



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
Basic Counseling Skills	8620102063	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 10, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Retno Tri Hariastuti, M.Pd., Kons		Dr. Retno Tri Hariastuti, M.Pd., Kons			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Project Based Learning																																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																		
	PLO-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																																	
	PLO-10	Able to carry out guidance and counseling services by choosing relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																	
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	PO - 1	Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																																	
	PO - 2	Able to carry out guidance and counseling services by choosing relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																	
	PLO-PO Matrix																																																																																		
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
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Short Course Description
 This course discusses the basic concepts of counseling as a form of interpersonal relationship, characteristics of effective counselors, the role of KDK in building interpersonal relationships, facilitative conditions of counseling relationships, forms of attending skills, forms of listening skills, action responses. The characteristics of the course are based on changes in basic counseling skills, so that the form of assignments given in this course are: written tests and practice-based projects on several basic skills in counseling interviews. Lectures are carried out using direct learning, independent assignments, and group discussions. In general, evaluation of the success of this course is project-based through participatory activities, project demonstrations and practices and tests: 1. Counseling as a form of interpersonal relationship, Characteristics of effective counselors, Role of KDK in encouraging interpersonal relationships, Types of KDK 2. Some facilitative conditions of helping relationships according to Rogers, Truax & Carkhuff, and Tyler 3. Types of attending and components of attending skills 4. Four forms of listening skills: clarification, paraphrasing, reflection, summary 5. Four action responses to direct clients: probing, providing information, confrontation, interpretation 6. Setting counseling boundaries and conveying the responsibilities of the counselor and counselee in the counseling process (use of structuring) 7. Techniques -techniques for dealing with client reluctance and resistance

References

Main :

- Cormier, WH., & Cormier, LS. 1985. Interviewing Strategies for Helper. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd Ed. California: Brooks/Cole Publishing Company.
- Cormier, S., Nurius, P.S., Oborn, CJ. 2017. Interviewing and Change Strategies for Helper . 8th Ed. Boston: Cengage Learning.
- Darminto, E., dkk. 2006. Panduan Praktek Keterampilan Dasar Konseling. Surabaya: Prodi Bimbingan dan Konseling, Jurusan PPB FIP UNESA.
- Egan, Gerard, 1991. The Skilled Helper. California: Brooks/Cole Publishing Company.
- Egan, Gerard & Reese, RB. 2019 . The Skilled Helper: A Problem Management and Opportunity-Development Approach to Helping. 11th Ed . Boston: Brooks/Cole Publishing Company.
- Hackney, H.L., & Cormier, L.H. 2001. The Professional Counselor. A Process Guide to Helping. Boston: Allyn & Bacon Hackney, H.L., & Bernard, J.M. 2016. Professional Counseling: A Process Guide to Helping. 8th Ed. Boston: Allyn & Bacon.

Supporters:

- Hariastuti, R. T., & Darminto, E. (2007). Keterampilan-keterampilan Dasar dalam Konseling.
- Hariastuti, R. T. (2008). Dasar-Dasar Bimbingan dan Konseling. Surabaya: Unesa University Press. hartono.(2016). bimbingan karir. jakarta: kencana. Hartono, S.(2013), 16, 50-54.

Supporting lecturer
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 Dr. Elisabeth Christiana, S.Pd., M.Pd.
 Dr. Evi Winingsih, 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			
(1)	(2)	(3)	(4)	Offline (offline)	Online (online)	(8)
1	Has responsibility for individual and group learning performance in online classes	1.Able to communicate effectively online 2.Able to show discipline in online classes	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	%253Cspan%253Elearning%2520cooperative%253C%252Fspan%253E 2 X 50		2%
2	Have accurate knowledge of the role of KDK in the entire counseling process	Can explain various issues regarding the important role of KDK in the counseling process	Form of Assessment : Project Results Assessment / Product Assessment	Direct learning, Cooperative learning 2 X 50		2%

3	Mastering the concepts and practices regarding the facilitative conditions of aid relationships in a Rogerian perspective	1.Can explain three facilitative conditions of aid relationships that are rooted in Carl Rogers' formulation 2.Can practice three forms of facilitative conditions of the counseling relationship: empathy, sincerity, and positive regard	Form of Assessment : Project Results Assessment / Product Assessment	Cooperative learning and PBL 2 X 50			2%
4	Mastering the concepts and practices regarding the facilitative conditions of aid relationships in a Rogerian perspective	1.Can explain three facilitative conditions of aid relationships that are rooted in Carl Rogers' formulation 2.Can practice three forms of facilitative conditions of the counseling relationship: empathy, sincerity, and positive regard	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative learning and PBL 2 X 50			2%
5	Master attending skills	Can practice attending skills in the counseling process	Form of Assessment : Practice / Performance	Cooperative and PBL 2 X 50			2%
6	Master attending skills	Can practice attending skills in the counseling process	Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative and PBL 2 X 50			3%
7	Master listening skills	Can practice two forms of listening skills in a simulated and supervised counseling relationship	Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	cooperative 2 X 50			3%
8	U.S.S		Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	2 X 50			20%
9	Master listening skills	Can practice two forms of listening skills in a simulated and supervised counseling relationship	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	PBL 2 X 50			4%
10	Mastering action response skills (directing)	Can practice the four action responses in a simulated and supervised counseling relationship	Form of Assessment : Project Results Assessment / Product Assessment	PBL 2 X 50			4%
11	Mastering action response skills (directing)	Can practice the four action responses in a simulated and supervised counseling relationship	Form of Assessment : Project Results Assessment / Product Assessment	PBL 2 X 50			5%
12	Master structuring skills	Can show limitations in a counseling process	Form of Assessment : Project Results Assessment / Product Assessment	PBL 2 X 50			5%

13	Master structuring skills	Can show limitations in a counseling process	Form of Assessment : Project Results Assessment / Product Assessment	Practice 2 X 50			5%
14	Mastering techniques for handling clients who are reluctant (reluctant) and resistant (resistant) to counseling assistance	Can practice several techniques for dealing with client reluctance and resistance in simulated situations	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	PBL 4 X 50			5%
15	Mastering techniques for handling clients who are reluctant (reluctant) and resistant (resistant) to counseling assistance	Can practice several techniques for dealing with client reluctance and resistance in simulated situations	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL 4 X 50			5%
16	US		Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	2 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14.17%
2.	Project Results Assessment / Product Assessment	51.34%
3.	Portfolio Assessment	10.34%
4.	Practical Assessment	2.5%
5.	Practice / Performance	10.67%
6.	Test	10%
		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** 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.