	5	MKP
Clinical Psychology and Mental health area of interest				
1	PSC403	Seminar in Clinical Psychology and Mental Health	2	MKP
2	PSC311	Stress Management	2	MKP
3	PSC309	Mental Health of Child and Adolescent**	3	MKP
4	PSC102	Forensic Psychology	2	MKP
5	PSC312	Therapeutic Counseling	2	MKP
6	PSK301	Mental Health of Community***	3	MKP
		Total of Study Load in Semester 6	15-17	
Semester 7				
Educational and developmental Psychology area of interest				
1	PSE304	Inclusive Education	3	MKP
2	PSD306	Optimization of Human development	3	MKP
Personality and Social Psychology area of interest				
1	PSK302	Community-based Healthy Behavior	2	MKP
2	PSS307	Human Trafficking and Family Resilience	3	MKP
3	PSS308	Psychology of Mass	2	MKP
Industrial and Organizational Psychology area of interest				
1	PSO304	Group in Organization	2	MKP
2	PSC314	Organization Development	4	MKP
Clinical Psychology and Mental health area of interest				
1	PSC313	Family Mental Health	2	MKP
2	PSC314	Mental Health of Adult and Elderly	3	MKP
		Total of Study Load in Semester 7	5-7	
Semester 8				
1	PNP499	Thesis	6	MKWPS
		Total of Study Load in Semester 8	6	MKWPS
Minimum Amounts of Study Loads			144	

Explanation:

*) Courses are held on a limited basis of 3 small classes (maximum is 40 students / class) for each semester.

**) Elective courses for 2 areas of interests, they are: Psychology of Education and Development and Clinical Psychology and Mental Health.

***) Elective courses for 2 areas of interests, they are: Clinical Psychology and Mental Health and Personality and Social Psychology.

25

No	Courses Names	Credits (sks)	Description
1	Religion I (Buddhism)	2	This course teaches the Essence of God Almighty, in the Holy Scriptures of Elder VIII: 3 is described as The Following: The Absolute and Unconditioned and Unborn are the Nibbāna (Persons who have attained Sainthood) Arahats; The Birth of P. Sidarta for Six Years and the Perfect Illumination of Buddha, the Dharma Spreading in the Garden of Isipatana the formation of the Sangha; Before a person becomes a Buddha he must become a Bodishatva, possessing Metta Karuna and Mudita and more concerned with others than himself; The law of the Sunyataan that prevails in the 31 realms of nature, Arupa Loka, Rupa Loka and karma Loka; The karmic law of deeds done by mano Vacci and karma and driven by cetana, without Cetana there will be no karma, Karma is the result of deed and will receive, apply and implement.
2	Religion I (Islam)	2	The Islamic Education course teaches about the concept of Divinity in Islam, Faith and Devotion (taqwa), Implementation of Faith and Devotion in Modern Life, Human Religion According to Islam, Law, Human Rights and Democracy in Islam (understanding), Islamic Law and Contribution of Indonesian Muslims, Ethics, Morals, and Characters, Science and Technology in Islam, Interreligious Harmony, Civil Society and Welfare of People, Islamic Economy, Islamic Culture, and Islamic Political System.
3.	Religion I (Catholic)	2	This course describes the nature and dimensions of humanity, God of the Almighty, Jesus Christ, the Ethics-Moral, the dialogue and concord of interreligious people, the socializing faith, the culturing church, the science of technology and the arts, the socio-political life, the law, the Human Rights, and democracy in the Catholic faith and the role of women in the Church.
4.	Religion I (Protestant Christianity)	2	After attending these lectures, students are expected to be able to appreciate the love of God in Jesus Christ with the guidance of the Holy Spirit so as to grow as a whole person in all

26

No	Courses Names	Credits (sks)	Description
			aspects and can prove himself as a mature new man, responsible to God, his fellow man and his natural environment as well Willing to devote whole life and work for the benefit of fellow human being.
5.	Religion I (Hinduism)	2	The Lectures deal with the Conceptions of the God of the Almighty (Brahma Widya), Catur Marga Yoga, The Nature of Human in Hinduism I, The Nature of Human in Hinduism II, Ethics and Morality I, Ethics and Morality II, Harmony of Interreligious People, Jagadhita Working Community, Culture as the Experience of Hinduism, Politics in Hinduism Perspective, Hinduism in the Framework of Justice.
6.	History and School of Psychology	2	This course will explore the historical and developmental background of psychology as a modern science. This course covers subject matters, basic epistemological assumptions and methods used in every modern school of psychology. It also includes key figures, contributions, zeitgeists and criticism in every stream of psychology.
7.	Anthropology	2	This course seeks to provide an understanding of the interrelation between personality with culture and collective personality concepts in anthropological perspective. The course studies include cultural patterns, human innate theories, collective personality and individual personality theories, anthropological research approaches and the study of the phenomenon of community behavior in anthropological perspectives.
8.	Sociology	2	This course discusses the effects of social situations and conditions that enable us to develop who we are and how we behave. This Sociology course covers topics such as culture, violence, deviation, social control, socialization and personality, group behavior, social class and social institutions. The main part of this course is conducting self-study, as well as the communities that influence our behavior.
9.	Individual Behavior	3	This course provides a fundamental understanding

No	Courses Names	Credits (sks)	Description
	and Mental Process		of psychology as a science that studies the process of thinking and behaving. This course discusses the main concepts of human behavior formers that include awareness, cognition, intelligence, emotion and motivation. A basic experiment in the study of mental processes is also given in this course to provide a critical and deep understanding of the main concepts in mental processes.
10.	Biopsychological Behavior	4	The course of Biopsychological Behavior provides insight into the biological and physiological basis of the nervous system of human mental behavior and processes. This is done by conducting a literature review of various empirical studies (evidence-based) in the field of biopsychology in the discipline of Psychology in general. Findings from pure and applied biopsychological research are discussed to explain human behavior and clinical symptoms.
11.	Social Cognition	2	This course will provide an understanding of basic concepts in the study of social psychology, especially in how individuals think about themselves, others, and the surrounding social situations. This course will also provide an understanding of the underlying processes of decision-making, judgment, perceptions, beliefs, and behaviors that individuals arise in particular social situations. In addition, this course will also introduce students with social cognition process that includes: the formation of impression, attribution, self and identity, and attitude.
12.	Social Interaction	3	This Social Interaction course aims to develop students' understanding of the basic concepts and theories of social psychology related to social processes in human interaction. Students will be introduced to a variety of concepts and theories related to human interaction, such as prosocial behavior, attraction and close relationship, prejudice and discrimination, and aggression behavior. Students will also explore the language and communication process in human relationships. In addition, this course introduces

No	Courses Names	Credits (sks)	Description
			students to contemporary issues in social psychology research, especially on epistemological issues in social psychology studies.
13.	English	2	This course seeks to provide the need to use English in academic interest. Therefore, this course tries to facilitate students to improve their English skills in the context of academic interests, especially in oral presentation, writing and reading. This is also based on the fact that most of the textbooks used in psychology undergraduate program use English as the medium of instruction.
14.	Pancasila	2	This course contains a discussion about: Pancasila in the Study of Indonesian History. Pancasila as the basis of the State (the position of Pancasila in the legal system in Indonesia, the philosophical aspects of Pancasila, the values of Pancasila as open ideology and Pancasila as the source of all sources of state law in Indonesia); Pancasila as the State Ideology; Pancasila as the System of Philosophy; Pancasila as a Moral and Ethical System; Pancasila as the Basic Value of Science Development.
15.	Citizenship	2	This course contains the concept and description of situation related to the character strengthening of the citizen in the life of the nation and state. The perception of the actual situation about the condition of nationality with the discussion include: PKN as the orientation of character strengthening, National Identity, State and Constitution, Rights and Obligations of Citizens, Indonesian Democracy, Indonesia National Resilience, and National Integration. The framework of discussion is related to the phenomenon of globalization, human rights and democracy (politics and economy) as well as actual Indonesian dynamics such as Anti-Corruption Education.
16.	Philosophy of Science	2	Philosophy of Science is a course that examines the answers to major philosophical questions in scientific knowledge and methodology.

No	Courses Names	Credits (sks)	Description
			Philosophy of science and logic also discusses the position of philosophy in science. First, exploring the similarities and differences of scientific ways by gaining other knowledge, including the characteristics of explanation and method. Second, focusing on various philosophical changes of scientific theory, including falsification (Popper) and paradigm shift (Kuhn). Third, examine the debate of scientific realism: Can fundamental philosophical questions about the structure of reality be answered by scientific knowledge? How does the reflection of the history of science explain the reliability of a scientific methodology?
17.	Philosophy of Human	2	This course reflects some questions about the complexity of "psyche" in human existence in relation to various roots and perspectives in psychology. The lecture also contains reflective questions about what we are, who we are, how and why we as human beings are connected to physical, metaphysical, and social aspects. The lecture also discusses how those reflections are related to the questions made by philosophers throughout the ages, why they are important to people, and what philosophical views that they have developed.
18.	Social Influence and Group Dynamic	2	This course discusses concepts and theories related to individual relationships with other individuals in groups and even between groups. This course also explores how individuals can be influenced by the presence of other people, groups, and / or socio-cultural systems that develop in society.
19.	Psychology of Learning	2	This course introduces students to various approaches in learning theory that are used to explain the formation and change of human behavior. In addition, students will also study the planning, implementation and evaluation of learning process based on existing theories in various approaches. Students will also be introduced to the process of knowledge formation and thought processes in human.

No	Courses Names	Credits (sks)	Description
20.	Personality Psychology	4	This course introduces the formation process of personality and its influence on the formation of behavior. This course will invite students to understand the theory by using that theory to conduct self-analysis and individual differences. Personality psychology approaches that will be studied are the perspective of typology, psychoanalysis, trait, cognitive, humanistic, existentialist and evolutionary neuro-developmental.
21.	Theories of Developmental Psychology	3	This course invites students to understand various perspectives that can be used to explain human change and development. The first section will provide a philosophical basis for human development as well as examine developmental theories that can be grouped into 3, namely: the stage theory view of development, the differential approach to development, and the ipsative approach to development. The second section will provide an understanding of the lifespan development perspective as one of the most recent perspectives in looking at human development. The third section will deal with various theories that can be used to explain human development from the aspects of its approach (psychoanalysis theory, bioecological theory, learning theory) and its developmental sphere (motor development theory, cognitive, moral, spiritual and personality). The fourth section provides an understanding of design and ethical issues in developmental research.
22.	Indonesian Language	2	The Indonesian Language course develops the students' ability to use Indonesian language well and correctly. The use of Indonesian language is intended for the purposes of writing simple scientific papers. This course will also invite students to present the simple scientific papers with the right language style.
23.	Communication Skills	2	This course trains students to improve their communication skills, both in oral and written. In addition, students are encouraged to familiarize

No	Courses Names	Credits (sks)	Description
			themselves with oral and written communication in accordance with the standards in the academic and professional communities. This course also includes the use of information technology as a medium in communicating that support the professional relationships. The verbal communication skills covered in this course include presentation and listening skills, while written communication skills include essay, research reports and practicum writing skills.
24.	Human, Education and Family Development	4	This course facilitates students to study the various phenomena about typical human development and educational processes, both individually and their interactions with the environment. The theoretical study of the family is given as one of the perspectives that can be used by students in understanding and further analyzing the existing phenomenon.
25.	Healthy Behavior	2	This course studies healthy behaviors and how healthy behaviors can be formed from the perspective of social cognition. The main lessons includes the definition of healthy behavior; Determinants of healthy behavior; Social cognition theories that explain how healthy behaviors are formed (HBM, HLC, TPB, Transtheoretical Model, The Precaution Adoption Process Model, and Protection Motivation Theory); Healthy behavior in HIV / AIDS settings; And improvement of healthy behavior community through intervention mapping approach.
26.	Mental health	3	This course provides insight into the basic concepts of mental health and psychological welfare from a positive psychological perspective. This is done through studies of mental health cases using positive psychological theory and empirical findings (theoretical-based vs. evidence-based approach). The basic principles of improving mental health and psychological welfare will also be discussed as the basis for further lectures.
27.	Psychological	5	This course is designed to introduce psychometric

No	Courses Names	Credits (sks)	Description
	Measurement		theory to students, and to train the basic skills necessary to develop psychological tests and interpret the measurement results. In addition, students will also gain understanding and skills about test development. The course materials will include the results of research, theory, and application of measurement concepts in the field of psychology. For example, in the lecture will be explained about the classical test theory's view of reliability, item analysis, validity, and principles of test development. In addition, also discussed about the view of the approach of modern test theory including item response theory.
28.	Basics of Psychological Assessment	4	The basics of psychological assessment provide an understanding of the basic concepts of the assessment. This course introduces students to psychodiagnostic components, diagnostic processes, paradigms in psychology and psychodiagnostics, observation and interview processes, psychological testing tools including objective, projective and inventory tests, and ethical principles related to the assessment. In this course students develop observation and interviewing skills, as well as an understanding of concepts and theories about psychological tests, as a basis for following assessment courses and interventions in various contexts.
29.	Basics of Psychological Intervension	4	This course provides basic knowledge and trains students' skills in designing psychological intervention programs to shape and change the perspective, attitude, and behavior of individuals in dealing with issues. The design of the intervention program includes counseling, psychotherapy, training, and psychoeducation. This course also provides the basis for further study, which involves the application of assessment and intervention in a variety of contexts. Such follow-up studies will be covered in the course of Assessment and Intervention of Child and Adolescent, Assessment and Intervention of Adult and Elderly, Assessment and

No	Courses Names	Credits (sks)	Description
			Intervention of Community, and Assessment and Intervention of Organization.
30.	Psychology of Education	3	This course will provide philosophical, theoretical, and practical insight into education and application of psychology in educational settings. This course covers 4 sections, namely the philosophy and basic concepts of education, the psychology of learners, the learning process in the school setting and the assessment of learning. In the first part, students will be introduced to systems thinking in education, philosophy and approaches in education as well as educational principles. In the second part, students will be asked to study the psychological aspects of learners that affect the learning process as well as facilitation of their educational needs, including motivation in learning. In the third part, students will be asked to study the learning processes in the school setting. This section will cover learning process models, learning methods, instructional design and instructional media, and classroom management. Lastly, in the fourth section, students will be asked to study the learning assessment, which will include the learning taxonomy as well as the preparation of the learning result test.
31.	Industrial and Organizational Psychology	3	This course will provide basic knowledge about jobs, working individuals, workplace organizations, and human resource management. In this course, students can also learn about the branch of industrial and organizational psychology and its sub-specialization. In addition, this course will also discuss some of issues of work at the level of individuals, groups and organizations.
32.	Psychopathology	3	This course provides knowledge and understanding of psychopathology. Students will be invited to distinguish between normal and abnormal behavior through theoretical-based and classification-based. Students will be taught the ability to distinguish the use of current mental classification system. This course will also invite students to understand the factors that influence

No	Courses Names	Credits (sks)	Description
			the emergence of psychopathological symptoms as well as the impact of social and cultural factors on the precision of making the diagnosis.
33.	Basics of Research Methodology	2	This course provides an introduction for students to understand the nature and methods of psychological research. Studies in this course includes: the paradigm, methods and research steps, ethical problems in social research and the research reports writing that are guided by manual of scientific publications of the American Psychologist Association (APA). Students' understanding of the subject matter will be the basis for strengthening research capability in some advanced courses.
34.	Assessment and Intervention of Child and Adolescent	4	This course introduces students to the application of concept and theory of assessment and psychological intervention in dealing with various problems of children and adolescents. In this course, students learn to apply observations and interviews to explore data about the problems of children and adolescents. In addition, students develop skills to administrating, scoring and interpreting the basic psychological test results that can be used in children and adolescents. After integrating assessment data, students practice implementing a model of non-clinical intervention for child and adolescent cases.
35.	Assessment and Intervention of Adult and Elderly	4	This course discusses various assessment and intervention approaches for adult and elderly stage. Assessments in this course include various assessment techniques that can be used to identify potential, strengths, weaknesses, and/or barriers experienced by adults and the elderly. Interventions in this course cover a range of approaches that can be used to manage the potentials and constraints mentioned above so they can adapt optimally.
36.	Assessment and Intervention of Community	4	This course will equip students with psychodiagnostic skill as well as the social population measuring tool. It is required by a bachelor of psychology to be able to understand

No	Courses Names	Credits (sks)	Description
			social behavior problems within the community or community context, as well as to analyze their causes and impacts. The philosophical foundation of psychology community is given so the students will understand that the process of assessment and intervention done to the community is purposed to create a strong and prosperous society.
37.	Religion II	2	This course provides a basic understanding of practical ethics for scientists and professionals in psychology in performing psychological services. This course will invite students to examine the issues of ethics and morality contained in the practice of professional and scientists in psychology. This course is based on an understanding of the psychological code of ethics in Indonesia.
38.	Indigenous Psychology	3	This course aims to provide students with historical knowledge and theoretical foundations on how psychology as a branch of science has transformed in terms of understanding the location of culture in human behavior. This course equips students with the history and concepts of indigenous approaches in psychology, the difference between cross-cultural and indigenous approaches, as well as knowledge of contemporary psychological research and theories using indigenous approaches, especially those produced by researchers in Asia.
39.	Method and Data Analysis in Quantitative Research	7	This course provides insights and skills to carry out quantitative research through the stages of formulation of research problems, theoretical study of the research variables, research design and statistical analysis of research data as well as interpretation of quantitative research results. In this course, the entire stages of quantitative research will follow the guides of research reports using 'APA' standard.
40.	Method and Data Analysis in Qualitative Research	4	This course is part of the Research and Measurement cluster of Psychology. This course facilitates students to be able to carry out qualitative research with appropriate process

36

No	Courses Names	Credits (sks)	Description
			according to the paradigm and approach used. Lecture materials include: Paradigm and qualitative research approach, qualitative research design, data control methods, data analysis, credibility of research, and writing qualitative research reports. By regarding the material coverage and learning outcomes targets, lectures will be conducted in a balanced portion of classroom activities (lectures, discussions) and field activities (practicing research). To take this course, the student must pass the course Basics of Research Methodology with minimum of grade C.
41.	Assessment and Intervention of Organization	4	This course provides insight into job design and skills for conducting position analysis. This course also provides insight into the selection recruitment process and provides the skills to develop and use the assessment center such as star interview, FGD and In Basket Training. In the next stage, this course will provide insight into the training and stages of the training as one of the interventions in the organization.
42.	Leadership and Decision Making	2	This course will give students the opportunity to recognize their own leadership potential and realize the importance of leadership ability for their own development and career. Students will also be asked to implement the leadership functions within a small group to understand the power it has and its skills in influencing others. In addition, students are also given knowledge and practical skills to analyze the situation, identify the causes of the problem, analyze potential problems, and make decisions.
43.	Personal Development	2	Through this course, students can develop their own potential and solve psychological problems as a bachelor of psychology. The process begins with designing personal and careers development to explore personal potential and to build healthy and effective personal and professional relationships.
44.	Student Community Service (KKN-BBM)	3	This course aims to train students to apply the skills and knowledge that they have learned to help solving the community problems. This course

37

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			material covers the purpose, permits mechanism and process of practical activities in the field.
45.	Seminar in Educational and Developmental Psychology	2	This course provides the students with lessons to develop the ability to apply conceptual and research skills that lead to the skills of developing research plans in accordance with the field of educational and developmental psychology. The research plan was outlined in thesis proposal.
46.	Early Childhood Education	2	This course will provide insight, knowledge and skills for students to be able to apply the concepts and theories of developmental and educational psychology to solve problems in early childhood education settings. This course consists of 3 parts, the first part covers history, basic concepts, and various approaches developed in early childhood education. The second part covers the application of theories of development and education in the learning process and curriculum planning. The third section covers the development of early childhood education management in the context of the institution and its relationships with family and community.
47.	Adult Education	2	This course aims to develop the skills of designing adult learning programs based on biological and psychosocial issues. This course will develop students' understanding of the role and vision of adult education, needs and interests in adult learning program planning as well as learning and motivation theories. Furthermore, students will practice to determine the needs, assessment techniques, forms, methods and objectives of training so they can prepare modules which suit the needs of adults.
48.	Psychology of Giftedness	2	This course teaches students to understand the concepts of giftedness as well as to recognize the characteristics and needs of gifted individuals. This course also provides insight into the different models of educational services for gifted individuals. In addition, this course will also provide the skills in test administration (both formal and informal) to identify giftedness and

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			programming skills for optimizing individual gifts.
49.	Psychology of Play	2	This course will give students the skills to design play sets with reference to a certain theory base. Through this course, students are also expected to make recommendations on the use of play sets based on test results and/or research that has been made. Recommendations concerning the use of play equipment, both as a tool of developmental stimulation, helping children with special needs (ABK) and as one of the learning media in education.
50.	Seminar in Social Psychology	2	This course provides an opportunity for students to train sensitivity to social problems in society, to capture them into a theme of scientific study, to find relevant theories / concepts to the study, and to design research based on selected study themes.
51.	Mental Health of Community	3	This course provides an understanding of the psychosocial basics of mental health that emphasize the role and power of the environment or social system to reduce health problems and enhance the welfare of individuals and groups of individuals/communities. The discussion of this course also relates to the interaction between the social system and individuals' health and welfare as members of the community. This course provides students with the ability to plan and evaluate community empowerment programs as well as positive social changes to improve the welfare and quality of life of all individuals living in a community.
52.	Psychology of Cyberspace	2	This course will equip students with the ability to understand the phenomenon of computer-mediated communication. This includes the behavioral problems arising from the use of information-communication media and technology, both in individual and social terms. Students are also expected to be able to analyze the impact and alternative interventions of the actors. In addition, students will be equipped with an understanding of the history and basis of computer-mediated communication research, as well as the framework

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			of computer-mediated communication behavior analysis as well as relevant psychological aspects related to the behavioral phenomenon.
53.	Psychology of Peace	2	This course develops students' ability to understand, analyze and apply the concepts and theories of peace psychology as an effort to prevent and intervene social conflict.
54.	Psychology of Disaster	3	This course invites students to explore the dynamic relationship between humans and their ecological environment. This relationship covers how the ecological environment impacts individuals' welfare and behavior, and vice versa how the aggregate impact of individual behavior on the sustainability of ecosystems, especially in the production of environmental risks. In this course, natural disasters are seen as a consequence arising from the accumulation of environmental risks caused by a combination of population explosions, natural resource exploitation and aggregate unprofitable human behavior. Disaster management, psychological interventions in the disaster context, and post-disaster mitigation and rehabilitation processes will also be explored in depth.
55.	Seminar in Industrial and Organizational Psychology	2	This course gives students the opportunity to train sensitivity to Organizational and Industrial problems within individuals, groups and organizations, capturing them into a theme of scientific studies, finding relevant theories / concepts to the study, and making research designs based on selected study themes. The final result is proposal that later will become thesis.
56.	Mental Health and Work Behavior Psychology	3	This course provides an understanding of the concepts and implementation of organizational behavior and mental health in industry and organizational settings. This course will discuss positive organizational behavior / POB and counterproductive behavior, employee well-being and work life balance and mental health practices in organizations in Indonesia.
57.	Psychology of	3	This course facilitates students to develop their

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	Entrepreneurship		entrepreneurial spirit, as well as skills in running their business through the application of industrial and organizational psychology sciences, strategic management, marketing management and human resource management.
58.	Individual Development in Organization	5	This course provides basic understanding and basics skills of interventions at the individual level to improve organizational welfare. In this course, we discuss the concepts and application of performance-based and competence-based performance evaluations, training and development in organizations, coaching for individual development, workplace counseling for work and life balance.
59.	Seminar in Clinical Psychology and Mental Health	2	These subjects will teach some skills to students, which are: sensitivity in capturing symptoms or central issues in society, analyzing and integrating theoretical concepts, methods of analyzing research data and interventions in a clinical psychology and mental health research proposal.
60.	Stress Management	2	This course provides students with the ability to master basic concepts and application skills to handle issues related to stress in human life in non-clinical conditions.
61.	Mental health of Child and Adolescent	3	This course develops students' understanding of the problems in the field of mental health in children and adolescents. This course covers the introduction of behavioral and emotional issues in children and adolescents, the determination of appropriate behavioral modification programs, and the design of emotional and behavioral prevention programs in children and adolescents by considering the bio-psycho-socio-cultural and gender aspects. Specifically, students will improve the skills to run early detection and early intervention programs on Autism.
62.	Forensic Psychology	2	This course introduces students to the application of concept and theory of psychology science in helping the judicial process from the process of investigation of the case, the judiciary to the process of correction and rehabilitation of crime.

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			In this course, students learn to use theories of personality, mental and behavioral processes, psychological disorders and psychopathology developments to explain what and how crimes occur in criminal contexts, psychological dynamics of criminals and victims of crime, correction and rehabilitation of crime, and provide advice about practical applications of psychology in the field of law and judiciary. In addition, students develop skills to analyze crime cases by using theories and concepts of psychology and write the results of his studies in scientific papers.
63.	Therapeutic Counseling	2	This course provides skills on the fundamentals of establishing therapeutic relationships in individual and group counseling processes. This is done by performing role plays and individual counseling practices in cases of violence and personal adjustment problems as well as group counseling in cases of substance abuse and adolescent risky behavior.
64.	Inclusive Education	3	This course provides philosophical, theoretical and practical insight into inclusive education and the application of psychology in inclusive education. This course is given as a tool for undergraduate psychology students, especially those who are planning to have careers in education, so they can understand the basic philosophy and concept of inclusive education as one of the educational model for Children with Special Needs (ABK). By understanding the philosophy and basic concepts of inclusive education, students also need to be equipped with an understanding of how to develop inclusive schools and provide educational services according to the diverse needs of learners in inclusive schools so that the development and education of learners, especially Children with Special Needs (ABK), can be optimized.
65.	Optimization of Human Development	3	This course develops students' knowledge of various steps that can be taken by parents and family in optimizing individual development in childhood, adolescence, adult, or in helping the

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			achievement of optimum aging in elderly. In addition, this course also facilitates students to develop basic skills to solve human development problems appropriately.
66.	Community-Based Healthy Behavior	2	This course trains students to conduct need assessment as a first step in preparing health promotion using intervention mapping approach in cases related to dengue fever, HIV / AIDS, or malaria. The lecture material includes the skills of identifying and using behavioral theories that can explain a healthy behavior in cases of dengue, HIV / AIDS, or malaria. Furthermore, students are asked to identify risk factors that contribute to health problems by exploring determinant factors based on ecological approach.
67.	Human Trafficking and Family Resilience	3	This course develops students' ability to conduct an in-depth analysis of the role of the family as a risk factor or supporting factor to the occurrence of human trafficking cases in Indonesia. Furthermore, students will learn to develop family resilience as a risk or protector factors for children and adolescents to avoid human trafficking cases. In addition, this course provides practical experience for students through simple intervention activities on human trafficking cases.
68.	Psychology of Mass	2	This course studies the psychological processes of the mass and the psychological processes of individuals within the mass. The goal of this course is students understand and analyze the phenomenon on the individual and social based on the concepts or theories of social psychology related to the process of interaction between individuals and the masses. Students also study the strategy of mass control.
69.	Group in Organization	2	This course provides insight into the formation of group roles and processes within the organization, as well as various methods of intervention to increase group effectiveness within the organization.
70.	Organization Development	4	This course provides knowledge and skills in identifying the conditions of the organization, as

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			well as knowledge in designing interventions to improve organizational health. This course will focus on the organization as its analytical unit, specifically addressing organizational culture and organizational design. In addition to conducting a literature review of empirical studies on this topic, students will practice identifying the existing organizational culture and cultural gap, as well as designing appropriate organizational structures for the organization.
71.	Family Mental Health	2	This course discusses the basics of prevention and promotion of mental health in marriage and family. Lecture activities focused on studying and proposing designs to build healthy relationships in marriage and family. Themes covered in this course include relationships before marriage, marital relationships, and parenting.
72.	Mental Health of Adult and Elderly	3	This course provides students with the skills to solve various issues of mental health in adult and elderly, determining methods for reviewing the issue and apply appropriate interventions.
73.	Thesis	6	This course aims to develop the students' skills to conduct research according to their interests and to report the results of research in the form of scientific work.