



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																																																																																																														
Crisis Counseling	8620102077	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	August 2, 2022																																																																																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																															
	Prof. Dr. Moch. Nursalim, M.Si		Dr. Evi Winingsih, S.Pd., M.Pd.			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 selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Able to understand and apply religious, moral and ethical values in understanding crisis problems																																																																																																																			
	PO - 2	Able to identify and analyze student problems in the field that come into contact with crisis-related problems																																																																																																																			
	PO - 3	Mastering the theoretical concepts of crisis problems and handling them logically, critically, systematically and innovatively so as to be able to carry out comprehensive treatment designs																																																																																																																			
	PO - 4	Able to design and carry out target service needs analysis using appropriate instruments																																																																																																																			
	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	Study of general concepts and principles of crisis counseling, approaches to crisis counseling, understanding the school environment that supports the resolution of crisis problems, understanding the influence of differences, culture and crisis, analyzing crisis problems in children and adolescents. This course is presented in the form of discussions, presentations and workshops.																																																																																																																				
References	Main :																																																																																																																				

1. Chaplin, C.P. 1993. Kamus Lengkap Psikologi : Terjemahan Kartini Kartono . ED. 1. Jakarta: Raja Grafindo Persada Haksasi, Banun Sri. 2010. Konseling Krisis . Cetakan I. Semarang: Amanah. Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. 1998. Communication, organization and in crisis . Thousand Oaks, CA: Sage.
2. Sandoval, J. H. (Ed.). (2001). Handbook of crisis counseling, intervention, and prevention in the schools. Routledge.
3. Sart, H., Sakiz, H., & Aydin, B. T. (2023). Training needs of psychological counselors in providing services for families of children with special. ResearchGate. https://www.researchgate.net/publication/373103085_Training_needs_of_psychological_counselors_in_providing_services_for_families_of_children_with_special_needs_Social_justice_counseling
4. Corey, Gerald. 1991. Theory and Practice of Counseling and Psychotherapy (Fourth Edition). California: Brooks/Cole Publishing Company
5. Duffey, T., & Haberstroh, S. (Eds.). (2020). Introduction to crisis and trauma counseling.
6. Christian, D. R. (2021). Crisis Counseling Workbook: Analyze! Strategize! Expedite!.
7. Rizkalla, N., Zeevi-Barkay, M., & Segal, S. P. (2021). Rape crisis counseling: Trauma

Supporters:

1. Sandoval, J. (Ed.). (2013). Crisis Counseling, Intervention and Prevention in Schools. L. Erlbaum Associates.
2. Duffey, T., & Haberstroh, S. (Eds.). (2020). Introduction to crisis and trauma counseling. John Wiley & Sons
3. Rainer, J., & Brown, F. (2011). Crisis counseling and therapy. Routledge.
4. Winingsih, Evi & Rachmadiyah, Putri. (2022). Traumatic Counseling: Counseling Approach for Counselee Who Experience Post Traumatic Stress Disorder. 10.2991/assehr.k.211223.190.

Supporting lecturer

Dr. Eko Darminto, M.Si.
 Prof. Dr. Mochamad Nursalim, M.Si.
 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)
1	Understand the concepts and general principles of crisis counseling	<ol style="list-style-type: none"> 1. Students make a study commitment for one semester 2. Students are able to understand the essence of crisis counseling 3. Students are able to set targets for achieving crisis counseling courses 	<p>Criteria: Accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Project base learning 2 X 50		<p>Material: Identifying crisis problems in counselees</p> <p>Reference: <i>Chaplin, CP 1993. Complete Dictionary of Psychology: Kartini Kartono Translation. ED. 1. Jakarta: Raja Grafindo Persada Haksasi, Banun Sri. 2010. Crisis Counseling. Print I. Semarang: Amanah. Seeger, MW, Sellnow, TL, & Ulmer, RR 1998. Communication, organizations and in crisis . Thousand Oaks, CA: Sage.</i></p>	3%

2	Understand the concepts and general principles of crisis counseling	<ol style="list-style-type: none"> 1. Able to explain the definition of a crisis condition 2. Able to explain the types of crisis conditions 3. Able to explain crisis counseling and intervention 4. Able to identify developing issues in crisis counseling 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project base learning 2 X 50		<p>Material: Development of crisis counseling scenarios</p> <p>Reference: <i>Chaplin, CP 1993. Complete Dictionary of Psychology: Translation by Kartini Kartono. ED. 1. Jakarta: Raja Grafindo Persada</i> <i>Haksasi, Banun Sri. 2010. Crisis Counseling. Print I. Semarang: Amanah. Seeger, MW, Sellnow, TL, & Ulmer, RR 1998. Communication, organizations and in crisis . Thousand Oaks, CA: Sage.</i></p>	3%
3	Understand the concepts and general principles of crisis counseling	<ol style="list-style-type: none"> 1. Able to explain the basic principles of crisis intervention 2. Able to explain theories and models of crisis intervention 3. Able to explain crisis counseling approaches and skills 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project base learning 2 X 50		<p>Material: Crisis counseling practice</p> <p>Reference: <i>Chaplin, CP 1993. Complete Dictionary of Psychology: Kartini Kartono Translation. ED. 1. Jakarta: Raja Grafindo Persada</i> <i>Haksasi, Banun Sri. 2010. Crisis Counseling. Print I. Semarang: Amanah. Seeger, MW, Sellnow, TL, & Ulmer, RR 1998. Communication, organizations and in crisis . Thousand Oaks, CA: Sage.</i></p>	3%
4	Understand a supportive school environment for dealing with crisis problems	<ol style="list-style-type: none"> 1. Able to identify a team for crisis handling 2. Roles and responsibilities of school and school counselors 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	cooperative 2 X 50		<p>Material: Understanding a supportive school environment for dealing with crisis problems</p> <p>References:</p>	3%

5	Understand the influences of differences, culture and crisis	<ol style="list-style-type: none"> 1. Able to identify and analyze stress and coping during times of crisis 2. Able to identify diversity for crisis prevention 3. Able to identify and analyze culture and stress reactions 4. Able to analyze the implications of diversity and culture for crisis intervention 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative Learning 2 X 50		<p>Material: influence of differences, culture and crisis</p> <p>Reference: <i>Chaplin, CP 1993. Complete Dictionary of Psychology: Translation by Kartini Kartono. ED. 1. Jakarta: Raja Grafindo Persada</i> <i>Haksasi, Banun Sri. 2010. Crisis Counseling. Print 1. Semarang: Amanah.</i> <i>Seeger, MW, Sellnow, TL, & Ulmer, RR 1998. Communication, organizations and in crisis . Thousand Oaks, CA: Sage.</i></p>	3%
6	Identifying and analyzing crises in childhood	<ol style="list-style-type: none"> 1. Able to explain the current situation and conditions regarding the issue of bullying 2. Able to identify and analyze the implications of bullying on children's crisis conditions 3. Able to identify and analyze conditions that make children aggressive 4. Able to identify and analyze victims and perpetrators of bullying 5. Able to design actions that schools can take regarding bullying 6. Able to design crisis counseling for victims of bullying 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative Learning 2 X 50		<p>Material: analyzing crises in childhood</p> <p>References:</p>	3%
7	Identifying and analyzing crises in childhood	<ol style="list-style-type: none"> 1. Able to explain the perspective of children who experience abuse 2. Able to present theories that cause persecution 3. Able to design interventions 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Cooperative Learning 2 X 50		<p>Material: analyzing crises in childhood</p> <p>References:</p>	3%
8	UTS	UTS	<p>Criteria: the more complete the better</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	2 X 50		<p>Material: Crisis Counseling</p> <p>Literature:</p>	20%

9	Identifying and analyzing crises in adolescence	<ol style="list-style-type: none"> 1. Able to explain developmental, transitional and situational crises throughout the life span 2. Able to design service interventions for developmental, transitional and situational crisis problems 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Project Learning		<p>Material: analyzing crises in adolescence</p> <p>Reference: <i>Chaplin, CP 1993. Complete Dictionary of Psychology: Translation by Kartini Kartono. ED. 1. Jakarta: Raja Grafindo Persada</i> <i>Haksasi, Banun Sri. 2010. Crisis Counseling. Print I. Semarang: Amanah.</i> <i>Seeger, MW, Sellnow, TL, & Ulmer, RR 1998. Communication, organizations and in crisis . Thousand Oaks, CA: Sage.</i></p>	3%
10	Identifying and analyzing crises in adolescence	<ol style="list-style-type: none"> 1. Able to explain the crisis caused by sexual violence in adolescents 2. Able to design interventions 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Project Learning		<p>Material: Crisis caused by sexual violence among teenagers</p> <p>Reference:</p>	3%
11	Identifying and analyzing crises in adolescence	<ol style="list-style-type: none"> 1. Able to explain the crisis that occurs among lesbian, gay, bisexual and transgender teenagers 2. Able to design interventions 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Project Learning		<p>Material: The crisis that occurs in lesbian, gay, bisexual, transgender teenagers.</p> <p>Reference:</p>	3%
12	Identifying and analyzing crises in adolescence	<ol style="list-style-type: none"> 1. Able to explain the crisis in teenage pregnancy and parenthood 2. Able to design interventions 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50 Project Learning		<p>Material: Crisis in teenage pregnancy and parenthood</p> <p>Reference:</p>	5%
13	Identifying and analyzing crises in adolescence	<ol style="list-style-type: none"> 1. Able to explain conflicts and crises resulting from the family system 2. Able to design interventions 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50 Project Learning		<p>Material: Conflicts and crises resulting from the family system</p> <p>References:</p>	5%
14	Identify and analyze family influences and child crisis problems	<ol style="list-style-type: none"> 1. Able to explain crisis intervention at secondary education level 2. Able to design crisis interventions at the secondary education level 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50 Project Learning		<p>Material: family influence and child crisis problems</p> <p>References:</p>	5%
15	Students identify the concepts they have learned	<ol style="list-style-type: none"> 1. Able to explain the concept of crisis 2. Able to present theories and approaches to crisis counseling 	<p>Criteria: Accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 Project Learning		<p>Material: Concept of Crisis</p> <p>Literature:</p>	5%

16	UAS	UAS	Criteria: the more complete the better Form of Assessment : Project Results Assessment / Product Assessment, Test	2 X 50		Material: Crisis counseling Reference:	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	13.5%
2.	Project Results Assessment / Product Assessment	50.5%
3.	Portfolio Assessment	10%
4.	Practical Assessment	1%
5.	Test	25%
		100%

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.