



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																																									
Counselor Personal Development	8620102115		T=2	P=0	ECTS=3.18	2	July 17, 2024																																									
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																										
			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																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	Examining the personal competency of the ideal counselor which includes the nature of a human being who has faith and is devoted to God Almighty; uphold and respect human values, individuality and freedom of choice; demonstrate strong personality integrity and stability; high quality performance; as well as understanding the role of personality qualities and the counseling process, demonstrating the personality attitudes of an ideal counselor in designing and implementing guidance programs, issues faced by novice counselors, tips for developing ideal counselor characteristics, ethical issues in guidance and counseling practice.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Departemen Pendidikan Nasional. 2007. Rambu-rambu Pelaksanaan BK dalam Jalur Pendidikan Formal. Jakarta. 2. Corey, G., .2009. Theory and Practice of Counseling & Psychotherapy . Belmont, CA : Brooks/Cole. 3. Neukrug, Ed. 2007. The World of The Counselor: An Introduction to the Counseling Profession . Belmont, CA : Thomson Setiawati, Denok Evi Winingsih. 2018. Cinema Therapy to Improve The Counselors Understanding about Dealing with Feeling Skills for Students. Proceedings of the 1st International Conference on Education Innovation (ICEI 2017) : Atlantis 																																															
	Supporters:																																															
Supporting lecturer	Dra. Titin Indah Pratiwi, M.Pd. Dr. Denok Setiawati, M.Pd., Kons. 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 self-identity and professional identity of counselors	Students are able to explain their personal identity and the professional identity of counselors	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	direct learning, questions and answers 4 X 50			0%
2	Students understand the self-identity and professional identity of counselors	Students are able to explain their personal identity and the professional identity of counselors	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	direct learning, questions and answers 4 X 50			0%
3	Students understand counselors as a profession and counselors as individuals	Students are able to explain and differentiate between counselors as a profession and individuals	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	problem-based learning, cooperative learning 2 X 50			0%
4	Students understand the importance of exploring experiences in the counseling process	Students are able to explain the importance of the experience of participating in the counseling process (personal therapy) as self-exploration as preparation for becoming a counselor. Evidence from research results regarding the importance of personal therapy experience.	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	cooperative learning 2 X 50			0%
5	Students understand the role of counselor values in the counseling process as well as the various issues faced by novice counselors	Students are able to explain the role of counselor values in the counseling process and explain various issues faced by novice counselors	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	problem-based learning and cooperative learning 6 X 50			0%
6	Students understand the role of counselor values in the counseling process as well as the various issues faced by novice counselors	Students are able to explain the role of counselor values in the counseling process and explain various issues faced by novice counselors	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	problem-based learning and cooperative learning 6 X 50			0%
7	Students understand the role of counselor values in the counseling process as well as the various issues faced by novice counselors	Students are able to explain the role of counselor values in the counseling process and explain various issues faced by novice counselors	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	problem-based learning and cooperative learning 6 X 50			0%
8	uts			2 X 50			0%

9	Students understand tips for developing the characteristics of effective counselors.	Students are able to explain tips for developing the characteristics of an effective counselor	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
10	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
11	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
12	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
13	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
14	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%

15	Students understand tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective.	Students can implement tips for developing the characteristics of effective counselors, ethical issues in counseling practice and ethical issues from a cross-cultural perspective	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	cooperative learning 2 X 50			0%
16	summative exam			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.
- 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.