



**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																																																				
Family Counseling Guidance	8620102042	Study Program Elective Courses	T=2 P=0 ECTS=3.18	4	July 17, 2024																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																					
	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-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																							
	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 the concept of family guidance and counseling.																																																							
	PLO-PO Matrix																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> <td style="padding: 5px;">PLO-10</td> <td colspan="3"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px; text-align: center;">✓</td> <td style="padding: 5px; text-align: center;">✓</td> <td colspan="3"></td> </tr> </table>					P.O	PLO-6	PLO-10				PO-1	✓	✓																																											
P.O	PLO-6	PLO-10																																																							
PO-1	✓	✓																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
Short Course Description	Study of the various forms of family, the nature of marriage, the basis of family formation, the family as a system, family functions (education, socialization, protection, affection, religion, economics, recreation and biology), the role of the family (husband, wife, children), family education, the nature of communication in the family, attitudes in relation to communication, communication in relation to changing and forming attitudes, communication in mental health, identification and analysis of cases that arise due to communication problems in the family, various types of family conflicts (divorce, single parent, disharmonious relationship with wife, broken home). Lectures are carried out using collaborative learning and case study methods.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Goldenberg, H and Goldenberg I. (2008) Family therapy an overviu, seven editions. Canada: Thomson Brooks/Cole Studia Press. Collie W.Conoley and Jane Close Conoley. (2009) Positive Psychology and Family Therapy.Canada: John Wiley 2. Fatchiah E. Kertamuda. (2009) Konseling pernikahan Untuk keluarga indonesia. Jakarta: Salemba Humanika 3. Kathryn Geldard and David Gerdard. (2011) Konseling Keluarga membangun Relasi Untuk Saling Memandirikan Antar Anggota 4. Keluarga. Yogyakarta: Pustaka pelajar 5. Sri Lestari. (2012) Psikologi keluarga: Penanaman Nilai dan Penggunaan konflik dalam Keluarga. Edisi pertama Jakarta: KencanaPrenada Media Group 6. Thomas L.Sexton,Gerald R.Weeks and Michael S.Robbins. (2003) Handbook of Family Therapy The Science and Practice of Working with Families and Couples. New York and Hove Brunner-Routledge 																																																								
	Supporters:																																																								
	<ol style="list-style-type: none"> 1. Foundations of Couples, Marriage, and Family Counseling. (2021). Amerika Serikat: Wiley. 2. Esposito, J. F., Hattem, A. K. (2015). Introduction to Family Counseling: A Case Study Approach. Amerika Serikat: SAGE Publications. 3. Robins, L. B., Johnson, K. F., Duyile, B., Gantt-Howrey, A., Dockery, N., Robins, L. B., & Wheeler, N. J. (2022). Family counselors Addressing social determinants of mental health in underserved communities. The Family Journal, 10664807221132799. https://doi.org/10.1177/10664807221132799 4. Ani, A., Nadya, A., & Setiowati, A. (2022). Cross-Cultural Marriage family resilience and implications for family guidance and counseling. Advances in Social Science, Education and Humanities Research. https://doi.org/10.2991/assehr.k.220405.006 5. Jannati, Z., & Hamandia, M. R. (2023). The Effect of Parental Guidance on Student Learning Achievement. Indonesian Journal of Guidance and Counseling Research, 1(1), 30-39. https://ejournal.aecindonesia.org/index.php/ijgcr/article/view/75 																																																								
Supporting lecturer	Dra. Titin Indah Pratiwi, M.Pd. 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	Able to master the concept of family	1.Students make a study commitment for one semester 2.Students are able to understand the essence of family counseling 3.Students are able to set targets for achieving family counseling courses	Criteria: Accuracy and Suitability Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2x50		Material: Family Therapy Bibliography: <i>Goldenberg, H and Goldenberg I. (2008) Family therapy an overview, seven editions. Canada: Thomson Brooks/Cole Studia Press. Collie W. Conoley and Jane Close Conoley. (2009) Positive Psychology and Family Therapy. Canada: John Wiley</i>	2%
2	Able to analyze principles and relationships within the family	Able to define family, family structure, and relationships within the family	Criteria: Accuracy and appropriateness in presentation Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2x50	Discuss material prepared and discussed by students regarding the family as a system	Material: Family Therapy Bibliography: <i>Goldenberg, H and Goldenberg I. (2008) Family therapy an overview, seven editions. Canada: Thomson Brooks/Cole Studia Press. Collie W. Conoley and Jane Close Conoley. (2009) Positive Psychology and Family Therapy. Canada: John Wiley</i>	2%
3	able to identify the function and role of the family in student development	1.Able to define conflict 2.Able to identify family conflicts. 3.Able to analyze cases in the family.	Criteria: Accuracy and Suitability Form of Assessment : Participatory Activities	Presentations, discussions and assignments		Material: Family Therapy Bibliography: <i>Goldenberg, H and Goldenberg I. (2008) Family therapy an overview, seven editions. Canada: Thomson Brooks/Cole Studia Press. Collie W. Conoley and Jane Close Conoley. (2009) Positive Psychology and Family Therapy. Canada: John Wiley</i>	2%
4	Able to analyze and apply family counseling theory	1.Able to identify family counseling techniques 2.Able to understand family counseling techniques according to Bowen	Criteria: Accuracy and appropriateness in presentation Form of Assessment : Participatory Activities	Discussion, questions and answers, and 2x50 assignments		Material: Marriage counseling Reader: <i>Fatchiah E. Kertamuda. (2009) Marriage counseling for Indonesian families. Jakarta: Salemba Humanika</i>	2%
5	Able to analyze and apply family counseling theory	Able to identify family counseling techniques	Criteria: Accuracy and appropriateness in presentation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 2x50		Material: Marriage counseling Reader: <i>Fatchiah E. Kertamuda. (2009) Marriage counseling for Indonesian families. Jakarta: Salemba Humanika</i>	2%
6	Able to analyze and apply family counseling theory	1.Able to identify family counseling techniques 2.Able to discuss family counseling techniques according to couple marriage	Criteria: Accuracy and appropriateness in presentation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 2x50		Material: Family counseling Bibliography: <i>Kathryn Geldard and David Gerdard. (2011) Family Counseling builds relationships for mutual independence between members</i>	2%
7	Able to analyze and apply family counseling theory	1.Able to identify family counseling techniques 2.Able to discuss family counseling techniques according to Structural Family	Criteria: Accuracy and appropriateness in presentation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 2x50		Material: Family Library: <i>Family. Yogyakarta: Student library</i>	2%

8	UTS	Able to understand material 1-7	Criteria: Accuracy and Suitability Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	UTS		Material: Family Library: Family. Yogyakarta: Student library	20%
9	Able to identify conflicts in the family that impact students and resolve them	1.Able to identify and design family counseling services 2.Able to identify marital and family problems 3.Able to design marriage and family counseling service processes	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Case Study 2x50		Material: Family psychology Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition</i> Jakarta: KencanaPrenada Media Group	5%
10	Able to identify conflicts in the family that impact students and resolve them	Able to identify and design family counseling services	Criteria: Accuracy and appropriateness in presentation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Role play Case study		Material: Family Therapy Reader: Thomas L. Sexton, Gerald R. Weeks and Michael S. Robbins. (2003) <i>Handbook of Family Therapy The Science and Practice of Working with Families and Couples. New York and Hove Brunner-Routledge</i>	5%
11	Able to identify conflicts in the family that impact students and resolve them	1.Able to identify and design family counseling services 2.Able to design the family counseling service process	Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Role play Case study		Material: Foundations of Family Library: <i>Foundations of Couples, Marriage, and Family Counseling. (2021). United States: Wiley.</i>	5%
12	Able to identify conflicts in the family that impact students and resolve them	1.Able to identify and design family counseling services 2.Able to design the family counseling service process	Criteria: accuracy and suitability Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Role play Case study 2x50		Material: Family Therapy References: Esposito, JF, Hattem, AK (2015). <i>Introduction to Family Counselling: A Case Study Approach. United States: SAGE Publications.</i>	5%
13	Able to design family counseling from various theoretical perspectives	1.Able to identify and design family counseling services 2.Able to design the family counseling service process	Criteria: accuracy and suitability Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Role play Case study 2x50		Material: Family Counseling Bibliography: Robins, LB, Johnson, KF, Duyile, B., Gantt-Howrey, A., Dockery, N., Robins, LB, & Wheeler, NJ (2022). <i>Family counselors Addressing social determinants of mental health in underserved communities. The Family Journal, 106648072211327. https://doi.org/...</i>	5%
14	Able to design family counseling from various theoretical perspectives	1.Able to identify and design family counseling services 2.Able to identify marital and family problems 3.Able to design marriage and family counseling	Criteria: accuracy and suitability Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Role play Case study 2x50		Material: Family Counseling References: Ani, A., Nadya, A., & Setiowati, A. (2022). <i>Cross-Cultural Marriage family resilience and implications for family guidance and counseling. Advances in Social Science, Education and Humanities Research. https://doi.org/...</i>	5%

15	Able to design family counseling from various theoretical perspectives	1.Able to identify and design family counseling services 2.Able to identify marital and family problems 3.Able to design counseling	Criteria: accuracy and suitability Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Role play case study 2x50		Material: Family Counseling References: Ani, A., Nadya, A., & Setiowati, A. (2022). <i>Cross-Cultural Marriage family resilience and implications for family guidance and counseling. Advances in Social Science, Education and Humanities Research.</i> https://doi.org/...	5%
16	UAS	able to understand material 1 to 16	Criteria: Accuracy and Suitability Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	UAS 2x50		Material: Family Counseling References: Jannati, Z., & Hamandia, MR (2023). <i>The Effect of Parental Guidance on Student Learning Achievement. Indonesian Journal of Guidance and Counseling Research</i> , 1(1), 30-39. https://ejournal.aecindonesia.org/...	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15.17%
2.	Project Results Assessment / Product Assessment	31.35%
3.	Portfolio Assessment	13.35%
4.	Practical Assessment	10%
5.	Practice / Performance	29.18%
		99.05%

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** 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.
- 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.