	Universitas Negeri Surabaya **Faculty of Education,** **Psychology Undergraduate Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Behavior Modification		7320102029		**T=2**	**P=0**	**ECTS=3.18**	4	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**		
		....		....		Yohana Wuri Satwika, S.Psi., M.Psi.		

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	<table><tr><td>P.O</td></tr></table>
	PO Matrix at the end of each learning stage (Sub-PO)
	<table><tr><td rowspan="2">P.O</td><td colspan="16">Week</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr></table>

Short Course Description	This course discusses the basics of behavior modification, the scope and limitations of behavior modification, various techniques in behavior modification, and the use of behavior modification techniques in various life settings.

References	**Main :**
	1. Martin, G., Pear, J. 2015 . Behavior Modification : What It is and how to do it, Tenth Edition . Boston : Pearson Education, Inc. 2. Miltenberger, R.G., 2012. Behavior Modification: Principles and procedures, fifth edition. Belmount, CA: Wadsworth Cengange Learning. 3. Watson, D. L., Tharp, R. G. 2014 . Self-Directed Behavior: Self-Modification for Personal Adjustment Tenth Edition. USA : Pre Media Global
	Supporters:

Supporting lecturer	Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Implementing a learning contract Understand an introduction to behavior modification	1.Students are able to understand and apply the learning contract 2.Students are able to understand and describe an introduction to behavior modification	**Form of Assessment** : Participatory Activities	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) 2 X 50	Students understand the learning contract and learning plan for 1 semester in the 2x50 behavior modification course		0%
2	1.Master the history and application of behavior modification in a variety of settings 2.students are able to understand the history of behavior modification	A. understand and explain the history of behavior modification B. understand and explain behavior modification research methods which include data collection techniques and research design		· Small Group Discussion (SGD) · Problem Based Learning and Inquiry (PBL) 2 X 50			0%
3	Mastering Behavioral assessment techniques	· Students are able to understand and explain behavioral assessments Students are able to understand and explain behavioral assessment procedures both directly (through observing and recording behavior) and indirectly (interviews, questionnaires, role playing, information from consultants and client self-monitoring)	**Form of Assessment** : Participatory Activities	· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 2 X 50			5%
4	Students master the basic concepts of reinforcement	· Students are able to understand and explain the concept of reinforcement in behavior modification. Students are able to explain and analyze the concept of punishment in behavior modification		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) 2 X 50			0%
5	Mastering the basic concepts of extinction	· Students are able to understand and explain the concept of extinction in behavior modification Students are able to explain and analyze the concept of stimulus control (generalization-discrimination) in behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%

6	Mastering the concept of Operant Conditioning	· Students are able to understand and explain the concept of shaping in behavior modification. Students are able to explain and analyze the concept of token economy in behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
7	Mastering the concept of Classical Conditioning	· Students are able to understand and explain the concept of relaxation in behavior modification Students are able to explain and analyze the concept of flooding in behavior modification · Students are able to understand and explain the concept of systematic desensitization in behavior modification Students are able to explain and analyze the concept of in vivo desensitization in behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
8	Mastering the concept of Classical Conditioning	· Students are able to understand and explain the concept of relaxation in behavior modification Students are able to explain and analyze the concept of flooding in behavior modification · Students are able to understand and explain the concept of systematic desensitization in behavior modification Students are able to explain and analyze the concept of in vivo desensitization in behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
9	UTS			2 X 50			0%

10	Mastering the concept of Cognitive Behavior Therapy (CBT)	· Students are able to understand and explain the concepts of cognitive behavior and non-cognitive behavior in behavior modification Students are able to explain and analyze procedures for implementing CBT in behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
11	Mastering the concept of Self-Management	· Students are able to understand and explain the concept of self-management in behavior modification. Students are able to explain the design and strategy of self-management, as well as its application in everyday life		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
12	Mastering the concept of Self-Control	· Students are able to explain and analyze the concept of self-control in behavior modification Students are able to explain the design and strategy of self-control, as well as its application in everyday life		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
13	Master the concept of social skills training and apply it	· Students are able to understand and explain the meaning of social skills and apply them in behavior modification Students are able to understand and explain how assertive training is to form assertive behavior		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
14	Mastering data collection techniques as material for designing and realizing behavior modification	· Students are able to collect data as material for making behavior modification designs. Students are able to realize behavior modification designs		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
15	Able to explain the data collection process to the results of behavior modification	Each group presents a report on the results of behavior modification		· Discovery Learning (DL) Small Group Discussion (SGD) 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
		5%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.