



**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>																																	
Group Counseling	8620102072		T=2 P=0 ECTS=3.18	5	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																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px;">P.O</td></tr> </table>				P.O																																
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b> <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Students master the basic concepts of guidance and counseling including; definition, objectives, principles, advantages and disadvantages of group guidance and counseling, types and techniques of Group Counseling, can design a group guidance and counseling program according to the needs of participants or group members.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Corey 2012. Theory and Practice of Group Counseling, Eighth Edition. California: Brooks/Cole, Cengage Learning.</li> <li>2. Corey, G. 2016. Theory and Practice of Group Counseling, 9th Edition. California: Cengage Learning.</li> <li>3. Nursalim, Moch, dan Suradi. 2002. Layanan BK. Surabaya: Unesa University Press</li> <li>4. Nursalim, Moch dan Retno Tri Hariastuti. 2007. Konseling Kelompok. Surabaya: Unesa University Press</li> <li>5. Prayitno, 2004. Layanan Konseling Kelompok dan Layanan Konseling Kelompok. Padang: UNP</li> <li>6. Gladding. 2016. Groups: A Counseling Specialty, Seventh Edition. USA: Pearson Education, Inc.</li> <li>7. Robert C. Berg, Garry L. Landreth, and Kevin A. Fall. 2018. Group counseling Concepts and Procedures, Sixth Edition. New York: Routledge, Taylor &amp; Francis.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Denok Setiawati, M.Pd., Kons.																																					
<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	Students understand various aspects related to the lecture process as well as the competence of group counselors	<ol style="list-style-type: none"> <li>1. Students explain the study contract</li> <li>2. Students explain the competencies of group counselors</li> <li>3. Students can relate to the nature of counseling services as part of counselor competence</li> </ol>	<b>Criteria:</b> Rubric	Cooperative learning 2 X 50		0%
2	Students analyze the stages, processes, theoretical power of group counseling and prepare group counseling plans	<ol style="list-style-type: none"> <li>1. Students are able to analyze the stages of group counseling</li> <li>2. Students are able to analyze group processes</li> <li>3. Students are able to differentiate between several types of groups and group dynamics</li> <li>4. Students are able to compare the power of Yaloms Curative Factor and Jacob</li> <li>5. Students are able to make group counseling plans</li> </ol>	<b>Criteria:</b> Rubik's	Collaborative learning 2 X 50		0%
3	Students apply procedures for implementing Adlerian Theory Group Counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the Adlerian group counseling approach</li> <li>2. Students are able to explain the steps of Adlerian group counseling</li> <li>3. Students are able to analyze the theory, process and structure of adlrean counseling</li> </ol>	<b>Criteria:</b> Rubik's	Cooperative Learning 2 X 50		0%

4	Students apply Adlerian Group Counseling procedures	<ol style="list-style-type: none"> <li>1. Students are able to practice Adlerian group counseling</li> <li>2. Students are able to practice Adlerian group counseling with each child</li> <li>3. Students are able to practice Adlerian group counseling in a special setting</li> </ol>	<b>Criteria:</b> Rubik's	Problem Base learning 2 X 50			0%
5	Students apply procedures for implementing behavioral approach group counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the behavioral group counseling approach</li> <li>2. Students are able to explain the steps of behavioral group counseling</li> <li>3. Students are able to analyze the theory, process and structure of behavioral counseling</li> </ol>	<b>Criteria:</b> Rubik's	Cooperative Learning 2 X 50			0%
6	Students apply procedures for implementing Behavioral Group Counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the behavioral group counseling approach</li> <li>2. Students are able to explain the steps of behavioral group counseling</li> <li>3. Students are able to analyze the theory, process and structure of behavioral counseling</li> <li>4. Students are able to practice group counseling</li> </ol>	<b>Criteria:</b> Rubik's	Cooperative Learning 2 X 50			0%
7	U.S.S	U.S.S	<b>Criteria:</b> U.S.S	USS 2X50			0%

8	Able to analyze and practice REBT Approach group counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the REBT group counseling approach</li> <li>2. Students are able to explain the steps of REBT group counseling</li> <li>3. Students are able to analyze the theory, process and structure of REBT counseling</li> </ol>	<b>Criteria:</b> Rubric	problem-based learning 2 X 50		0%
9	Students apply REBT group counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the REBT group counseling approach</li> <li>2. Students are able to explain the steps of REBT approach group counseling</li> <li>3. Students are able to analyze the theory, process and structure of the REBT counseling approach</li> </ol>	<b>Criteria:</b> Rubric	Cooperative 2 X 50		0%
10	Students apply reality approach group counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the reality group counseling approach</li> <li>2. Students are able to explain the steps of reality group counseling</li> <li>3. Students are able to analyze the theory, process and structure of reality counseling</li> </ol>	<b>Criteria:</b> Rubric	Cooperative 2 X 50		0%

11	Students apply reality approach group counseling	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the reality group counseling approach</li> <li>2. Students are able to explain the steps of reality group counseling</li> <li>3. Students are able to analyze the theory, process and structure of reality counseling</li> </ol>	<b>Criteria:</b> Rubric	Cooperative 2 X 50		0%
12	Students apply the SFBT approach in a group setting	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the SFBT group counseling approach</li> <li>2. Students are able to explain the steps of SFBT group counseling</li> <li>3. Students are able to analyze the theory, process and structure of SFBT counseling</li> </ol>	<b>Criteria:</b> Rubric	Cooperative 2 X 50		0%
13	Students apply the SFBT group counseling approach	<ol style="list-style-type: none"> <li>1. Students are able to explain the rationalization of the SFBT group counseling approach</li> <li>2. Students are able to explain the steps of SFBT group counseling</li> <li>3. Students are able to analyze the theory, process and structure of SFBT counseling</li> </ol>	<b>Criteria:</b> Rubric	Cooperative 2 X 50		0%

14	Students apply a narrative counseling approach in a group setting	1.Students are able to explain the rationalization of the narrative group counseling approach 2.Students are able to explain the steps of narrative group counseling 3.Students are able to analyze the theory, process and structure of narrative counseling	Criteria: Rubric	Cooperative 2 X 50			0%
15	Students apply a narrative counseling approach in a group setting	1.Students are able to explain the rationalization of the narrative group counseling approach 2.Students are able to explain the steps of narrative group counseling 3.Students are able to analyze the theory, process and structure of narrative counseling	Criteria: Rubric	Cooperative 2 X 50			0%
16	UAS	UAS	Criteria: UAS	UAS 2 X 50			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.
- 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.

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.