



**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
Problem Analysis in Counseling	8620103004	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		Dr. Hadi Warsito W, M.Si, Kons			Dr. Evi Winingsih, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>																																																																			
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																			
	<b>PLO-6</b>	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																		
	<b>PLO-10</b>	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																		
	<b>Program Objectives (PO)</b>																																																																			
	<b>PO - 1</b>	Mastering the concepts of education, psychology and research in underlying guidance and counseling services																																																																		
	<b>PO - 2</b>	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																		
	<b>PLO-PO Matrix</b>																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-6	PLO-10	PO-1	✓	✓	PO-2	✓	✓																																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓										PO-2									✓	✓	✓	✓	✓	✓	✓	✓
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PO-2									✓	✓	✓	✓	✓	✓	✓	✓																																																				

**Short Course Description** This course is conceptual and practical about problem analysis in counseling. Introduction to the AMDK concept includes assumptions about problems, problem identification, diagnosis classification, and conceptualization of problem models. Then it is deepened through practicum activities by applying the material that has been studied so that students are able to diagnose and use the results of problem analysis in the subsequent counseling process. This ability is obtained through case studies, small group discussions, problem case studies, project based learning, supervised practicum

**References**

**Main :**

1. Cormier, W.H. & Cormier, L.S. 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.
2. Flanagan and Flanagan. 2012. Counseling and Psychotherapy Theories in Context and Practice. USA : John Wiley
3. Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sage
4. Nursalim, Mochamad, dkk, 2013. Strategi dan Intervensi Konseling. Jakarta: PT Indeks.
5. Whiston, Susan C.2007. Principles and Applications of Assessment in Counseling. Belmont, CA USA: Brooks/Cole, Cengage Learning
6. Nursalim, Mochamad. 2018. Analisis Masalah Dalam Konseling. Surabaya: Nursalim Institut Press

**Supporters:**

**Supporting lecturer** Dr. Elisabeth Christiana, S.Pd., M.Pd.  
 Dr. Denok Setiawati, M.Pd., Kons.

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	Understanding of the nature, position and purpose of assessment in the counseling process	Can explain the nature, position and purpose of assessment in counseling	<b>Criteria:</b> accuracy of answers  <b>Form of Assessment :</b> Participatory Activities	Live Learning 2 X 50		<b>Material:</b> Interviewing Strategies <b>References:</b> <i>Cormier, WH &amp; Cormier, LS 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.</i>	2%
2	Understanding problem assumptions in counseling	Can identify problems as a result of learning, multidimensional treatment and operationalization of problems	<b>Criteria:</b> liveliness, accuracy, writing  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Small group discussion 2 X 50		<b>Material:</b> Psychotherapy Counseling Theory <b>Literature:</b> <i>Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sages</i>	2%
3	Understanding problem identification in behavioral counseling	Can raise 7 problems in goal formation. Can practice inner circle strategy	<b>Criteria:</b> liveliness, accuracy, writing  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Small group discussion Supervised practicum 2 X 50		<b>Material:</b> Psychotherapy Counseling Theory <b>Literature:</b> <i>Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sages</i>	2%
4	Understanding problem identification in cognitive counseling	Able to identify problems in counseling from a cognitive perspective	<b>Criteria:</b> liveliness, accuracy, writing  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	case study 2 X 50		<b>Material:</b> Interviewing Strategies <b>References:</b> <i>Cormier, WH &amp; Cormier, LS 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.</i>	2%

5	Understanding problem identification in Affective counseling	Able to identify problems in the affective perspective	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Basic Counseling Skills</p> <p><b>References:</b> <i>Cormier, WH &amp; Cormier, LS 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.</i></p>	2%
6	Mastery of diagnostic classification of client problems	Can perform diagnostic classification of Williamson problems and can perform diagnostic classification according to Bordin	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Small group discussion 2 X 50		<p><b>Material:</b> Interviewing Strategies</p> <p><b>References:</b> <i>Cormier, WH &amp; Cormier, LS 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.</i></p>	2%
7	concept of Conceptualization of CBT problem models	Can master the problem conceptualization of the CBT model	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	case study 2 X 50		<p><b>Material:</b> Psychotherapy Counseling Theory</p> <p><b>Literature:</b> <i>Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sages</i></p>	3%

8	Midterm exam	Mastering final skills 1 to 7	<p><b>Criteria:</b> Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance</p>	2 X 50		<p><b>Material:</b> Theory and Practice of Psychotherapy Counseling <b>Bibliography:</b> <i>Flanagan and Flanagan. 2012. Counseling and Psychotherapy Theories in Context and Practice. USA : John Wiley</i></p> <p><b>Material:</b> Interviewing Strategies <b>References:</b> <i>Cormier, WH &amp; Cormier, LS 1985. Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. ed.. Monterey, California: Brooks/Cole Publishing Company.</i></p> <p><b>Material:</b> Psychotherapy Counseling Theory <b>Literature:</b> <i>Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sages</i></p>	20%
9	concept of Conceptualization of the Swensen problem model	Can master the conceptualization of Swensen model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Counseling Strategies and Interventions <b>Literature:</b> <i>Nursalim, Mochamad, et al, 2013. Counseling Strategies and Interventions. Jakarta: PT Index.</i></p>	5%
10	concept of Conceptualization of the ABC problem model	Can master the conceptualization of ABC model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Counseling Strategies and Interventions <b>Literature:</b> <i>Nursalim, Mochamad, et al, 2013. Counseling Strategies and Interventions. Jakarta: PT Index.</i></p>	5%

11	Mastering the concept of conceptualization of the Lazarus problem model	Can master the conceptualization of Lazarus model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Principles and Applications of Counseling <b>Library:</b> Whiston, Susan C. 2007. <i>Principles and Applications of Assessment in Counseling.</i> Belmont, CA USA: Brooks/Cole, Cengage Learning</p>	5%
12	concept of Conceptualization of the Seay problem model	Can master conceptualization of seay model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Problem Analysis in Counseling <b>Literature:</b> Nursalim, Mochamad. 2018. <i>Problem Analysis in Counseling.</i> Surabaya: Nursalim Institute Press</p>	5%
13	concept regarding the conceptualization of the REBT problem model	Can master the conceptualization of REBT model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	case study 2 X 50		<p><b>Material:</b> Counseling Strategies and Interventions <b>Literature:</b> Nursalim, Mochamad, et al, 2013. <i>Counseling Strategies and Interventions.</i> Jakarta: PT Index.</p>	5%
14	concept of Conceptualization of postmodern problem models	Can master the conceptualization of postmodern model problems	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	case study 2 X 50		<p><b>Material:</b> Principles and Applications of Counseling <b>Library:</b> Whiston, Susan C. 2007. <i>Principles and Applications of Assessment in Counseling.</i> Belmont, CA USA: Brooks/Cole, Cengage Learning</p>	5%
15	Mastering the praxis of determining problem parameters more specifically	Determine the problem parameters more specifically	<p><b>Criteria:</b> liveliness, accuracy, writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Small group discussion 2 X 50		<p><b>Material:</b> Problem Analysis in Counseling <b>Literature:</b> Nursalim, Mochamad. 2018. <i>Problem Analysis in Counseling.</i> Surabaya: Nursalim Institute Press</p>	5%
16	UAS	Mastering material 1 to 15	<p><b>Criteria:</b> Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100</p> <p><b>Form of Assessment :</b></p>	2 X 50		<p><b>Material:</b> Interviewing Strategies <b>References:</b> Cormier, WH &amp; Cormier, LS 1985. <i>Interviewing Strategies for Helpers. Fundamentals Skills and Cognitive Behavioral Interventions.</i> 2nd. ed.. Monterey,</p>	30%

			Project Results Assessment / Product Assessment, Practice / Performance, Test		<p><i>California: Brooks/Cole Publishing Company.</i></p> <p><b>Material:</b> Psychotherapy Counseling  <b>Bibliography:</b> <i>Flanagan and Flanagan. 2012. Counseling and Psychotherapy Theories in Context and Practice. USA : John Wiley</i></p> <p><b>Material:</b> Theory and Practice of Psychotherapy Counseling  <b>Library:</b> <i>Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sages</i></p> <p><b>Material:</b> Counseling Strategies and Interventions  <b>Literature:</b> <i>Nursalim, Mochamad, et al, 2013. Counseling Strategies and Interventions. Jakarta: PT Index.</i></p> <p><b>Material:</b> Principles and Applications of Counseling  <b>Library:</b> <i>Whiston, Susan C. 2007. Principles and Applications of Assessment in Counseling. Belmont, CA USA: Brooks/Cole, Cengage Learning</i></p> <p><b>Material:</b> Problem Analysis in Counseling  <b>Literature:</b> <i>Nursalim, Mochamad. 2018. Problem Analysis in Counseling. Surabaya: Nursalim Institute Press</i></p>
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	8.17%
2.	Project Results Assessment / Product Assessment	52.67%
3.	Portfolio Assessment	5%
4.	Practical Assessment	6.5%
5.	Practice / Performance	17.67%
6.	Test	10%
		100%

## 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.