	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
Career Guidance and Counselling		8620104027		T=4	P=0	ECTS=6.36	4	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

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	Study of the meaning and history of career guidance and counseling, career guidance models, trait-factor counseling models, developmental career counseling models, CIP (Cognitive information Processing) career counseling models and equipping students to be skilled at using strategies in making career decisions. Students are able to practice career guidance and counseling services in elementary, middle school, high school/vocational schools to help individuals deal with problems related to completing career development tasks, career orientation, and career choices/decisions.

References	Main :

1. Basori, M. 2002. Paket Bimbingan Perencanaan dan Pengambilan Keputusan Karier Bagi Siswa SMU. Malang: PPS Universitas Negeri Malang.
2. Brown,Duane.Brooks,Linda&Associates.(1990).Career Choice and Development, San Francisco:Jossey-Bass Publisher.
3. Depdiknas. 2004. Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Depdiknas
4. Depdeknas. 2007. Kurikulum Pengembangan Diri. Jakarta: Depdiknas.
5. Healy, Carles C.1982. Career Development : Counseling Through The Live Style. Boston : Allyn and Bacon,Inc.
6. Herr, Edwin Land & Cramer, Stanley H.1984 Career Guidance and Counseling Through The Live Span: Systematic Approaches. Boston: Little Brown & Company.
7. Sharf, Richard S.1992. Applying Career Development Theory to Counseling. California:Brooks/Cole
8. Patricia M. B. 2001. Career Counseling Over The Internet. Lawrence Erlbaum Associates. Inc

	Supporters:

Supporting lecturer	Prof. Dr. Najlatun Naqiyah, M.Pd. Dr. Denok Setiawati, M.Pd., Kons. 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	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

No	Learning Outcome	Indicators	Assessment	Method			%
1	Students understand lecture orientation, career concepts, career development illustrations, and the nature of career guidance and counseling	1. Students mention the differences between career, job and vocation 2. Students explain illustrations of career development 3. Students explain the nature of career counseling	**Criteria:** Activeness and accuracy	discussions and lectures 4 X 50			0%
2							0%
3							0%
4	Practice career guidance techniques	1. Understand career guidance techniques 2. Create scenarios for implementing career guidance techniques 3. Practice career guidance techniques	**Criteria:** activeness and accuracy	lectures and discussions 4 X 50			0%
5							0%
6	Students are able to implement the genogram technique in career selection	1. Able to understand the genogram technique 2. practice the genogram technique	**Criteria:** activeness and accuracy	4 X 50 project learning			0%
7	Students practice cognitive career counseling/career information processing, uts, learning therapy, traits and factors	Students understand, create scenarios and practice cognitive career counseling/career information processing, uts, Learning Therapy, traits and factors,	**Criteria:** activeness and accuracy	PBL 4 X 50			0%
8	UTS			4 X 50			0%
9							0%
10							0%
11	Practicing developmental career counseling and multicultural career counseling	Students understand, create scenarios and practice developmental career counseling, multicultural career counseling	**Criteria:** activeness and accuracy	PBL 4 X 50			0%
12							0%
13	Students practice career guidance techniques and approaches in elementary and middle school	1. Able to identify the need for career counseling guidance services in elementary and middle school 2. Develop a career counseling guidance program in elementary and middle school	**Criteria:** accuracy and effectiveness	PBL 4 X 50			0%
14							0%

No							
15	Students design and implement career guidance and guidance techniques in high schools and universities	Students understand the essence of career counseling in SMA, PT and DUD. Students choose appropriate techniques or approaches to apply to career problems in SMA, PT	**Criteria:** activeness and accuracy of reports	PBL 4 X 50			0%
16	UAS, students answer all questions well and prepare a performance report	Students are able to answer all questions well and prepare performance reports	**Criteria:** The more complete and in-depth the study of the report, the greater the value	PBP 4 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.