



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

Document Code

SEMESTER LEARNING PLAN

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|--|--|--|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mental health | 8620102061 | | T=2 P=0 ECTS=3.18 | 5 | 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 that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course studies the concept, scope and development of being mentally healthy. Provides an in-depth description and understanding of the essence of mental health in a school setting, discussing mental disorders and their symptoms, child abuse and aspects that need to be considered to achieve a degree of mental health. This course also examines efforts to improve mental health in school settings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px;">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 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Christes, Ray. 2009. School-based Mental Health. New York : Roudlege 2. Compton, Michael. 2010. Clinical Manual of Prevention In Mental health. Washington : American Psychiatric Publishing 3. Harpine, Elaine. 2008. Group Intervention In Schools : Promoting Mental Health for At-Risk Children And Youth. New York : Spinger 4. Macklem, Gayle. 2011. Evidance-based Shool Mental Helth Servis. Boston : Spinger 5. Mayer, Diane Peter. 2008. Overcoming School Anxiety. New York: Amacom 6. Reines, Jemes. 2008. Evidance-based Practice In School Mental Health. New York : Oxford 7. Weare, Katherine. 2000. Promoting Mental, Emotional, Social Health : A Whole School Approach. London : Routledge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dra. Titin Indah Pratiwi, M.Pd. Dr. Wiryono, S.Pd., M.Pd. Muhammad Farid Ilhamuddin, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Students are able to synthesize basic mental health concepts | 1.Explain the meaning and scope of mental health 2.Explain the components of mental health 3.History of mental health | Criteria: Active student participation | cooperative learning 2 X 50 | | | 0% |
| 2 | Can analyze mental health from several perspectives of counseling approaches | 1.able to understand the concept of mental health from each counseling theory 2.able to analyze mental health concepts from several perspectives of counseling approaches | Criteria: Rubik's | CTL 2 X 50 | | | 0% |
| 3 | Able to analyze mental health in various perspective counseling approaches | 1.able to understand mental health from several counseling approaches 2.able to make perspective comparisons of mental health from several points of view | Criteria: Rubik | Cooperative 2 X 50 | | | 0% |
| 4 | Able to analyze normal and abnormal development | 1.able to analyze normal development 2.able to analyze abnormal developments 3.understand the classification of mental disorders | Criteria: Rubik | Cooperative 2 X 50 | | | 0% |
| 5 | Analyzing challenges in providing mental health services | 1.Analyze needs in mental health programs 2.analyze barriers to mental health programs | Criteria: Rubik's | Cooperative 2 X 50 | | | 0% |
| 6 | able to conduct studies on mental health issues in classrooms and schools | 1.able to carry out assessments of mental health issues at school and in the classroom 2.able to analyze mental health issues at school and in the classroom 3.able to make plans to overcome mental health problems in the classroom and school | Criteria: Rubik's | Cooperative 2 X 50 | | | 0% |

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| 7 | Able to design the development of social competence in an effort to improve mental health | <ol style="list-style-type: none"> able to analyze the need for social competence in improving mental health able to make treatment plans to improve social competence | Criteria: Rubik's | Cooperative 2 X 50 | | | 0% |
| 8 | UTS | UTS | Criteria: UTS | UTS 2 X 50 | | | 0% |
| 9 | Practicing efforts to increase social competence in the school environment | <ol style="list-style-type: none"> able to practice interventions to increase social competence able to evaluate the results of interventions to increase social competence able to prepare improvements to intervention designs to increase social competence | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 10 | Able to make plans for developing emotional competence and self-esteem | <ol style="list-style-type: none"> Able to analyze emotional competence and self-esteem able to make plans to increase emotional competence and self-esteem | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 11 | Able to create plans to increase emotional competence and self-esteem | <ol style="list-style-type: none"> analyze self-esteem and emotional competency needs able to plan to increase emotional competence and self-esteem | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 12 | Able to practice intervention designs to increase emotional competence and self-esteem | <ol style="list-style-type: none"> able to practice increasing emotional competence and self-esteem able to evaluate the implementation of emotional competence and self-esteem interventions able to improve the design of interventions for emotional competence and self-esteem | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |

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|----|--|--|---------------------|-----------------------|--|--|----|
| 13 | Able to manage risky behavior in school and classroom settings | 1.analyzing risky behaviors that disrupt mental health 2.able to manage risky behavior | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 14 | able to plan efforts to improve and manage crises in schools | 1.able to make physical and psychological recovery efforts 2.able to carry out needs assessments and interventions related to crisis events | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 15 | Able to create a comprehensive system at school to support students' mental health | 1.able to examine efforts to integrate mental health in schools 2.able to make integral plans related to mental health | Criteria: Rubric | Cooperative 2 X 50 | | | 0% |
| 16 | UAS | UAS | Criteria: UAS | UAS 2 X 50 | | | 0% |

Evaluation Percentage Recap: Project Based Learning

| 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.
- 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.