



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Counseling Theory	8620104178		T=4	P=0	ECTS=6.36	3	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>	
		.....		.....		Dr. Evi Winingsih, S.Pd., M.Pd.	
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This course teaches students about the theory and practice of counseling from the perspective of psychodynamic, behavioral, humanistic, cognitive-behavioral, post-modern and multicultural approaches. Apart from that, it also trains students to design or develop a new conceptual model of counseling based on their own framework of thinking based on theoretical orientations and counseling approaches that have been studied and by utilizing advances in science and technology and considering the uniqueness of clients.						
	<b>References</b>						
<b>Supporting lecturer</b>	<b>Main :</b>						
	1. Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning 2. Sharf, R.S. 2012. Theories of Psychotherapy and Counseling: Concepts and Cases , Fifth Edition. Belmont, CA 94002, USA: A Division of Cengage Learning, Inc. 3. Henderon, DA. & Thompson, C.L. 2016. Counseling Children , Ninth Edition. Boston: Cengage Learning						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to analyze student problems and design a counseling service based on psychoanalytic counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from a psychoanalytic perspective</li> <li>2.Can explain the causes of behavioral disorders according to psychoanalytic counseling theory</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on psychoanalytic counseling theory.</li> <li>4.Given the results of a case analysis, you can set the correct counseling goals according to psychoanalytic counseling theory</li> <li>5.Based on a case description, a counseling service process can be designed which involves selecting techniques and counseling stages in accordance with psychoanalytic counseling prescriptions.</li> <li>6.Having found/given a case, you can correctly practice the steps (process) of psychoanalytic counseling.</li> </ol>	<p><b>Criteria:</b>  Each student's learning activity and performance/work is given a numerical value ranging from 0 to 100. The passing limit and categorization of grades into qualities A, B, C, D, F are determined according to the assessment system in the Unesa Handbook</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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2	Able to analyze student problems and design a counseling service based on psychoanalytic counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from a psychoanalytic perspective</li> <li>2.Can explain the causes of behavioral disorders according to psychoanalytic counseling theory</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on psychoanalytic counseling theory.</li> <li>4.Given the results of a case analysis, you can set the correct counseling goals according to psychoanalytic counseling theory</li> <li>5.Based on a case description, a counseling service process can be designed which involves selecting techniques and counseling stages in accordance with psychoanalytic counseling prescriptions.</li> <li>6.Having found/given a case, you can correctly practice the steps (process) of psychoanalytic counseling</li> </ol>	<p><b>Criteria:</b>  Student activities and performance/learning outcomes are given a numerical value that ranges from 0 to 100. The passing and ranking limit scores are based on the assessment system in the Unesa Handbook</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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3	Students can analyze a student's problem and design a counseling service based on Personal Centered counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Personal Centered theory.</li> <li>2.Can explain the causes of behavioral disorders according to Personal Centered theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on Personal Centered counseling theory.</li> <li>4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to the Personal Centered counseling theory.</li> <li>5.Based on the counseling objectives that have been determined, a counseling service process can be designed which involves selecting techniques and stages of counseling in accordance with the prescription for Personal Centered counseling.</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
4	Students can analyze a student's problem and design a counseling service based on Personal Centered counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Personal Centered theory.</li> <li>2.Can explain the causes of behavioral disorders according to Personal Centered theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%

		<p>interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on Personal Centered counseling theory.</p> <p>4. Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to the Personal Centered counseling theory.</p> <p>5. Based on the counseling objectives that have been determined, a counseling service process can be designed which involves selecting techniques and stages of counseling in accordance with the prescription for Personal Centered counseling.</p> <p>6. Based on the counseling objectives that have been determined, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with Gestalt counseling prescriptions.</p> <p>7. Finding/given a case, can correctly practice the steps (process) of Personal Centered counseling.</p>					
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5	Able to analyze student problems and design a counseling service based on Gestalt counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Gestalt counseling theory.</li> <li>2.Can explain the causes of behavioral disorders according to Gestalt counseling theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on Gestalt counseling theory.</li> <li>4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Gestalt counseling theory.</li> <li>5.Based on the counseling objectives that have been determined, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with Gestalt counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of Personal Centered counseling.</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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6	Able to analyze student problems and design a counseling service based on Gestalt counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Gestalt counseling theory.</li> <li>2.Can explain the causes of behavioral disorders according to Gestalt counseling theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on Gestalt counseling theory.</li> <li>4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Gestalt counseling theory.</li> <li>5.Based on the counseling objectives that have been determined, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with Gestalt counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of gestalt-centered counseling</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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7	Students can analyze a student's problem and design a counseling service based on behavioral counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Behavioral counseling theory.</li> <li>2.Can explain the causes of behavioral disorders according to behavioral counseling theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on behavioral counseling theory.</li> <li>4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Behavioral counseling theory.</li> <li>5.Based on the counseling objectives that have been determined, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with behavioral counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of Behavioral counseling.</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Case Study and Project Based Learning 4 X 50			0%
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8	Students can analyze a student's problem and design a counseling service based on behavioral counseling theory.	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling according to Behavioral counseling theory.</li> <li>2.Can explain the causes of behavioral disorders according to behavioral counseling theory.</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on behavioral counseling theory.</li> <li>4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Behavioral counseling theory.</li> <li>5.Based on the counseling objectives that have been determined, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with behavioral counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of Behavioral counseling.</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Handbook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
9	Mastering final skills 1 to 8	Can work on USS questions to measure ability in meetings 1 to 8	<p><b>Criteria:</b> Based on the accuracy of the case review, the value ranges from 0 to 100</p>	USS 4X50			0%

10	Able to analyze student problems and design a counseling service based on CBT AND REBT counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from the perspective of CBT and REBT counseling</li> <li>2.Can explain the causes of behavioral disorders according to CBT AND REBT counseling theories</li> <li>3.Given a case of behavioral disorders, you can collect data through interview techniques and analyze the case correctly about the causes of behavioral disorders based on CBT AND REBT counseling theories.</li> <li>4.Given the results of a case analysis, you can set counseling goals correctly according to CBT AND RBT counseling theory</li> <li>5.Based on a case description, a counseling service process can be designed which involves selecting techniques and counseling stages in accordance with CBT AND REBT counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of CBT AND REBT counseling</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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11	Able to analyze student problems and design a counseling service based on CBT AND REBT counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from the perspective of CBT AND REBT counseling theory</li> <li>2.Can explain the causes of behavioral disorders according to CBT AND REBT counseling theories</li> <li>3.Given a case of behavioral disorders, you can collect data through interview techniques and analyze the case correctly about the causes of behavioral disorders based on CBT AND REBT counseling theories.</li> <li>4.Given the results of a case analysis, you can set counseling goals correctly according to CBT AND REBT counseling theory</li> <li>5.Based on a case description, a counseling service process can be designed which involves selecting techniques and counseling stages in accordance with CBT AND REBT counseling prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of CBT AND REBT counseling</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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12	Able to analyze student problems and design a counseling service based on reality counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from the perspective of reality counseling theory</li> <li>2.Can explain the causes of behavioral disorders according to reality counseling theory</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on reality counseling theory.</li> <li>4.Given the results of a case analysis, you can set counseling goals correctly according to the reality counseling theory</li> <li>5.Based on a case description, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with the reality counseling prescription.</li> <li>6.Having found/given a case, you can correctly practice the steps (process) of reality counseling</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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13	Able to analyze student problems and design a counseling service based on reality counseling theory	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from the perspective of reality counseling theory</li> <li>2.Can explain the causes of behavioral disorders according to reality counseling theory</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on reality counseling theory.</li> <li>4.Given the results of a case analysis, you can set counseling goals correctly according to the reality counseling theory</li> <li>5.Based on a case description, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with the reality counseling prescription.</li> <li>6.Having found/given a case, you can correctly practice the steps (process) of reality counseling</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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14	Able to analyze student problems and design a counseling service based on postmodern counseling theory (SFBT)	<ol style="list-style-type: none"> <li>1.Can explain the concept of counseling from the perspective of postmodern counseling theory (SFBT)</li> <li>2.Can explain the causes of behavioral disorders according to postmodern counseling theory (SFBT)</li> <li>3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the case correctly regarding the causes of behavioral disorders based on postmodern counseling theory (SFBT)</li> <li>4.Given the results of a case analysis, one can set counseling goals correctly according to postmodern counseling theory (SFBT)</li> <li>5.Based on a case description, you can design a counseling service process which involves selecting techniques and stages of counseling in accordance with postmodern counseling (SFBT) prescriptions.</li> <li>6.Finding/given a case, can correctly practice the steps (process) of postmodern counseling (SFBT)</li> </ol>	<p><b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.</p>	Online & offline using the case study method and Project Based Learning 4 X 50			0%
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15	Analyzing comparisons and criticisms of Psychoanalytic, PCT, Gestalt, Behavioral, Reality, REBT, CBT and Postmodern counseling theories	1. Analyzing comparisons and criticisms of Psychoanalytic, PCT, Gestalt, Behavioral, Reality, REBT, CBT and Postmodern counseling theories 2. Find criticisms of Psychoanalytic, PCT, Gestalt, Behavioral, Reality, REBT, CBT and Postmodern counseling theories	<b>Criteria:</b> A student's final grade is a cumulation of participation grades, assignment grades, mid-semester exam grades and final semester grades with weights and calculations in accordance with the assessment system as stipulated in the Unesa Guidebook.	Online & offline using the case study method and Project Based Learning 4 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

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.**