UNIVERSITAS
Islam Sultan Agung

MODULE HANDBOOK

Faculty of Psychology

Bachelor of Psychology (BPsy)



2026

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OVERVIEW CURRICULUM

Course Type		Credit Points	Semester								TOTAL
			1	2	3	4	5	6	7	8	
University Course		31.50	12.00	6.00	7.50	3.00	0.00	3.00	0.00	0.00	31.50
Compulsory Course		153.00	18.00	24.00	24.00	28.50	33.00	25.50	0.00	0.00	153.00
Final Project, Internship, Thesis		9.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.00	9.00
Elective Course	Semester VII: 9 courses / 18 SKS / 27 ECTS	27.00	0.00	0.00	0.00	0.00	0.00	0.00	27.00	0.00	27.00
Total ECTS Credit Points		**220.50**	**30.00**	**30.00**	**31.50**	**31.50**	**33.00**	**28.50**	**27.00**	**9.00**	**220.50**
Total SKS Credit Points											**147.00**



1st Semester

Odd 2026/2027

Pancasila

<table>
<tr><td>Module Number
SI216006005</td><td colspan="2">Module Name
Pancasila</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Pancasila through the study of Pancasila as the philosophical foundation of the Indonesian state, historical development and constitutional position of Pancasila, and Pancasila as ideology and value system, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Pancasila, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Pancasila.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Pancasila: learning outcomes, assessment, academic integrity and an overview of Pancasila as the philosophical foundation of the Indonesian state.
2. Pancasila as the philosophical foundation of the indonesian state: key concepts, terminology and relevant psychological or professional context.
3. Historical development and constitutional position of pancasila: conceptual foundations, evidence and structured discussion.
4. Pancasila as ideology and value system: analysis of core principles through examples, cases or guided exercises.
5. Pancasila, citizenship and national identity: application to relevant individual, group, organisational or community contexts.
6. Human dignity, justice and social responsibility: strengthening analytical or practical competence through structured tasks.
7. Pancasila in science, technology and professional ethics: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Pancasila in contemporary democratic and digital society: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating Pancasila as the philosophical foundation of the Indonesian state and historical development and constitutional position of Pancasila through case-based or problem-based learning.
11. Practical, case or project work relating to Pancasila as ideology and value system, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with Pancasila, citizenship and national identity.
13. Critical integration of human dignity, justice and social responsibility with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating Pancasila in science, technology and professional ethics and Pancasila in contemporary democratic and digital society.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Pancasila, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Pancasila. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to historical development and constitutional position of Pancasila and Pancasila as ideology and value system. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Pancasila. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Pancasila ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with Pancasila as the philosophical foundation of the Indonesian state. (C2 - Understanding).
2. LLO 2: Analyse relationships among historical development and constitutional position

of Pancasila and Pancasila as ideology and value system in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to Pancasila, citizenship and national identity in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving human dignity, justice and social responsibility and Pancasila in science, technology and professional ethics in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Pancasila through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Barton, K. C., & Ho, L.-C. (2022). Curriculum for justice and harmony: Deliberation, knowledge, and action in social and civic education. Routledge.
2. UNESCO & Asia-Pacific Centre of Education for International Understanding. (2022). Global citizenship education: Advocacy, practice and awareness handbook for teachers. UNESCO.

Supporting References:

1. UNESCO. (2024). Global citizenship education in a digital age: Teacher guidelines. UNESCO.
2. Washington, E. Y., & Barton, K. C. (Eds.). (2025). The future of civic education: Rebuilding a democracy in ruins. Routledge.

Islamic Education

<table>
<tr><td>Module Number
SI216006008</td><td colspan="2">Module Name
Islamic Education</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Islamic Education through the study of Islamic worldview and the purpose of human life, aqidah, sharia and akhlaq as an integrated framework, and Qur'an and Sunnah as sources of guidance, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Islamic Education, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Islamic Education.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Islamic Education: learning outcomes, assessment, academic integrity and an overview of Islamic worldview and the purpose of human life.
2. Islamic worldview and the purpose of human life: key concepts, terminology and relevant psychological or professional context.
3. Aqidah, sharia and akhlaq as an integrated framework: conceptual foundations, evidence and structured discussion.
4. Qur'an and sunnah as sources of guidance: analysis of core principles through examples, cases or guided exercises.
5. Worship, character and social responsibility: application to relevant individual, group, organisational or community contexts.
6. Islam, knowledge and intellectual tradition: strengthening analytical or practical competence through structured tasks.
7. Islamic ethics in academic and professional life: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Rahmatan lil alamin, diversity and responsible citizenship: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating Islamic worldview and the purpose of human life and aqidah, sharia and akhlaq as an integrated framework through case-based or problem-based learning.
11. Practical, case or project work relating to Qur'an and Sunnah as sources of guidance, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with worship, character and social responsibility.
13. Critical integration of Islam, knowledge and intellectual tradition with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating Islamic ethics in academic and professional life and rahmatan lil alamin, diversity and responsible citizenship.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Islamic Education, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Islamic Education. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to aqidah, sharia and akhlaq as an integrated framework and Qur'an and Sunnah as sources of guidance. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Islamic Education. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Islamic Education ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with Islamic worldview and the purpose of human life. (C2 - Understanding).
2. LLO 2: Analyse relationships among aqidah, sharia and akhlaq as an integrated

framework and Qur'an and Sunnah as sources of guidance in relevant contexts. (C4 - Analysing).

3. LLO 3: Apply appropriate concepts or techniques relating to worship, character and social responsibility in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving Islam, knowledge and intellectual tradition and Islamic ethics in academic and professional life in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Islamic Education through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Gross, Z. (Ed.). (2023). Reimagining the landscape of religious education: Challenges and opportunities. Springer.
2. Rassool, G. H. (2023). Islamic psychology: The basics. Routledge.

Supporting References:

1. Rassool, G. H., & Luqman, M. M. (2022). Foundations of Islamic psychology: From classical scholars to contemporary thinkers. Routledge.
2. Rassool, G. H. (2024). Exploring the intersection of Islamic spirituality and psychotherapy: Healing the soul. Springer.

General Psychology

<table>
<tr><td>Module Number
SI216008001</td><td colspan="2">Module Name
General Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, guided discussions, question-and-answer sessions, critical reading, individual and group assignments and reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 35%, 150 minutes
Final Examination: 40%, 150 minutes
Individual and group assignments: 25%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Agustin Handayani, S.Psi., M.Si.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to introduce psychology as a scientific discipline and develop students' understanding of its history, perspectives, research approaches, biological foundations, cognitive and affective processes, development, personality, health, psychological disorders and intervention. The competences: Students are able to explain major psychological concepts, critically distinguish scientific psychology from non-scientific claims, relate biological, cognitive, social and developmental processes to behaviour, and communicate psychological understanding responsibly. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, guided discussions, question-and-answer sessions, critical reading, individual and group assignments and reflective learning.

The Materials:
1. Course orientation and psychology, pseudoscience and popular opinion
2. critical and creative thinking in psychology</td></tr>
</table>

3. history and contemporary perspectives in psychology
4. psychological research and research ethics
5. genes, evolution, environment and behaviour
6. brain, nervous system and biological rhythms
7. sensation and perception
8. Mid-Term Examination
9. learning and conditioning
10. memory
11. thinking and intelligence
12. motivation and emotion
13. human development and personality
14. health, stress and coping
15. psychological disorders, treatment and therapy
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of General Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to General Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of General Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in General Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Martin, G. N., & Carlson, N. R. (2025). Psychology (7th ed.). Pearson.
2. Ciccarelli, S. K., & White, J. N. (2026). Psychology (7th ed.). Pearson.

Supporting References:

1. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

Philosophy

<table>
<tr><td>Module Number
SI216008002</td><td colspan="2">Module Name
Philosophy</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Philosophy through the study of nature, scope and branches of philosophy, logic, argumentation and critical thinking, and epistemology and the nature of knowledge, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Philosophy, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Philosophy.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Philosophy: learning outcomes, assessment, academic integrity and an overview of nature, scope and branches of philosophy.
2. Nature, scope and branches of philosophy: key concepts, terminology and relevant psychological or professional context.
3. Logic, argumentation and critical thinking: conceptual foundations, evidence and structured discussion.
4. Epistemology and the nature of knowledge: analysis of core principles through examples, cases or guided exercises.
5. Ontology and questions about reality and human nature: application to relevant individual, group, organisational or community contexts.
6. Philosophy of mind and the mind-body problem: strengthening analytical or practical competence through structured tasks.
7. Ethics, values and moral reasoning: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Philosophy of science and its relevance to psychology: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating nature, scope and branches of philosophy and logic, argumentation and critical thinking through case-based or problem-based learning.
11. Practical, case or project work relating to epistemology and the nature of knowledge, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with ontology and questions about reality and human nature.
13. Critical integration of philosophy of mind and the mind-body problem with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating ethics, values and moral reasoning and philosophy of science and its relevance to psychology.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Philosophy, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Philosophy. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to logic, argumentation and critical thinking and epistemology and the nature of knowledge. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Philosophy. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Philosophy ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with nature, scope and branches of philosophy. (C2 - Understanding).
2. LLO 2: Analyse relationships among logic, argumentation and critical thinking and epistemology and the nature of knowledge in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to ontology and questions

about reality and human nature in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving philosophy of mind and the mind-body problem and ethics, values and moral reasoning in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Philosophy through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Montero, B. G. (2022). Philosophy of mind: A very short introduction. Oxford University Press.
2. Rosenberg, A., & McIntyre, L. (2024). Philosophy of science: A contemporary introduction (4th ed.). Routledge.

Supporting References:

1. Shan, Y. (Ed.). (2023). New philosophical perspectives on scientific progress. Routledge.
2. Kriegel, U. (Ed.). (2024). Oxford studies in philosophy of mind: Volume 4. Oxford University Press.

Basic Statistics

<table>
<tr><td>Module Number
SI216008003</td><td colspan="2">Module Name
Basic Statistics</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, quizzes, structured exercises, data-processing simulations and independent practice.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 100 minutes
Final Examination: 40%, 100 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Joko Kuncoro</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding and practical use of descriptive and basic inferential statistics for analysing psychological data. The competences: Students are able to organise and present data, calculate and interpret descriptive statistics, understand the normal distribution and estimation, and apply basic comparative and correlational techniques using manual and computer-assisted procedures. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, quizzes, structured exercises, data-processing simulations and independent practice.

The Materials:
1. Course orientation and introduction to statistics and psychological data
2. frequency distributions and data presentation
3. tables, charts and graphical presentation
4. measures of central tendency
5. variability and standard deviation</td></tr>
</table>

6. quartiles, deciles and percentiles
7. the normal curve
8. Mid-Term Examination
9. population estimation
10. basic hypothesis testing
11. independent and paired t-tests
12. simple correlation
13. rank correlation
14. introduction to SPSS
15. SPSS data input and basic analysis
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Basic Statistics. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Basic Statistics. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Basic Statistics. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Basic Statistics through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Privitera, G. J. (2023). Statistics for the behavioral sciences (4th ed.). SAGE Publications.
2. Watt, R., & Collins, E. (2023). Statistics for psychology: A beginner's guide (2nd ed.). SAGE Publications.

Supporting References:

1. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.

Social Psychology

<table>
<tr><td>Module Number
SI216008004</td><td colspan="2">Module Name
Social Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 150 minutes
Final Examination: 25%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Social Psychology through the study of scope, history and methods of social psychology, social cognition, attribution and person perception, and self, identity, attitudes and attitude change, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Social Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Social Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Social Psychology: learning outcomes, assessment, academic integrity and an overview of scope, history and methods of social psychology.
2. Scope, history and methods of social psychology: key concepts, terminology and relevant psychological or professional context.
3. Social cognition, attribution and person perception: conceptual foundations, evidence and structured discussion.
4. Self, identity, attitudes and attitude change: analysis of core principles through examples, cases or guided exercises.
5. Social influence, conformity and persuasion: application to relevant individual, group, organisational or community contexts.
6. Group processes, leadership and intergroup relations: strengthening analytical or practical competence through structured tasks.
7. Prejudice, discrimination, aggression and conflict: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Prosocial behaviour, altruism and applications to contemporary society: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating scope, history and methods of social psychology and social cognition, attribution and person perception through case-based or problem-based learning.
11. Practical, case or project work relating to self, identity, attitudes and attitude change, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with social influence, conformity and persuasion.
13. Critical integration of group processes, leadership and intergroup relations with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating prejudice, discrimination, aggression and conflict and prosocial behaviour, altruism and applications to contemporary society.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Social Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Social Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to social cognition, attribution and person perception and self, identity, attitudes and attitude change. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Social Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Social Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with scope, history and methods of social psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among social cognition, attribution and person perception

and self, identity, attitudes and attitude change in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to social influence, conformity and persuasion in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving group processes, leadership and intergroup relations and prejudice, discrimination, aggression and conflict in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Social Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Hogg, M. A., & Vaughan, G. M. (2024). Social psychology (9th ed.). Pearson.
2. Aronson, E., Wilson, T. D., Sommers, S. R., Page-Gould, E., & Lewis, N., Jr. (2024). Social psychology (11th global ed.). Pearson.

Supporting References:

1. Crisp, R. J., Turner, R. N., & Meleady, R. (2024). Essential social psychology (5th ed.). SAGE Publications.
2. Baumeister, R. F., & Bushman, B. J. (2024). Social psychology and human nature (6th ed.). Cengage.

Industrial and Organisational Psychology

<table>
<tr><td>Module Number
SI216008005</td><td colspan="2">Module Name
Industrial and Organisational Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Industrial and Organisational Psychology through the study of scope and scientist-practitioner model of industrial and organisational psychology, individual differences, job analysis and work design, and employee selection and performance assessment, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Industrial and Organisational Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Industrial and Organisational Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Industrial and Organisational Psychology: learning outcomes, assessment, academic integrity and an overview of scope and scientist-practitioner model of industrial and organisational psychology.
2. Scope and scientist-practitioner model of industrial and organisational psychology: key concepts, terminology and relevant psychological or professional context.
3. Individual differences, job analysis and work design: conceptual foundations, evidence and structured discussion.
4. Employee selection and performance assessment: analysis of core principles through examples, cases or guided exercises.
5. Motivation, job attitudes and employee well-being: application to relevant individual, group, organisational or community contexts.
6. Leadership, teams and organisational communication: strengthening analytical or practical competence through structured tasks.
7. Organisational culture, diversity and inclusion: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Technology, future of work and ethical i-o practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating scope and scientist-practitioner model of industrial and organisational psychology and individual differences, job analysis and work design through case-based or problem-based learning.
11. Practical, case or project work relating to employee selection and performance assessment, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with motivation, job attitudes and employee well-being.
13. Critical integration of leadership, teams and organisational communication with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating organisational culture, diversity and inclusion and technology, future of work and ethical I-O practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Industrial and Organisational Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Industrial and Organisational Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to individual differences, job analysis and work design and employee selection and performance assessment. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Industrial and Organisational Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Industrial and Organisational Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with scope and scientist-practitioner model of industrial and organisational psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among individual differences, job analysis and work design and employee selection and performance assessment in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to motivation, job attitudes and employee well-being in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving leadership, teams and organisational communication and organisational culture, diversity and inclusion in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Industrial and Organisational Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Supporting References:

1. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.
2. Cummings, T. G., & Worley, C. G. (2024). Organization development and change (12th ed.). Cengage.

Digital Information Technology for Academic Purposes

<table>
<tr><td>Module Number
SI216007017</td><td colspan="2">Module Name
Digital Information Technology for Academic Purposes</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Digital Information Technology for Academic Purposes through the study of digital and information literacy for higher education, academic information systems and learning-management platforms, and online search strategies and evaluation of information quality, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Digital Information Technology for Academic Purposes, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Digital Information</td></tr>
</table>

Technology for Academic Purposes.

The Materials:

1. Course orientation and introduction to Digital Information Technology for Academic Purposes: learning outcomes, assessment, academic integrity and an overview of digital and information literacy for higher education.
2. Digital and information literacy for higher education: key concepts, terminology and relevant psychological or professional context.
3. Academic information systems and learning-management platforms: conceptual foundations, evidence and structured discussion.
4. Online search strategies and evaluation of information quality: analysis of core principles through examples, cases or guided exercises.
5. Word processing, spreadsheets and presentation tools: application to relevant individual, group, organisational or community contexts.
6. Reference management and collaborative digital work: strengthening analytical or practical competence through structured tasks.
7. Privacy, cybersecurity, digital identity and data protection: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Responsible use of ai and digital technology in academic work: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating digital and information literacy for higher education and academic information systems and learning-management platforms through case-based or problem-based learning.
11. Practical, case or project work relating to online search strategies and evaluation of information quality, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with word processing, spreadsheets and presentation tools.
13. Critical integration of reference management and collaborative digital work with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating privacy, cybersecurity, digital identity and data protection and responsible use of AI and digital technology in academic work.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Digital Information Technology for Academic Purposes, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:
CLO

1. CLO 1: Analyse the principal concepts and foundations of Digital Information Technology for Academic Purposes. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to academic information systems and learning-management platforms and online search strategies and evaluation of information quality. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Digital Information Technology for Academic Purposes. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Digital Information Technology for Academic Purposes ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with digital and information literacy for higher education. (C2 - Understanding).
2. LLO 2: Analyse relationships among academic information systems and learning-management platforms and online search strategies and evaluation of information quality in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to word processing, spreadsheets and presentation tools in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving reference management and collaborative digital work and privacy, cybersecurity, digital identity and data protection in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Digital Information Technology for Academic Purposes through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Chen, C.-C., Wang, M.-L., Chu, S. K. W., Ishita, E., Tuamsuk, K., & Shamila, M. S. (Eds.). (2023). Information literacy education of higher education in Asian countries. Springer.
2. UNESCO. (2024). Global citizenship education in a digital age: Teacher guidelines. UNESCO.

Supporting References:

1. Trepte, S., & Masur, P. K. (Eds.). (2023). The Routledge handbook of privacy and social media. Routledge.
2. Bailey, S. (2025). Academic writing: A handbook for international students (6th ed.). Routledge.

English

<table>
<tr><td>Module Number
SI216007018</td><td colspan="2">Module Name
English</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
1 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and language/writing practice: 10%
Exercises and structured assignments: 20%
Portfolio or practical writing/speaking tasks: 25%
Presentation/project: 20%
Mid-Term Examination: 10%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of English through the study of academic vocabulary and grammatical accuracy, reading strategies for psychology and academic texts, and listening and note-taking for lectures and seminars, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to understand and produce appropriate academic communication, apply language and writing conventions accurately, analyse sources critically, communicate ideas clearly, use digital learning resources responsibly, and develop language competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in English.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to English: learning outcomes, assessment, academic integrity and an overview of academic vocabulary and grammatical accuracy.
2. Academic vocabulary and grammatical accuracy: key concepts, terminology and relevant psychological or professional context.
3. Reading strategies for psychology and academic texts: conceptual foundations, evidence and structured discussion.
4. Listening and note-taking for lectures and seminars: analysis of core principles through examples, cases or guided exercises.
5. Spoken interaction and discussion in academic contexts: application to relevant individual, group, organisational or community contexts.
6. Paragraph and short academic-text development: strengthening analytical or practical competence through structured tasks.
7. Presentation skills and pronunciation for academic communication: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Independent english learning and digital language resources: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating academic vocabulary and grammatical accuracy and reading strategies for psychology and academic texts through case-based or problem-based learning.
11. Practical, case or project work relating to listening and note-taking for lectures and seminars, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with spoken interaction and discussion in academic contexts.
13. Critical integration of paragraph and short academic-text development with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating presentation skills and pronunciation for academic communication and independent English learning and digital language resources.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of English, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of English. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to reading strategies for psychology and academic texts and listening and note-taking for lectures and seminars. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in English. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in English ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with academic vocabulary and grammatical accuracy. (C2 - Understanding).

2. LLO 2: Analyse relationships among reading strategies for psychology and academic texts and listening and note-taking for lectures and seminars in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to spoken interaction and discussion in academic contexts in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving paragraph and short academic-text development and presentation skills and pronunciation for academic communication in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in English through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Bailey, S. (2025). Academic writing: A handbook for international students (6th ed.). Routledge.
2. Bailey, S. (2024). The essentials of academic writing for international students (2nd ed.). Routledge.

Supporting References:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

2nd Semester

Even

2025/2026

Fiqh of Worship

<table>
<tr><td>Module Number
SI216007009</td><td colspan="2">Module Name
Fiqh of Worship</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Fiqh of Worship through the study of concept and sources of fiqh and worship, purification and principles of taharah, and prayer and its individual and social dimensions, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Fiqh of Worship, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Fiqh of Worship.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Fiqh of Worship: learning outcomes, assessment, academic integrity and an overview of concept and sources of fiqh and worship.
2. Concept and sources of fiqh and worship: key concepts, terminology and relevant psychological or professional context.
3. Purification and principles of taharah: conceptual foundations, evidence and structured discussion.
4. Prayer and its individual and social dimensions: analysis of core principles through examples, cases or guided exercises.
5. Fasting and spiritual self-regulation: application to relevant individual, group, organisational or community contexts.
6. Zakat, charity and social responsibility: strengthening analytical or practical competence through structured tasks.
7. Ethical principles and adab in worship: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Contemporary questions in worship and responsible religious practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating concept and sources of fiqh and worship and purification and principles of taharah through case-based or problem-based learning.
11. Practical, case or project work relating to prayer and its individual and social dimensions, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with fasting and spiritual self-regulation.
13. Critical integration of zakat, charity and social responsibility with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating ethical principles and adab in worship and contemporary questions in worship and responsible religious practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Fiqh of Worship, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Fiqh of Worship. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to purification and principles of taharah and prayer and its individual and social dimensions. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Fiqh of Worship. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Fiqh of Worship ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with concept and sources of fiqh and worship. (C2 - Understanding).
2. LLO 2: Analyse relationships among purification and principles of taharah and prayer and its individual and social dimensions in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to fasting and spiritual self-

regulation in structured tasks. (C3 - Applying).

4. LLO 4: Evaluate an integrated response involving zakat, charity and social responsibility and ethical principles and adab in worship in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Fiqh of Worship through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Johansen, B. (2023). Contingency in a sacred law: Legal and ethical norms in the Muslim fiqh. Brill.
2. Gross, Z. (Ed.). (2023). Reimagining the landscape of religious education: Challenges and opportunities. Springer.

Supporting References:

1. Rassool, G. H. (2023). Islamic psychology: The basics. Routledge.
2. Latif, J., Dockrat, S., & Rassool, G. H. (2024). Integrating spiritual interventions in Islamic psychology: A practical guide. Routledge.

Bioneuropsychology

<table>
<tr><td>Module Number
SI216008006</td><td colspan="2">Module Name
Bioneuropsychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 150 minutes
Final Examination: 25%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Bioneuropsychology through the study of organisation of the nervous system and neural communication, brain structures and functional systems, and sensation, perception and motor processes, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Bioneuropsychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Bioneuropsychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Bioneuropsychology: learning outcomes, assessment, academic integrity and an overview of organisation of the nervous system and neural communication.
2. Organisation of the nervous system and neural communication: key concepts, terminology and relevant psychological or professional context.
3. Brain structures and functional systems: conceptual foundations, evidence and structured discussion.
4. Sensation, perception and motor processes: analysis of core principles through examples, cases or guided exercises.
5. Hormones, stress and psychophysiological regulation: application to relevant individual, group, organisational or community contexts.
6. Sleep, biological rhythms and consciousness: strengthening analytical or practical competence through structured tasks.
7. Neural bases of learning, memory and emotion: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Brain dysfunction, neuroplasticity and biopsychological approaches to behaviour: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating organisation of the nervous system and neural communication and brain structures and functional systems through case-based or problem-based learning.
11. Practical, case or project work relating to sensation, perception and motor processes, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with hormones, stress and psychophysiological regulation.
13. Critical integration of sleep, biological rhythms and consciousness with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating neural bases of learning, memory and emotion and brain dysfunction, neuroplasticity and biopsychological approaches to behaviour.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Bioneuropsychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Bioneuropsychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to brain structures and functional systems and sensation, perception and motor processes. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Bioneuropsychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Bioneuropsychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with organisation of the nervous system and neural communication. (C2 - Understanding).

2. LLO 2: Analyse relationships among brain structures and functional systems and sensation, perception and motor processes in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to hormones, stress and psychophysiological regulation in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving sleep, biological rhythms and consciousness and neural bases of learning, memory and emotion in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Bioneuropsychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Kalat, J. W. (2023). Biological psychology (14th ed.). Cengage.
2. O'Kane, D. (2024). Psychology: An introduction for health professionals (2nd ed.). Elsevier.

Supporting References:

1. Schneiderman, N. (Ed.). (2024). APA handbook of health psychology (Vols. 1-3). American Psychological Association.
2. Mash, E. J., Wolfe, D. A., & Nguyen Williams, K. T. (2024). Child psychopathology (8th ed.). Cengage.

Personality Psychology

<table>
<tr><td>Module Number
SI216008007</td><td colspan="2">Module Name
Personality Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 150 minutes
Final Examination: 25%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Personality Psychology through the study of definitions, assessment and scientific study of personality, psychodynamic and neo-analytic perspectives, and trait and biological approaches to personality, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Personality Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Personality Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Personality Psychology: learning outcomes, assessment, academic integrity and an overview of definitions, assessment and scientific study of personality.
2. Definitions, assessment and scientific study of personality: key concepts, terminology and relevant psychological or professional context.
3. Psychodynamic and neo-analytic perspectives: conceptual foundations, evidence and structured discussion.
4. Trait and biological approaches to personality: analysis of core principles through examples, cases or guided exercises.
5. Humanistic and existential perspectives: application to relevant individual, group, organisational or community contexts.
6. Social-cognitive and learning approaches: strengthening analytical or practical competence through structured tasks.
7. Personality development, culture and individual differences: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Personality, adjustment, well-being and contemporary integrative perspectives: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating definitions, assessment and scientific study of personality and psychodynamic and neo-analytic perspectives through case-based or problem-based learning.
11. Practical, case or project work relating to trait and biological approaches to personality, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with humanistic and existential perspectives.
13. Critical integration of social-cognitive and learning approaches with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating personality development, culture and individual differences and personality, adjustment, well-being and contemporary integrative perspectives.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Personality Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Personality Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to psychodynamic and neo-analytic perspectives and trait and biological approaches to personality. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Personality Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Personality Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with definitions,

assessment and scientific study of personality. (C2 - Understanding).
2. LLO 2: Analyse relationships among psychodynamic and neo-analytic perspectives and trait and biological approaches to personality in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to humanistic and existential perspectives in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving social-cognitive and learning approaches and personality development, culture and individual differences in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Personality Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cervone, D., & Pervin, L. A. (2022). Personality: Theory and research (15th ed.). Wiley.
2. Hogg, M. A., & Vaughan, G. M. (2024). Social psychology (9th ed.). Pearson.

Supporting References:

1. Kalat, J. W. (2023). Biological psychology (14th ed.). Cengage.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.

Learning Psychology

<table>
<tr><td>Module Number
SI216008008</td><td colspan="2">Module Name
Learning Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Learning Psychology through the study of definitions and scientific approaches to learning, classical conditioning and associative learning, and operant conditioning and behaviour change, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Learning Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Learning Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Learning Psychology: learning outcomes, assessment, academic integrity and an overview of definitions and scientific approaches to learning.
2. Definitions and scientific approaches to learning: key concepts, terminology and relevant psychological or professional context.
3. Classical conditioning and associative learning: conceptual foundations, evidence and structured discussion.
4. Operant conditioning and behaviour change: analysis of core principles through examples, cases or guided exercises.
5. Observational and social learning: application to relevant individual, group, organisational or community contexts.
6. Cognitive, constructivist and information-processing approaches: strengthening analytical or practical competence through structured tasks.
7. Motivation, self-regulation and transfer of learning: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Applications of learning principles in education, work and everyday behaviour: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating definitions and scientific approaches to learning and classical conditioning and associative learning through case-based or problem-based learning.
11. Practical, case or project work relating to operant conditioning and behaviour change, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with observational and social learning.
13. Critical integration of cognitive, constructivist and information-processing approaches with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating motivation, self-regulation and transfer of learning and applications of learning principles in education, work and everyday behaviour.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Learning Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Learning Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to classical conditioning and associative learning and operant conditioning and behaviour change. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Learning Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Learning Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with definitions and scientific approaches to learning. (C2 - Understanding).

2. LLO 2: Analyse relationships among classical conditioning and associative learning and operant conditioning and behaviour change in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to observational and social learning in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving cognitive, constructivist and information-processing approaches and motivation, self-regulation and transfer of learning in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Learning Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Driscoll, M. P., & Burner, K. J. (2022). Psychology of learning for instruction (4th ed.). Pearson.
2. Woolfolk, A., & Usher, E. L. (2024). Educational psychology: Active learning edition (15th global ed.). Pearson.

Supporting References:

1. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.
2. O'Kane, D. (2024). Psychology: An introduction for health professionals (2nd ed.). Elsevier.

Child and Adolescent Developmental Psychology

<table>
<tr><td>Module Number
SI216008009</td><td colspan="2">Module Name
Child and Adolescent Developmental Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, reflective assignments, case analysis, student presentations and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Dra. Rohmatun, M.Si.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of physical, cognitive and psychosocial development from childhood through adolescence, integrating major developmental theories and Islamic perspectives. The competences: Students are able to explain developmental stages and tasks, analyse physical, cognitive and psychosocial changes, evaluate contextual influences and apply developmental knowledge to issues affecting children and adolescents. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, reflective assignments, case analysis, student presentations and independent reading.

The Materials:
1. Course orientation and foundations and theories of child and adolescent development
2. developmental research and major perspectives
3. early childhood physical development
4. early childhood cognitive development
5. early childhood psychosocial development</td></tr>
</table>

6. middle-childhood physical development
7. middle-childhood cognitive development
8. Mid-Term Examination
9. middle-childhood psychosocial development
10. parent-child relationships
11. adolescent physical development
12. adolescent cognitive development
13. adolescent psychosocial development
14. identity and social relationships in adolescence
15. developmental issues and Islamic perspectives
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Child and Adolescent Developmental Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Child and Adolescent Developmental Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Child and Adolescent Developmental Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Child and Adolescent Developmental Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Kail, R. V. (2025). Children and their development (8th ed.). Pearson.
2. McDevitt, T. M., & Ormrod, J. E. (2025). Child development and education (8th ed.). Pearson.

Supporting References:

1. Boyd, D., & Bee, H. (2025). Lifespan development (9th ed.). Pearson.
2. Christakis, D. A., & Hale, L. (Eds.). (2025). Handbook of children and screens: Digital media, development, and well-being from birth through adolescence. Springer.

Management and Organisational Psychology

<table>
<tr><td>Module Number
SI216008010</td><td colspan="2">Module Name
Management and Organisational Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Management and Organisational Psychology through the study of foundations of management and organisational behaviour, planning, decision-making and organisational structure, and motivation and employee engagement, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Management and Organisational Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Management and Organisational Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Management and Organisational Psychology: learning outcomes, assessment, academic integrity and an overview of foundations of management and organisational behaviour.
2. Foundations of management and organisational behaviour: key concepts, terminology and relevant psychological or professional context.
3. Planning, decision-making and organisational structure: conceptual foundations, evidence and structured discussion.
4. Motivation and employee engagement: analysis of core principles through examples, cases or guided exercises.
5. Leadership and influence in organisations: application to relevant individual, group, organisational or community contexts.
6. Group dynamics, teamwork and organisational communication: strengthening analytical or practical competence through structured tasks.
7. Conflict, negotiation and organisational culture: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Change, innovation, well-being and ethical management: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations of management and organisational behaviour and planning, decision-making and organisational structure through case-based or problem-based learning.
11. Practical, case or project work relating to motivation and employee engagement, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with leadership and influence in organisations.
13. Critical integration of group dynamics, teamwork and organisational communication with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating conflict, negotiation and organisational culture and change, innovation, well-being and ethical management.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Management and Organisational Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Management and Organisational Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to planning, decision-making and organisational structure and motivation and employee engagement. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Management and Organisational Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Management and Organisational Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations of management and organisational behaviour. (C2 - Understanding).
2. LLO 2: Analyse relationships among planning, decision-making and organisational structure and motivation and employee engagement in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to leadership and influence in organisations in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving group dynamics, teamwork and organisational communication and conflict, negotiation and organisational culture in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Management and Organisational Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Supporting References:

1. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.
2. Cummings, T. G., & Worley, C. G. (2024). Organization development and change (12th ed.). Cengage.

Advanced Statistics

<table>
<tr><td>Module Number
SI216008011</td><td colspan="2">Module Name
Advanced Statistics</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, quizzes, structured assignments, data-processing simulations and independent practice.</td><td>Prerequisites for attendance
Basic Statistics</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 150 minutes
Final Examination: 40%, 150 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Joko Kuncoro</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' competence in selecting, calculating and interpreting advanced comparative and correlational statistical techniques used in psychological research. The competences: Students are able to apply analysis of variance, correlation, regression and related statistical procedures appropriately to psychological data and interpret the findings critically. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, quizzes, structured assignments, data-processing simulations and independent practice.

The Materials:
1. Course orientation and review of statistical decision-making
2. assumptions in advanced statistical analysis
3. simple correlation
4. multiple correlation
5. simple regression</td></tr>
</table>

6. multiple regression
7. relationship between correlation and regression
8. Mid-Term Examination
9. one-way ANOVA
10. two-way ANOVA
11. three-way ANOVA
12. analysis of covariance
13. post-hoc comparisons
14. assumption checking
15. computer-assisted statistical analysis
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Advanced Statistics. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Advanced Statistics. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Advanced Statistics. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Advanced Statistics through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Kline, R. B. (2023). Principles and practice of structural equation modeling (5th ed.). Guilford Press.
2. Hayes, A. F. (2022). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach (3rd ed.). Guilford Press.

Supporting References:

1. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.
2. Privitera, G. J. (2023). Statistics for the behavioral sciences (4th ed.). SAGE Publications.

Indonesian Language

<table>
<tr><td>Module Number
SI216006007</td><td colspan="2">Module Name
Indonesian Language</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
2 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and language/writing practice: 10%
Exercises and structured assignments: 20%
Portfolio or practical writing/speaking tasks: 25%
Presentation/project: 20%
Mid-Term Examination: 10%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Indonesian Language through the study of academic Indonesian language conventions and effective sentences, reading critically and identifying arguments in scholarly texts, and paragraph coherence, cohesion and academic style, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to understand and produce appropriate academic communication, apply language and writing conventions accurately, analyse sources critically, communicate ideas clearly, use digital learning resources responsibly, and develop language competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Indonesian</td></tr>
</table>

Language.

The Materials:

1. Course orientation and introduction to Indonesian Language: learning outcomes, assessment, academic integrity and an overview of academic Indonesian language conventions and effective sentences.
2. Academic indonesian language conventions and effective sentences: key concepts, terminology and relevant psychological or professional context.
3. Reading critically and identifying arguments in scholarly texts: conceptual foundations, evidence and structured discussion.
4. Paragraph coherence, cohesion and academic style: analysis of core principles through examples, cases or guided exercises.
5. Summarising, paraphrasing and synthesising sources: application to relevant individual, group, organisational or community contexts.
6. Scientific terminology and clear communication in psychology: strengthening analytical or practical competence through structured tasks.
7. Citation, academic integrity and avoiding plagiarism: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Writing reports, essays and scientific texts in appropriate indonesian: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating academic Indonesian language conventions and effective sentences and reading critically and identifying arguments in scholarly texts through case-based or problem-based learning.
11. Practical, case or project work relating to paragraph coherence, cohesion and academic style, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with summarising, paraphrasing and synthesising sources.
13. Critical integration of scientific terminology and clear communication in psychology with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating citation, academic integrity and avoiding plagiarism and writing reports, essays and scientific texts in appropriate Indonesian.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Indonesian Language, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Indonesian Language. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to reading critically and identifying arguments in scholarly texts and paragraph coherence, cohesion and academic style. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Indonesian Language. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Indonesian Language ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with academic

Indonesian language conventions and effective sentences. (C2 - Understanding).
2. LLO 2: Analyse relationships among reading critically and identifying arguments in scholarly texts and paragraph coherence, cohesion and academic style in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to summarising, paraphrasing and synthesising sources in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving scientific terminology and clear communication in psychology and citation, academic integrity and avoiding plagiarism in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Indonesian Language through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Bailey, S. (2025). Academic writing: A handbook for international students (6th ed.). Routledge.
2. Bailey, S. (2024). The essentials of academic writing for international students (2nd ed.). Routledge.

Supporting References:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

3rd Semester

Odd

2025/2026

Islam for Psychological Studies

<table>
<tr><td>Module Number
SI216007011</td><td colspan="2">Module Name
Islam for Psychological Studies</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 150 minutes
Final Examination: 25%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Islam for Psychological Studies through the study of Islamic worldview, knowledge and the study of human beings, concepts of nafs, qalb, aql and ruh, and fitrah, human potential and moral agency, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Islam for Psychological Studies, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Islam for Psychological Studies.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Islam for Psychological Studies: learning outcomes, assessment, academic integrity and an overview of Islamic worldview, knowledge and the study of human beings.
2. Islamic worldview, knowledge and the study of human beings: key concepts, terminology and relevant psychological or professional context.
3. Concepts of nafs, qalb, aql and ruh: conceptual foundations, evidence and structured discussion.
4. Fitrah, human potential and moral agency: analysis of core principles through examples, cases or guided exercises.
5. Islamic perspectives on cognition, emotion and behaviour: application to relevant individual, group, organisational or community contexts.
6. Religiosity, spirituality and psychological well-being: strengthening analytical or practical competence through structured tasks.
7. Islamic ethics in psychological knowledge and professional practice: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Integration of psychological science with islamic values and lifelong scholarship: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating Islamic worldview, knowledge and the study of human beings and concepts of nafs, qalb, aql and ruh through case-based or problem-based learning.
11. Practical, case or project work relating to fitrah, human potential and moral agency, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with Islamic perspectives on cognition, emotion and behaviour.
13. Critical integration of religiosity, spirituality and psychological well-being with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating Islamic ethics in psychological knowledge and professional practice and integration of psychological science with Islamic values and lifelong scholarship.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Islam for Psychological Studies, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Islam for Psychological Studies. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to concepts of nafs, qalb, aql and ruh and fitrah, human potential and moral agency. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Islam for Psychological Studies. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Islam for Psychological Studies ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with Islamic worldview, knowledge and the study of human beings. (C2 - Understanding).
2. LLO 2: Analyse relationships among concepts of nafs, qalb, aql and ruh and fitrah, human potential and moral agency in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to Islamic perspectives on cognition, emotion and behaviour in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving religiosity, spirituality and psychological well-being and Islamic ethics in psychological knowledge and professional practice in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Islam for Psychological Studies through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Rassool, G. H. (2023). Islamic psychology: The basics. Routledge.
2. Rassool, G. H., & Luqman, M. M. (2022). Foundations of Islamic psychology: From classical scholars to contemporary thinkers. Routledge.

Supporting References:

1. Latif, J., Dockrat, S., & Rassool, G. H. (2024). Integrating spiritual interventions in Islamic psychology: A practical guide. Routledge.
2. Rassool, G. H. (2024). Exploring the intersection of Islamic spirituality and psychotherapy: Healing the soul. Springer.

Civic Education

<table>
<tr><td>Module Number
SI216006006</td><td colspan="2">Module Name
Civic Education</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Civic Education through the study of citizenship, national identity and constitutional values, democracy, rule of law and human rights, and rights, duties and civic responsibility, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Civic Education, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Civic Education.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Civic Education: learning outcomes, assessment, academic integrity and an overview of citizenship, national identity and constitutional values.
2. Citizenship, national identity and constitutional values: key concepts, terminology and relevant psychological or professional context.
3. Democracy, rule of law and human rights: conceptual foundations, evidence and structured discussion.
4. Rights, duties and civic responsibility: analysis of core principles through examples, cases or guided exercises.
5. Pluralism, diversity and social cohesion: application to relevant individual, group, organisational or community contexts.
6. National resilience and responsible participation: strengthening analytical or practical competence through structured tasks.
7. Digital citizenship, media literacy and civic discourse: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Global citizenship, sustainable development and ethical public engagement: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating citizenship, national identity and constitutional values and democracy, rule of law and human rights through case-based or problem-based learning.
11. Practical, case or project work relating to rights, duties and civic responsibility, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with pluralism, diversity and social cohesion.
13. Critical integration of national resilience and responsible participation with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating digital citizenship, media literacy and civic discourse and global citizenship, sustainable development and ethical public engagement.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Civic Education, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Civic Education. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to democracy, rule of law and human rights and rights, duties and civic responsibility. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Civic Education. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Civic Education ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with citizenship, national identity and constitutional values. (C2 - Understanding).
2. LLO 2: Analyse relationships among democracy, rule of law and human rights and

rights, duties and civic responsibility in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to pluralism, diversity and social cohesion in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving national resilience and responsible participation and digital citizenship, media literacy and civic discourse in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Civic Education through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Barton, K. C., & Ho, L.-C. (2022). Curriculum for justice and harmony: Deliberation, knowledge, and action in social and civic education. Routledge.
2. UNESCO & Asia-Pacific Centre of Education for International Understanding. (2022). Global citizenship education: Advocacy, practice and awareness handbook for teachers. UNESCO.

Supporting References:

1. UNESCO. (2024). Global citizenship education in a digital age: Teacher guidelines. UNESCO.
2. Washington, E. Y., & Barton, K. C. (Eds.). (2025). The future of civic education: Rebuilding a democracy in ruins. Routledge.

Psychological Code of Ethics

<table>
<tr><td>Module Number
SI216008012</td><td colspan="2">Module Name
Psychological Code of Ethics</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Psychological Code of Ethics through the study of foundations of professional ethics in psychology, competence, responsibility and professional boundaries, and informed consent, confidentiality and privacy, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Psychological Code of Ethics, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Psychological Code of Ethics.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Psychological Code of Ethics: learning outcomes, assessment, academic integrity and an overview of foundations of professional ethics in psychology.
2. Foundations of professional ethics in psychology: key concepts, terminology and relevant psychological or professional context.
3. Competence, responsibility and professional boundaries: conceptual foundations, evidence and structured discussion.
4. Informed consent, confidentiality and privacy: analysis of core principles through examples, cases or guided exercises.
5. Ethical issues in psychological assessment and intervention: application to relevant individual, group, organisational or community contexts.
6. Ethics in research, publication and academic practice: strengthening analytical or practical competence through structured tasks.
7. Cultural sensitivity, justice and working with vulnerable populations: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Ethical decision-making in digital, organisational and community contexts: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations of professional ethics in psychology and competence, responsibility and professional boundaries through case-based or problem-based learning.
11. Practical, case or project work relating to informed consent, confidentiality and privacy, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with ethical issues in psychological assessment and intervention.
13. Critical integration of ethics in research, publication and academic practice with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating cultural sensitivity, justice and working with vulnerable populations and ethical decision-making in digital, organisational and community contexts.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Psychological Code of Ethics, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Psychological Code of Ethics. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to competence, responsibility and professional boundaries and informed consent, confidentiality and privacy. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Psychological Code of Ethics. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Psychological Code of Ethics ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations of professional ethics in psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among competence, responsibility and professional boundaries and informed consent, confidentiality and privacy in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to ethical issues in psychological assessment and intervention in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving ethics in research, publication and academic practice and cultural sensitivity, justice and working with vulnerable populations in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Psychological Code of Ethics through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Knapp, S. J., & Fingerhut, R. (2023). Practical ethics for psychologists: A positive approach (4th ed.). American Psychological Association.
2. Haynes, J. P., & Windell, J. (2026). Ethical challenges for mental health professionals. American Psychological Association.

Supporting References:

1. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.
2. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.

Quantitative Research Methodology

<table>
<tr><td>Module Number
SI216008013</td><td colspan="2">Module Name
Quantitative Research Methodology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, guided discussions, structured assignments, group presentations, research-proposal exercises and independent reading.</td><td>Prerequisites for attendance
Advanced Statistics</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 150 minutes
Final Examination: 40%, 150 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of the scientific research process and quantitative approaches used to investigate psychological phenomena. The competences: Students are able to formulate research problems, identify and operationalise variables, select appropriate quantitative designs and samples, collect and analyse data, evaluate research findings and apply research ethics. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, guided discussions, structured assignments, group presentations, research-proposal exercises and independent reading.

The Materials:
1. Course orientation and nature of scientific research
2. research problems and scientific questions
3. quantitative research approaches
4. research designs and types</td></tr>
</table>

5. variables and operational definitions
6. hypotheses
7. population and sampling
8. Mid-Term Examination
9. sampling techniques
10. measurement and data sources
11. data-collection techniques
12. validity and control
13. data analysis planning
14. interpretation of findings
15. research ethics and quantitative research proposals
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Quantitative Research Methodology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Quantitative Research Methodology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Quantitative Research Methodology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Quantitative Research Methodology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Privitera, G. J. (2024). Research methods for the behavioral sciences (4th ed.). SAGE Publications.

Supporting References:

1. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.

Cognitive Psychology

<table>
<tr><td>Module Number
SI216008014</td><td colspan="2">Module Name
Cognitive Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, question-and-answer sessions, reading assignments, case analysis and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Luh Putu Shanti Kusumaningsih, S.Psi., M.Psi.</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of human mental processes from a cognitive perspective and their application across areas of psychology. The competences: Students are able to explain the development of cognitive psychology and analyse perception, attention, memory, imagery, knowledge and language using relevant cognitive theories and evidence. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, question-and-answer sessions, reading assignments, case analysis and independent learning.

The Materials:
1. Course orientation and definition, scope and research methods of cognitive psychology
2. history of cognitive psychology
3. sensation and perception
4. perceptual processes and pattern recognition
5. visual and perceptual illusions</td></tr>
</table>

6. attention and consciousness
7. short-term memory
8. Mid-Term Examination
9. long-term memory
10. memory models
11. mnemonics
12. mental imagery
13. knowledge representation
14. language and cognition
15. applications of cognitive psychology
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Cognitive Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Cognitive Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Cognitive Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Cognitive Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Radvansky, G. A., Ashcraft, M. H., Ypsilanti, A., & Lazuras, L. (2025). Cognitive psychology. Pearson.
2. Talsma, D. (2023). The psychology of cognition: An introduction to cognitive neuroscience. Routledge.

Supporting References:

1. Ray, W. J. (2024). Fundamentals of brain and behavior: An introduction to human neuroscience. Routledge.
2. Mather, G. (2022). Foundations of sensation and perception (4th ed.). Psychology Press.

Educational Psychology

<table>
<tr><td>Module Number
SI216008015</td><td colspan="2">Module Name
Educational Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Educational Psychology through the study of scope and research foundations of educational psychology, cognitive, social and developmental characteristics of learners, and learning theories and instructional applications, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Educational Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Educational Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Educational Psychology: learning outcomes, assessment, academic integrity and an overview of scope and research foundations of educational psychology.
2. Scope and research foundations of educational psychology: key concepts, terminology and relevant psychological or professional context.
3. Cognitive, social and developmental characteristics of learners: conceptual foundations, evidence and structured discussion.
4. Learning theories and instructional applications: analysis of core principles through examples, cases or guided exercises.
5. Motivation, self-regulation and learner engagement: application to relevant individual, group, organisational or community contexts.
6. Individual differences, diversity and inclusive education: strengthening analytical or practical competence through structured tasks.
7. Assessment, feedback and classroom decision-making: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Effective learning environments, technology and evidence-based educational practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating scope and research foundations of educational psychology and cognitive, social and developmental characteristics of learners through case-based or problem-based learning.
11. Practical, case or project work relating to learning theories and instructional applications, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with motivation, self-regulation and learner engagement.
13. Critical integration of individual differences, diversity and inclusive education with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating assessment, feedback and classroom decision-making and effective learning environments, technology and evidence-based educational practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Educational Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Educational Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to cognitive, social and developmental characteristics of learners and learning theories and instructional applications. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Educational Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Educational Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with scope and research foundations of educational psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among cognitive, social and developmental characteristics of learners and learning theories and instructional applications in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to motivation, self-regulation and learner engagement in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving individual differences, diversity and inclusive education and assessment, feedback and classroom decision-making in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Educational Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Woolfolk, A., & Usher, E. L. (2024). Educational psychology: Active learning edition (15th global ed.). Pearson.
2. Driscoll, M. P., & Burner, K. J. (2022). Psychology of learning for instruction (4th ed.). Pearson.

Supporting References:

1. Mash, E. J., Wolfe, D. A., & Nguyen Williams, K. T. (2024). Child psychopathology (8th ed.). Cengage.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

Adult and Elderly Developmental Psychology

<table>
<tr><td>Module Number
SI216008016</td><td colspan="2">Module Name
Adult and Elderly Developmental Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, reflective assignments, presentations, developmental case analysis and independent reading.</td><td>Prerequisites for attendance
Child and Adolescent Developmental Psychology</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Dra. Rohmatun, M.Si.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of human development from adulthood to old age, including developmental tasks, sex roles, physical, cognitive and psychosocial changes, and preparation for loss and bereavement. The competences: Students are able to explain and analyse adult and later-life development, compare theoretical perspectives, interpret developmental changes and apply psychological understanding to adjustment in adulthood and old age. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, reflective assignments, presentations, developmental case analysis and independent reading.

The Materials:
1. Course orientation and definitions and age boundaries of adulthood and old age
2. developmental theories across adulthood
3. adult developmental tasks
4. sex-role concepts in adulthood</td></tr>
</table>

5. early-adult physical development
6. early-adult cognitive development
7. early-adult psychosocial development
8. Mid-Term Examination
9. middle-adult physical development
10. middle-adult cognitive development
11. middle-adult psychosocial development
12. later-life physical development
13. later-life cognitive development
14. later-life psychosocial development
15. bereavement, grief and preparation for death
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Adult and Elderly Developmental Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Adult and Elderly Developmental Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Adult and Elderly Developmental Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Adult and Elderly Developmental Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cavanaugh, J. C. (2024). Adult development and aging (9th ed.). Cengage.
2. Lachman, M. E., Spiro, A., Charles, S., & Neupert, S. (Eds.). (2026). APA handbook of adult development and aging. American Psychological Association.

Supporting References:

1. Boyd, D., & Bee, H. (2025). Lifespan development (9th ed.). Pearson.
2. Curl-Langager, R. M. (2024). Adulthood: An introduction. Routledge.

Observation and Interview

<table>
<tr><td>Module Number
SI216008017</td><td colspan="2">Module Name
Observation and Interview</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
3 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Observation and Interview through the study of observation and interviewing as psychological assessment methods, planning behavioural observation and defining target behaviours, and sampling, recording systems and observer reliability, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Observation and Interview, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Observation and Interview.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Observation and Interview: learning outcomes, assessment, academic integrity and an overview of observation and interviewing as psychological assessment methods.
2. Observation and interviewing as psychological assessment methods: key concepts, terminology and relevant psychological or professional context.
3. Planning behavioural observation and defining target behaviours: conceptual foundations, evidence and structured discussion.
4. Sampling, recording systems and observer reliability: analysis of core principles through examples, cases or guided exercises.
5. Interview structure, rapport and professional communication: application to relevant individual, group, organisational or community contexts.
6. Questioning, listening, probing and non-verbal behaviour: strengthening analytical or practical competence through structured tasks.
7. Ethical, cultural and contextual considerations in data collection: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Integrating observation and interview data into structured psychological reports: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating observation and interviewing as psychological assessment methods and planning behavioural observation and defining target behaviours through case-based or problem-based learning.
11. Practical, case or project work relating to sampling, recording systems and observer reliability, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with interview structure, rapport and professional communication.
13. Critical integration of questioning, listening, probing and non-verbal behaviour with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating ethical, cultural and contextual considerations in data collection and integrating observation and interview data into structured psychological reports.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Observation and Interview, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Observation and Interview. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to planning behavioural observation and defining target behaviours and sampling, recording systems and observer reliability. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Observation and Interview. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Observation and Interview ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with observation and interviewing as psychological assessment methods. (C2 - Understanding).
2. LLO 2: Analyse relationships among planning behavioural observation and defining target behaviours and sampling, recording systems and observer reliability in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to interview structure, rapport and professional communication in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving questioning, listening, probing and non-verbal behaviour and ethical, cultural and contextual considerations in data collection in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Observation and Interview through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.
2. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.

Supporting References:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Kuckartz, U., & Rädiker, S. (2023). Qualitative content analysis: Methods, practice and software (2nd ed.). SAGE Publications.

4th Semester

Even

2025/2026

Islamic Civilisation

<table>
<tr><td>Module Number
SI216007015</td><td colspan="2">Module Name
Islamic Civilisation</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Islamic Civilisation through the study of foundations and characteristics of Islamic civilisation, development of knowledge institutions in the Muslim world, and classical Muslim contributions to science, medicine and psychology, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Islamic Civilisation, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Islamic Civilisation.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Islamic Civilisation: learning outcomes, assessment, academic integrity and an overview of foundations and characteristics of Islamic civilisation.
2. Foundations and characteristics of islamic civilisation: key concepts, terminology and relevant psychological or professional context.
3. Development of knowledge institutions in the muslim world: conceptual foundations, evidence and structured discussion.
4. Classical muslim contributions to science, medicine and psychology: analysis of core principles through examples, cases or guided exercises.
5. Law, ethics, society and cultural diversity in islamic history: application to relevant individual, group, organisational or community contexts.
6. Education, hospitals and care of mental well-being in islamic civilisation: strengthening analytical or practical competence through structured tasks.
7. Encounters, exchanges and transformations across regions and periods: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Lessons from islamic civilisation for contemporary scholarship and social responsibility: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations and characteristics of Islamic civilisation and development of knowledge institutions in the Muslim world through case-based or problem-based learning.
11. Practical, case or project work relating to classical Muslim contributions to science, medicine and psychology, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with law, ethics, society and cultural diversity in Islamic history.
13. Critical integration of education, hospitals and care of mental well-being in Islamic civilisation with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating encounters, exchanges and transformations across regions and periods and lessons from Islamic civilisation for contemporary scholarship and social responsibility.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Islamic Civilisation, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Islamic Civilisation. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to development of knowledge institutions in the Muslim world and classical Muslim contributions to science, medicine and psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Islamic Civilisation. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Islamic Civilisation ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations and characteristics of Islamic civilisation. (C2 - Understanding).

2. LLO 2: Analyse relationships among development of knowledge institutions in the Muslim world and classical Muslim contributions to science, medicine and psychology in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to law, ethics, society and cultural diversity in Islamic history in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving education, hospitals and care of mental well-being in Islamic civilisation and encounters, exchanges and transformations across regions and periods in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Islamic Civilisation through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Rassool, G. H., & Luqman, M. M. (2022). Foundations of Islamic psychology: From classical scholars to contemporary thinkers. Routledge.
2. Johansen, B. (2023). Contingency in a sacred law: Legal and ethical norms in the Muslim fiqh. Brill.

Supporting References:

1. Gross, Z. (Ed.). (2023). Reimagining the landscape of religious education: Challenges and opportunities. Springer.
2. Awaad, R., & Nursoy-Demir, M. (2024). Maristāns and Islāmic psychology: A historical model for modern implementation. Routledge.

Qualitative Research Methodology

<table>
<tr><td>Module Number
SI216008018</td><td colspan="2">Module Name
Qualitative Research Methodology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, research workshops, guided methodological exercises, critical appraisal, problem-based learning, data-analysis practice, presentations and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and methodological discussion: 10%
Research-method exercises/assignments: 20%
Research design or analysis project: 25%
Proposal/report presentation: 15%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Qualitative Research Methodology through the study of philosophical foundations and purposes of qualitative inquiry, formulating qualitative research questions and selecting designs, and sampling, access, reflexivity and research ethics, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to formulate researchable questions, select and justify appropriate methods, analyse and interpret evidence, communicate research decisions transparently, uphold research ethics and integrity, and develop methodological competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, research workshops, guided methodological exercises, critical appraisal, problem-based learning, data-analysis practice, presentations and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective</td></tr>
</table>

learning in Qualitative Research Methodology.

The Materials:

1. Course orientation and introduction to Qualitative Research Methodology: learning outcomes, assessment, academic integrity and an overview of philosophical foundations and purposes of qualitative inquiry.
2. Philosophical foundations and purposes of qualitative inquiry: key concepts, terminology and relevant psychological or professional context.
3. Formulating qualitative research questions and selecting designs: conceptual foundations, evidence and structured discussion.
4. Sampling, access, reflexivity and research ethics: analysis of core principles through examples, cases or guided exercises.
5. Interviews, focus groups, observation and qualitative documents: application to relevant individual, group, organisational or community contexts.
6. Coding, thematic analysis and qualitative content analysis: strengthening analytical or practical competence through structured tasks.
7. Credibility, trustworthiness and quality in qualitative research: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Reporting, interpreting and presenting qualitative psychological research: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating philosophical foundations and purposes of qualitative inquiry and formulating qualitative research questions and selecting designs through case-based or problem-based learning.
11. Practical, case or project work relating to sampling, access, reflexivity and research ethics, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with interviews, focus groups, observation and qualitative documents.
13. Critical integration of coding, thematic analysis and qualitative content analysis with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating credibility, trustworthiness and quality in qualitative research and reporting, interpreting and presenting qualitative psychological research.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Qualitative Research Methodology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Qualitative Research Methodology. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to formulating qualitative research questions and selecting designs and sampling, access, reflexivity and research ethics. (C4 - Analysing).
3. CLO 3: Design appropriate concepts, methods or procedures to structured tasks in Qualitative Research Methodology. (C6 - Creating).
4. CLO 4: Evaluate evidence, implications and practice in Qualitative Research Methodology ethically and responsibly, supported by independent and lifelong learning.

(C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with philosophical foundations and purposes of qualitative inquiry. (C2 - Understanding).
2. LLO 2: Analyse relationships among formulating qualitative research questions and selecting designs and sampling, access, reflexivity and research ethics in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to interviews, focus groups, observation and qualitative documents in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving coding, thematic analysis and qualitative content analysis and credibility, trustworthiness and quality in qualitative research in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Qualitative Research Methodology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Kuckartz, U., & Rädiker, S. (2023). Qualitative content analysis: Methods, practice and software (2nd ed.). SAGE Publications.

Supporting References:

1. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

Cognitive Tests

<table>
<tr><td>Module Number
SI216008019</td><td colspan="2">Module Name
Cognitive Tests</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, demonstrations, role-play, supervised practical work, protocol exercises, discussions, feedback and independent practice.</td><td>Prerequisites for attendance
Observation and Interview</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Ruseno Arjanggi, S.Psi., M.A.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
Titin Suprihatin, S.Psi., M.Psi., Erni Agustina Setiowati, S.Psi., M.Psi.</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop theoretical and practical competence in cognitive testing, including the history, psychometric foundations, administration and evaluation of intelligence tests for children, adolescents and adults. The competences: Students are able to explain major theories of intelligence, administer selected cognitive tests according to standard procedures, evaluate strengths and limitations of instruments, and uphold psychodiagnostic and ethical principles. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, demonstrations, role-play, supervised practical work, protocol exercises, discussions, feedback and independent practice.

The Materials:
1. Course orientation and history of intelligence testing
2. concepts and theories of intelligence
3. psychometric foundations of cognitive tests</td></tr>
</table>

4. cognitive testing for children
5. cognitive testing for adolescents and adults
6. Stanford-Binet intelligence scales
7. Wechsler intelligence scales
8. Mid-Term Examination
9. Raven Progressive Matrices
10. Culture Fair Intelligence Test (CFIT)
11. Intelligence Structure Test (IST)
12. test administration and standardisation
13. scoring and interpretation
14. genetic, environmental and cultural influences on intelligence
15. applications for clients with special learning needs
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Cognitive Tests. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Cognitive Tests. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Cognitive Tests. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Cognitive Tests through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Hays, D. G. (2023). Assessment in counseling: Procedures and practices (7th ed.). American Counseling Association.
2. Kubiszyn, T., & Borich, G. D. (2024). Educational testing and measurement: Classroom application and practice (12th ed.). Wiley.

Supporting References:

1. Blahus, P., Brown, B. L., Bunderson, C. V., & Olsen, J. A. (2026). Psychometrics, test theory, and the latent factors model. Wiley.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vol. 1: Foundations, planning, measures, and psychometrics). American Psychological Association.

Non-Projective Tests

<table>
<tr><td>Module Number
SI216008020</td><td colspan="2">Module Name
Non-Projective Tests</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning.</td><td>Prerequisites for attendance
Observation and Interview</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and professional conduct: 10%
Conceptual assignments/quizzes: 15%
Administration and practical assessment exercises: 25%
Scoring, interpretation and assessment report: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Non-Projective Tests through the study of foundations and classification of non-projective psychological tests, standardised cognitive, aptitude and achievement assessment, and objective personality and interest inventories, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Non-Projective Tests, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in</td></tr>
</table>

Non-Projective Tests.

The Materials:

1. Course orientation and introduction to Non-Projective Tests: learning outcomes, assessment, academic integrity and an overview of foundations and classification of non-projective psychological tests.
2. Foundations and classification of non-projective psychological tests: key concepts, terminology and relevant psychological or professional context.
3. Standardised cognitive, aptitude and achievement assessment: conceptual foundations, evidence and structured discussion.
4. Objective personality and interest inventories: analysis of core principles through examples, cases or guided exercises.
5. Test administration, standardisation and professional conduct: application to relevant individual, group, organisational or community contexts.
6. Scoring, norms and interpretation of non-projective test results: strengthening analytical or practical competence through structured tasks.
7. Reliability, validity, fairness and cultural considerations: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Integration and reporting of non-projective assessment findings within professional limits: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations and classification of non-projective psychological tests and standardised cognitive, aptitude and achievement assessment through case-based or problem-based learning.
11. Practical, case or project work relating to objective personality and interest inventories, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with test administration, standardisation and professional conduct.
13. Critical integration of scoring, norms and interpretation of non-projective test results with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating reliability, validity, fairness and cultural considerations and integration and reporting of non-projective assessment findings within professional limits.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Non-Projective Tests, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Non-Projective Tests. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to standardised cognitive, aptitude and achievement assessment and objective personality and interest inventories. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Non-Projective Tests. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Non-Projective Tests ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations and classification of non-projective psychological tests. (C2 - Understanding).
2. LLO 2: Analyse relationships among standardised cognitive, aptitude and achievement assessment and objective personality and interest inventories in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to test administration, standardisation and professional conduct in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving scoring, norms and interpretation of non-projective test results and reliability, validity, fairness and cultural considerations in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Non-Projective Tests through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.
2. Miller, L. A., & Daniels, R. A. (2022). Psychological assessment and testing. In International handbook of psychology learning and teaching. Springer.

Supporting References:

1. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.
2. Knapp, S. J., & Fingerhut, R. (2023). Practical ethics for psychologists: A positive approach (4th ed.). American Psychological Association.

Basic Psychological Interventions

<table>
<tr><td>Module Number
SI216008021</td><td colspan="2">Module Name
Basic Psychological Interventions</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
Observation and Interview</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Basic Psychological Interventions through the study of scope, objectives and ethical limits of basic psychological intervention, case formulation and selection of evidence-informed intervention targets, and psychoeducation and supportive psychological strategies, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Basic Psychological Interventions, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Basic Psychological Interventions.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Basic Psychological Interventions: learning outcomes, assessment, academic integrity and an overview of scope, objectives and ethical limits of basic psychological intervention.
2. Scope, objectives and ethical limits of basic psychological intervention: key concepts, terminology and relevant psychological or professional context.
3. Case formulation and selection of evidence-informed intervention targets: conceptual foundations, evidence and structured discussion.
4. Psychoeducation and supportive psychological strategies: analysis of core principles through examples, cases or guided exercises.
5. Behavioural principles and basic behaviour-change techniques: application to relevant individual, group, organisational or community contexts.
6. Cognitive and emotion-regulation strategies: strengthening analytical or practical competence through structured tasks.
7. Group, community and preventive intervention principles: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Monitoring outcomes, referral, cultural sensitivity and professional responsibility: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating scope, objectives and ethical limits of basic psychological intervention and case formulation and selection of evidence-informed intervention targets through case-based or problem-based learning.
11. Practical, case or project work relating to psychoeducation and supportive psychological strategies, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with behavioural principles and basic behaviour-change techniques.
13. Critical integration of cognitive and emotion-regulation strategies with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating group, community and preventive intervention principles and monitoring outcomes, referral, cultural sensitivity and professional responsibility.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Basic Psychological Interventions, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Basic Psychological Interventions. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to case formulation and selection of evidence-informed intervention targets and psychoeducation and supportive psychological strategies. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Basic Psychological Interventions. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Basic Psychological Interventions ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with scope, objectives and ethical limits of basic psychological intervention. (C2 - Understanding).
2. LLO 2: Analyse relationships among case formulation and selection of evidence-informed intervention targets and psychoeducation and supportive psychological strategies in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to behavioural principles and basic behaviour-change techniques in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving cognitive and emotion-regulation strategies and group, community and preventive intervention principles in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Basic Psychological Interventions through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage.
2. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.

Supporting References:

1. Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). Health psychology: Theory, research and practice (7th ed.). SAGE Publications.
2. Latif, J., Dockrat, S., & Rassool, G. H. (2024). Integrating spiritual interventions in Islamic psychology: A practical guide. Routledge.

Psychometrics

<table>
<tr><td>Module Number
SI216008022</td><td colspan="2">Module Name
Psychometrics</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, quizzes, structured exercises, group presentations and independent problem-solving.</td><td>Prerequisites for attendance
Advanced Statistics</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 150 minutes
Final Examination: 40%, 150 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of measurement theory and psychometric principles required to evaluate and develop psychological instruments responsibly. The competences: Students are able to explain classical measurement theory, analyse reliability and validity, interpret measurement error and norms, and apply psychometric principles to psychological data and instruments. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, quizzes, structured exercises, group presentations and independent problem-solving.

The Materials:
1. Course orientation and foundations of psychological measurement
2. physical and psychological measurement
3. classical true score theory
4. measurement error
5. reliability concepts</td></tr>
</table>

6. methods of estimating reliability
7. validity concepts
8. Mid-Term Examination
9. evidence for validity
10. standard error of measurement
11. norms and standardisation
12. item analysis
13. psychological scale construction
14. score interpretation
15. evaluation of psychological instruments
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Psychometrics. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Psychometrics. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Psychometrics. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Psychometrics through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Blahus, P., Brown, B. L., Bunderson, C. V., & Olsen, J. A. (2026). Psychometrics, test theory, and the latent factors model. Wiley.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vol. 1: Foundations, planning, measures, and psychometrics). American Psychological Association.

Supporting References:

1. Kubiszyn, T., & Borich, G. D. (2024). Educational testing and measurement: Classroom application and practice (12th ed.). Wiley.
2. Hays, D. G. (2023). Assessment in counseling: Procedures and practices (7th ed.). American Counseling Association.

Clinical Psychology and Mental Disorders

<table>
<tr><td>Module Number
SI216008023</td><td colspan="2">Module Name
Clinical Psychology and Mental Disorders</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, case-based discussions, collaborative learning, clinical case analysis, presentations, structured assignments and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Ratna Supradewi, M.Si.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
Dwi Wahyuningsih Choiriyah, M.Psi., Psikolog, Diany Ufieta Syafitri, M.Psi., Psikolog, Anisa Fitriani, M.Psi., Psikolog</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of abnormal behaviour, mental-disorder classification, clinical assessment, diagnosis, clinical psychology and major psychotherapeutic approaches. The competences: Students are able to analyse psychological disorders and clinical cases, explain diagnostic frameworks, compare psychotherapy approaches, consider cultural and ethical issues, and relate clinical psychology to forensic and health settings. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, case-based discussions, collaborative learning, clinical case analysis, presentations, structured assignments and independent reading.

The Materials:
1. Course orientation and abnormal behaviour
2. classification of mental disorders</td></tr>
</table>

3. assessment of mental disorders
4. diagnosis using PPDGJ and DSM
5. history and contemporary clinical psychology
6. Islamic perspectives in clinical psychology
7. cultural and ethical issues in clinical practice
8. Mid-Term Examination
9. clinical research methods
10. psychoanalytic psychotherapy
11. humanistic psychotherapy
12. behavioural psychotherapy
13. cognitive and mindfulness-based psychotherapy
14. Islamic psychotherapy
15. group, family, child/adolescent, forensic and health applications
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Clinical Psychology and Mental Disorders. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Clinical Psychology and Mental Disorders. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Clinical Psychology and Mental Disorders. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Clinical Psychology and Mental Disorders through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.; DSM-5-TR). American Psychiatric Association Publishing.
2. Hooley, J. M., & Nock, M. K. (2025). Psychopathology: A clinical science approach (19th ed.). Pearson.

Supporting References:

1. Nevid, J. S., Rathus, S. A., & Greene, B. S. (2025). Psychological disorders: Science, self, and society (12th ed.). Pearson.
2. Kring, A. M., & Johnson, S. L. (2024). The science and treatment of psychological disorders (16th ed.). Wiley.

Community Psychology

<table>
<tr><td>Module Number
SI216008024</td><td colspan="2">Module Name
Community Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
4 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, group presentations, case analysis, weekly quizzes or assignments and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 100 minutes
Final Examination: 40%, 100 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Joko Kuncoro, S.Psi., M.Si.</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of person-in-context perspectives and the use of community psychology to improve human well-being and address psychological and social problems in communities. The competences: Students are able to explain major community-psychology concepts, analyse community problems, apply empowerment and social-support perspectives, and propose psychologically informed community interventions. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, group presentations, case analysis, weekly quizzes or assignments and independent reading.

The Materials:
1. Course orientation and introduction, history and principles of community psychology
2. person-in-context theory
3. community and ecological perspectives
4. psychological problems in communities
5. social support</td></tr>
</table>

6. social networks and community resources
7. power and control
8. Mid-Term Examination
9. empowerment
10. self-help groups
11. professional and co-worker roles in self-help
12. prevention and health promotion
13. community assessment
14. community intervention planning
15. evaluation of community programmes
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Community Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Community Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Community Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Community Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Moritsugu, J., Vera, E., & Wong, F. Y. (2025). Community psychology (7th ed.). Routledge.
2. Deb, S., Sunny, A. M., Sanyal, N., & Deb, S. (2024). Community psychology: Emerging issues and challenges. Routledge.

Supporting References:

1. Kagan, C., Akhurst, J., Alfaro, J., Lawthom, R., Richards, M., & Zambrano, A. (Eds.). (2022). The Routledge international handbook of community psychology: Facing global crises with hope. Routledge.
2. Richards, M. (2023). Posthuman community psychology: A psychology for marginalised people. Routledge.

5th Semester

Odd

2025/2026

Sharia Entrepreneurship

<table>
<tr><td>Module Number
SI216007016</td><td colspan="2">Module Name
Sharia Entrepreneurship</td></tr>
<tr><td colspan="2">Type of Course
University Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Sharia Entrepreneurship through the study of entrepreneurial mindset and opportunity recognition, Islamic values, maqasid and ethics in enterprise, and halal and socially responsible business models, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Sharia Entrepreneurship, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Sharia Entrepreneurship.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Sharia Entrepreneurship: learning outcomes, assessment, academic integrity and an overview of entrepreneurial mindset and opportunity recognition.
2. Entrepreneurial mindset and opportunity recognition: key concepts, terminology and relevant psychological or professional context.
3. Islamic values, maqasid and ethics in enterprise: conceptual foundations, evidence and structured discussion.
4. Halal and socially responsible business models: analysis of core principles through examples, cases or guided exercises.
5. Customer value, innovation and digital entrepreneurship: application to relevant individual, group, organisational or community contexts.
6. Basic business planning, resources and risk management: strengthening analytical or practical competence through structured tasks.
7. Teamwork, leadership and stakeholder responsibility: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Sustainable entrepreneurship, social impact and reflective professional development: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating entrepreneurial mindset and opportunity recognition and Islamic values, maqasid and ethics in enterprise through case-based or problem-based learning.
11. Practical, case or project work relating to halal and socially responsible business models, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with customer value, innovation and digital entrepreneurship.
13. Critical integration of basic business planning, resources and risk management with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating teamwork, leadership and stakeholder responsibility and sustainable entrepreneurship, social impact and reflective professional development.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Sharia Entrepreneurship, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Sharia Entrepreneurship. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to Islamic values, maqasid and ethics in enterprise and halal and socially responsible business models. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Sharia Entrepreneurship. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Sharia Entrepreneurship ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with entrepreneurial mindset and opportunity recognition. (C2 - Understanding).
2. LLO 2: Analyse relationships among Islamic values, maqasid and ethics in enterprise and halal and socially responsible business models in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to customer value, innovation and digital entrepreneurship in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving basic business planning, resources and risk management and teamwork, leadership and stakeholder responsibility in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Sharia Entrepreneurship through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Raimi, L., Adekunle, S. M., & Shabbir, M. S. (Eds.). (2023). Contemporary discourse of halal and Islamic entrepreneurship: Trends and future opportunities. Springer.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Supporting References:

1. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.
2. Gross, Z. (Ed.). (2023). Reimagining the landscape of religious education: Challenges and opportunities. Springer.

Islamic Psychology

<table>
<tr><td>Module Number
SI216008025</td><td colspan="2">Module Name
Islamic Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Islamic Psychology through the study of historical foundations and contemporary development of Islamic psychology, Islamic concepts of human nature, fitrah, nafs, qalb, aql and ruh, and development, personality and motivation from Islamic perspectives, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Islamic Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Islamic Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Islamic Psychology: learning outcomes, assessment, academic integrity and an overview of historical foundations and contemporary development of Islamic psychology.
2. Historical foundations and contemporary development of islamic psychology: key concepts, terminology and relevant psychological or professional context.
3. Islamic concepts of human nature, fitrah, nafs, qalb, aql and ruh: conceptual foundations, evidence and structured discussion.
4. Development, personality and motivation from islamic perspectives: analysis of core principles through examples, cases or guided exercises.
5. Cognition, emotion, behaviour and spiritual experience: application to relevant individual, group, organisational or community contexts.
6. Psychological well-being, religious coping and mental health: strengthening analytical or practical competence through structured tasks.
7. Islamic approaches to assessment, counselling and psychotherapy: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Ethical integration of islamic scholarship and contemporary psychological science: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating historical foundations and contemporary development of Islamic psychology and Islamic concepts of human nature, fitrah, nafs, qalb, aql and ruh through case-based or problem-based learning.
11. Practical, case or project work relating to development, personality and motivation from Islamic perspectives, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with cognition, emotion, behaviour and spiritual experience.
13. Critical integration of psychological well-being, religious coping and mental health with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating Islamic approaches to assessment, counselling and psychotherapy and ethical integration of Islamic scholarship and contemporary psychological science.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Islamic Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Islamic Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to Islamic concepts of human nature, fitrah, nafs, qalb, aql and ruh and development, personality and motivation from Islamic perspectives. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Islamic Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Islamic Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with historical

foundations and contemporary development of Islamic psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among Islamic concepts of human nature, fitrah, nafs, qalb, aql and ruh and development, personality and motivation from Islamic perspectives in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to cognition, emotion, behaviour and spiritual experience in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving psychological well-being, religious coping and mental health and Islamic approaches to assessment, counselling and psychotherapy in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Islamic Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Rassool, G. H. (2023). Islamic psychology: The basics. Routledge.
2. Rassool, G. H., & Luqman, M. M. (2022). Foundations of Islamic psychology: From classical scholars to contemporary thinkers. Routledge.

Supporting References:

1. Latif, J., Dockrat, S., & Rassool, G. H. (2024). Integrating spiritual interventions in Islamic psychology: A practical guide. Routledge.
2. Rassool, G. H. (2024). Exploring the intersection of Islamic spirituality and psychotherapy: Healing the soul. Springer.

Experimental Psychology

<table>
<tr><td>Module Number
SI216008026</td><td colspan="2">Module Name
Experimental Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, research workshops, guided methodological exercises, critical appraisal, problem-based learning, data-analysis practice, presentations and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and methodological discussion: 10%
Research-method exercises/assignments: 20%
Research design or analysis project: 25%
Proposal/report presentation: 15%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Experimental Psychology through the study of logic of experimentation and causal inference, hypotheses, variables and operational definitions, and experimental, quasi-experimental and factorial designs, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to formulate researchable questions, select and justify appropriate methods, analyse and interpret evidence, communicate research decisions transparently, uphold research ethics and integrity, and develop methodological competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, research workshops, guided methodological exercises, critical appraisal, problem-based learning, data-analysis practice, presentations and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Experimental</td></tr>
</table>

Psychology.

The Materials:

1. Course orientation and introduction to Experimental Psychology: learning outcomes, assessment, academic integrity and an overview of logic of experimentation and causal inference.
2. Logic of experimentation and causal inference: key concepts, terminology and relevant psychological or professional context.
3. Hypotheses, variables and operational definitions: conceptual foundations, evidence and structured discussion.
4. Experimental, quasi-experimental and factorial designs: analysis of core principles through examples, cases or guided exercises.
5. Sampling, randomisation, control and threats to validity: application to relevant individual, group, organisational or community contexts.
6. Measurement, manipulation checks and data quality: strengthening analytical or practical competence through structured tasks.
7. Ethics, open science, replication and reproducibility: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Designing, conducting, analysing and reporting a psychological experiment: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating logic of experimentation and causal inference and hypotheses, variables and operational definitions through case-based or problem-based learning.
11. Practical, case or project work relating to experimental, quasi-experimental and factorial designs, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with sampling, randomisation, control and threats to validity.
13. Critical integration of measurement, manipulation checks and data quality with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating ethics, open science, replication and reproducibility and designing, conducting, analysing and reporting a psychological experiment.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Experimental Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Experimental Psychology. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to hypotheses, variables and operational definitions and experimental, quasi-experimental and factorial designs. (C4 - Analysing).
3. CLO 3: Design appropriate concepts, methods or procedures to structured tasks in Experimental Psychology. (C6 - Creating).
4. CLO 4: Evaluate evidence, implications and practice in Experimental Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with logic of experimentation and causal inference. (C2 - Understanding).
2. LLO 2: Analyse relationships among hypotheses, variables and operational definitions and experimental, quasi-experimental and factorial designs in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to sampling, randomisation, control and threats to validity in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving measurement, manipulation checks and data quality and ethics, open science, replication and reproducibility in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Experimental Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

Supporting References:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Shan, Y. (Ed.). (2023). New philosophical perspectives on scientific progress. Routledge.

Counselling Psychology

<table>
<tr><td>Module Number
SI216008027</td><td colspan="2">Module Name
Counselling Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Counselling Psychology through the study of foundations, scope and ethical principles of counselling psychology, therapeutic relationship, empathy and core counselling skills, and psychodynamic, humanistic and existential approaches, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Counselling Psychology, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Counselling Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Counselling Psychology: learning outcomes, assessment, academic integrity and an overview of foundations, scope and ethical principles of counselling psychology.
2. Foundations, scope and ethical principles of counselling psychology: key concepts, terminology and relevant psychological or professional context.
3. Therapeutic relationship, empathy and core counselling skills: conceptual foundations, evidence and structured discussion.
4. Psychodynamic, humanistic and existential approaches: analysis of core principles through examples, cases or guided exercises.
5. Behavioural and cognitive-behavioural approaches: application to relevant individual, group, organisational or community contexts.
6. Systemic, multicultural and integrative counselling perspectives: strengthening analytical or practical competence through structured tasks.
7. Case conceptualisation, goal setting and counselling process: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Evaluation, referral, self-reflection and culturally responsive counselling practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations, scope and ethical principles of counselling psychology and therapeutic relationship, empathy and core counselling skills through case-based or problem-based learning.
11. Practical, case or project work relating to psychodynamic, humanistic and existential approaches, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with behavioural and cognitive-behavioural approaches.
13. Critical integration of systemic, multicultural and integrative counselling perspectives with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating case conceptualisation, goal setting and counselling process and evaluation, referral, self-reflection and culturally responsive counselling practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Counselling Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Counselling Psychology. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to therapeutic relationship, empathy and core counselling skills and psychodynamic, humanistic and existential approaches. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Counselling Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Counselling Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations, scope and ethical principles of counselling psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among therapeutic relationship, empathy and core counselling skills and psychodynamic, humanistic and existential approaches in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to behavioural and cognitive-behavioural approaches in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving systemic, multicultural and integrative counselling perspectives and case conceptualisation, goal setting and counselling process in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Counselling Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage.
2. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.

Supporting References:

1. Reiter, M. D. (2024). Family therapy: An introduction to process, practice, and theory (2nd ed.). Routledge.
2. Rassool, G. H. (2024). Exploring the intersection of Islamic spirituality and psychotherapy: Healing the soul. Springer.

Psychological Test Construction

<table>
<tr><td>Module Number
SI216008028</td><td colspan="2">Module Name
Psychological Test Construction</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, quizzes, structured assignments, item-writing exercises, instrument-construction projects, data analysis and collaborative work.</td><td>Prerequisites for attendance
Psychometrics</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Erni Agustina S., M.Psi.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' competence in constructing psychological measures, from defining attributes and operationalising constructs to item writing, scaling, item analysis, reliability, validity, scoring, interpretation and adaptation. The competences: Students are able to design and develop non-cognitive psychological measures systematically, analyse trial data, evaluate psychometric quality and prepare instruments for responsible use. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, quizzes, structured assignments, item-writing exercises, instrument-construction projects, data analysis and collaborative work.

The Materials:
1. Course orientation and foundations of psychological measurement
2. types of psychological measures
3. objects of psychological measurement</td></tr>
</table>

4. construction of cognitive measures
5. criterion-referenced and norm-referenced interpretation
6. blueprints and operationalisation of constructs
7. item writing
8. Mid-Term Examination
9. scaling methods
10. trial administration
11. item analysis and item selection
12. reliability
13. validity
14. scoring and interpretation
15. cross-cultural adaptation of psychological measures
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Psychological Test Construction. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Psychological Test Construction. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Psychological Test Construction. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Psychological Test Construction through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Blahus, P., Brown, B. L., Bunderson, C. V., & Olsen, J. A. (2026). Psychometrics, test theory, and the latent factors model. Wiley.
2. Kubiszyn, T., & Borich, G. D. (2024). Educational testing and measurement: Classroom application and practice (12th ed.). Wiley.

Supporting References:

1. Hays, D. G. (2023). Assessment in counseling: Procedures and practices (7th ed.). American Counseling Association.
2. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vol. 1: Foundations, planning, measures, and psychometrics). American Psychological Association.

Cross-Cultural Psychology

<table>
<tr><td>Module Number
SI216008029</td><td colspan="2">Module Name
Cross-Cultural Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, interactive question-and-answer sessions, cultural case analysis, structured assignments and independent reflection.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Luh Putu Shanti Kusumaningsih, S.Psi., M.Psi.</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of psychological similarities and differences across cultures and their implications for social behaviour, cognition, organisations, personality and health. The competences: Students are able to explain key cross-cultural concepts, analyse the influence of culture on psychological processes, respect cultural diversity and evaluate consequences of cross-cultural interaction. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, interactive question-and-answer sessions, cultural case analysis, structured assignments and independent reflection.

The Materials:
1. Course orientation and study of humankind and cross-cultural psychology
2. race and ethnicity
3. concepts and dimensions of culture
4. culture and social behaviour</td></tr>
</table>

5. culture and cognition
6. culture and perception
7. culture and memory and problem solving
8. Mid-Term Examination
9. culture and organisations
10. individualism and collectivism
11. masculinity and femininity
12. culture and leadership and productivity
13. culture and personality
14. culture and health
15. consequences and applications of cross-cultural psychology
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Cross-Cultural Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Cross-Cultural Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Cross-Cultural Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Cross-Cultural Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Shiraev, E. B., & Levy, D. A. (2024). Cross-cultural psychology: Critical thinking and contemporary applications (8th ed.). Routledge.
2. Devonis, D. C. (2024). Exploring cross-cultural psychology: Exercises for instructors and students (2nd ed.). Routledge.

Supporting References:

1. Browaeys, M.-J., & Price, R. (2024). Understanding cross-cultural management (5th ed.). Pearson.
2. Boyd, D., & Bee, H. (2025). Lifespan development (9th ed.). Pearson.

Projective Tests

<table>
<tr><td>Module Number
SI216008030</td><td colspan="2">Module Name
Projective Tests</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning.</td><td>Prerequisites for attendance
Observation and Interview</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and professional conduct: 10%
Conceptual assignments/quizzes: 15%
Administration and practical assessment exercises: 25%
Scoring, interpretation and assessment report: 20%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Projective Tests through the study of theoretical foundations and historical development of projective assessment, principles and professional limits of projective methods, and graphic and drawing-based projective techniques, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Projective Tests, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in</td></tr>
</table>

Projective Tests.

The Materials:

1. Course orientation and introduction to Projective Tests: learning outcomes, assessment, academic integrity and an overview of theoretical foundations and historical development of projective assessment.
2. Theoretical foundations and historical development of projective assessment: key concepts, terminology and relevant psychological or professional context.
3. Principles and professional limits of projective methods: conceptual foundations, evidence and structured discussion.
4. Graphic and drawing-based projective techniques: analysis of core principles through examples, cases or guided exercises.
5. Thematic and story-based projective techniques: application to relevant individual, group, organisational or community contexts.
6. Administration, observation and qualitative response analysis: strengthening analytical or practical competence through structured tasks.
7. Integration with interview, behavioural and objective assessment data: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Psychometric, ethical, cultural and evidential considerations in projective assessment: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating theoretical foundations and historical development of projective assessment and principles and professional limits of projective methods through case-based or problem-based learning.
11. Practical, case or project work relating to graphic and drawing-based projective techniques, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with thematic and story-based projective techniques.
13. Critical integration of administration, observation and qualitative response analysis with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating integration with interview, behavioural and objective assessment data and psychometric, ethical, cultural and evidential considerations in projective assessment.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Projective Tests, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Projective Tests. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to principles and professional limits of projective methods and graphic and drawing-based projective techniques. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Projective Tests. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Projective Tests ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with theoretical foundations and historical development of projective assessment. (C2 - Understanding).
2. LLO 2: Analyse relationships among principles and professional limits of projective methods and graphic and drawing-based projective techniques in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to thematic and story-based projective techniques in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving administration, observation and qualitative response analysis and integration with interview, behavioural and objective assessment data in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Projective Tests through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.
2. Miller, L. A., & Daniels, R. A. (2022). Psychological assessment and testing. In International handbook of psychology learning and teaching. Springer.

Supporting References:

1. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). Clinical interviewing (7th ed.). Wiley.
2. Knapp, S. J., & Fingerhut, R. (2023). Practical ethics for psychologists: A positive approach (4th ed.). American Psychological Association.

Human Resource Psychology

<table>
<tr><td>Module Number
SI216008031</td><td colspan="2">Module Name
Human Resource Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, e-learning activities, job-analysis assignments, case-based tasks, presentations and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Agustin Handayani, S.Psi., M.Si.</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of human resource management from a psychological perspective, including workforce planning, job analysis, recruitment, selection, training, performance, compensation, motivation, leadership, communication and occupational health and safety. The competences: Students are able to analyse human-resource functions, apply psychological knowledge to staffing and employee development, evaluate organisational practices and contribute to strategic and responsible human-resource management. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, e-learning activities, job-analysis assignments, case-based tasks, presentations and independent reading.

The Materials:
1. Course orientation and roles and functions of human resource management
2. equal employment opportunity and fair treatment
3. job analysis</td></tr>
</table>

4. human resource planning
5. recruitment
6. selection, placement and psychological testing
7. training and development
8. Mid-Term Examination
9. performance management
10. compensation and rewards
11. work motivation
12. job satisfaction
13. leadership
14. organisational communication
15. occupational health and safety
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Human Resource Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Human Resource Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Human Resource Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Human Resource Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.
2. Jex, S. M., Britt, T. W., & Thompson, C. A. (2024). Organizational psychology and organizational behavior: Evidence-based lessons for creating sustainable organizations (4th ed.). Wiley.

Supporting References:

1. Spector, P. E. (2025). Industrial and organizational psychology: Research and practice (9th ed.). Wiley.
2. Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (Updated Global ed., 18th ed.). Pearson.

Health Psychology

<table>
<tr><td>Module Number
SI216008032</td><td colspan="2">Module Name
Health Psychology</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
5 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Health Psychology through the study of biopsychosocial perspectives on health and illness, health behaviour, risk perception and behaviour change, and stress, coping and psychophysiological processes, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Health Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Health Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Health Psychology: learning outcomes, assessment, academic integrity and an overview of biopsychosocial perspectives on health and illness.
2. Biopsychosocial perspectives on health and illness: key concepts, terminology and relevant psychological or professional context.
3. Health behaviour, risk perception and behaviour change: conceptual foundations, evidence and structured discussion.
4. Stress, coping and psychophysiological processes: analysis of core principles through examples, cases or guided exercises.
5. Pain, chronic illness and quality of life: application to relevant individual, group, organisational or community contexts.
6. Health communication, adherence and patient-professional relationships: strengthening analytical or practical competence through structured tasks.
7. Social, cultural and environmental determinants of health: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Health-promotion interventions, prevention and evidence-based evaluation: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating biopsychosocial perspectives on health and illness and health behaviour, risk perception and behaviour change through case-based or problem-based learning.
11. Practical, case or project work relating to stress, coping and psychophysiological processes, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with pain, chronic illness and quality of life.
13. Critical integration of health communication, adherence and patient-professional relationships with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating social, cultural and environmental determinants of health and health-promotion interventions, prevention and evidence-based evaluation.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Health Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Health Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to health behaviour, risk perception and behaviour change and stress, coping and psychophysiological processes. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Health Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Health Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with biopsychosocial perspectives on health and illness. (C2 - Understanding).

2. LLO 2: Analyse relationships among health behaviour, risk perception and behaviour change and stress, coping and psychophysiological processes in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to pain, chronic illness and quality of life in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving health communication, adherence and patient-professional relationships and social, cultural and environmental determinants of health in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Health Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). Health psychology: Theory, research and practice (7th ed.). SAGE Publications.
2. Schneiderman, N. (Ed.). (2024). APA handbook of health psychology (Vols. 1-3). American Psychological Association.

Supporting References:

1. Abraham, C., Conner, M., Jones, F., & O'Connor, D. (2024). Health psychology (3rd ed.). Routledge.
2. Hariharan, M. (2024). The textbook of health psychology. Routledge.

6th Semester

Even

2025/2026

Academic Writing

<table>
<tr><td>Module Number
SI216008033</td><td colspan="2">Module Name
Academic Writing</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and language/writing practice: 10%
Exercises and structured assignments: 20%
Portfolio or practical writing/speaking tasks: 25%
Presentation/project: 20%
Mid-Term Examination: 10%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Academic Writing through the study of academic integrity, scholarly voice and conventions of scientific writing, finding, evaluating and organising academic sources, and summarising, paraphrasing, synthesising and citation, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to understand and produce appropriate academic communication, apply language and writing conventions accurately, analyse sources critically, communicate ideas clearly, use digital learning resources responsibly, and develop language competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive language workshops, guided practice, collaborative learning, presentations, writing exercises, peer review, digital learning and independent practice. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Academic</td></tr>
</table>

Writing.

The Materials:

1. Course orientation and introduction to Academic Writing: learning outcomes, assessment, academic integrity and an overview of academic integrity, scholarly voice and conventions of scientific writing.
2. Academic integrity, scholarly voice and conventions of scientific writing: key concepts, terminology and relevant psychological or professional context.
3. Finding, evaluating and organising academic sources: conceptual foundations, evidence and structured discussion.
4. Summarising, paraphrasing, synthesising and citation: analysis of core principles through examples, cases or guided exercises.
5. Developing arguments, paragraphs and coherent academic structure: application to relevant individual, group, organisational or community contexts.
6. Writing literature reviews and research backgrounds: strengthening analytical or practical competence through structured tasks.
7. Reporting methods, results, tables and figures clearly: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Editing, proofreading, responsible use of ai and preparation of research proposals: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating academic integrity, scholarly voice and conventions of scientific writing and finding, evaluating and organising academic sources through case-based or problem-based learning.
11. Practical, case or project work relating to summarising, paraphrasing, synthesising and citation, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with developing arguments, paragraphs and coherent academic structure.
13. Critical integration of writing literature reviews and research backgrounds with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating reporting methods, results, tables and figures clearly and editing, proofreading, responsible use of AI and preparation of research proposals.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Academic Writing, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Academic Writing. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to finding, evaluating and organising academic sources and summarising, paraphrasing, synthesising and citation. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Academic Writing. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Academic Writing ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with academic integrity, scholarly voice and conventions of scientific writing. (C2 - Understanding).
2. LLO 2: Analyse relationships among finding, evaluating and organising academic sources and summarising, paraphrasing, synthesising and citation in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to developing arguments, paragraphs and coherent academic structure in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving writing literature reviews and research backgrounds and reporting methods, results, tables and figures clearly in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Academic Writing through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Bailey, S. (2025). Academic writing: A handbook for international students (6th ed.). Routledge.
2. Bailey, S. (2024). The essentials of academic writing for international students (2nd ed.). Routledge.

Supporting References:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
2. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.

Training and Development

<table>
<tr><td>Module Number
SI216009002</td><td colspan="2">Module Name
Training and Development</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Training and Development through the study of strategic role of training and employee development, training needs analysis at organisational, task and individual levels, and learning theories and adult-learning principles in training, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Training and Development, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Training and Development.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Training and Development: learning outcomes, assessment, academic integrity and an overview of strategic role of training and employee development.
2. Strategic role of training and employee development: key concepts, terminology and relevant psychological or professional context.
3. Training needs analysis at organisational, task and individual levels: conceptual foundations, evidence and structured discussion.
4. Learning theories and adult-learning principles in training: analysis of core principles through examples, cases or guided exercises.
5. Designing training objectives, content and delivery methods: application to relevant individual, group, organisational or community contexts.
6. Technology-enabled, experiential and workplace learning: strengthening analytical or practical competence through structured tasks.
7. Evaluation of training effectiveness and transfer of learning: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Career development, talent development and ethical training practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating strategic role of training and employee development and training needs analysis at organisational, task and individual levels through case-based or problem-based learning.
11. Practical, case or project work relating to learning theories and adult-learning principles in training, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with designing training objectives, content and delivery methods.
13. Critical integration of technology-enabled, experiential and workplace learning with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating evaluation of training effectiveness and transfer of learning and career development, talent development and ethical training practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Training and Development, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Training and Development. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to training needs analysis at organisational, task and individual levels and learning theories and adult-learning principles in training. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Training and Development. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Training and Development ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with strategic role of training and employee development. (C2 - Understanding).
2. LLO 2: Analyse relationships among training needs analysis at organisational, task and individual levels and learning theories and adult-learning principles in training in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to designing training objectives, content and delivery methods in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving technology-enabled, experiential and workplace learning and evaluation of training effectiveness and transfer of learning in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Training and Development through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.
2. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.

Supporting References:

1. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.
2. Cummings, T. G., & Worley, C. G. (2024). Organization development and change (12th ed.). Cengage.

Consumer Psychology

<table>
<tr><td>Module Number
SI216009003</td><td colspan="2">Module Name
Consumer Psychology</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Consumer Psychology through the study of consumer psychology and the consumer decision process, motivation, goals, emotion and consumer involvement, and perception, attention, learning and memory in consumption, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Consumer Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Consumer Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Consumer Psychology: learning outcomes, assessment, academic integrity and an overview of consumer psychology and the consumer decision process.
2. Consumer psychology and the consumer decision process: key concepts, terminology and relevant psychological or professional context.
3. Motivation, goals, emotion and consumer involvement: conceptual foundations, evidence and structured discussion.
4. Perception, attention, learning and memory in consumption: analysis of core principles through examples, cases or guided exercises.
5. Attitudes, persuasion and consumer judgement: application to relevant individual, group, organisational or community contexts.
6. Social influence, culture, identity and consumer diversity: strengthening analytical or practical competence through structured tasks.
7. Digital consumer behaviour, social media and influencer effects: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Consumer well-being, ethics, sustainability and responsible marketing: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating consumer psychology and the consumer decision process and motivation, goals, emotion and consumer involvement through case-based or problem-based learning.
11. Practical, case or project work relating to perception, attention, learning and memory in consumption, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with attitudes, persuasion and consumer judgement.
13. Critical integration of social influence, culture, identity and consumer diversity with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating digital consumer behaviour, social media and influencer effects and consumer well-being, ethics, sustainability and responsible marketing.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Consumer Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Consumer Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to motivation, goals, emotion and consumer involvement and perception, attention, learning and memory in consumption. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Consumer Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Consumer Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with consumer psychology and the consumer decision process. (C2 - Understanding).

2. LLO 2: Analyse relationships among motivation, goals, emotion and consumer involvement and perception, attention, learning and memory in consumption in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to attitudes, persuasion and consumer judgement in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving social influence, culture, identity and consumer diversity and digital consumer behaviour, social media and influencer effects in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Consumer Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2024). Consumer behavior (8th ed.). Cengage.
2. Hogg, M. A., & Vaughan, G. M. (2024). Social psychology (9th ed.). Pearson.

Supporting References:

1. Stever, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2025). Understanding media psychology (2nd ed.). Routledge.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Environmental and Urban Psychology

<table>
<tr><td>Module Number
SI216009004</td><td colspan="2">Module Name
Environmental and Urban Psychology</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, group presentations, case analysis, weekly quizzes or assignments and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Mid-Term Examination: 25%, 100 minutes
Final Examination: 40%, 100 minutes
Group presentation: 20%
Quizzes and weekly assignments: 15%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of relationships between human behaviour and the physical environment, including environmental cognition, perception, emotion, stress, privacy, crowding, work settings and urban issues. The competences: Students are able to analyse positive and negative environmental influences on behaviour and well-being and propose psychologically informed responses to environmental and urban problems. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, group presentations, case analysis, weekly quizzes or assignments and independent reading.

The Materials:
1. Course orientation and introduction to environmental psychology
2. theoretical approaches to person-environment relations
3. environmental cognition
4. environmental perception</td></tr>
</table>

5. affective responses to environmental conditions
6. environmental stress
7. noise and ambient conditions
8. Mid-Term Examination
9. personal space and privacy
10. territoriality
11. density and crowding
12. residential environments
13. work environments
14. urban behaviour and environmental problems
15. environmental design, adaptation and well-being
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Environmental and Urban Psychology. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Environmental and Urban Psychology. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Environmental and Urban Psychology. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Environmental and Urban Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Donald, I. (2022). Environmental and architectural psychology: The basics. Routledge.
2. Devlin, A. S. (Ed.). (2025). Environmental psychology and human well-being: Effects of built and natural settings (2nd ed.). Academic Press.

Supporting References:

1. Canter, D. (2024). Readings on the psychology of place: Selected works of David Canter. Routledge.
2. Favela, L. H. (2023). The ecological brain: Unifying the sciences of brain, body, and environment. Routledge.

Media Psychology

<table>
<tr><td>Module Number
SI216009005</td><td colspan="2">Module Name
Media Psychology</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Media Psychology through the study of scope, theories and methods of media psychology, attention, cognition and emotion in media use, and media effects on attitudes, behaviour and well-being, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Media Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Media Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Media Psychology: learning outcomes, assessment, academic integrity and an overview of scope, theories and methods of media psychology.
2. Scope, theories and methods of media psychology: key concepts, terminology and relevant psychological or professional context.
3. Attention, cognition and emotion in media use: conceptual foundations, evidence and structured discussion.
4. Media effects on attitudes, behaviour and well-being: analysis of core principles through examples, cases or guided exercises.
5. Social media, identity, relationships and parasocial processes: application to relevant individual, group, organisational or community contexts.
6. Children, adolescents and developmental media effects: strengthening analytical or practical competence through structured tasks.
7. Misinformation, persuasion, privacy, algorithms and ai-mediated media: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Positive media, digital well-being and ethical media engagement: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating scope, theories and methods of media psychology and attention, cognition and emotion in media use through case-based or problem-based learning.
11. Practical, case or project work relating to media effects on attitudes, behaviour and well-being, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with social media, identity, relationships and parasocial processes.
13. Critical integration of children, adolescents and developmental media effects with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating misinformation, persuasion, privacy, algorithms and AI-mediated media and positive media, digital well-being and ethical media engagement.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Media Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Media Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to attention, cognition and emotion in media use and media effects on attitudes, behaviour and well-being. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Media Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Media Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with scope, theories and methods of media psychology. (C2 - Understanding).

2. LLO 2: Analyse relationships among attention, cognition and emotion in media use and media effects on attitudes, behaviour and well-being in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to social media, identity, relationships and parasocial processes in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving children, adolescents and developmental media effects and misinformation, persuasion, privacy, algorithms and AI-mediated media in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Media Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Stever, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2025). Understanding media psychology (2nd ed.). Routledge.
2. Sanborn, F. W. (2023). A cognitive psychology of mass communication (8th ed.). Routledge.

Supporting References:

1. Shackleford, K. E., & Bowman, N. D. (Eds.). (2025). The Oxford handbook of media psychology (2nd ed.). Oxford University Press.
2. Trepte, S., & Masur, P. K. (Eds.). (2023). The Routledge handbook of privacy and social media. Routledge.

Communication Psychology

<table>
<tr><td>Module Number
SI216009006</td><td colspan="2">Module Name
Communication Psychology</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Communication Psychology through the study of psychological foundations of human communication, perception, cognition, language and message processing, and verbal and non-verbal communication, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Communication Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Communication Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Communication Psychology: learning outcomes, assessment, academic integrity and an overview of psychological foundations of human communication.
2. Psychological foundations of human communication: key concepts, terminology and relevant psychological or professional context.
3. Perception, cognition, language and message processing: conceptual foundations, evidence and structured discussion.
4. Verbal and non-verbal communication: analysis of core principles through examples, cases or guided exercises.
5. Interpersonal attraction, relationships and self-disclosure: application to relevant individual, group, organisational or community contexts.
6. Persuasion, attitudes and social influence: strengthening analytical or practical competence through structured tasks.
7. Group communication, conflict and intercultural processes: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Digital communication, media effects and ethical communication practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating psychological foundations of human communication and perception, cognition, language and message processing through case-based or problem-based learning.
11. Practical, case or project work relating to verbal and non-verbal communication, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with interpersonal attraction, relationships and self-disclosure.
13. Critical integration of persuasion, attitudes and social influence with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating group communication, conflict and intercultural processes and digital communication, media effects and ethical communication practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Communication Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Communication Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to perception, cognition, language and message processing and verbal and non-verbal communication. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Communication Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Communication Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with psychological foundations of human communication. (C2 - Understanding).
2. LLO 2: Analyse relationships among perception, cognition, language and message processing and verbal and non-verbal communication in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to interpersonal attraction, relationships and self-disclosure in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving persuasion, attitudes and social influence and group communication, conflict and intercultural processes in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Communication Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Sanborn, F. W. (2023). A cognitive psychology of mass communication (8th ed.). Routledge.
2. Hogg, M. A., & Vaughan, G. M. (2024). Social psychology (9th ed.). Pearson.

Supporting References:

1. Stever, G. S., Giles, D. C., Cohen, J. D., & Myers, M. E. (2025). Understanding media psychology (2nd ed.). Routledge.
2. Reimer, T., van Swol, L. M., & Florack, A. (Eds.). (2026). The Routledge handbook of communication and social cognition. Routledge.

Career Planning and Development

<table>
<tr><td>Module Number
SI216009007</td><td colspan="2">Module Name
Career Planning and Development</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Career Planning and Development through the study of career development as a lifelong psychological process, career interests, values, abilities and personality, and career-development theories and vocational choice, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Career Planning and Development, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Career Planning and Development.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Career Planning and Development: learning outcomes, assessment, academic integrity and an overview of career development as a lifelong psychological process.
2. Career development as a lifelong psychological process: key concepts, terminology and relevant psychological or professional context.
3. Career interests, values, abilities and personality: conceptual foundations, evidence and structured discussion.
4. Career-development theories and vocational choice: analysis of core principles through examples, cases or guided exercises.
5. Career assessment and interpretation of career information: application to relevant individual, group, organisational or community contexts.
6. Career decision-making, adaptability and employability: strengthening analytical or practical competence through structured tasks.
7. Career counselling, goal setting and development planning: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Future of work, technology, transitions and reflective career management: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating career development as a lifelong psychological process and career interests, values, abilities and personality through case-based or problem-based learning.
11. Practical, case or project work relating to career-development theories and vocational choice, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with career assessment and interpretation of career information.
13. Critical integration of career decision-making, adaptability and employability with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating career counselling, goal setting and development planning and future of work, technology, transitions and reflective career management.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Career Planning and Development, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:
CLO

1. CLO 1: Analyse the principal concepts and foundations of Career Planning and Development. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to career interests, values, abilities and personality and career-development theories and vocational choice. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Career Planning and Development. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Career Planning and Development ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with career development as a lifelong psychological process. (C2 - Understanding).
2. LLO 2: Analyse relationships among career interests, values, abilities and personality and career-development theories and vocational choice in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to career assessment and interpretation of career information in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving career decision-making, adaptability and employability and career counselling, goal setting and development planning in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Career Planning and Development through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Binder, H. (Ed.). (2024). Career development and counseling. Discovery Publishing House.
2. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.

Supporting References:

1. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Creativity and Giftedness

<table>
<tr><td>Module Number
SI216009008</td><td colspan="2">Module Name
Creativity and Giftedness</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, structured assignments, case analysis, presentations and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Inhastuti Sugiasih, S.Psi., M.Psi.</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of creativity and giftedness, including cognitive and personality characteristics, educational needs, common difficulties and the roles of family, school and community. The competences: Students are able to explain characteristics of gifted learners, analyse problems experienced by gifted students, evaluate appropriate educational support and propose strategies for optimising creativity and giftedness. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, structured assignments, case analysis, presentations and independent reading.

The Materials:
1. Course orientation and concepts of creativity and giftedness
2. identification of gifted and talented learners
3. cognitive characteristics of gifted learners
4. personality characteristics
5. problems experienced by gifted learners</td></tr>
</table>

6. brain structure and giftedness
7. perfectionism
8. Mid-Term Examination
9. creativity development
10. educational provision for gifted learners
11. teacher competence for gifted education
12. inclusive education for gifted learners
13. family roles
14. school and community roles
15. stress management and guidance for gifted learners
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Creativity and Giftedness. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Creativity and Giftedness. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Creativity and Giftedness. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Creativity and Giftedness through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Ball, L. J., & Vallee-Tourangeau, F. (Eds.). (2024). The Routledge international handbook of creative cognition. Routledge.
2. Friedlander, K. (2025). The psychology of creative performance and expertise. Routledge.

Supporting References:

1. David, H., & Gyarmathy, E. (2023). Gifted children and adolescents through the lens of neuropsychology. Springer.
2. VanTassel-Baska, J., & Little, C. A. (Eds.). (2023). Content-based curriculum for advanced learners (4th ed.). Prufrock Press.

Psychopathology in Children and Adolescents

<table>
<tr><td>Module Number
SI216009009</td><td colspan="2">Module Name
Psychopathology in Children and Adolescents</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Psychopathology in Children and Adolescents through the study of developmental psychopathology and classification frameworks, risk, resilience and biopsychosocial influences on child mental health, and neurodevelopmental and attention-related disorders, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Psychopathology in Children and Adolescents, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Psychopathology in</td></tr>
</table>

Children and Adolescents.

The Materials:

1. Course orientation and introduction to Psychopathology in Children and Adolescents: learning outcomes, assessment, academic integrity and an overview of developmental psychopathology and classification frameworks.
2. Developmental psychopathology and classification frameworks: key concepts, terminology and relevant psychological or professional context.
3. Risk, resilience and biopsychosocial influences on child mental health: conceptual foundations, evidence and structured discussion.
4. Neurodevelopmental and attention-related disorders: analysis of core principles through examples, cases or guided exercises.
5. Anxiety, obsessive-compulsive and trauma-related disorders: application to relevant individual, group, organisational or community contexts.
6. Mood, disruptive and behavioural disorders: strengthening analytical or practical competence through structured tasks.
7. Assessment, family, school and cultural contexts: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Evidence-informed prevention, intervention, referral and ethical practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating developmental psychopathology and classification frameworks and risk, resilience and biopsychosocial influences on child mental health through case-based or problem-based learning.
11. Practical, case or project work relating to neurodevelopmental and attention-related disorders, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with anxiety, obsessive-compulsive and trauma-related disorders.
13. Critical integration of mood, disruptive and behavioural disorders with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating assessment, family, school and cultural contexts and evidence-informed prevention, intervention, referral and ethical practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Psychopathology in Children and Adolescents, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Psychopathology in Children and Adolescents. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to risk, resilience and biopsychosocial influences on child mental health and neurodevelopmental and attention-related disorders. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Psychopathology in Children and Adolescents. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Psychopathology in Children and Adolescents ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with developmental psychopathology and classification frameworks. (C2 - Understanding).
2. LLO 2: Analyse relationships among risk, resilience and biopsychosocial influences on child mental health and neurodevelopmental and attention-related disorders in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to anxiety, obsessive-compulsive and trauma-related disorders in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving mood, disruptive and behavioural disorders and assessment, family, school and cultural contexts in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Psychopathology in Children and Adolescents through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Mash, E. J., Wolfe, D. A., & Nguyen Williams, K. T. (2024). Child psychopathology (8th ed.). Cengage.
2. Matson, J. L. (Ed.). (2023). Handbook of clinical child psychology: Integrating theory and research into practice. Springer.

Supporting References:

1. Matson, J. L. (Ed.). (2024). Handbook of psychopathology in intellectual disability: Research, practice, and policy (2nd ed.). Springer.
2. Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage.

Family Psychology

<table>
<tr><td>Module Number
SI216009010</td><td colspan="2">Module Name
Family Psychology</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and active discussion: 10%
Individual/group assignments and quizzes: 20%
Case or evidence-based analysis/presentation: 20%
Mid-Term Examination: 25%, 100 minutes
Final Examination: 25%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Family Psychology through the study of family systems and contemporary perspectives on family functioning, family life cycle, development and transitions, and attachment, communication and family relationships, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Family Psychology, apply relevant psychological perspectives to contemporary problems, evaluate evidence and professional implications responsibly, communicate ideas clearly, and demonstrate ethical, independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, guided discussions, case-based learning, critical reading, presentations, collaborative learning and independent reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Family Psychology.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Family Psychology: learning outcomes, assessment, academic integrity and an overview of family systems and contemporary perspectives on family functioning.
2. Family systems and contemporary perspectives on family functioning: key concepts, terminology and relevant psychological or professional context.
3. Family life cycle, development and transitions: conceptual foundations, evidence and structured discussion.
4. Attachment, communication and family relationships: analysis of core principles through examples, cases or guided exercises.
5. Parenting, couple relationships and intergenerational processes: application to relevant individual, group, organisational or community contexts.
6. Family stress, resilience, conflict and coping: strengthening analytical or practical competence through structured tasks.
7. Assessment of family functioning and systemic case formulation: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Family-oriented intervention, cultural diversity and ethical practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating family systems and contemporary perspectives on family functioning and family life cycle, development and transitions through case-based or problem-based learning.
11. Practical, case or project work relating to attachment, communication and family relationships, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with parenting, couple relationships and intergenerational processes.
13. Critical integration of family stress, resilience, conflict and coping with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating assessment of family functioning and systemic case formulation and family-oriented intervention, cultural diversity and ethical practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Family Psychology, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and foundations of Family Psychology. (C2 - Understanding).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to family life cycle, development and transitions and attachment, communication and family relationships. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Family Psychology. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Family Psychology ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with family systems and contemporary perspectives on family functioning. (C2 - Understanding).

2. LLO 2: Analyse relationships among family life cycle, development and transitions and attachment, communication and family relationships in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to parenting, couple relationships and intergenerational processes in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving family stress, resilience, conflict and coping and assessment of family functioning and systemic case formulation in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Family Psychology through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Reiter, M. D. (2024). Family therapy: An introduction to process, practice, and theory (2nd ed.). Routledge.
2. Glick, I. D., Heru, A. M., & Kamis, D. (2024). Textbook of couples and family therapy in clinical practice (6th ed.). Wolters Kluwer.

Supporting References:

1. Corey, G. (2023). Theory and practice of counseling and psychotherapy (11th ed.). Cengage.
2. Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). Health psychology: Theory, research and practice (7th ed.). SAGE Publications.

Islamic Assessment and Psychotherapy

<table>
<tr><td>Module Number
SI216009011</td><td colspan="2">Module Name
Islamic Assessment and Psychotherapy</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
6 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 150 minutes
Final Examination: 15%, 150 minutes</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Islamic Assessment and Psychotherapy through the study of Islamic concepts of psychological health, distress and healing, spiritually sensitive assessment and case formulation, and Qur'anic and prophetic perspectives relevant to psychological care, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Islamic Assessment and Psychotherapy, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Islamic Assessment and Psychotherapy.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Islamic Assessment and Psychotherapy: learning outcomes, assessment, academic integrity and an overview of Islamic concepts of psychological health, distress and healing.
2. Islamic concepts of psychological health, distress and healing: key concepts, terminology and relevant psychological or professional context.
3. Spiritually sensitive assessment and case formulation: conceptual foundations, evidence and structured discussion.
4. Qur'anic and prophetic perspectives relevant to psychological care: analysis of core principles through examples, cases or guided exercises.
5. Islamically integrated counselling and therapeutic relationships: application to relevant individual, group, organisational or community contexts.
6. Spiritual interventions, religious coping and behavioural change: strengthening analytical or practical competence through structured tasks.
7. Integration of evidence-based psychotherapy with islamic values: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Ethics, cultural competence, referral and evaluation of therapeutic outcomes: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating Islamic concepts of psychological health, distress and healing and spiritually sensitive assessment and case formulation through case-based or problem-based learning.
11. Practical, case or project work relating to Qur'anic and prophetic perspectives relevant to psychological care, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with Islamically integrated counselling and therapeutic relationships.
13. Critical integration of spiritual interventions, religious coping and behavioural change with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating integration of evidence-based psychotherapy with Islamic values and ethics, cultural competence, referral and evaluation of therapeutic outcomes.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Islamic Assessment and Psychotherapy, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:
CLO

1. CLO 1: Analyse the principal concepts and foundations of Islamic Assessment and Psychotherapy. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to spiritually sensitive assessment and case formulation and Qur'anic and prophetic perspectives relevant to psychological care. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Islamic Assessment and Psychotherapy. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Islamic Assessment and Psychotherapy ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with Islamic concepts of psychological health, distress and healing. (C2 - Understanding).
2. LLO 2: Analyse relationships among spiritually sensitive assessment and case formulation and Qur'anic and prophetic perspectives relevant to psychological care in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to Islamically integrated counselling and therapeutic relationships in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving spiritual interventions, religious coping and behavioural change and integration of evidence-based psychotherapy with Islamic values in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Islamic Assessment and Psychotherapy through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Latif, J., Dockrat, S., & Rassool, G. H. (2024). Integrating spiritual interventions in Islamic psychology: A practical guide. Routledge.
2. Rassool, G. H. (2024). Exploring the intersection of Islamic spirituality and psychotherapy: Healing the soul. Springer.

Supporting References:

1. Rassool, G. H. (2023). Islamic psychology: The basics. Routledge.
2. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.

7th Semester

Odd

2025/2026

Community Service Programme (KKN)

<table>
<tr><td>Module Number
SI216008034</td><td colspan="2">Module Name
Community Service Programme (KKN)</td></tr>
<tr><td colspan="2">Type of Course
Study Programme Compulsory Course</td><td>Semester / Rotation
7 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Field-based experiential learning, participatory community assessment, project-based learning, stakeholder collaboration, supervision, reflective discussion and structured reporting.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Field participation and professional conduct: 15%
Community needs/asset assessment: 15%
Programme design and stakeholder collaboration: 15%
Programme implementation: 25%
Final report and documentation: 15%
Presentation and reflective evaluation: 15%</td><td>Credit Hours (+Workload in hours)
3 (total workload: 135 hours)
ECTS (+Workload in hours)
4.50 (total workload: 135 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
135</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Community Service Programme (KKN) through the study of community entry, ethics and stakeholder engagement, participatory community needs and asset assessment, and problem identification and priority setting, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Community Service Programme (KKN), apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Field-based experiential learning, participatory community assessment, project-based learning, stakeholder collaboration, supervision, reflective discussion and structured reporting. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake</td></tr>
</table>

independent and reflective learning in Community Service Programme (KKN).

The Materials:

1. Course orientation and introduction to Community Service Programme (KKN): learning outcomes, assessment, academic integrity and an overview of community entry, ethics and stakeholder engagement.
2. Community entry, ethics and stakeholder engagement: key concepts, terminology and relevant psychological or professional context.
3. Participatory community needs and asset assessment: conceptual foundations, evidence and structured discussion.
4. Problem identification and priority setting: analysis of core principles through examples, cases or guided exercises.
5. Design of feasible psychology-informed community programmes: application to relevant individual, group, organisational or community contexts.
6. Implementation, teamwork and communication with local stakeholders: strengthening analytical or practical competence through structured tasks.
7. Monitoring, evaluation and documentation of community activities: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Reflection, sustainability, social responsibility and dissemination of outcomes: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating community entry, ethics and stakeholder engagement and participatory community needs and asset assessment through case-based or problem-based learning.
11. Practical, case or project work relating to problem identification and priority setting, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with design of feasible psychology-informed community programmes.
13. Critical integration of implementation, teamwork and communication with local stakeholders with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating monitoring, evaluation and documentation of community activities and reflection, sustainability, social responsibility and dissemination of outcomes.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Community Service Programme (KKN), including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:
CLO

1. CLO 1: Analyse the principal concepts and foundations of Community Service Programme (KKN). (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to participatory community needs and asset assessment and problem identification and priority setting. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Community Service Programme (KKN). (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Community Service Programme (KKN) ethically and responsibly, supported by independent and lifelong learning. (C5 -

Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with community entry, ethics and stakeholder engagement. (C2 - Understanding).
2. LLO 2: Analyse relationships among participatory community needs and asset assessment and problem identification and priority setting in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to design of feasible psychology-informed community programmes in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving implementation, teamwork and communication with local stakeholders and monitoring, evaluation and documentation of community activities in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Community Service Programme (KKN) through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. UNESCO. (2023). Global citizenship education: A handbook for parents, community and learners in Asia-Pacific. UNESCO.
2. UNESCO. (2024). Global citizenship education in a digital age: Teacher guidelines. UNESCO.

Supporting References:

1. Barton, K. C., & Ho, L.-C. (2022). Curriculum for justice and harmony: Deliberation, knowledge, and action in social and civic education. Routledge.
2. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

Organisational Change and Development

<table>
<tr><td>Module Number
SI216009013</td><td colspan="2">Module Name
Organisational Change and Development</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Participation and guided practice: 10%
Structured assignments: 15%
Practical exercises/simulations: 25%
Applied project/report or presentation: 20%
Mid-Term Examination: 15%, 100 minutes
Final Examination: 15%, 100 minutes</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Organisational Change and Development through the study of foundations and values of organisation development, diagnosing organisations, systems and readiness for change, and models and processes of planned organisational change, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to explain and analyse the principal concepts of Organisational Change and Development, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, guided practice, simulations, case-based learning, project-based learning, peer feedback and independent learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake independent and reflective learning in Organisational Change and Development.</td></tr>
</table>

The Materials:

1. Course orientation and introduction to Organisational Change and Development: learning outcomes, assessment, academic integrity and an overview of foundations and values of organisation development.
2. Foundations and values of organisation development: key concepts, terminology and relevant psychological or professional context.
3. Diagnosing organisations, systems and readiness for change: conceptual foundations, evidence and structured discussion.
4. Models and processes of planned organisational change: analysis of core principles through examples, cases or guided exercises.
5. Individual, team and intergroup interventions: application to relevant individual, group, organisational or community contexts.
6. Structural, strategic and techno-structural interventions: strengthening analytical or practical competence through structured tasks.
7. Leadership, culture, resistance and employee engagement in change: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Evaluation, institutionalisation, sustainability and ethical change practice: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating foundations and values of organisation development and diagnosing organisations, systems and readiness for change through case-based or problem-based learning.
11. Practical, case or project work relating to models and processes of planned organisational change, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with individual, team and intergroup interventions.
13. Critical integration of structural, strategic and techno-structural interventions with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating leadership, culture, resistance and employee engagement in change and evaluation, institutionalisation, sustainability and ethical change practice.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Organisational Change and Development, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Analyse the principal concepts and foundations of Organisational Change and Development. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to diagnosing organisations, systems and readiness for change and models and processes of planned organisational change. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Organisational Change and Development. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Organisational Change and Development ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with foundations and values of organisation development. (C2 - Understanding).
2. LLO 2: Analyse relationships among diagnosing organisations, systems and readiness for change and models and processes of planned organisational change in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to individual, team and intergroup interventions in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving structural, strategic and techno-structural interventions and leadership, culture, resistance and employee engagement in change in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Organisational Change and Development through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Cummings, T. G., & Worley, C. G. (2024). Organization development and change (12th ed.). Cengage.
2. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.

Supporting References:

1. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.
2. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.

Human Resource Assessment

Module Number SI216009014	**Module Name** Human Resource Assessment	
Type of Course Elective Course	**Semester / Rotation** 7 / Odd	**Student capacity:** 40
Teaching Methods Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning.	Prerequisites for attendance None	**Language** Indonesian (regular) English (international)
Type of examination (Final Grade Composition) Participation and professional conduct: 10% Conceptual assignments/quizzes: 15% Administration and practical assessment exercises: 25% Scoring, interpretation and assessment report: 20% Mid-Term Examination: 15%, 100 minutes Final Examination: 15%, 100 minutes		**Credit Hours (+Workload in hours)** 2 (total workload: 90 hours) **ECTS (+Workload in hours)** 3.00 (total workload: 90 hours)
Module coordinator:		**Semester week hours:** 90
Additional teacher involved:		

Syllabus

The aims: This course aims to develop a coherent understanding of Human Resource Assessment through the study of job analysis and competency-based assessment, principles of employee selection and psychological measurement, and cognitive, personality and work-sample assessment, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. **The competences:** Students are able to explain and analyse the principal concepts of Human Resource Assessment, apply appropriate methods and procedures in structured tasks, communicate findings responsibly, evaluate evidence and practice ethically, collaborate effectively, and develop competence through independent and lifelong learning. **The learning process:** The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Interactive lectures, demonstrations, supervised practical exercises, simulations, case-based learning, scoring and interpretation practice, report writing and reflective learning. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where appropriate, and undertake

independent and reflective learning in Human Resource Assessment.

The Materials:

1. Course orientation and introduction to Human Resource Assessment: learning outcomes, assessment, academic integrity and an overview of job analysis and competency-based assessment.
2. Job analysis and competency-based assessment: key concepts, terminology and relevant psychological or professional context.
3. Principles of employee selection and psychological measurement: conceptual foundations, evidence and structured discussion.
4. Cognitive, personality and work-sample assessment: analysis of core principles through examples, cases or guided exercises.
5. Structured interviews and assessment-centre methods: application to relevant individual, group, organisational or community contexts.
6. Scoring, interpretation and evidence-based selection decisions: strengthening analytical or practical competence through structured tasks.
7. Reliability, validity, fairness, diversity and legal-ethical considerations: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Integrating assessment data for recruitment, placement and development decisions: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating job analysis and competency-based assessment and principles of employee selection and psychological measurement through case-based or problem-based learning.
11. Practical, case or project work relating to cognitive, personality and work-sample assessment, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with structured interviews and assessment-centre methods.
13. Critical integration of scoring, interpretation and evidence-based selection decisions with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating reliability, validity, fairness, diversity and legal-ethical considerations and integrating assessment data for recruitment, placement and development decisions.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Human Resource Assessment, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:
CLO

1. CLO 1: Analyse the principal concepts and foundations of Human Resource Assessment. (C4 - Analysing).
2. CLO 2: Analyse key processes, evidence, problems or contexts related to principles of employee selection and psychological measurement and cognitive, personality and work-sample assessment. (C4 - Analysing).
3. CLO 3: Apply appropriate concepts, methods or procedures to structured tasks in Human Resource Assessment. (C3 - Applying).
4. CLO 4: Evaluate evidence, implications and practice in Human Resource Assessment ethically and responsibly, supported by independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, scope and concepts associated with job analysis and competency-based assessment. (C2 - Understanding).
2. LLO 2: Analyse relationships among principles of employee selection and psychological measurement and cognitive, personality and work-sample assessment in relevant contexts. (C4 - Analysing).
3. LLO 3: Apply appropriate concepts or techniques relating to structured interviews and assessment-centre methods in structured tasks. (C3 - Applying).
4. LLO 4: Evaluate an integrated response involving scoring, interpretation and evidence-based selection decisions and reliability, validity, fairness, diversity and legal-ethical considerations in accordance with ethical and professional standards. (C5 - Evaluating).
5. LLO 5: Evaluate personal learning progress and independently improve competence in Human Resource Assessment through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Conte, J. M. (2024). Work in the 21st century: An introduction to industrial and organizational psychology (7th ed.). Wiley.
2. Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill.

Supporting References:

1. Robbins, S. P., & Judge, T. A. (2022). Organizational behavior (19th ed.). Pearson.
2. Noe, R. A. (2023). Employee training and development (9th ed.). McGraw Hill.

Social Pathology and Rehabilitation

<table>
<tr><td>Module Number
SI216009016</td><td colspan="2">Module Name
Social Pathology and Rehabilitation</td></tr>
<tr><td colspan="2">Type of Course
Elective Course</td><td>Semester / Rotation
7 / Odd</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Learning activities include lectures, discussions, case-based learning, structured assignments, presentations and independent reading.</td><td>Prerequisites for attendance
None</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%</td><td>Credit Hours (+Workload in hours)
2 (total workload: 90 hours)
ECTS (+Workload in hours)
3.00 (total workload: 90 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Luh Putu Shanti Kusumaningsih, S.Psi., M.Psi.</td><td>Semester week hours:
90</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The aims: to develop students' understanding of social pathology and rehabilitation and their ability to apply psychological perspectives to pathological social problems. The competences: Students are able to explain social pathology, analyse factors underlying major social problems and formulate psychologically informed prevention, intervention and rehabilitation approaches. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, case-based learning, structured assignments, presentations and independent reading.

The Materials:
1. Course orientation and introduction to social pathology and rehabilitation
2. criteria and determinants of social problems
3. theoretical perspectives on social pathology
4. gambling
5. criminality</td></tr>
</table>

6. prostitution
7. premanism and organised violence
8. Mid-Term Examination
9. corruption
10. individual and social risk factors
11. psychological consequences of social pathology
12. community and institutional responses
13. prevention strategies
14. rehabilitation approaches
15. ethical and social responsibility in rehabilitation
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Social Pathology and Rehabilitation. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Social Pathology and Rehabilitation. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Social Pathology and Rehabilitation. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Social Pathology and Rehabilitation through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Hughes, M. (Ed.). (2022). Social exclusion in the UK: The lived experience. Routledge.
2. Richards, M. (2023). Posthuman community psychology: A psychology for marginalised people. Routledge.

Supporting References:

1. Kagan, C., Akhurst, J., Alfaro, J., Lawthom, R., Richards, M., & Zambrano, A. (Eds.). (2022). The Routledge international handbook of community psychology: Facing global crises with hope. Routledge.
2. Deb, S., Sunny, A. M., Sanyal, N., & Deb, S. (2024). Community psychology: Emerging issues and challenges. Routledge.

Parenting

Module Number SI216009025	**Module Name** Parenting	
Type of Course Elective Course	**Semester / Rotation** 7 / Odd	**Student capacity:** 40
Teaching Methods Learning activities include lectures, discussions, journal reviews, case analysis, structured assignments, presentations and independent reading.	Prerequisites for attendance None	**Language** Indonesian (regular) English (international)
Type of examination (Final Grade Composition) Continuous Sub-CLO assessment through assignments, quizzes, case analysis, practical work, presentations and scheduled examinations: 100%		**Credit Hours (+Workload in hours)** 2 (total workload: 90 hours) **ECTS (+Workload in hours)** 3.00 (total workload: 90 hours)
Module coordinator: Dwi Wahyuningsih Choiriyah, S.Psi., M.Psi.		**Semester week hours:** 90
Additional teacher involved: -		

Syllabus

The aims: to develop students' understanding of parenting across developmental and social contexts, including biological and ecological perspectives, determinants of parenting and the prevention and early detection of child maltreatment. **The competences:** Students are able to explain parenting theories and practices, analyse contextual determinants, identify child-maltreatment risks and consequences, and evaluate prevention, detection and intervention approaches responsibly. **The learning process:** The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online communication platforms. Learning activities include lectures, discussions, journal reviews, case analysis, structured assignments, presentations and independent reading.

The Materials:

1. Course orientation and parents, parenting and children's roles
2. parenting across child age ranges and conditions
3. biological perspectives on parenting
4. social-ecological perspectives on parenting

5. parenting and adult development
6. becoming a parent
7. determinants of parenting
8. Mid-Term Examination
9. social conditions in parenting
10. practical issues in parenting
11. child maltreatment: definitions and types
12. prevalence and aetiology of child maltreatment
13. consequences of child maltreatment
14. early detection and assessment instruments
15. prevention, intervention, global health, biocultural and legal perspectives
16. Final Examination

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Explain the principal concepts and theoretical foundations of Parenting. (C2 - Understanding).
2. CLO 2: Analyse key psychological processes, evidence or problems relevant to Parenting. (C4 - Analysing).
3. CLO 3: Apply appropriate psychological concepts, methods or procedures in structured academic or professional tasks. (C3 - Applying).
4. CLO 4: Evaluate psychological evidence and practice ethically and responsibly while developing independent and lifelong learning. (C5 - Evaluating).

LLO

1. LLO 1: Explain the main terminology, concepts and scope of Parenting. (C2 - Understanding).
2. LLO 2: Analyse relationships among the major theories, variables or psychological processes covered in the course. (C4 - Analysing).
3. LLO 3: Apply appropriate methods, procedures or analytical techniques to structured problems. (C3 - Applying).
4. LLO 4: Evaluate cases, evidence or psychological practice in accordance with scientific and ethical principles. (C5 - Evaluating).
5. LLO 5: Evaluate their own learning progress and independently improve competence in Parenting through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Malberg, N., Jurist, E., Bate, J., & Dangerfield, M. (2023). Working with parents in therapy: A mentalization-based approach. American Psychological Association.
2. Morris, A. S., & Hays-Grudo, J. (2023). Raising a resilient child in a world of adversity: Effective parenting for every family. American Psychological Association.

Supporting References:

1. Christakis, D. A., & Hale, L. (Eds.). (2025). Handbook of children and screens: Digital media, development, and well-being from birth through adolescence. Springer.
2. Matson, J. L. (Ed.). (2023). Handbook of clinical child psychology: Integrating theory and research into practice. Springer.

8th Semester

Even

2025/2026

Thesis

<table>
<tr><td>Module Number
SI216012001</td><td colspan="2">Module Name
Thesis</td></tr>
<tr><td colspan="2">Type of Course
Final Project</td><td>Semester / Rotation
8 / Even</td><td>Student capacity:
40</td></tr>
<tr><td colspan="2">Teaching Methods
Independent research, individual supervision, research seminars, literature review, data collection and analysis, academic writing, oral presentation and reflective scholarly practice.</td><td>Prerequisites for attendance
SI6008033</td><td>Language
Indonesian (regular)
English (international)</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)
Research proposal and design quality: 15%
Supervision progress and research integrity: 15%
Data collection and analysis: 25%
Thesis manuscript quality: 25%
Oral defence and response to examiners: 20%</td><td>Credit Hours (+Workload in hours)
6 (total workload: 270 hours)
ECTS (+Workload in hours)
9.00 (total workload: 270 hours)</td></tr>
<tr><td colspan="3">Module coordinator:</td><td>Semester week hours:
270</td></tr>
<tr><td colspan="4">Additional teacher involved:</td></tr>
<tr><td colspan="4">Syllabus
The aims: This course aims to develop a coherent understanding of Thesis through the study of research problem identification and literature mapping, development of theoretical framework and research questions or hypotheses, and selection and justification of research design, while enabling students to connect psychological knowledge with ethical, cultural, professional and contemporary contexts. The competences: Students are able to independently design and conduct a psychologically relevant research project, analyse and interpret evidence rigorously, produce a coherent scholarly thesis, defend research decisions ethically and scientifically, and demonstrate responsible, reflective and lifelong scholarly development. The learning process: The learning process is conducted through blended learning, combining face-to-face activities with the UNISSULA Learning Management System at https://sinau.unissula.ac.id/ and appropriate online learning media. Learning activities include Independent research, individual supervision, research seminars, literature review, data collection and analysis, academic writing, oral presentation and reflective scholarly practice. Students are required to participate actively, complete structured tasks, use credible academic and digital resources, collaborate where</td></tr>
</table>

appropriate, and undertake independent and reflective learning in Thesis.

The Materials:

1. Course orientation and introduction to Thesis: learning outcomes, assessment, academic integrity and an overview of research problem identification and literature mapping.
2. Research problem identification and literature mapping: key concepts, terminology and relevant psychological or professional context.
3. Development of theoretical framework and research questions or hypotheses: conceptual foundations, evidence and structured discussion.
4. Selection and justification of research design: analysis of core principles through examples, cases or guided exercises.
5. Ethical approval, sampling and research procedures: application to relevant individual, group, organisational or community contexts.
6. Data collection and quality assurance: strengthening analytical or practical competence through structured tasks.
7. Quantitative or qualitative data analysis and interpretation: integration with ethical, cultural, digital or professional considerations.
8. Mid-Term Examination: evaluation of achievement based on learning materials from meetings 1-7.
9. Scientific writing, discussion, conclusions, dissemination and oral defence: contemporary evidence, applications and critical reflection.
10. Applied analysis integrating research problem identification and literature mapping and development of theoretical framework and research questions or hypotheses through case-based or problem-based learning.
11. Practical, case or project work relating to selection and justification of research design, with evidence-informed decision-making.
12. Contemporary issues and professional implications associated with ethical approval, sampling and research procedures.
13. Critical integration of data collection and quality assurance with ethical, cultural and social considerations.
14. Workshop or structured exercise integrating quantitative or qualitative data analysis and interpretation and scientific writing, discussion, conclusions, dissemination and oral defence.
15. Integrated assignment/project and presentation: synthesis of major concepts and applications of Thesis, including reflective and lifelong learning.
16. Final Examination: final evaluation of overall competence based on the learning outcomes and materials covered throughout the semester.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Formulate a significant psychological research problem and construct a coherent theoretical and methodological framework. (C6 - Creating).
2. CLO 2: Conduct data collection and analysis rigorously in accordance with appropriate research methods and ethical requirements. (C6 - Creating).
3. CLO 3: Evaluate and interpret research findings critically in relation to theory, evidence and limitations. (C5 - Evaluating).
4. CLO 4: Produce and defend a scholarly thesis responsibly, demonstrating research integrity, independence and lifelong learning. (C6 - Creating).

LLO

1. LLO 1: Develop a focused research question and literature-based rationale. (C6 - Creating).

2. LLO 2: Design appropriate sampling, measurement and research procedures. (C6 - Creating).
3. LLO 3: Analyse and interpret quantitative or qualitative data appropriately. (C4 - Analysing).
4. LLO 4: Write and present research findings using accepted scholarly conventions. (C6 - Creating).
5. LLO 5: Evaluate personal research practice and improve scholarly competence through reflective and lifelong learning. (C5 - Evaluating).

Core Readings:

1. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
1. Cooper, H., Coutanche, M. N., McMullen, L. M., Panter, A. T., Rindskopf, D., & Sher, K. J. (Eds.). (2023). APA handbook of research methods in psychology (2nd ed., Vols. 1-3). American Psychological Association.

Supporting References:

1. Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). Research methods and statistics in psychology (4th ed.). SAGE Publications.
2. Bailey, S. (2025). Academic writing: A handbook for international students (6th ed.). Routledge.