

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

Document Code

## SEMESTER LEARNING PLAN

Courses				CODE		Course Fa	mily	Cre	edit We	ight	SEMESTER	Compilation Date
Counseli	ing T	heory		8620104178				T=4	1 P=0	ECTS=6.36	3	July 17, 2024
AUTHOR	RIZAT	TION		SP Develope	r	1		ourse C oordina			Study Progr Coordinator	
												ingsih, S.Pd., .Pd.
Learning model	J	Case Studies										
Progran		PLO study prog	gram tl	hat is charge	d to the cour	rse						
Learning		Program Object	tives (	PO)								
(PLO)		PLO-PO Matrix	· ·									
				P.O								
	•	PO Matrix at th	e end	of each learni	ng stage (Sı	ub-PO)						
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				1 2	3 4	5 6 7	8	9	10	11 12	13 14	15 16
Short Course Descrip	tion	This course tead humanistic, cogn develop a new c counseling appro of clients.	itive-be onceptu	havioral, post-rual model of co	modern and n ounseling base	nulticultural a ed on their o	pproach wn fram	nes. Apa nework	art from of think	that, it also ing based o	trains studen n theoretical o	s to design or rientations and
Referen	ces	Main :										
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		Supporters:										
Support lecturer		Dr. Eko Darminto Dr. Hadi Warsito Prof. Dr. Budi Pu Dr. Wiryo Nuryon	Wiryosı rwoko, S	S.Pd., M.Pd.	ons.							
Week-	eac			Eva	aluation		s	Learnir tudent		nods, ments,	Learning materials [ References	Assessment Weight (%)
		Ď-PO)	I	ndicator	Criteria	& Form	Offline offline		Online	( online )	References ]	
(1)		(2)		(3)	(4	1)	(5)		(	[6)	(7)	(8)

Able to analyze student problems and design a counseling service based on psychoanalytic counseling theory.	1.Can explain the concept of counseling from a psychoanalytic perspective 2.Can explain the causes of behavioral disorders according to psychoanalytic counseling theory 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. 4.Given the results of a case analysis, you can set the correct counseling goals according to psychoanalytic counseling theory 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. 6.Having found/given a case, you can correctly practice the steps (process) of psychoanalytic counseling.		Online & offline using the case study method and Project Based Learning 4 X 50			0%
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Able to analyze student problems and design a courseling service by the psychoanalytic counseling theory.  I can explain the connect of a psychoanalytic counseling theory.  Can explain the cause of behavioral disorders according to psychoanalytic counseling theory  Can explain the cause of behavioral disorders, you can collect data through interview techniques and analyze the causes of behavioral disorders based on psychoanalytic counseling theory  4. Given the results of a case acase analysis, you can set the correct counseling theory  5. Based on psychoanalytic counseling theory  5. Based on a case acase acase analysis, you can set the correct counseling goals according to psychoanalytic counseling theory  5. Based on a case acase analysis, you can set the correct counseling goals according to psychoanalytic counseling service process can be designed which involves selecting techniques and counseling service process can be designed which involves selecting techniques and counseling prescriptions, a cause can be designed which involves selecting techniques and counseling prescriptions, 6. Having foundrylive a case, you can acase, you can you can consening you can you can connect you can can can you can can you can can you can can you can can can you can can you can can you can you can you can can you can y							
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		1					
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practice the		1					
steps (process)					steps (process)		
of							
psychoanalytic		1					
counseling							
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3	Students can analyze a student's problem and design a counseling service based on Personal Centered counseling theory.	1.Can explain the concept of counseling according to Personal Centered theory. 2.Can explain the causes of behavioral disorders according to Personal Centered theory. 3.Given a case	Criteria:  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%
		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.  4. Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to the Personal Centered counseling theory.  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.				
4	Students can analyze a student's problem and design a counseling service based on Personal Centered counseling theory.	1.Can explain the concept of counseling according to Personal Centered theory. 2.Can explain the causes of behavioral disorders according to Personal Centered theory. 3.Given a case of behavioral disorder, you can collect data through	Criteria:  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%

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	techniques and			
	analyze the			
	case correctly			
	regarding the			
	causes of			
	behavioral			
	disorders			
	based on			
	Personal			
	Centered			
	counseling			
	theory.			
	4.Based on the			
	results of case			
	analysis in			
	indicator 3, you			
	can set			
	counseling			
	goals correctly			
	according to			
	the Personal			
	Centered			
	counseling			
	_ theory.			
	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.			
	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.			
	7.Finding/given a			
	case, can			
	case, can			
	correctly			
	practice the			
	steps (process)			
	of Personal			
	Centered			
	counseling.			

5	Able to analyze	1.Can explain	Criteria:	Online &		0%
	student problems	the concept of	A student's final grade	offline		
	and design a	counseling	is a cumulation of	using		
	counseling service		participation grades,	the case		
	based on Gestalt	according to	assignment grades,	study		
	counseling theory	Gestalti	mid-semester exam	method		
		counseling	grades and final	and		
		theory.	semester grades with			
		2.Can explain	weights and calculations in	Project		
		the causes of	accordance with the	Based		
		behavioral	assessment system as	Learning		
		disorders	stipulated in the Unesa	4 X 50		
			Guidebook.			
		according to				
		Gestalt				
		counseling				
		theory.				
		<ol><li>Given a case</li></ol>				
		of behavioral				
		disorder, you				
		can collect data				
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		through				
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1		techniques and				
		analyze the				
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		counseling				
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		4.Based on the				
		results of case				
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		can set				
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		have been				
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		prescriptions.				
		6.Finding/given a				
		case, can				
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		practice the				
		steps (process)				
		of Personal				
		Centered				
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6	Able to analyze	1.Can explain	Criteria:	Online &	İ	l j	0%
	student problems	the concept of	A student's final grade	offline	İ	l j	1
	and design a	counseling	is a cumulation of	using	İ	l j	1
	counseling service	according to	participation grades,	the case	İ	l j	!
	based on Gestalt counseling theory	Gestalti	assignment grades, mid-semester exam	study	İ	l 1	
	aouming tricoty	Gestaiti counseling	grades and final	method	İ	l i	
			semester grades with	and	İ	l 1	
		theory.	weights and	Project	İ	l 1	
		2.Can explain	calculations in	Based	İ	l i	
		the causes of	accordance with the	Learning	İ	l 1	
		behavioral	assessment system as stipulated in the Unesa	4 X 50	İ	l 1	
		disorders	Guidebook.	ļ	İ	l j	
		according to		, l	İ	l 1	
		Gestalt		ļ	İ	l 1	
		counseling		, l	İ	l 1	
		theory.		, l	İ	l 1	
		3.Given a case		, l	İ	l 1	
		of behavioral		ļ	İ	l i	1
		disorder, you		, l	İ	l 1	
		can collect data		,	İ	l i	
		through		, l	İ	l j	
		interview		, l	İ	l j	
		techniques and		ļ	İ	l j	
		analyze the		, l	İ	l 1	
		case correctly		,	İ	l i	
		regarding the		ļ	İ	l i	·
		causes of		, l	İ	l 1	i
		behavioral		,	İ	l i	
		disorders		, l	İ	l 1	
		based on		,	İ	l i	ı
		Gestalt		,	İ	l i	
		counseling		ļ	İ	l i	I
		theory.		, l	İ	l 1	ı
		4.Based on the		, l	İ	l 1	ı
		results of case		ļ	İ	l i	I
		analysis in		,	İ	l i	ı
		indicator 3, you		, l	İ	l 1	i
		can set		ļ	İ	l i	·
		can set		,	İ	l i	
		goals correctly		,	İ	l i	
		according to		ļ	İ	l i	·
		Gestalt		, l	İ	l i	
		counseling		,	İ	l i	
j		theory.		,	İ	l i	
		5.Based on the		, l	İ	l 1	i
j		counseling		, l	İ	l 1	i
		objectives that		, l	İ	l i	
		have been		,	İ	l i	
		determined,		, l	İ	l 1	i
		you can design		ļ	İ	l i	·
		a counseling		, l	İ	l 1	
		a counseling service process		,	İ	l i	
				ļ	İ	l i	I
		which involves		, l	İ	l 1	
		selecting		, l	İ	l 1	i
		techniques and		ļ	İ	l i	I
		stages of		, l	İ	l 1	
		counseling in		,	İ	l i	
		accordance		ļ	İ	l i	·
		with Gestalt		, l	İ	l 1	ı
		counseling		, l	İ	l 1	ı
		prescriptions.		, l	İ	l 1	ı
		6.Finding/given a		ļ	İ	l i	·
		case, can		, l	İ	l 1	i
		correctly		ļ	İ	l i	1
		practice the		,	İ	l i	1
		steps (process)		, l	İ	l 1	i
		of gestalt-		, l	İ	l 1	i
		centered		ļ	İ	l i	I
		counseling		,	İ	l i	
			<u> </u>				·

7	Students can analyze a student's problem and design a counseling service based on behavioral counseling theory.	1.Can explain the concept of counseling according to Behavioral counseling theory. 2.Can explain the causes of behavioral disorders according to behavioral counseling theory. 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. 4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Behavioral counseling theory. 5.Based on the counseling service process which involves selecting techniques and stages of counseling service process which involves selecting techniques and stages of counseling in accordance with behavioral counseling prescriptions. 6.Finding/given a case, can correctly practice the steps (process) of Behavioral	Criteria: 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.	Case Study and Project Based Learning 4 X 50		0%
		counseling.				

8	Students can analyze a student's problem and design a counseling service based on behavioral counseling theory.	1.Can explain the concept of counseling according to Behavioral counseling theory. 2.Can explain the causes of behavioral disorders according to behavioral counseling theory. 3.Given a case of behavioral disorder, you can collect data through interview techniques and analyze the causes of behavioral disorders based on behavioral counseling theory. 4.Based on the results of case analysis in indicator 3, you can set counseling goals correctly according to Behavioral counseling goals correctly according to Behavioral counseling theory. 5.Based on the counseling to Behavioral counseling to Behavioral counseling theory. 5.Based on the counseling to Behavioral counseling theory. 5.Based on the counseling theory.	Criteria:  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.	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	Criteria: Based on the accuracy of the case review, the value ranges from 0 to 100	USS 4X50		0%

10	Able to analyze student problems and design a counseling service based on CBT AND REBT counseling theory	1.Can explain the concept of counseling from the perspective of CBT and REBT counseling 2.Can explain the causes of behavioral disorders according to CBT AND REBT counseling theories 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. 4.Given the results of a case analysis, you can set counseling goals correctly according to CBT AND RBT counseling goals correctly according to CBT AND RBT counseling service process can be designed which involves selecting techniques and counseling stages in accordance with CBT AND REBT counseling prescriptions. 6.Finding/given a case, can correctly practice the steps (process) of CBT AND REBT counseling	Criteria: 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%

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11	Able to analyze	1.Can explain	Criteria:	Online &			0%
	student problems	the concept of	A student's final grade	offline			
	and design a	counseling	is a cumulation of	using			
	counseling service based on CBT	from the	participation grades,	the case			
	AND REBT		assignment grades,	study			
	counseling theory	perspective of	mid-semester exam	method			
	couriseiing theory	CBT AND	grades and final semester grades with	and			
		REBT	weights and	Project			
		counseling	calculations in	Based			
		theory	accordance with the				
		2.Can explain	assessment system as	Learning			
		the causes of	stipulated in the Unesa	4 X 50			
			Guidebook.				
		behavioral 					
		disorders					
		according to					
		CBT AND					
		REBT					
		counseling					
		theories					
		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.					
		4.Given the					
		results of a					
		case analysis,					
		you can set					
		counseling					
		goals correctly					
		according to					
		CBT AND					
		REBT					
		counseling					
		theory					
		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.					
		6.Finding/given a					
		case, can					
		correctly					
		practice the					
		steps (process)					
		of CBT AND					
		REBT					
		counseling					
		aooig		<u></u>	<u> </u>		

12	Able to analyze student problems	1.Can explain	Criteria: A student's final grade	Online & offline		0%
	and design a	the concept of	is a cumulation of	offline using		
	and design a counseling service	counseling	participation grades,	the case		
	based on reality	from the	assignment grades,	study		
	counseling theory	perspective of	mid-semester exam			
		reality	grades and final	method		
		counseling	semester grades with	and		
		theory	weights and calculations in	Project Based		
		2.Can explain	accordance with the			
		the causes of	assessment system as	Learning 4 X 50		
		behavioral	stipulated in the Unesa	4 / 30		
		disorders	Guidebook.			
		according to				
		reality				
		counseling				
		theory				
		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.				
		4.Given the				
		results of a				
		case analysis,				
		you can set				
		counseling				
		goals correctly				
		according to				
		the reality				
		counseling				
		theory				
		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.				
		6.Having				
		found/given a				
		case, you can				
		correctly				
		practice the				
		steps (process)				
		of reality				
		counseling				
L	1		1			

Able to analyze subserproblems, and design a more concept to the concept to courseling the course find the perspective of courseling

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14	Able to analyze student problems and design a counseling service based on postmodern counseling theory (SFBT)	1.Can explain the concept of counseling from the perspective of postmodern counseling theory (SFBT) 2.Can explain the causes of behavioral disorders according to postmodern counseling theory (SFBT) 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) 4.Given the results of a case analysis, one can set counseling goals correctly according to postmodern counseling goals correctly according to postmodern counseling theory (SFBT) 5.Based on a case description, you can design a counseling theory (SFBT) 5.Based on a case description, you can design a counseling techniques and stages of counseling in accordance with postmodern counseling (SFBT) prescriptions. 6.Finding/given a case, can correctly practice the steps (process) of postmodern counseling (SFBT)	Criteria:  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%

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	Criteria: 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**

- 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.
- 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.
- 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.
- 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.
- 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.