

ACADEMIC SCRIPT
COLLEGE CURRICULUM (KPT)
MASTER OF PROFESSIONAL PSYCHOLOGY (S2)



MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM (S2)
FACULTY OF PSYCHOLOGY
PADJADJARAN UNIVERSITY
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PREFACE

All praise and thanks be to Allah Subhanahu Wa ta'ala, the One True Almighty that Academic Script of Professional Psychology Curriculum from Master of Professional Psychology, Faculty of Psychology of Padjadjaran University could be finished by Master of Professional Psychology. This Academic Script arranged in order to build a solid foundation for the improvement and development of the curriculum that will be implemented at Master of Professional Psychology Program, Faculty of Psychology of Padjadjaran University from 2020/2021 academic year. Curriculum development effort also aim to enhance the education quality of Master of Professional Psychology Program in order to achieve Excellent qualification.

The arrangement of Master of Professional Psychology Curriculum refers to Indonesian National Qualifications Framework (KKNI), Agreement of Indonesian Association of Higher Education in Psychology (AP2TPI), and also Padjadjaran University policy. On that account, Master of Professional Psychology Program would like to express the biggest gratitude to several parties who have facilitated, encouraged and helped the completion of this Academic Script, the Honorable:

1. Dean of the Faculty of Psychology, University of Padjadjaran
2. Deputy Dean I of the Faculty of Psychology, University of Padjadjaran
3. Deputy Dean II of the Faculty of Psychology, University of Padjadjaran
4. Chair, Secretary and members of the Senate of the Faculty of Psychology, University of Padjadjaran
5. Related Managers within the Faculty of Psychology, Universitas Padjadjaran

Hopefully this Academic Paper will be useful for the interests of Faculty of Psychology, Padjadjaran University in general and for the operationalization of the Master's Degree Professional Psychology Study Program in particular.

Best regards,

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Hanifah, M.Psi, Psikolog (Adhoc Team of Master of Professional Psychology)

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A. INTRODUCTION

In this globalization era, education world challenged to produce human resources that expected to act globally. Globalization effect characterized by flow of people, information, new technology, capital, ideas and images. This situation affects changes in the value of people's lives, changes in the demands of the world of work on graduates, to such and extent that graduates who have competence are needed in accordance with the demands of the development of science, technology and art, the world of work, professions, personality development with the characteristics of their respective cultures. This condition added with the practice of ASEAN Economic Societ in the end of 2015 and Covid-19 pandemic, that made Institute of Higher Education as incubators and also production facilities of human resources is necessary to evaluate the educational curriculum it has so that it will be fit with global market challenge and limited to assess or to do intervention via face-to-face class.

Master of Professional Psychology Study Program Curriculum will produce Psychologist and a Master in Psychology major with depth in the field of Clinical Adult Psychology, Clinical Child Psychology, Educational Psychology, and Industrial & Organizational Psychology. Prospective students came from Psychology Graduate. Professional Psychology Study Program is an Education and Learning activity unit that has a curriculum and learning method for education at master's level. The objective of the Professional Psychology Study Program is to produce psychologists who refer to level 8 of Indonesian National Qualifications Framework (KKNI) in accordance with the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework, which will a). Mastering psychological theory and psychological application theory to describe, explain, and change behavior by using scientific approach to help improve the well-being of individuals, organizations, communities, and communities, b). Able to practice psychology profession based on scientific studies and empirical evidence (evidence based), c). Develop knowledge through inter/multi-disciplinary research related to the psychology profession published in accredited national scientific journals or international scientific journals.

Health includes biological/physiological health, psychological, social, cultural and spiritual. Psychological health on individual, family, group, community, or society level must receive proper attention and treatment. The handling of psychological problems is a professional service provided by psychologists. Students of the Master of Professional Psychology Education Program are trained to develop knowledge, skills and professional work attitudes as psychologists under the supervision/guidance of Supervisors in Professional Psychology Fieldwork Practice (PKPP).

The challenges in the Covid-19 pandemic era and in the upcoming future with the development of information technology and the digitalization era, the provision of assessments and interventions can be given directly (face to face) or indirectly. It is necessary to adjust the form of implementation of lecture activities and adjust the curriculum as a reference in providing assessments and indirect interventions through certain communication media (telecommunication), because previously it had not been given in the educational process of Master of Professional Psychology.

In responds to these things, the direction of higher education place college institution as a place to learn and source of knowledge. Other than that, higher institution has a role as a responder of changing demands of the job market, universities as centers of culture and learning open to all, as well as higher education as a vehicle for international cooperation. The basis for providing education is specifically stated in Law number 20 of 2003 concerning the National Education System and Law number 12 of 2012 concerning Higher Education.

Currently, there is a change in the curriculum in the world of universities in Indonesia, which initially focused on solving internal problems of higher education with a target of mastery in science and technology (SK Mendiknas Number 056/U/1994), then developed with an emphasis on the context of culture and development comprehensively and globally by producing graduates who are cultured and able to play an international role. The new curriculum signs were then determined and set forth in the Decree of the Minister of National Education No. 232/U/2000 concerning Guidelines for Compilation of Higher Education Curriculum and Assessment of Student Learning Outcomes which was later completed in the

Decree of the Minister of National Education No. 045/U/2002 on the Core Curriculum for Higher Education replacing the Decree of the Minister of National Education No. 056/U/1994. Initially this curriculum was referred to as the content-based curriculum (KBI), then switched to the competency-based curriculum (KBK). The spirit of the Decree of the Minister of National Education No. 232/U/2000 is to provide flexibility & creative freedom for each university in developing curriculum according to their respective interests and potentials. Each university can explore its potential to be the best and exceed the intended quality standards.

In 2013, The Government through the Minister of Education and Culture of the Republic of Indonesia issued Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the Implementation of the Indonesian National Qualifications Framework for Higher Education. In implementing the IQF in the field of higher education, universities have their own functions and duties (Article 10 Paragraph 4). In implementing the IQF in the field of higher education, universities have the following duties and functions: a. each study program is required to compile a description of learning achievements at least referring to the KKNi in the field of higher education according to level, b. each study program is required to develop a curriculum, implement, and evaluate the implementation of the curriculum referring to the KKNi in the field of higher education in accordance with policies, regulations, and guidelines regarding the preparation of the curriculum for study programs as referred to in paragraph (3) letter b, c. each study program is required to develop an internal quality assurance system to ensure the fulfillment of study program learning outcomes.

The principles of implementing Unpad as higher education include scientific truth, reasoning, honesty, justice, benefits, virtue, responsibility, diversity, and affordability. Unpad's function is mainly to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. As a higher education institution, Unpad has goals to (a) developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation (b) produce graduates who

master the branches of science and or technology to meet the national interest and competitiveness of the nation, (c) produce science and technology through research that pays attention to and applies humanities values, and (d) realizes community service based on reasoning and research work in advancing the general welfare and the intellectual life of the nation. The implementation of Unpad as higher education is based on an approach between a resource-based education system and a stakeholder-based education system. The education system includes inputs, processes, outputs and outcomes. In its journey, the implementation of education at Unpad emphasizing a resource-based approach, in the sense that it begins with producing graduates (output) in accordance with the science and technology offered to the community. In accordance with developments, the implementation of education at Unpad required to use a user-based approach (stakeholders) on the competence of graduates. Through this approach, Unpad first examines user demands for graduate competencies which are used as the basis for producing graduates (outputs) so that graduates are able to meet user demands for competencies (outcomes).

Faculty of Psychology as part of Padjadjaran University also has the same role in fulfilling user demands by reviewing the academic vision of the Master of Professional Psychology Study Program (S2), which is based on the scientific roots and characteristics of the Study Program compared to other Psychology Study Programs, both in Indonesia and in the region. Master of Professional Psychology Study Program (S2) Faculty of Psychology, University of Padjadjaran is a level of academic education after the S-1 Program Education. This Professional Psychology Masters Study Program is one of the study programs under the Padjadjaran University environment with a period and study load for the implementation of a master's education program of a maximum of 4 (four) academic years and cumulative study load of a master's education of at least 36 (thirty-six) credits and a study load the maximum per semester is 24 (twenty four) credits according to the Rector's Regulation number 14 of 2021 concerning Guidelines for Masters and Doctoral Education at the University of Padjadjaran.

Master of Professional Psychology Study Program, Faculty of Psychology, Padjadjaran University has a goal aligned with its vision, that is "to become a

superior higher education provider at the regional (2018-2022) and international (2023-2027) levels in the development of science and the application of psychology for the welfare of mankind". Meanwhile, the mission of the Faculty of Psychology, Universitas Padjadjaran, is to produce academic people who are professional, competent, competitive and uphold academic and professional ethics. The resulting Master of Professional Psychology is expected to be able to apply psychology to the welfare of others and implement it in the field of applied psychology.

The implementation of psychology curriculum refers to decision issued by AP2TPI (Association of Indonesian Psychological Higher Education Providers) number 05/Kep/AP2TPI/2017 with the Indonesian Psychological Association (HIMPSI) number 006/PP-HIMPSI/V/17 concerning the Curriculum of the Professional Psychology Study Program (S2). Therefore, to be able to produce quality graduates, the preparation of the curriculum in each higher education institution must be in line with its vision, where the vision of the Master of Professional Psychology Study Program (2) of the Faculty of Psychology, University of Padjadjaran is "To be the provider of higher education Master of Professional Psychology (S2) international leader in the development and application of psychology for the welfare of mankind based on competence". To highlight the superior characteristics of the study program, the study program also needs to analyze the profile of graduates and the main abilities that need to be possessed as the basis for preparing the higher education curriculum so that the curriculum that is prepared will be able to produce graduates of study programs who are competitive in accordance with market needs.

B. PURPOSE

Based on this background, the general purpose of writing this manuscript is to build a solid foundation in the formation of a new curriculum that will be applied in the scope of the Master of Professional Psychology Study Program (S2) Faculty of Psychology, University of Padjadjaran, based on the Higher Education Curriculum (KPT), the Indonesian National Qualifications Framework (KKNI), the Association of Indonesian Psychological Higher Education Providers (AP2TPI), and policies at the University of Padjadjaran.

C. LEGAL BASIS AND URGENCY

B.1. LEGAL BASIS

CONSTITUTION

- Law number 20 of 2003 concerning the National Education System
- Law number 12 of 2012 concerning Higher Education
- Law number 36 of 2014 concerning Health Workers

PRESIDENTIAL REGULATIONS

- Regulation of the President of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)
- Regulation of the President of the Republic of Indonesia Number 51 of 2015 concerning the Statute of Padjadjaran University
- Government Regulation Number 80 of 2014 concerning the Designation of Padjadjaran University as a Legal Entity State University (PTNBH)
- Presidential Decree Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)
- Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education
- Government Regulation number 19 of 2005 concerning National Higher Education Standards

NATIONAL MINISTRY OF EDUCATION REGULATIONS

- Minister of Education and Culture Regulations Number 49 of 2014 concerning SN Dikti (Revised)
- Minister of Education and Culture Regulations Number 73 of 2013 concerning the Implementation of the IQF in the Higher Education Sector
- Minister of Education and Culture Regulations Number 50 of 2014 concerning SPM Dikti
- Minister of Education and Culture Regulations Number 87 of 2014 concerning Accreditation
- Minister of Education and Culture Regulations Number 81 of 2014 concerning Diplomas and SKPI

- Council Rules Number 11 of 2012 concerning SKDI
- Decision Of The National Education Minister Number 045/U/2002 on Higher Education Core Curriculum
- Decision Of The National Education Minister Number 232/U/2000 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes

AGREEMENT OF INDONESIAN ASSOCIATION OF HIGHER EDUCATION IN PSYCHOLOGY (AP2TPI)

- Amendment to the Decree of the Association of Indonesian Psychological Higher Education Providers (AP2TPI) Number 01/KEP/AP2TPI/2013 concerning the Core Curriculum of the Psychology Study Program at the Masters of Professional Psychology (S2)
- Joint Decree of the Association of Indonesian Psychological Higher Education Providers (AP2TPI) Number 05/Kep/AP2TPI/2017 with HIMPSI number 006/SK/PP-HIMPSI/V/17 concerning the Curriculum of the Professional Psychology Study Program (S2)
- Decree of the Association of Indonesian Psychological Higher Education Organizers (AP2TPI) Number: 01/Kep/AP2TPI/2021 concerning Guidelines for Tele-Assessment and Tele-Professional Psychology Edition 1: Interventions and Tele-Supervision of Educational Practices.

D. MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM CURRICULUM

The implementation of the KKNi goes through 8 stages, namely through determining the Graduation Profile, Formulating Learning Outcomes, Formulating Study Material Competencies, Mapping Learning Outcomes (LO), and Study Materials, Packaging Courses, Formulating Curriculum Framework, Compilation of Course Plans.

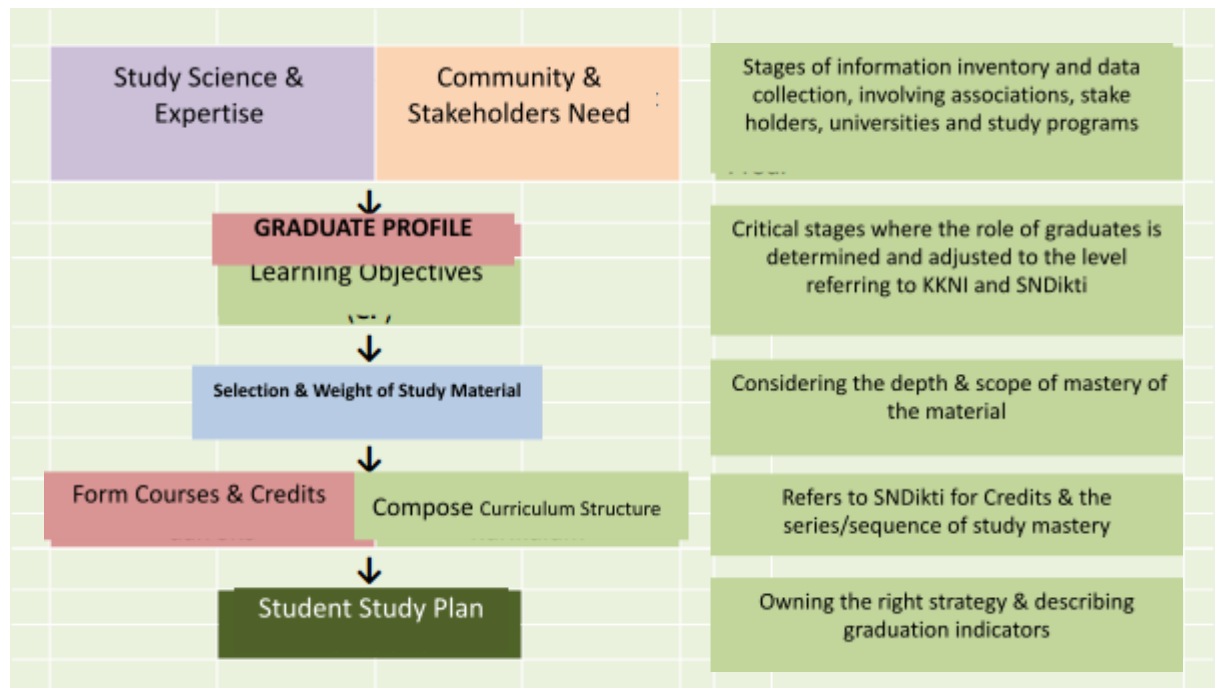
Competence is the accumulation of a person's ability to carry out a measurable job description through a structured assessment, including aspects

of individual independence and responsibility in the field of work. Meanwhile, learning outcomes are the internalization and accumulation of knowledge, skills, attitudes, and competencies that are achieved through a structured educational process covering a particular field of knowledge/expertise or through work experience.

To improve the quality of college graduates, the signs that must be met at each level need to be able to distinguish:

1. Learning Outcomes
2. Number of Credits
3. Minimum study time
4. Compulsory Courses: to achieve learning outcomes with general competencies
5. Student-centered learning process
6. Accountability assessment
7. The need for a supplementary diploma (certificate supplementing diplomas and transcripts)

In the preparation process, in general the flow chart for the preparation of the Higher Education Curriculum for the Master of Professional Psychology Study Program (S2) Faculty of Psychology is as follows:



(Source: <http://www.kopertis12.or.id>)

a. Vision, Mission, and Objectives of the Master of Professional Psychology Study Program

VISION OF THE MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM,
FACULTY OF PSYCHOLOGY PADJADJARAN UNIVERSITY

“To become a leader and international standard provider of higher education at the Master of Professional Psychology level in the development and application of psychology for the welfare of mankind”.

MISSION OF THE MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM,
FACULTY OF PSYCHOLOGY PADJADJARAN UNIVERSITY

- a. Produce graduate with integrity in scientific practice and development.
- b. Understand the basic knowledge of Psychology, which includes concepts and theories as the basis of diagnosing/interpreting human behavior (both individuals, groups, and communities) based on psychodiagnostic framework.
- c. Understand and master basic principals of Psychological assessment and intervention.
- d. Skilled and able to use Psychological assessment and intervention methods.
- e. Have the sensitivity and skills to observe, analyze, evaluate, formulate, and explain biopsychosocial problems that occur in human life.
- f. Have high motivation to follow and strive for development of psychological knowledge, both as pure and applied science which includes concepts, theories, methods and assessment tools.

PURPOSE OF MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM,
FACULTY OF PSYCHOLOGY PADJADJARAN UNIVERSITY

The purpose of Master of Professional Psychology Study Program is directed at the results of graduates who have the following qualifications:

- 1) Applying psychological concepts and theories as the basis for assessment/psychodiagnostics and intervention/psychotherapy
- 2) Have assessment/diagnostic skills in administering, analyzing and interpreting assessment data
- 3) Possess individual, group and community intervention/psychotherapy skills
- 4) Have high motivation to follow and strive for the development of psychology as an applied science which includes concepts, theories, assessment methods, and interventions.
- 5) Think, act, act and be accountable for their professional practice based on the Indonesian psychology professional code of ethics.
- 6) Able to follow the development of applied psychology by using the latest technology.
- 7) Able to conduct applied research to solve problems using psychological principles.
- 8) Able to synergize knowledge of psychology with fields of science in applied research activities.
- 9) Able to collaborate with other experts in practicing psychology to serve the community.

b. PADJADJARAN UNIVERSITY POLICIES

- PADJADJARAN UNIVERSITY is Legal Entity State Universities (PTNBH) so that they must make a real contribution to development.
- PADJADJARAN UNIVERSITY POLICIES:
In providing education as required by laws and regulations, Unpad establishes the Basic Scientific Pattern (PIP) “Development of Law and Environment in National Development”. The values contained in PIP are the basis for strengthening Unpad's Vision and become a guide for the academic community in achieving Unpad's Vision and Mission.
- VISION OF PADJADJARAN UNIVERSITY:

“Becoming an Excellent University in the Implementation of World Class Education in 2026”

- MISSION OF PADJADJARAN UNIVERSITY:

1. Organizing education (teaching, research and development of science, as well as community service), which is able to meet the demands of the community using higher education services.

2. Organizing higher education that is internationally competitive and relevant to the demands of users of higher education services in advancing intellectual development and public welfare.

3. Organizing professional and accountable education management to improve the image of universities.

4. Forming academic people who uphold the nobility of local culture and national culture in the diversity of world cultures.

- OBJECTIVES OF PADJADJARAN UNIVERSITY:

1. The achievement of increasing equity and expanding public access to higher education

2. Achievement of excellence in institutions and study programs in the development of science and art

3. The establishment of a conducive academic climate for the implementation of teaching, research, and community service

4. The development and integration of the use of information technology to improve the quality of services in accordance with public demands

5. The development of cooperation with various parties in the implementation of education

6. Having capable and professional human resources in the administration of education

7. The development of accountable governance and in accordance with the legislation and the achievement of independent financial resources to achieve stability in the provision of education
8. Development of superior self-image based on noble traditions and performance excellence
9. The establishment of a cultural center with Sundanese cultural peculiarities to achieve international competitiveness.

a. **COMPETENCY AND LEARNING OBJECTIVES OF THE MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM**

Based on Decree Number 03/Kep/AP2TPI/2013 concerning the Curriculum of the Professional Psychology Study Program (S2), Article 5 Educational learning outcomes in the Professional Psychology Study Program (52) based on the Indonesian National Qualifications Framework (KKNI) are equivalent to level 8.

The Indonesian National Qualifications Framework (KKNI) is a competency qualification tiering framework that can juxtapose, equalize, and integrate the education and job training fields as well as work experience in order to provide recognition of work competencies in accordance with the work structure in various sectors.

This framework then transformed into Competencies and Learning Outcomes. Competence is the accumulation of a person's ability to carry out a measurable job description through a structured assessment, including aspects of individual independence and responsibility in the field of work. Meanwhile Learning Outcomes is internalization and accumulation of knowledge, skills, affection and competencies that achieved through structured educational process that cover particular field of knowledge/expertise or through work experience.

The formulation of each element of the description of Learning Outcomes in parameters based on the AP2TPI proposal formulated in March 2015 can be described as follows:

NO	ASPECT	PROPOSERS & DETERMINATION	COMPETENCY NAME	LEARNING OBJECTIVES of MASTER OF PROFESSIONAL PSYCHOLOGY STUDY PROGRAM
1	ATTITUDE & VALUE	Set by SNPT	MORAL VALUES, PLURALISM, AND EMPATHY (1)	Able to conduct professional psychological activities empathetically to individual, groups, and society who have diverse cultures, backgrounds, and characteristics, both when dealing with clients, colleagues, or other professions.
2	MASTERING KNOWLEDGE/ SCIENCE	Proposed by AP2TPI with HIMPSI and determined by Minister	PSYCHOLOGICAL CONCEPT AND THEORY (2)	Have knowledge and adequate understanding of: a. Human as individual and part of system b. Concept, construct, method, theory, and psychological practice related with function and lifelong changing human behaviour from biological, psychological, social and spiritual perspective; both general and specific. c. Ethics and standards of psychology practice.
3	GENERAL WORK SKILLS	Set by SNPT	GENERAL SKILLS (3)	a. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the fields of science and technology that pays attention to and applies humanities values according to their field of expertise, Prepares scientific conceptions and study results based on rules, procedures, and scientific ethics in the form of a thesis or other equivalent form and uploaded on the university website, as well as papers that have been published in accredited national scientific journal or international scientific journal. b. b. Able to carry out academic validation or studies according to their field of expertise in solving problems in community or relevant industries through the development of their knowledge and expertise. c. Able to develop ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through certain media to the academic community and wider community. d. Able to identify scientific field that is the object of research and positioned

				<p>it into a research map developed through an interdisciplinary or multidisciplinary approach</p> <p>e. Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on analytical or experimental studies of information and data</p> <p>f. Able to manage, develop, and maintain a network with colleagues, peers within the Institute, and the wider research community.</p> <p>g. Able to increase learning capacity independently</p> <p>h. Able to document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism.</p>
4	SPECIFIC WORK SKILLS	Proposed by AP2TPI with HIMPSI and determined by Minister	ASSESSMENT SKILL (4)	<p>Able to conduct assessment and diagnose psychological problems in individual, groups, and organization settings based on psychological ethic codes and empirical evidences, as follows:</p> <p>a. Able to set assessment goal</p> <p>b. Able to identify problems/needs</p> <p>c. Determine assessment method including observation, interview, test, and other method based on consideration of the advantages and limitations of assessment methods.</p> <p>d. Conduct an administration, scoring and interpretation in assessment</p> <p>e. Able to integrate assessment data as the basis for develop psychological dyanmics/job modeling</p> <p>f. Make a conclusion or Membuat kesimpulan atau diagnosis based on assessment result and psychological theory</p> <p>g. Communicate verbally or written psychological assessment result to user of psychological service users</p>
5	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	DEVELOPMENT OF PSYCHOLOGICAL MEASUREMENTS (5)	<p>Able to develop psychological measurements aligned with psychological ethical code, include:</p> <p>a. Mastering the theoretical concepts that underlie the psychological aspects/constructs that will be developed</p> <p>b. Design and evaluate the design of new measuring instruments, or</p> <p>c. Adapt and evaluate the adaptation of measuring instruments</p>

6	SPECIFIC WORK SKILLS	Proposed by AP2TPI With Himpsi and determined by Minister	<p>PSYCHOLOGICAL PROBLEM SOLVING SKILLS (6)</p> <p>and</p> <p>PSYCHOLOGICAL INTERVENTION SKILLS (7)</p>	<p>Able to demonstrate high knowledge and skills in intervention techniques based on the psychological code of ethics and empirical evidence, which includes:</p> <p>A. PLANNING</p> <p>(i) Able to set goals and intervention techniques, including the ability to justify the relationship between the diagnosis and the chosen intervention, based on psychological theory</p> <p>(ii) Able to plan interventions in the preventive, promotive, and curative/rehabilitative/corrective stages in order to achieve the best results, based on knowledge of approaches, models, and psychological intervention techniques; based on the advantages and disadvantages of the design.</p> <p>B. IMPLEMENTATION</p> <p>(i) Able to implement psychological intervention in the preventive stage. Promotive, as well as curative/rehabilitative/corrective</p> <p>(ii) Provide implementation guidance to relevant parties (those with an interest in the client, for example: parents, teachers, superiors, management, etc.) that support the implementation of psychological interventions</p> <p>(iii) Able to apply at least two different intervention approaches (eg behavioristic, cognitive) to change behavior in individual, group, or community settings</p> <p>(iv) For the field of industrial psychology specialization & organization/system case in Education psychology specialization: able to design interventions that can be approved by the organization/school</p> <p>C. EVALUATION</p> <p>Able to evaluate the effectiveness of intervention designs and/or interventions that have been carried out by:</p> <p>(i) Evaluating the intervention process</p> <p>(ii) Evaluating the client's response to the intervention</p> <p>(iii) Measuring changes in attitudes and behavior</p> <p>(iv) Revise problem formulation and intervention program design, if necessary</p>
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7	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	PROFESSIONAL & INTERPERSONAL RELATIONSHIP SKILLS (8)	Able to make rapport and professional and ethical working relationship with: <ul style="list-style-type: none"> a. Professional terkait di tempat praktek kerja b. Supervisor c. Client d. Client's significant others/society
8	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	COMMUNICATION SKILLS (9)	<p>A. Able to communicate verbally and effectively which include:</p> <ul style="list-style-type: none"> a. doing presentation b. communicate clearly, accurate, coherent with communication style that suitable with user's profile and needs; c. able to use language that relevant with context. <p>B. Able to do written communication (Mampu melakukan komunikasi tertulis (Preparing: psychological examination reports, letters of reference/recommendation) in an informative, accurate, clear, systematic, and aligned with user's needs of service.</p>
9	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	INTER/MULTIDISCIPLINE RESEARCH SKILLS (10)	<ul style="list-style-type: none"> a. Able to conduct conceptual studies of various existing studies b. Able to manage (design, implement, and evaluate) research for scientific and professional development, using quantitative and/or qualitative methods c. Able to conduct research with an inter- and/or multidisciplinary approach to increase the professionalism of Psychologists
10	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	SCIENTIFIC PUBLICATION SKILLS (11)	Able to express conceptual thoughts and psychological research results into scientific writings published by accredited national scientific journals and/or accepted by international scientific journals.

11	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	SELF DEVELOPMENT (12)	<ul style="list-style-type: none"> a. able to carry out self-competence development efforts related to the Psychologist profession, such as through taking an active role in conferences, seminars, workshops, and other similar activities; b. able to identify their strengths and weaknesses (self-evaluation) and openly accept input related to self-development.
12	SPECIFIC WORK SKILLS	Proposed by AP2TPI with Himpsi and determined by Minister	LAW AND PSYCHOLOGICAL ETHICS (13)	<ul style="list-style-type: none"> a. understand the Indonesian Psychology code of ethics and be able to apply it in solving psychological problems b. be aware of the rights and authorities of the competencies they have, and do not work beyond these rights and authorities c. able to held responsibility for the process and work results based on the Indonesian Psychological Code of Ethics d. have knowledge of applicable laws in providing psychological services, specifically related to psychological problems related to law.

Learning Objectives divided into 3 parts, with the following conditions:

Competency

MAIN COMPETENCE – The main competency is (Kepmendiknas 2002) the core curriculum of a study program is a mutual agreement between universities, professional communities, and graduate users.

SUPPORTING COMPETENCIES (Kepmendiknas No. 045/U/2002) and other competencies that are specific and related to the main competencies of a study program are determined by the institution administering the study program.

OTHER COMPETENCIES (KBK Guidebook 2011) are competencies added by the study program itself to strengthen its main competencies and characterize the advantages of the study program.

The formulation of ATTITUDES AND VALUES in the IQF is as follows:

- (1) Fear of God Almighty
- (2) Have good morals, ethics, and personality in completing their duties
- (3) Play a role as a proud citizen and love the homeland and support world peace
- (4) Able to work together and have high social sensitivity and concern for society and the environment
- (5) Appreciate the diversity of cultures, views, beliefs, and religions as well as the opinions/original findings of others
- (6) Upholding law enforcement and having the spirit to put the interests of the nation and the wider community first.

Meanwhile, in SN Dikti, the ATTITUDE FORMULATION (in Article 5 paragraph (1) Minister Of Research, Technology And Higher Education Regulations Number 44 of 2015) is correct and cultured behavior as a result of internalizing and actualizing values and norms which are reflected in spiritual and social life through a learning process, experience student work, research and/or community service related to learning. It consists of:

- (1) Fear of God Almighty and be able to show a religious attitude

- (2) Upholding human values in carrying out duties based on religion, morals, and ethics.
- (3) Contribute to improving the quality of life in society, nation, state, and civilization based on Pancasila
- (4) To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation.
- (5) Appreciate the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others
- (6) Cooperate and have social sensitivity and concern for the community and the environment.
- (7) Obey the law and discipline in social and state life
- (8) Internalize academic values, norms, and ethics.
- (9) Demonstrate a responsible attitude towards work in the field of expertise independently
- (10) Internalize the spirit of independence, struggle and entrepreneurship.

The Level 8 of KKNi set with the following description:

**DESCRIPTOR QUALIFICATION OF LEVEL 8 GRADUATES AT KKNi
PRODUCED BY PROFESSIONAL PSYCHOLOGY STUDY PROGRAM (S2)**

Level 8 generic description (first paragraph)

Able to develop knowledge, technology, and or art in their scientific field or professional practice through research, to produce innovative and tested works.

Specific Description:

1. Able to develop knowledge, assessment methods, and psychological interventions based on research results.
2. Able to conduct research using quantitative and qualitative research methods with inter and/or multidisciplinary approaches to increase the mastery of psychologist professionalism.

Level 8 generic description (second paragraph)

Able to solve problems of science, technology, and or art in the field of science through an inter or multidisciplinary approach.

Specific Description:

1. Mastering theories, assessment methods, and psychological interventions to solve psychological problems.
2. Able to implement various assessment methods and psychological interventions to solve individual, group, community, and organizational problems according to the Indonesian psychological code of ethics.

Level 8 generic description (third paragraph)

Able to manage research and development that is beneficial to society and science, and able to get national or international recognition.

Specific Description:

1. Able to manage research whose results can be applied in solving psychological problems of individuals, groups, communities, and organizations worthy of publication at the national or international level.
2. Manage psychology services and practices according to Indonesian psychology code of ethics.

MAIN COMPETENCIES OF PROFESSIONAL PSYCHOLOGY

MASTER GRADUATE (S2)

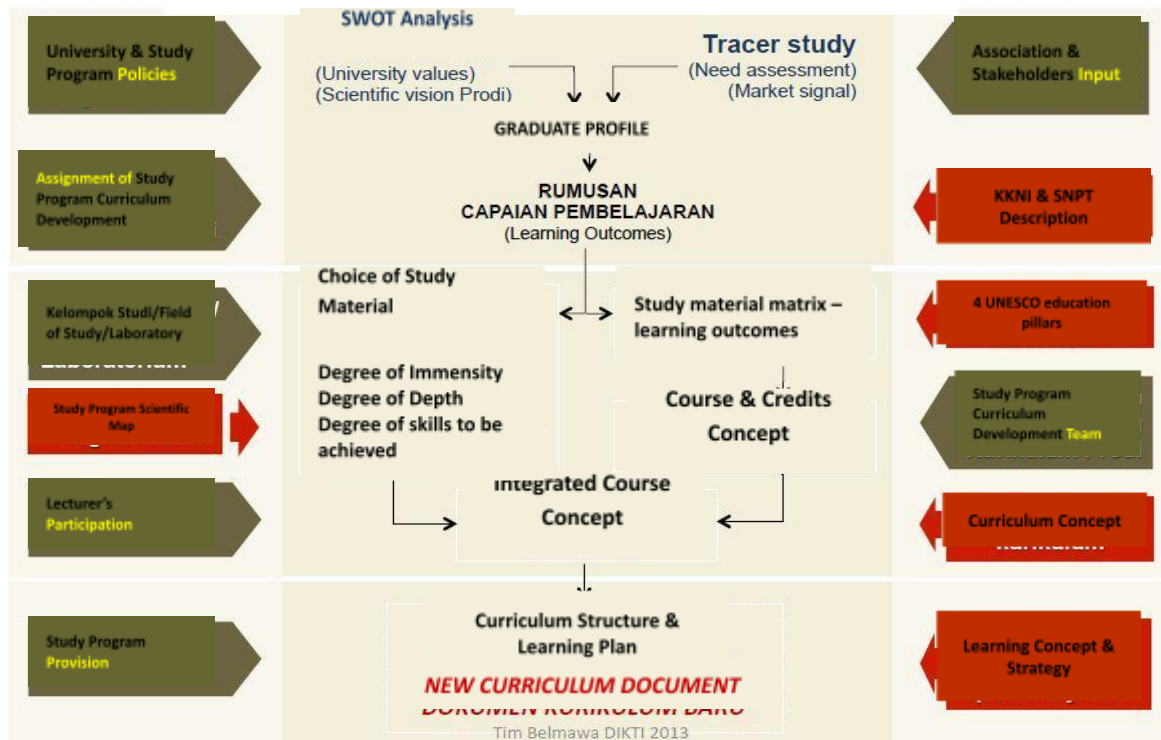
NO	QUALIFICATION	MAIN COMPETENCY
1.	Able to carry out scientific research with an inter and/or multidisciplinary approach to increase the professionalism of psychologists	Using software to develop knowledge
		Skilled in utilizing psychological theories in training
		Understand the basics of qualitative and quantitative research and master research design
		Able to conduct research that is oriented towards increasing the professionalism of psychologists

NO	QUALIFICATION	MAIN COMPETENCY
2.	Able to develop knowledge, assessment methods, and psychological interventions based on research results (capable of conducting various kinds of assessments)	Be critical of various concepts, approaches related to applied psychology.
		Be innovative and sensitive to the development of science and problems that exist in society
		Develop assessment methods and techniques as well as interventions related to the psychology profession by taking Indonesian culture into consideration
3.	Mastering theories, assessment methods, and psychological intervention techniques to solve psychological problems	Knowing the development of psychological theories relevant to psychology. Mastering assessment methods and psychological interventions to solve psychological problems
4.	Able to apply various assessment methods, psychodiagnostics, psychotherapy, and other psychological interventions through inter and/or multidisciplinary approaches to solve individual, group, community, and/or organizational problems based on the Indonesian Psychological Code of Ethics.	Know the principles of psychodiagnostics
		Skilled in using psychological assessment instruments to perform psychological examination
		Skilled in conveying the results of psychological examinations according to the client's condition
		Skilled in using psychological intervention techniques
		Skilled in conveying changes in psychological conditions that occur during the psychological intervention process according to client's condition
5.	Able to manage research whose results can be published in solving psychological problems of individuals, groups, communities, and/or organizations at the national or international level	Displaying a scientific attitude in research and carrying out the profession
		Able to do applied research
		Able to compile the results of research reports and publish them at the national or international level by complying with the rules of scientific writing and scientific honesty
6.	Able to manage psychological services based on the Indonesian Psychological Code of Ethics	Have an attitude of concern for the welfare of humans in their environment, including social and cultural conditions
		Mastering Indonesian Psychology Code of Ethics
		Skilled in serving clients according to the Code of Ethics
		Knowing the point of managing psychology practice which is carried out in clinic or non-clinical and being professional in psychology practice

b. CURRICULUM STRUCTURE OF HIGHER STUDY MASTER of PROFESSIONAL PSYCHOLOGY LEVEL, PADJADJARAN UNIVERSITY

The stages of preparation of the Higher Education Curriculum are as follows:

STAGES OF CURRICULUM PREPARATION



(1) ACADEMIC VISION OF FACULTY OF PSYCHOLOGY PADJADJARAN UNIVERSITY

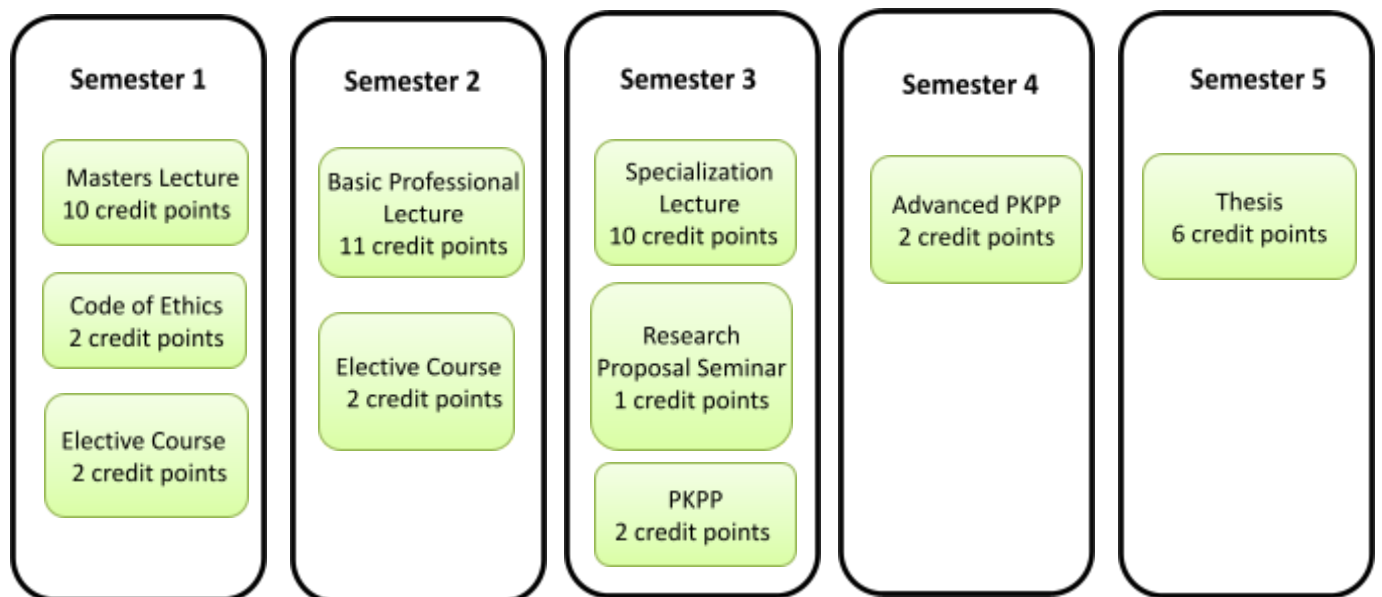
Academic Vision Of Faculty Of Psychology Padjadjaran University as follows:

- Psychology is the science that studies human behavior and the mental processes that underlie it.
- In studying human behavior, psychology education at Padjadjaran University emphasizes efforts to describe, predict, explain the causes, and control human

behavior by referring to the main teachings of personality, development, social, and general psychological, cognitive functions, bio-psycho-social through scientific studies.

- The educational objective of the Faculty of Psychology Unpad is to produce graduates who have the competence to optimize human potential towards sustainable welfare improvements.

(2) CURRICULUM STRUCTURE



Description:

- *) Masters Lecture is attended by all students of the Master of Professional Psychology Program
- ***) The Professional Lecture is attended by all students of the Master of Professional Psychology Program
- ***) Minor are elective courses followed by 4 credits of students consisting of two courses

(3) COURSE DESCRIPTION

1. SEMESTER 1

The first semester includes master's lectures and professional activities (lectures and practices).

No.	Code	Course	Credit Points
Master's			
1	I20D.101	Philosophy of Applied Sciences	2 (2-0)
2	I20D.102	Psychology Ethics	2 (2-0)
3	I20D.103	Applied Statistics	2 (2-0)
4	I20D.107	Qualitative Research Methodology	2 (2-0)
5	I20D.108	Quantitative Research Methodology	2 (2-0)
6	I20D.109	Psychological Test Construction	2 (2-0)

SEMESTER II

The second semester includes professional lectures and elective courses (lectures and practices).

Professional (Lectures and Practices)			
1	I20D.104	Basic Concepts of Personality Assessment/ Psychodiagnostics	5 (2-3)
2	I20D.105	Practices of Personality Assessment/ Psychodiagnostics (Case Study)	3 (0-3)
3	I20D.106	Counseling Theories and Practices	3 (1-2)
4		** Minor	4 SKS

The following is the curriculum for semester II. Each specialization is followed by a list of minors that students permitted to choose (1 mandatory minor from students' chosen specialization and 1 mandatory minor from the other specializations).

SEMESTER III

Lecture activities in the third semester are carried out based on students' respective specialization, including courses such as Preparation for Professional Psychology Fieldwork Practice (PKPP). The specialization available are Adult Clinical Psychology, Child Clinical Psychology, Educational Psychology, and Industrial & Organizational Psychology. Semester III activities include specialization-related activities and Professional Psychology Fieldwork Practice (PKPP).

EDUCATIONAL PSYCHOLOGY SPECIALIZATION

SEMESTER III

No.	Code	Course	Credit Points
1	I20D.A201	Theories and Concepts of Educational Psychology	4 (4-0)
2	I20D.A202	Theories and Practices of Educational Psychology Assessment	3 (1-2)
3	I20D.A203	Theories and Practices of Educational Psychology Intervention	3 (1-2)
4	UNI20D.007	Research Proposal	1 (0-1)

SEMESTER IV

No.	Code	Course	Credit Points
1	I20D.A101	Educational Psychology Fieldwork Practices	4 (0-4)

INDUSTRIAL-ORGANIZATIONAL
PSYCHOLOGY SPECIALIZATION

SEMESTER III

No.	Code	Course	Credit Points
1	I20D.B201	Personnel Assessment	4 (2-2)
2	I20D.B202	Organizational Assessment	2 (1-1)
3	I20D.B203	Personnel Intervention	2 (1-1)
4	I20D.B104	Organizational Intervention	2 (1-1)
5	UNI20D.007	Research Proposal	1 (0-1)

SEMESTER IV

No.	Code	Course	Credit Points
1	I20D.B101	Industrial-Organizational Psychology Fieldwork Practices	4 (0-4)

CLINICAL ADULT PSYCHOLOGY SPECIALIZATION

SEMESTER III

No.	Code	Course	Credit Points
1	I20D.C201	Clinical Psychology & Psychopathology Concepts	2 (2-0)
2	I20D.C202	Adult Clinical Assessment	4 (2-2)
3	I20D.C203	Adult Clinical Intervention	3 (1-2)
4	I20D.C204	Hospitium	2 (0-2)
5	UNI20D.007	Research Proposal	1 (0-1)

SEMESTER IV

No.	Code	Course	Credit Points
1	I20D.C101	Adult Clinical Psychology Fieldwork Practices	4 (0-4)

CHILD AND ADOLESCENT CLINICAL PSYCHOLOGY SPECIALIZATION**SEMESTER III**

No.	Code	Course	Credit Points
1	I20D.D201	Child and Adolescent Developmental Psychopathology	3 (2-1)
2	I20D.D202	Child and Adolescent Psychology Assessment	2 (1-1)
3	I20D.D203	Child and Adolescent Psychology Intervention	2 (1-1)
4	I20D.D204	Preparation for Child Clinical Fieldwork Practice	3 (1-2)
5	UNI20D.007	Research Proposal	1 (0-1)

SEMESTER IV

No.	Code	Course	Credit Points
1	I20D.D101	Clinical Child and Adolescent Psychology Fieldwork Practices	5 (0-5)

MINOR

SEMESTER II

Minors are elective courses for students with 4 SCH consisting of two courses. The following is a list of minors provided by each specialization.

No.	Specialization	Code	Course	Credit Points
1	Educational	I20D.A001	Career Guidance	2 (2-0)
2	I/O	I20D.B002	Organizational Change	2 (2-0)
3	I/O	I20D.B003	Digital Workplace	2 (2-0)
4	Clinical Adult	I20D.A004	Psychological Test Development	2 (2-0)
5	Clinical Adult	I20D.C002	Health Psychology	2 (2-0)
6	Clinical Adult	I20D.C003	Forensic Psychology	2 (2-0)
7	Clinical Adult	I20D.C004	Medical Psychology	2 (2-0)
8	Clinical Adult	I20D.C005	Pain Perception & Treatment	2 (2-0)
9	Clinical Adult	I20D.C006	Mental Status Examination	2 (2-0)
10	Clinical Child	I20D.D001	Child and Adolescent Development in 21 st Century	2 (2-0)
11	Clinical Child	I20D.D002	Promoting Child and Adolescent Well-Being	2 (2-0)
12	Clinical Child	I20D.D003	Assessment & Prevention of Child and Adolescent Issues	2 (2-0)

SEMESTER V

In the fourth semester, all students are required to write a thesis research in the Thesis course.

No.	Code	Course	Credit Points
1	UNI20D.008	Thesis	6 (0-6)

COURSE DESCRIPTION

MASTER'S COURSE

- I20D.101 PHILOSOPHY OF APPLIED SCIENCES 2(2-0)
Understanding of philosophy and its difference with science, religion and aesthetics (arts): Basic understanding of the philosophy of science; logic and epistemology; basic problems in the philosophy of science; sources, limits and objects of knowledge; the philosophical foundations of modern science (Immanuel Kant, Auguste Comte, Karl Popper); classification and unity of science; reflection of the relationship between philosophy and science; scientific attitude and attitude towards science; axiology of science; scientific method and philosophical method; errors in logic; fallacy; objective existential analysis and subjective truth; experience and theory; reflection; assumptions and postulates in psychology; strategies for developing and applying science; conceptual understanding; psychological axiology; psychological ethical code and “code of conduct”.
- I20D.108 QUANTITATIVE RESEARCH METHODOLOGY
2(2-0)
3 C in research process : Curiosity, creativity and research is process of inquiry; the starting point: as data and the nature of measurement; statistical analysis in field research, and a second look at research in non-correlational and differential methods of research; testing; validity and threats to validity; control to reduce validity; control of variance through experimental design; variable- independent groups design; single variable groups design, factorial design; final preparation for data collection; research methodology; an evolving discipline
- I20D.107 QUALITATIVE RESEARCH METHODOLOGY
(2-0)
Definition, history, philosophical ground, advantages (validity and reliability) qualitative research, present and qualitative research in the future; Type of qualitative research
Several data collection technique: FGD, interview

(simulation, games, etc, manuscript (person:
photo, film.

Introduction (definition of statistics, characteristics, analysis unit, sampling, sample, variable, variable measurement, measurement scale, selection of statistical methods for psychological research); central symptom measures (definition, mode, median mean, quartiles, deciles, percentiles, and application of central symptom measures in psychology); measure of deviation (understanding, dispersion index, inter-quartile range, standard deviation, variance, coefficient of variation, standard Z and T numbers, application and deviation in psychology); SPSS testing for central symptom measures and deviation measures; difference test between 2 independent samples (Chi squared test, Mann Whitney test, t test, application of difference test between 2 independent samples in psychology); difference test between 2 dependent samples (Mc.Nemar test, Wilcoxon test, t test, application of difference test between 2 dependent samples in psychology); the use of SPSS to test the difference between 2 independent and dependent samples; difference test between k independent samples (Chi Square test, Kruskal Wallis test, analysis of variance, application of difference test between k independent samples in psychology); difference test between k dependent samples (Friedman test, Cochran Q test, analysis of variance, application of difference test between k dependent samples in psychology); the use of SPSS to test the difference between k independent and dependent samples; the relationship between 2 nominal variables and their application in psychology (C Pearson, Games, T suprow); the relationship between 2 ordinal variables and their application in psychology (Rank Spearman, Gamma); the relationship between 2 interval variables and their application in psychology (R Pearson); the relationship between 2 nominal and ordinal variables and their application in psychology (Theta); the relationship between 2 nominal and interval variables and their application in psychology (Etha); the relationship between 2 ordinal and interval variables and their application in psychology (Joipen); the use of SPSS for the relationship between variables.

I20D.109 DEVELOPMENT OF PSYCHOLOGICAL MEASUREMENT 2 (2-0)

Mastery of Psychometric courses and their relationship to Test Construction courses. Aims to establish students who are able to evaluate, develop, and adapt standardized psychological measurement instruments for individuals and groups for both research and practice purposes based on the rules of classical test theory and a linear approach to latent variables. Contains general material for Psychometric Statistics, namely Data distribution, Normal distribution and its properties, Linear and non-linear transformations, Variance, Covariance, and Correlation, Regression, t-test, Analysis of Variance, Algebra of Expectation, Instrument development steps, Conceptual definition of construct psychology, operational definition, Blue Print/Test Specification, Classical Test Theory/CTT, Confirmatory Factor Analysis, and Item Response Theory (IRT).

I20D.102 PSYCHOLOGICAL ETHICAL CODE 2 (2-0)

General material: General knowledge of psychology professional ethics in the practice of psychology and psychology research ethics related to the practice of psychological assessment and intervention; Introduction and various kinds of ethics in psychological methods and their application; understanding of the background and purpose of ethics, norms, values, laws and "code of conduct"; ethics and professional ethics in modern life; knowledge of the Indonesian Psychological Code of Ethics, especially the Code of Ethics for Professional Psychology (Psychologists);

Specific material: Ethics of the psychology profession in the area of:

- 1) Adult Clinical Psychology (understanding and treatment of clients; understanding and treatment of tools; pros and cons of psychological examination and intervention methods; understanding and treatment of intervention methods. Ethics in psychology reporting; Ethics in related professional relationships, ethics of cooperation in intra and inter-professional; Confidentiality of positions and their relationship to the protection of human rights, ethics in the psychology profession, especially the clinical psychology profession)
- 2) Clinical Psychology of Children & Adolescents (Code of Ethics in carrying out the assessment and intervention process in general and specifically for children and adolescents),

- 3) Educational Psychology (ethical objectives in the preparation of assessment and intervention of psychologists in the field of educational psychology, norms, values and processes of intervention and learning; Meaning and treatment of the results of the preparation of assessment, intervention and participation in the field of educational psychology; Confidentiality of assessment, psychological intervention and related participation with learning, relationships with users of the results of the preparation of assessments and educational psychology interventions. Ethics in proposing IPR assessments and educational psychology interventions as well as ethics in relations with related professions including the ethics of cooperation in intra and inter-professional relationships, in accordance with the standards proposed by HIMPSI).
- 4) Industrial & Organizational Psychology (understanding and applying principles and ethical issues in the world of work, especially in the practice of Personnel Selection, Organizational Diagnosis and Intervention, Consulting Relationships, Training and Development, Research & Academic Issues).

PROFESSIONAL'S COURSE

I20D.104 BASICS OF PERSONALITY ASSESSMENT (PSYCHODIAGNOSTIC) 5(2-3)

Introduction to Assessment (concepts of human and environmental systems, aspects of personality, uniqueness of personality, general description of writing/personality description); observation and interview (the use of observation and interview in personality assessment, practice implementing planning strategies, writing reports on observations); WB test (history and theoretical background, benefits of WB test, use practice and report writing); the Rorschach test (history and theoretical background, benefits of the Rorschach test, usage exercises and report writing); Graphic test: Baum, DAM, WZT (history and theoretical background, benefits of Graphic test, usage practice and report writing); Pauli test (history and theoretical background, benefits of the Pauli test, usage exercises and report writing); inventory tests: EPPS, 16 PF, MMPI (historical and theoretical background, benefits of inventory tests, usage exercises and report writing); reliability and validity of psychological measuring tools.

UNI20D.105 PSYCHODIAGNOSTIC PRACTICE (CASUISTICS) 3(0-3)

Overview of the material on basics of personality assessment and its benefits in writing personality evaluations; utilization of basic knowledge about general psychology/adjustment, psychological examination methods and personality theory in personality evaluation, data collection practices and personality evaluation writing (3 cases).

UNI20D.106 BASIC INTERVENTION THEORY & PRACTICE (COUNSELING) 3(1-2)

Introduction (overview of counseling materials, world view. Learned-psychology consultation); the difference between psychotherapy and counseling; career counseling; individual and group intervention principles; principles of several theoretical approaches (i.e. psychoanalysis, behavioristic, humanistic (applications and case examples); maps of humanity (humans and their problems; integration of 3 theoretical approaches in understanding humans and their problems); ethics of counseling and its application; characteristics and requirements of counselors (macro and micro skills); stages of counseling; preparation of an “action plan”; individual and group counseling exercises and practices.

EDUCATIONAL PSYCHOLOGY SPECIALIZATION

I20D.A201 EDUCATIONAL PSYCHOLOGICAL THEORY & CONCEPTS 4(4-0)

Principles in cognitive learning; applications and illustrations of cognitive learning applications in education; principles in social learning; applications and illustrations of social learning applications in education; principles in adult learning; applications and illustrations; adult learning in education; experiential learning and its development; applications and illustrations of experiential learning applications in education.

I20D.A202 EDUCATIONAL PSYCHOLOGICAL ASSESSMENT THEORY & PRACTICE
3(1-2)

Assessment in Educational Psychology setting; strengthening psychological tests: intelligence tests (IST, TIKI, PM-60, FRT, WB/ WAIS), aptitude tests (aptitude tests: IST, DAT), interest tests (Kuder, Rothwell-Miller), needs/motivation tests (EPPS), learning difficulty tests, personality tests; selection of fields of study and majors; learning difficulties (learning difficulties and learning disabilities): adjustment and study difficulties; case practice in psychology clinics.

I20D.A203 THEORY & PRACTICE OF EDUCATIONAL PSYCHOLOGICAL
INTERVENTIONS 3(1-2)

Interventions in educational psychology settings (individual, group and program); design of consultation and guidance on learning difficulties (learning difficulties, learning disabilities, learning adjustment difficulties and study difficulties); intervention practice for cases of learning difficulties and career guidance; designing and evaluating training; case practice in psychology clinics.

I20D.A101 EDUCATIONAL PSYCHOLOGICAL PRACTICE 4(0-4)

Participatory activities in non-technical training (and/or adult education) which include: needs analysis; training design (design of instructional methods, materials and sequences); implementation of training; training evaluation.

**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
SPECIALIZATION**

I20D.B201 PERSONNEL ASSESSMENT 4(2-2)

Understanding effective and efficient Recruitment and Selection and Placement strategies, recognizing various types of positions and tasks through job analysis and job evaluation to compiling job descriptions, job requirements/job specifications; understand several approaches, methods & personnel

assessment techniques (Objective Techniques, Projective Techniques, Behavioral Techniques) and skilled in performing several personnel assessment methods & techniques using various assessment tools (including observation and interview techniques: semi structured, structured: BEI/CBI) aligned with the objectives personnel assessment (selection, placement: promotion, rotation/job replacement, demotion); psychological evaluation exercise in the Executive & Manager positions with secondary data (case-blind study); training & practice of real cases starting from the preparation of job requirements, determining the profile of psychological aspects/competencies in accordance with job requirements, designing assessment techniques & tools according to the objectives of the assessment, conducting personnel assessments in the company.

I20D.B202 ORGANIZATIONAL ASSESSMENT

2(1-1)

Understand concepts/theories within the scope of Organizational Psychology covering Organization as a System, Motivation, Leadership, Communication, Conflict, Climate, Culture, Organizational Change, and Organizational Effectiveness; identify and analyze organizational problems at the individual level, group level, and organizational level to achieve performance optimization/organizational goals to analyze organizational effectiveness with various approaches. Understand various forms/models of measurement (assessment tools) within the scope of Organizational Psychology, analyze problems that occur at the individual, group, or organizational level, in order to be able to provide suggestions or intervention for preventive, corrective, and development actions to achieve optimization of organizational performance. In addition, the expansion of knowledge on issues that are currently developing (current & actual) related to Industrial & Organizational Psychology, accommodates student interests. Additional Current Issues studies are flexible depending on student interests, through lecture learning methods, discussions, and case studies (best practices).

I20D.B203 PERSONNEL INTERVENTION

2(1-1)

Understanding several forms of intervention within the scope of personnel, analyzing the gap between job requirements and individual potentials and competencies; designing & determining

interventions according to the results of psychological assessments; create an intervention action plan, especially counseling in the industry; implement and report and evaluate interventions that have been carried out in the company.

**I20D.B101 PRACTICE OF INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY
4(0-4)**

Work practices are carried out in company organizations that have carried out management functions systematically, as a means of direct practice in the field to apply assessment courses and Personnel intervention and Organizational Assessment and Interventions, including: general and comprehensive introduction to the organization, assessment of HR management processes/ personnel (Recruitment, Selection, Placement), Training & Development, Performance Appraisal, Organizational Assessment and Organizational Behavior (individual, group & organization). Critical analysis/review and intervention program design. Lasts for 2 (two) months, carried out in groups, a maximum of 3 (three) students under the guidance of 2 (two) Supervisors and 1 (one) Field Supervisor (the company).

I20D.B104 ORGANIZATIONAL INTERVENTION 2(1-1)

Understand various concepts and intervention techniques within the scope of Organizational Psychology at the individual, group and organizational level through the Human Performance Technology Model; case studies, design and determine intervention programs based on the findings of problems in the Work Practice and implement them in accordance with the authority and applicable code of ethics.

ADULT CLINICAL PSYCHOLOGY SPECIALIZATION

I20D.C201 CONCEPTS OF CLINICAL PSYCHOLOGY & PSYCHOPATHOLOGY 2(2-0)

Overview of the deepening of clinical psychology; current issues, research methods in clinical psychology, as well as diagnosis and classification of clinical psychology problems. Overview of abnormal psychology; definition of abnormality; modern perspective in understanding abnormality; deepening the concept of psychopathology from 7 disorder themes:

1. anxiety disorder I: phobias, panic disorders and GAD (General Anxiety Disorders)
2. anxiety disorder II: obsessive compulsive disorders, PTSD and Domestic Violence
3. dissociative disorders & somatoform disorders
4. mood disorders
5. sexual and identity disorders
6. personality disorders
7. schizophrenia

I20D.C202 ADULT CLINICAL ASSESSMENT4 (2-2)

Overview of clinical assessments; assessment objectives, types of assessment in clinical settings (clinical interviews, intelligence tests, personality tests, behavioral assessments), examination ethics, case reading skills (understanding complaints, making hypotheses and differential diagnoses); procedures for establishing a diagnosis (using DSM and PPDGJ), clinical judgment of 7 disorders:

1. Anxiety disorder I: phobias, panic disorders and GAD (General Anxiety Disorders)
2. anxiety disorder II: obsessive compulsive disorders, PTSD and Domestic Violence
3. dissociative disorders & somatoform disorders
4. mood disorders
5. sexual and identity disorders
6. personality disorders
7. schizophrenia

Overview of clinical psychology report writing; definition, purpose and content as well as the duties and roles of clinical psychologists; responsibility and effectiveness of reports; conceptualization of psychological reports, understanding the basic postulates of general psychological concepts and postulates of psychopathology; Techniques in writing psychological reports, understanding personality is related to:

1. Anxiety disorder I: phobias, panic disorders and GAD (General Anxiety Disorders)
2. anxiety disorder II: obsessive compulsive disorders, PTSD and Domestic Violence
3. dissociative disorders & somatoform disorders

4. mood disorders
5. sexual and identity disorders
6. personality disorders
7. schizophrenia

I20D.C203 ADULT CLINICAL INTERVENTION 3 (1-2)

Overview of clinical psychology interventions; understanding the concept and practice of psychotherapy with a psychodynamic approach (hypno systemic therapy), a humanistic approach (client centered therapy-Rogerian), a behavioral & cognitive behavioral approach (CBT and REBT) on 7 themes of disorders:

1. Anxiety disorder I: phobias, panic disorders and GAD (General Anxiety Disorders)
2. anxiety disorder II: obsessive compulsive disorders, PTSD and domestic violence
3. dissociative disorders & somatoform disorders
4. mood disorders
5. sexual and identity disorders
6. personality disorders
7. schizophrenia

I20D.C204 HOSPITIUM 2(0-2)

Overview of the deepening of clinical psychology; definition of hospitium; the scope of the hospitium and the role of clinical psychology within the mental hospital setting; procedures for psychological examination and organization of relationships with colleagues within the scope of a mental hospital; the concept of inpatient and outpatient for clients with pathological disorders; the concept of medical therapy and psychological therapy in the context of healing clients with pathological disorders within the scope of a mental hospital; practice methods and principles of clinical psychology in clinical psychological examination of pathological clients; the concept of group therapy in a mental hospital; group therapy practice; hospitium report.

I20D.C101 ADULT CLINICAL PSYCHOLOGY PRACTICE 4(0-4)

Approaches and steps for handling adult clinical cases, case handling practices, case report writing, seminars.

**CHILD & ADOLESCENT CLINICAL PSYCHOLOGY
SPECIALIZATION**

I20D.D201 DEVELOPMENTAL PSYCHOPATHOLOGY OF CHILDREN
& ADOLESCENTS 3(2-1)

An understanding of the developmental psychopathology of children and adolescents studied includes motor disorders, language disorders, anxiety disorders, conduct disorders, mental retardation, intellectual disability, attention deficit disorders and/or hyperactivity (ADD/ADHD), emotional disorders. Classification, clarification, diagnosis, signs and symptoms are also studied.

I20D.D202 PSYCHOLOGICAL ASSESSMENT OF CHILD &
ADOLESCENTS 2(1-1)

Introduction to child and adolescent treatment assessment, observation and interviews in clinical settings for children and adolescents, various kinds of psychological test tools for children and adolescents, including PMC, Frostig, SB, WPPSI, WISC, DAP, HTP, Goodenough, NST, BFRT, informal tests , and the vineland test.

I20D.D203 CHILD & Adolescent PSYCHOLOGICAL INTERVENTION
2(1-1)

This course introduces several intervention techniques for dealing with children and adolescents' problems, including counseling, consultation, psychoeducation, behavior modification, therapy, art therapy, and sensory integration.

I20D.D204 PREPARATION FOR CHILDHOOD CLINICAL PRACTICE
3(1-2)

Provision of students to acquire the basics of clinical skills, standard client examination procedures, initial intake which includes complaints, history of complaints, diagnosis as a provisional suspicion (clarifying and classifying), determining

the psychopathological theory to be used, planning the next steps as an assessment (interview framework), test battery, observation framework) according to the problem at hand. This includes interpreting the results of the assessment as a result of personality, formulating the dynamics of the problem, conducting interventions and practicing clinical report writing.

I20D.D101 PRACTICE OF CLINICAL PSYCHOLOGY OF CHILD & ADOLESCENT 4(0-4)

The description of the actual number of cases is 7 cases + 1 community case which is equivalent to 3 individual cases or 8 cases + 1 group case equals 2 individual cases.

MINOR COURSE

EDUCATIONAL PSYCHOLOGY

I20D.A001 CAREER GUIDE

2(2-0)

Definition and scope of career guidance; study of career guidance theories (Trait and Factor theory, Holland's theory of type, Super's life-span theory, the concept of "field" and level in work, etc.); types of problems in career guidance and a comprehensive model of the career guidance process; illustration of career guidance applications (class 3 junior high school, high school, college and adult education); understanding and scope of learning difficulties (class 3 junior high school, senior high school, university and adult education); illustrations of cases of learning difficulties.

CHILD & ADOLESCENTS CLINICAL PSYCHOLOGY

I20D.D001 THE DEVELOPMENT OF CHILDREN & ADOLESCENTS
in the 21st Century Context2 (2-0)

Definition and characteristics of the 21st century; study in the 21st century; characteristics of children in the 21st century; learning and innovation skills; digital literacy skills; career and life skills; mega skills. Task: to analyze the situation of Indonesian children and adolescents in the 21st century.

I20D.D002 ACHIEVEMENT OF WELFARE OF CHILD AND YOUTH 2(1-1)

Definition of welfare promotion in general and in particular for children and youth; understanding the psychological well-being of children and adolescents, community empowerment in promoting the psychological well-being of children and adolescents, prosperity in the family, school and community. Task: identify indicators of child and adolescent welfare in the context of family, school and community.

I20D.D003 ASSESSMENT & PREVENTION OF CHILD & Adolescent Problems 2(1-1)

Understanding of problem behavior and prevention, forms of problem behavior, identification of a potential environment for problem behavior to occur, ways to prevent problem behavior.

ADULT CLINICAL PSYCHOLOGY

I20D.C002 HEALTH PSYCHOLOGY 2 (2-0)

Health Psychology is a course that focuses its discussion on biological, psychological, and social factors related to human health and well-being.

Some examples of topics that will be studied through this course are stress and coping with stress, chronic diseases, welfare promotion, pain and its management, as well as terminal illness.

I20D.C003 MEDICAL PSYCHOLOGY 2(2-0)

Medical Psychology is a clinical psychology course that focuses specifically on the application of psychology to medical practice settings.

I20D.C004 PAIN PERCEPTION & TREATMENT 2(2-0)

This course focuses on understanding individual pain and how to treat it in a clinical psychology setting.

I20D.C005 MENTAL STATUS EXAMINATION 2(2-0)

Mental status examination is a course that studies the behavioral and cognitive assessment process of individuals. This course studies the observation and assessment of individual mental status based on psychological observations.

PSIKOLOGI INDUSTRI DAN ORGANISASI
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I20D.B002 ORGANIZATIONAL CHANGE
2(2-0)

Understanding the organization as an open system and its changes in accordance with environmental phenomena that must be managed properly. In an effort to manage this organization, there are three dimensions that must be observed, namely "why" people organize (why), "what" is actually the essence of change (what), and "how" change should be managed (how).

I20D.B003 ORGANIZATIONAL COMMUNICATION 2(2-0)

Aspects within the organization and their implications for organizational communication, not only communication within the organization (communication within the organization) but also communication between the organization and its environment (external communication). Communication processes, communication models, types of communication, communication techniques, communication media, communication networks, communication strategies and communication barriers with the background (setting) discussion and discussion of the theories of communication in the organization.

I20D.B003 DIGITAL WORKPLACE 2(2-0)

Aspects in the work environment and organization and their implications for individual welfare, not only internal processes (in organization) but also external (external factors) with the background (setting) discussion and discussion of the theories of individual welfare / HR in the organization .

D. EPILOGUE

The framework of thought and explanation for the preparation of the Higher Education Curriculum which will be applied in the Master of Professional Psychology Study Program, Faculty of Psychology, Universitas Padjadjaran in this Academic Paper shows that the preparation of the curriculum still requires development and improvement, especially in terms of adjusting the conditions of the Covid-19 pandemic which requires students to carry out assessments and interventions. online through tele-assessment and tele-intervention according to SK AP2TPI No. 1/Kep/AP2TPI/2021 concerning Guidelines for Tele Assessment and Tele-Professional Psychology Edition 1: Interventions and Tele Supervision of Educational Practices in terms of the direction of technology utilization, curriculum achievement, number of course credits, study materials, adjustment of learning strategies, and the assessment process/ assessment of teaching and learning activities. It cannot be denied, that there are still data and variables that must be discussed, strengthened, and completed. This is part of the plan for the preparation and development of the next Higher Education Curriculum which will be carried out in the context of organizing academic activities in the future.

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