| | | | | | Document Code |
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| | **Universitas Negeri Surabaya**<br>**Faculty of Education**<br>**Undergraduate Guidance and Counseling Study Program** | | | | |

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| **Counseling Strategy** | | 8620104169 | | **T=4** | **P=0** | **ECTS=6.36** | 5 | July 17, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | ...................................... | ...................................... | Dr. Evi Winingsih, S.Pd., M.Pd. |

| Learning model | **Project Based Learning** | | | | | | | | | | | | | | | | |
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| **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 | Students master various techniques, methods or strategies for changing behavior, especially from the cognitive-behavioral approach and can practice them correctly both in supervised counseling situations in the laboratory and in real life. |
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| References | **Main :** |
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| | 1. Cormier, WH., & Cormier, LS. 2012. Interviewing Strategies for Helper. Fundamentals Skills and Cognitive Behavioral Interventions. 2nd. Ed. California: Brooks/Cole Publishing Company.<br>2. Nursalim, Mochamad. 2013. Strategi dan Intervensi Konseling. Jakarta: Penerbit Indeks.<br>3. Cormier, Sherry. 2016. Counseling Strategies and Intervention for Profesional Helpers. Colombus, OH: Pearson Education Inc.<br>4. Erford, Bradley T., 2015. 40 Techniques Every Counselor Should Know (2nd Edition). Colombus, OH: Pearson Education Inc. |
| | **Supporters:** |
| | |

| Supporting lecturer | Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.<br>Prof. Dr. Mochamad Nursalim, M.Si.<br>Prof. Dr. Budi Purwoko, S.Pd., M.Pd.<br>Dr. Ari Khusumadewi, S.Pd., M.Pd. |
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| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
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| | | Indicator | Criteria & Form | Offline ( *offline* ) | Online ( *online* ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students are able to carry out individual counseling procedures. Students are able to select counseling strategies. Students are able to implement counseling strategies | 1. Can explain and sequence counseling procedures 2. Can select counseling strategies according to criteria 3. Can implement 4 steps of counseling strategy | Criteria:<br>1. Activeness (quantity of participating)<br>2. Organization of ideas/arguments<br>3. Accuracy of argument<br>4. Language Usage:<br>5. Accuracy<br>6. Clarity<br>7. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) | Direct Learning, reading, studying, discussion 4 X 50 | | | 0% |

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| 2 | Students are able to master the Cognitive Restructuring Strategy. Students are able to practice the Cognitive Restructuring Strategy to solve problems | 1. Can explain cognitive distractions 2. Explain the meaning of Cognitive Restructuring Strategy 3. Explain the use of Cognitive Restructuring Strategy 4. Describe the Cognitive Restructuring Strategy procedure 5. Apply the 7 steps of the Cognitive Restructuring Strategy systematically to solve student problems | **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) | Direct Learning, Reading, study, discussion, and exercise/practice 4 X 50 | | | 0% |
| 3 | Students are able to master the Thought Stopping Strategy. Students are able to practice the Thought Stopping Strategy | 1. Explain the meaning of the Thought Stooping Strategy 2. Explain the use of the Thought Stopping Strategy 3. Describe the Thought Stopping Strategy procedure 4. Apply the Thought Stopping Strategy steps systematically to solve student problems | **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) For product assessment (written report) consider aspects of report completeness - analysis results - dynamic system | Cooperative Learning, Reading, studying, discussions, and exercises/practicum 4 X 50 | | | 0% |
| 4 | Students are able to master and practice Cognitive Modeling Strategies | 1. Explain the meaning of Cognitive Modeling Strategy 2. Explain the use of Cognitive Modeling Strategies 3. Describe the Cognitive Modeling Strategy procedure 4. Apply the Cognitive Modeling Strategy steps systematically to solve student problems | **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) 8. For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | 0% |

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| 5 | Students are able to master and practice the Reframing Strategy | 1. Explain the meaning of Reframing Strategy<br>2. Explain the use of Reframing Strategy<br>3. Describe the Reframing Strategy procedure<br>4. Apply Strategy steps systematically to solve problems | **Criteria:**<br>1. Activeness (quantity of participating)<br>2. Organization of ideas/arguments<br>3. Accuracy of argument<br>4. Language Usage:<br>5. Accuracy<br>6. Clarity<br>7. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)<br>8. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, reading, studying, discussion, and exercises/practice 4 X 50 | | | 0% |
| 6 | Able to master and practice the Stress Inoculation Strategy | 1. Explain the meaning of Stress Inoculation Strategy<br>2. Explain the use of the Stress Inoculation Strategy<br>3. Describe the Stress Inoculation Strategy procedure<br>4. Apply the Stress Inoculation Strategy steps systematically to solve student problems | **Criteria:**<br>1. Activeness (quantity of participating)<br>2. Organization of ideas/arguments<br>3. Accuracy of argument<br>4. Language Usage:<br>5. Accuracy<br>6. Clarity<br>7. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)<br>8. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | 0% |
| 7 | Able to master and practice Relaxation Strategies | 1. Explain the meaning of Relaxation Strategy<br>2. Explain the use of Relaxation Strategies<br>3. Describe the Relaxation Strategy procedure<br>4. Apply Relaxation Strategy steps systematically to solve problems | **Criteria:**<br>1. Activeness (quantity of participating)<br>2. Organization of ideas/arguments<br>3. Accuracy of argument<br>4. Language Usage:<br>5. Accuracy<br>6. Clarity<br>7. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)<br>8. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, reading, studying, exercises/practice, and discussions 4 X 50 | | | 0% |
| 8 | UTS | Able to explain the theory of several strategies (CR, TS, CM, Reframing, SI, Relaxation) able to practice one of the counseling strategies (CR/TS/CM, Reframing, SI, Relaxation) | **Criteria:**<br>Accuracy of arguments Accuracy of strategy selection Accuracy of implementation of counseling procedures Clarity of answers to questions | Written and practical test 4 X 50 | | | 0% |

| 9 | Able to master and practice Systematic Desensitization Strategy | 1. Explain the meaning of Systematic Desensitization Strategy 2. Explain the use of the Systematic Desensitization Strategy 3. Describe the Systematic Desensitization Strategy procedure 4. Apply Systematic Desensitization Strategy steps systematically to solve student problems 5. Apply the steps for preparing the anxiety hierarchy and imagination exercises | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |
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| 10 | Able to master and practice Modeling Strategy | 1. Explain the meaning of Modeling Strategy 2. Explain the use of Modeling Strategy 3. Describe the Modeling Strategy procedure 4. Apply live modeling strategy steps systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |
| 11 | Able to practice Modeling | 1. Apply symbolic modeling strategy steps systematically to solve student problems 2. Apply self-strategy steps as a model systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | exercise/practice, and discussion 4 X 50 | | | | 0% |
| 12 | Students are able to master and practice Assertive Training Strategies | 1. Explain the meaning of Assertive Training Strategy 2. Explain the use of Assertive Training Strategies 3. Describe the Assertive Training Strategy procedure 4. Apply the Assertive Training Strategy steps systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |

| | | | Criteria: | | | | | 0% |
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| 13 | Able to master and practice Self Management Strategies | 1. Explain the meaning of Self Management Strategy 2. Explain the use of Self Management Strategy 3. Describe the Self Management Strategy procedure 4. Apply strategy steps systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |
| 14 | Able to master and practice Decision Making Strategies | Explain the meaning of Decision Making Strategy Explain the use of Decision Making Strategy Describe the procedure of Decision Making Strategy Apply decision making strategy steps systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |
| 15 | Students are able to master and practice the Empty Chair Strategy | 1. Explain the meaning of the Empty Chair Strategy 2. Explain the use of the Empty Chair Strategy 3. Describe the Empty Chair Strategy procedure 4. Apply strategy steps systematically to solve student problems | **Criteria:** 1. Activeness (quantity of participating)Organization of ideas/arguments 2. Accuracy of Language Use arguments: 3. Accuracy Clarity 4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider the completeness aspect of the report - analysis results | Cooperative Learning, Reading, studying, discussion, and exercises/practice 4 X 50 | | | | 0% |
| 16 | Students understand the material for meetings 9-15 | Students are able to work on Final Semester Exam questions and practice strategies from meetings 9-15 | **Criteria:** Accuracy of concept/material Accuracy of examples supporting the concept/material Completeness of material coverage Confusion in discussing material Depth in elaborating material | Contextual Instruction (CI) 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.