



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 Guidance	8620102214	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
		Evi Winingsih, S.Pd., M.Pd.			Dr. Evi Winingsih, S.Pd., M.Pd.																																	
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>						P.O																															
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PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 40px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Students master the knowledge and skills to design and organize guidance programs to help individuals experiencing crises (states of disorganization that cause individuals to experience frustration) both developmental crises and situational crises.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Bramer, L.M. 1979. The Helping Relationship. Process and Skills. New Jersey: Prentice Hall, Inc. 2. James. D. 2005. Crisis Intervention Strategies. 5th. Ed. New York: Thompson. 																																						
	Supporters:																																						
Supporting lecturer	Dr. Wiryo Nuryono, S.Pd., M.Pd. 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	Students understand the concept of lectures. Students agree to a study contract		Form of Assessment : Participatory Activities	discussion 2 X 50			2%																																

2	understand the concept of crisis problems, identify the concept of crisis problems in life		Form of Assessment : Participatory Activities	case tudy 2 X 50			2%
3	understand the concept of crisis problems, identify the concept of crisis problems in life		Form of Assessment : Participatory Activities	case tudy 2 X 50			2%
4	identify crisis problems in society		Form of Assessment : Participatory Activities	PBL 2 X 50			2%
5	identify crisis problems in society		Form of Assessment : Participatory Activities	PBL 2 X 50			2%
6	analyze crisis problems		Form of Assessment : Participatory Activities	2 X 50			2%
7	analyze crisis problems		Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50			3%
8	UTS	UTS	Criteria: UTS Form of Assessment : Participatory Activities	2 X 50			20%
9			Form of Assessment : Participatory Activities, Portfolio Assessment				5%
10			Form of Assessment : Participatory Activities				5%
11			Form of Assessment : Participatory Activities				5%
12			Form of Assessment : Participatory Activities				5%
13			Form of Assessment : Participatory Activities				5%
14			Form of Assessment : Participatory Activities				5%
15			Form of Assessment : Participatory Activities				5%
16			Form of Assessment : Practice/Performance, Test				30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	66%
2.	Portfolio Assessment	4%
3.	Practice / Performance	15%
4.	Test	15%
		100%

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.