	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
Post-Modern Counseling Theory and Practice		8620103212		Study Program Elective Courses		T=2	P=1	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Budi Purwoko, M.Pd	Prof. Dr. Budi Purwoko, M.Pd	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-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems
	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	Students master the concepts and practices of post-modern counseling
	PO - 2	Able to identify and analyze student needs and problems
	PO - 3	Able to design and implement problem handling logically, critically, systematically and innovatively so as to be able to carry out comprehensive treatment designs.
	PO - 4	Able to collaborate with a team in solving problems effectively and according to professional ethics
	PO - 5	Able to demonstrate independent, responsible and innovative performance
	PLO-PO Matrix	

P.O	PLO-7	PLO-10
PO-1	✔	✔
PO-2	✔	✔
PO-3	✔	✔
PO-4	✔	✔
PO-5	✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔														
PO-2			✔	✔			✔				✔	✔				
PO-3					✔				✔				✔			
PO-4						✔				✔				✔	✔	
PO-5								✔								✔

Short Course Description	This course discusses providing knowledge and skills to students to gain various experiences through understanding the concepts and practices of post-modern counseling. The learning method uses project based learning with assignments in the form of recording postmodern counseling practices. The assessment is a project assessment using a project assessment rubric. The study materials are: 1. Basic concepts of postmodern counseling 2. Objectives of postmodern counseling 3. Effectiveness of postmodern counseling 4. Postmodern counseling therapist relationship 5. Postmodern counseling procedures, and 6. Techniques and practices for their application

References	Main :

1. Corey, G. (2012). Theory and practice of counseling and psychotherapy. Cengage learning.
2. De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, I. K. (2021). More than miracles: The state of the art of solution-focused brief therapy. Routledge.
3. Greenberg, L. S. (2011). Emotion-focused therapy. American Psychological Association.
4. Hansen, J. T. (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. Journal of Counseling & Development, 84(3), 291-297.
5. Madigan, S. (2011). Narrative therapy. American Psychological Association.
6. Morgan, A. (2000). What is narrative therapy? (p. 116). Adelaide: Dulwich Centre Publications.
7. Neukrug, E. S. (2017). Counseling theory and practice. Cognella Academic Publishing.
8. Ratner, H., George, E., & Iveson, C. (2012). Solution focused brief therapy: 100 key points and techniques. Routledge.
9. Ardana, N. A. D. I., & Purwoko, B. (2018). Studi kepustakaan penerapan konseling naratif dalam lingkup pendidikan (Doctoral dissertation, State University of Surabaya).
10. Huang, S. F. (2016). Post-modern perspective of career happiness: An integrated model of career theory and career counseling for the changing world and steady core. Journal of Educational Practice and Research, 29(2), 137.
11. Di Fabio, A., & Bernaud, J. L. (Eds.). (2018). Narrative interventions in post-modern guidance and career counseling: A review of case studies and innovative qualitative approaches. Springer.
12. Habsy, B. A. (2022). Panorama Teori-Teori Konseling Modern dan Post Modern: Refleksi Keindahan dalam Konseling. Media Nusa Creative (MNC Publishing).
13. McCaie, F. T. (2020). Narrative interventions in post-modern guidance and career counseling: edited by Annamaria Di Fabio and Jean-Luc Bernaud, Switzerland, Springer, 2018,€ 74.89 (eBook), pp., 246, ISBN 978- 3-319-98299-1.

Supporters:	
1. Purwoko, Budi. (2019), Pendekatan Konseling: Banyumas, CV Pena Persad. 2. Purwoko, Budi. (2020), Teori dan Praktik Konseling SFBT: Banyumas, CV Pena Persada.	

Supporting lecturer	Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Wiryo Nuryono, S.Pd., M.Pd. Bambang Dibyo Wiyono, 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	Understand the general concepts and principles of post modern counseling	1. Students can explain the concept of philosophical foundations, objectives, characteristics of post-modern counseling, 2. Comparing postmodern counseling with conventional counseling	**Criteria:** Holistic Rubric **Form of Assessment** : Participatory Activities	Discuss the basic concepts of post-modern 3 X 50 counseling	Discuss the comparison of post-modern counseling with conventional 3 X 50 counseling	**Material:** The Nature of Post-Modern Counseling **Reference:** *Corey, G. (2012). Theory and practice of counseling and psychotherapy. Cengagelearning.*	2%
2	Understand and apply various approaches in post modern counseling	1. Mastering postmodern counseling approaches/strategies/techniques 2. Students can explain postmodern counseling approaches/strategies/techniques	**Criteria:** Holistic Rubric **Form of Assessment** : Participatory Activities, Portfolio Assessment	Discuss the basic concepts of post-modern 3 X 50 counseling	Discuss the comparison of post-modern counseling with conventional 3 X 50 counseling	**Material:** Post-Modern Essence **Bibliography:** *Corey, G. (2012). Theory and practice of counseling and psychotherapy. Cengagelearning.*	2%
3	Students are able to explain the philosophical basis, goals, characteristics of counseling relationships, counseling procedures, and SFBT counseling strategies/techniques.	Students can explain the concept of the philosophical basis, goals, and characteristics of the SFBT counseling relationship.	**Criteria:** Analytical Rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Explore, identify sources or issues surrounding SFBT counseling. 3 X 50	Browse and review articles on the effectiveness of SFBT 3 X 50	**Material:** SFBT Technique **References:** *De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, IK (2021). More than miracles: The state of the art of solution-focused brief therapy. Routledge.*	2%

4	Students are able to explain the philosophical basis, goals, characteristics of counseling relationships, counseling procedures, and SFBT counseling strategies/techniques.	Students can explain the concept of the philosophical basis, goals, and characteristics of the SFBT counseling relationship.	**Criteria:** Analytical Rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Explore, identify sources or issues surrounding SFBT counseling. 3 X 50	Browse and review articles on the effectiveness of SFBT 3 X 50	**Material:** SFBT Technique **References:** *De Shazer, S., Dolan, Y., Korman, H., Trepper, T., McCollum, E., & Berg, IK (2021). More than miracles: The state of the art of solution-focused brief therapy. Routledge.* **Material:** SFBT Counseling Theory and Practice **Library:** *Purwoko, Budi. (2020), SFBT Counseling Theory and Practice: Banyumas, CV Pena Persada.*	3%
5	Students are able to design SFBT counseling plans and practice SFBT counseling procedures and techniques	1. Design an SFBT counseling plan. 2. Practice SFBT counseling procedures and techniques	**Criteria:** Practice Assessment Rubric **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Read the textbook Assignment to Prepare a 3 X 50 SFBT Counseling Plan	Making a 3 X 50 SFBT counseling practice video	**Material:** SFBT Counseling Practices **References:** *Ratner, H., George, E., & Iveson, C. (2012). Solution focused brief therapy: 100 key points and techniques. Routledge.*	4%
6	Students are able to design SFBT counseling plans and practice SFBT counseling procedures and techniques	Practice SFBT counseling procedures and techniques	**Criteria:** Practice Assessment Rubric **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Read the textbook Assignment to Prepare a 3 X 50 SFBT Counseling Plan	Making a 3 X 50 SFBT counseling practice video	**Material:** SFBT Counseling Practices **References:** *Ratner, H., George, E., & Iveson, C. (2012). Solution focused brief therapy: 100 key points and techniques. Routledge.*	5%
7	Mastering the philosophical foundations, goals, characteristics of counseling relationships, counseling procedures, and EFT counseling strategies/techniques.	1. Mastering the concepts of philosophical foundations, goals, characteristics of EFT counseling relationships 2. Mastering counseling procedures, as well as EFT counseling strategies/techniques	**Criteria:** Analytical Rubric **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Explore, identify sources or issues surrounding EFT counseling. 3 X 50	Browse and review articles on the effectiveness of EFT 3 X 50	**Material:** EFT technique **References:** *Greenberg, LS (2011). Emotion-focused therapy. American Psychological Association.*	4%
8	UTS	able to analyze problems in a post-modern way and design post-modern counseling	**Criteria:** The more correct and complete the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 3 X 50	UTS	**Material:** Post-Modern Counseling **Reference:** *Neukrug, ES (2017). Counseling theory and practice. Cognella Academic Publishing.* **Material:** Post-Modern Counseling **Reference:** *Purwoko, Budi. (2019), Counseling Approach: Banyumas, CV Pena Persad.*	20%

9	Design an EFT counseling plan and practice EFT counseling procedures and techniques	Design an EFT counseling plan.	**Criteria:** Practice Assessment Rubric **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Reading the textbook, Developing a 3 X 50 EFT Counseling Plan	Making a 3 X 50 EFT counseling practice video	**Material:** EFT technique **References:** *Greenberg, LS (2011). Emotion-focused therapy. American Psychological Association.*	5%
10	Design an EFT counseling plan and practice EFT counseling procedures and techniques	Practice EFT counseling procedures and techniques	**Criteria:** Practice Assessment Rubric **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Reading the textbook, Developing a 3 X 50 EFT Counseling Plan	Making a 3 X 50 EFT counseling practice video	**Material:** EFT Counseling Practices **References:** *Wandira, TA (2017). Literature Study Regarding the Theoretical Foundations and Practice of Emotional Freedom Technique Counseling (Doctoral dissertation, State University of Surabaya).* **Material:** EFT technique **References:** *Greenberg, LS (2011). Emotion-focused therapy. American Psychological Association.*	5%
11	Mastering the philosophical foundations, goals, characteristics of counseling relationships, counseling procedures, and Narrative Counseling strategies/techniques.	1.Mastering the concepts of philosophical foundations, goals, characteristics of Narrative Counseling relationships. 2.Explains the concept of philosophical foundations, goals, characteristics of Narrative Counseling relationships.	**Criteria:** Analytical Rubric **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Searching, identifying sources or issues surrounding Narrative Counseling 3 X 50	Browse and review articles on the effectiveness of 3 X 50 Narrative Counseling	**Material:** Narrative Therapy **References:** *Madigan, S. (2011). Narrative therapy. American Psychological Association.* **Material:** Narrative Therapy **Bibliography:** *Morgan, A. (2000). What is narrative therapy? (p. 116). Adelaide: Dulwich Center Publications.*	3%

No	Sub-CPMK (Ability)	Indicator	Assessment	Learning Activity	Online Learning	Material & References	Weight
12	Mastering the philosophical foundations, goals, characteristics of counseling relationships, counseling procedures, and Narrative Counseling strategies/techniques.	1. Mastering counseling procedures, as well as Narrative Counseling strategies/techniques. 2. Explains counseling procedures, as well as Narrative Counseling strategies/techniques.	**Criteria:** Analytical Rubric **Form of Assessment :** Assessment of Project Results / Product Assessment, Practices / Performance	Searching, identifying sources or issues surrounding Narrative Counseling 3 X 50	Browse and review articles on the effectiveness of 3 X 50 Narrative Counseling	**Material:** Application of Narrative Counseling **Literature:** *Ardana, NADI, & Purwoko, B. (2018). Literature study on the application of narrative counseling in the educational sphere (Doctoral dissertation, State University of Surabaya).* **Material:** Narrative Counseling **Bibliography:** *McCaie, FT (2020). Narrative interventions in post-modern guidance and career counseling: edited by Annamaria Di Fabio and Jean-Luc Bernaud, Switzerland, Springer, 2018, € 74.89 (eBook), pp., 246, ISBN 978- 3-319-98299-1.*	3%
13	Design a Narrative Counseling plan and practice Narrative Counseling procedures and techniques.	Design a Narrative Counseling plan.	**Criteria:** Practice Assessment Rubric **Forms of Assessment :** Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Reading the textbook, Developing a 3 X 50 Narrative Counseling Plan	Making a 3 X 50 Narrative Counseling practice video	**Material:** Narrative Counseling **Bibliography:** *Di Fabio, A., & Bernaud, JL (Eds.). (2018). Narrative interventions in post-modern guidance and career counseling: A review of case studies and innovative qualitative approaches. Springer.*	4%
14	Design a Narrative Counseling plan and practice Narrative Counseling procedures and techniques.	Practice Narrative Counseling procedures and techniques.	**Criteria:** Practice Assessment Rubric **Forms of Assessment :** Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Reading the textbook, Developing a 3 X 50 Narrative Counseling Plan	Making a 3 X 50 Narrative Counseling practice video	**Material:** Narrative Therapy **References:** *McCaie, FT (2020). Narrative interventions in post-modern guidance and career counseling: edited by Annamaria Di Fabio and Jean-Luc Bernaud, Switzerland, Springer, 2018, € 74.89 (eBook), pp., 246, ISBN 978- 3-319-98299-1.*	4%
15	Design a Narrative Counseling plan and practice Narrative Counseling procedures and techniques.	Practice Narrative Counseling procedures and techniques.	**Criteria:** Practice Assessment Rubric **Forms of Assessment :** Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Reading the textbook, Developing a 3 X 50 Narrative Counseling Plan	Making a 3 X 50 Narrative Counseling practice video	**Material:** Narrative Therapy **References:** *McCaie, FT (2020). Narrative interventions in post-modern guidance and career counseling: edited by Annamaria Di Fabio and Jean-Luc Bernaud, Switzerland, Springer, 2018, € 74.89 (eBook), pp., 246, ISBN 978- 3-319-98299-1.*	4%

| 16 | UAS | 1. Able to design
2. Able to analyze problems in a postmodern way
3. able to practice postmodern counseling appropriately
4. breadth and completeness of postmodern counseling | **Criteria:**
The more correct and complete the more perfect the value

Form of Assessment :
Project Results Assessment / Product Assessment, Test | UAS
3 X 50 | UAS | **Material:** Post-Modern Essence **Bibliography:** *Corey, G. (2012). Theory and practice of counseling and psychotherapy. Cengagelearning.*

Material: Post-Modern Counseling **Reference:** *Hansen, JT (2006). Counseling theories within a postmodernist epistemology: New roles for theories in counseling practice. Journal of Counseling & Development, 84(3), 291-297.*

Material: The Nature of Post-Modern Counseling **Reference:** *Neukrug, ES (2017). Counseling theory and practice. Cognella Academic Publishing.*

Material: Post-Modern Perspective **Reference:** *Huang, SF (2016). Post-modern perspective of career happiness: An integrated model of career theory and career counseling for the changing world and steady core. Journal of Educational Practice and Research, 29(2), 137.*

Material: Post-Modern Counseling Theory and Practice **References:** *Habsy, BA (2022). Panorama of Modern and Post Modern Counseling Theories: Reflections on Beauty in Counseling. Media Nusa Creative (MNC Publishing).*

Material: Post-Modern Counseling **Reference:** *Purwoko, Budi. (2019), Counseling Approach: Banyumas, CV Pena Persad.* | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4.67%
2.	Project Results Assessment / Product Assessment	52.08%
3.	Portfolio Assessment	6.92%
4.	Practical Assessment	6.24%

5.	Practice / Performance	15.08%
6.	Test	15%
		99.99%

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.