



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																								
Addiction Guidance	8620102221		T=2	P=0	ECTS=3.18	8	July 17, 2024																																								
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																									
			Dr. Evi Winingsih, S.Pd., M.Pd.																																									
Learning model	Project Based Learning																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Bishop Samuel. 2016. Breaking the Spirit of Addiction : Counseling Guide . USA: Thompson 2. Coomb, Robert Holman, 2017. Addiction Counseling Review . New York : Routledge 3. Hood, Daniel E. 2016. Addiction Treatment . USA : New Jersey 4. Judith A Lewis.2015. Substance Abuse Counseling . USA : Cangage Learning <p>Supporters:</p>																																														
Supporting lecturer	Prof. Dr. Mochamad Nursalim, M.Si. Dr. Wiryono Nuryono, S.Pd., M.Pd.																																														
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	1.Understand the concept of addiction 2.Identifying addiction in students	Able to explain the concept of addiction	Criteria: 1.Activeness (quantity of participating) 2.Organization of ideas/arguments 3.Accuracy of argument 4.Language Usage: 5.Accuracy 6.Clarity 7.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Form of Assessment : Participatory Activities, Portfolio Assessment	case method, Collaborative learning 2 X 50			2%
2			Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment			Material: addiction counseling design Reference: Hood, Daniel E. 2016. <i>Addiction Treatment. USA : New Jersey</i>	2%
3	Understanding the prevalence of addiction	Able to explain and identify the prevalence of addiction	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Collaborative learning 2 X 50		Material: addiction counseling practice Reader: Bishop Samuel. 2016. <i>Breaking the Spirit of Addiction: Counseling Guide. USA: Thompson</i>	2%

4	Understand the historical perspective of addiction	Able to explain and identify the historical perspective of addiction	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Collaborative learning 2 X 50			2%
5	Understanding the biological aspects of addiction	Able to explain and identify the biological aspects of addiction	<p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Collaborative learning 2 X 50			2%
6	Understanding the psychological aspects of addiction	Able to explain and identify the psychological aspects of addiction	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Collaborative learning 2 X 50			2%

7	Understanding the social aspects of addiction	Able to explain and identify the social aspects of addiction	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Collaborative learning 2 X 50			2%
8	SUB SUMATIVE EXAMINATION (USS)	Confluence indicators 1-7	<p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	2 X 50			20%
9	Understanding addiction models	Able to explain addiction models	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50			5%
10	Understand and apply addiction counseling theory	Able to explain addiction counseling theory	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50			5%

11	Case analysis	Able to identify and design addiction counseling services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Role Play case studies Project based learning Role Play case studies Project based learning 2 X 50			5%
12	Case analysis	Able to identify and design addiction counseling services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Role Play case study Project based learning 2 X 50			5%

13	Case analysis	Able to identify and design addiction counseling services	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Confusion in discussing the material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout Form of Assessment : Project Results Assessment / Product Assessment	Role Play case study Project based learning 2 X 50			5%
14	Case analysis	Able to identify and design addiction counseling services	Criteria: Can identify, conceptualize cases and prepare addiction counseling service plans accurately and comprehensively for 5 cases Form of Assessment : Project Results Assessment / Product Assessment	Role Play case study Project based learning 2 X 50			5%
15	Case analysis	Able to identify and design addiction counseling services	Form of Assessment : Project Results Assessment / Product Assessment	Role Play case study Project based learning 2 X 50			5%
16	SUMATIVE TEST (US)	Meeting materials 9-15	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	2 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15.84%
2.	Project Results Assessment / Product Assessment	59.84%
3.	Portfolio Assessment	1.67%
4.	Practice / Performance	21.67%
		99.02%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.