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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Counseling and Psychotherapy		7320112177			**T=3**	**P=0**	**ECTS=4.77**	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 which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines the basic concepts of counseling, understanding, history, non-clinical interventions, approaches and theories, concepts of counseling relationships, processes, problems in counseling, codes of ethics in counseling practice, and basic counseling skills.

References	**Main :**
	1. Corey, G., 2016. Theory and practice of counseling and psychotherapy 10th ed . Boston: Cengage Learning. 2. Fall, K.A., Holden, J.M. and Marquis, A., 2017. Theoretical models of counseling and psychotherapy . Taylor & Francis. 3. Sommers-Flanagan, J. and Sommers-Flanagan, R., 2015. Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques . John Wiley & Sons.
	Supporters:

Supporting lecturer	Fitrania Maghfiroh, M.Psi., Psikolog Qurrota A'yuni Fitriana, S.Psi., M.Psi., Psikolog. Nanda Audia Vrisaba, S.Psi., M.Psi., 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	Students are able to understand the basic concepts of counseling psychology and psychotherapy	1.Students are able to explain the definitions of counseling psychology and psychotherapy 2.Students are able to explain the material points learned from counseling psychology		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom platform and others in accordance with Unesa regulations. Can be filled in Small Group Discussion 2 X 50			0%

2	Students are able to understand the characteristics of counseling and psychotherapy	Students are able to explain the characteristics of counseling		Carried out synchronously or asynchronously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
3	Students are able to understand the purpose of counseling	Students are able to explain the purpose of counseling		Carried out synchronously or asynchronously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
4	Students are able to understand several misconceptions about counseling	Students are able to explain and identify several misconceptions about counseling		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
5	Students are able to understand the roles of counselors and psychotherapists. Students are able to explain the differences in the roles of counselors and psychotherapists	Students are able to describe and explain the role of counseling		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
6	Students are able to understand the results of counseling and its application	Students are able to explain and show the results of counseling		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
7	Students are able to understand the basic assumptions of counseling	Students are able to explain the basic assumptions of counseling		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
9	Students are able to understand and assess the role of the counselor	Students are able to explain and determine the role of the counselor		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
10	Students are able to understand and assess the concept of the counselor and counselee relationship	Students are able to explain and criticize the concept of the counselor and counselee relationship		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
11	Students are able to understand and analyze the main elements that influence the counseling relationship	Students are able to explain and conclude the main elements that influence the counseling relationship		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%
12	Students understand the aspects or characteristics of counselors in counseling relationships	Students are able to explain and identify the characteristics of counselors in counseling relationships		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50			0%

13	Students are able to understand and assess the characteristics of effective and less effective counselors	Students are able to explain, identify, and differentiate between the characteristics of effective and less effective counselors		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50		0%
14	Students are able to understand and assess the similarities in characteristics of counselors and clients	Students are able to explain and determine the similarities in the characteristics of counselors and clients		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom and other platforms in accordance with Unesa regulations. Can be filled in Problem Based Learning and Inquiry 2 X 50		0%
15	Students are able to understand the concept of counseling as a whole	Students are able to explain and assess the concept of counseling		Carried out synchronously or asynchonously using the zoom/meet/vinesa/spada/google classroom platform and others in accordance with Unesa regulations. Can be filled in Contextual Instruction 2 X 50		0%
16	UAS	UAS		UAS 2 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.