



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
Guidance and Counseling Profession	8620102146	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 10, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Bambang Dibyو Wiyono, S.Pd., M.Pd.	Prof. Dr. Moch. Nursalim, M.Si.			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																		
PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																		
PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																																		
Program Objectives (PO)																																																																																			
PO - 1	Mastering educational and psychological concepts in underlying guidance and counseling services																																																																																		
PO - 2	Able to act as an honest and responsible leader in carrying out guidance and counseling service tasks																																																																																		
PLO-PO Matrix																																																																																			
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PO-2	✓	✓																																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</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	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓			PO-2				✓					✓	✓					✓	
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PO-1	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓																																																																					
PO-2				✓					✓	✓					✓																																																																				

Short Course Description	This course discusses the juridical foundations of the counseling profession, the nature of the counseling profession, the nature of counseling, professional organizations and codes of ethics, credentialization, history of the counseling profession, profile and role of counselors, performance of professional counselors, professionalization of the counseling profession, self-development and specialization.
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References	<p>Main :</p> <ol style="list-style-type: none"> Brott, P. & Myers, J. 2009. Development of professional school counselor identity: a grounded theory. Professional School Counseling, 2, 339-348. Nugent, F.A. & Jones, K.D. 2015. Introduction to the profession of counseling . Upper Saddle River, NJ: Pearson Sweeney, J. 2015. Professional identity: What's in a name? Chi Sigma Iota Exemplar, 30, 2 Smith, H.B. 2000. Counselor advocacy: Promoting the profession, In H.Hacney (Ed), Practice issues for the beginning counselor. Boston: Allyn & Bacon Nursalim, Mochamad. 2015. Pengembangan Profesi Konseling. Jakarta: PT Erlangga <p>Supporters:</p>
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Supporting lecturer	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Prof. Dr. Mochamad Nursalim, M.Si. Bambang Dibyو Wiyono, S.Pd., M.Pd. Muhammad Farid Ilhamuddin, S.Pd., M.Pd.
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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 juridical basis of the BK profession	<ol style="list-style-type: none"> 1.Explain the meaning of the juridical basis of the BK profession 2.Identify the various juridical foundations of the BK profession 3.Identifying the implications of the BK's juridical basis 	<p>Criteria: Activeness and accuracy of answers</p> <p>Form of Assessment : Participatory Activities</p>	Problem based learning (Problem based learning) 2 X 50		<p>Material: identification of the legal basis for the BK profession.</p> <p>Library: Nursalim, Mochamad. 2015. <i>Counseling Professional Development</i>. Jakarta, PT Erlangga</p>	3%
2	Understanding the nature of the BK profession	<ol style="list-style-type: none"> 1.Explain the meaning of profession 2.Identify the characteristics of the BK profession 3.Explain the purpose of the profession 4.Identify professional requirements 	<p>Criteria: Active student participation</p> <p>Form of Assessment : Participatory Activities</p>	Case study, Problem based learning (Problem based learning) 2 X 50		<p>Material: designing various rules for the profession</p> <p>Reference: Smith, HB 2000. <i>Counselor advocacy: Promoting the profession</i>, In H.Hacney (Ed), <i>Practice issues for the beginning counselor</i>. Boston: Allyn & Bacon</p>	2%
3	Understand the nature of guidance and counseling	<ol style="list-style-type: none"> 1.Explain the meaning of guidance and counseling 2.Explain the purpose of BK 3.Identify the BK function 4.Explain the principles of BK 5.Identify the BK service areas 6.Comparing counseling and psychotherapy 	<p>Criteria: Active student participation during learning</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Problem based learning (Problem based learning) 2 X 50		<p>Material: essence of BK</p> <p>Library: Nursalim, Mochamad. 2015. <i>Counseling Professional Development</i>. Jakarta, PT Erlangga</p>	2%
4	Understand the organization and professional code of ethics and their development	<ol style="list-style-type: none"> 1.Explain the meaning of Professional Organization 2.Explain the BK professional organization 3.Explain the professional code of ethics 	<p>Criteria: Active student participation</p> <p>Form of Assessment : Participatory Activities</p>	Problem based learning (Problem based learning) 2 X 50		<p>Material: Organizations and professional codes of ethics and their development.</p> <p>Reference: Nursalim, Mochamad. 2015. <i>Counseling Professional Development</i>. Jakarta, PT Erlangga</p>	3%
5	Understanding Credentialization in BK	<ol style="list-style-type: none"> 1.Explain the meaning of credentialization 2.Identify types of credentialization 3.Indicates the direction and targets of credentialization 4.Explains assessment and credentialization procedures 	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: Credentialization in BK</p> <p>Library:</p>	3%
6	Understanding the development of the BK profession in the US and Indonesia	<ol style="list-style-type: none"> 1.Describes the development of the counseling profession in the US 2.Explains the development of the BK profession in Indonesia 3.Identify figures and their roles in guidance and counseling 	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: Development of the BK profession in the US and Indonesia</p> <p>References:</p>	3%

7	Understand the profile and role of the counselor	<ol style="list-style-type: none"> 1.Explain the meaning of profile 2.Identifying the counselor profile 3.Explain the meaning of role 4.Identify the role of the counselor 	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: Role and profile of the counselor Reader: Nursalim, Mochamad. 2015. <i>Counseling Professional Development</i>. Jakarta, PT Erlangga</p>	3%
8	Understanding the juridical basis of the BK profession Understanding the nature of the BK profession Understanding the nature of guidance and counseling Understanding the organization and professional code of ethics and their development Understanding Credentialization in BK Understanding the development of the BK profession in the US and Indonesia Understanding the Profile and role of the Counselor	<ol style="list-style-type: none"> 1.Explain the meaning of the juridical basis of the BK profession 2.Identify the various juridical foundations of the BK profession 3.Identifying the implications of the BK's juridical basis 4.Explain the meaning of profession 5.Identify the characteristics of the BK profession 6.Explain the purpose of the profession 7.Identify professional requirements 8.Explain the meaning of guidance and counseling 9.Explain the purpose of BK 10.Identify the BK function 11.Explain the principles of BK 12.Identify the BK service areas 13.Comparing counseling and psychotherapy 14.Explain the meaning of Professional Organization 15.Explain the BK professional organization 16.Explain the professional code of ethics 17.Explain the meaning of credentialization 18.Identify types of credentialization 19.Indicates the direction and targets of credentialization 20.Explains assessment and credentialization procedures 21.Describes the development of the counseling profession in the US 22.Explains the development of the BK profession in Indonesia 23.Identify figures and their roles in 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Sub Summative Exam 2 X 50		<p>Material: Guidance and counseling profession References:</p>	20%

		<p>guidance and counselee</p> <p>24.Explain the meaning of profile</p> <p>25.Identifying the counselor profile</p> <p>26.Explain the meaning of role</p> <p>27.Identify the role of the</p>					
9	Understanding the performance of professional counselors	<p>1.Explain the meaning of counselor performance</p> <p>2.Give examples of counselor performance</p> <p>3.Explain counselor competency standards</p> <p>4.Explain counselor performance assessment</p>	<p>Criteria: Paper assessment rubric Presentation assessment rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: Professional Counselor</p> <p>Literature:</p>	5%
10	Understanding the professionalization of the BK profession	<p>1.Identify efforts to professionalize the BK profession</p> <p>2.Explaining the Confirmation of the professional identity of school counselors</p> <p>3.Describes education to produce professional counselors</p> <p>4.Towards Counselor professionalism</p>	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: Professionalization of the BK profession</p> <p>Library:</p>	2%
11	Understanding therapeutic communication	<p>1.Understand the meaning of therapeutic communication</p> <p>2.Explain the formation of therapeutic communication</p> <p>3.Therapeutic communication practice</p>	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning using the 2 X 50 jigsaw method		<p>Material: therapeutic communication</p> <p>References: <i>Brott, P. & Myers, J. 2009. Development of professional school counselor identity: a grounded theory. Professional School Counseling, 2, 339-348.</i></p>	3%
12	Understand individual counseling procedures	<p>Explain the relationship building stage, problem assessment stage, goal setting stage, strategy selection stage, implementation stage, strategy, evaluation and follow-up stage, and termination stage</p>	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning using the 2 X 50 head to head method		<p>Material: Individual counseling procedures</p> <p>Reference: <i>Nursalim, Mochamad. 2015. Counseling Professional Development. Jakarta, PT Erlangga</i></p>	7%
13	Understand group counseling procedures	<p>1.Explain the background to the emergence of group counseling</p> <p>2.Comparing individual counseling and group counseling</p> <p>3.Explain the group counseling process</p>	<p>Criteria: Presentation assessment rubric Paper assessment rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative learning using the 2 X 50 head to head method		<p>Material: Library Group Counseling Procedures :</p>	8%

14	Understand BK special settings	<ol style="list-style-type: none"> 1.Explains counseling guidance for intelligent and special gifted children 2.Explaining Counseling Services in the Implementation of Inclusive Education 3.Explaining Traumatic Counseling 4.Explaining Spiritual Counseling 	Criteria: Presentation assessment rubric Paper assessment rubric Form of Assessment : Participatory Activities	Group presentation Video show Discussion Giving 2 X 50 assignments		Material: Guidance and counseling in specific settings References:	2%
15	Understanding self-development	<ol style="list-style-type: none"> 1.Explain the meaning of self-development 2.Identify the components of self-development 3.Explaining BK services for self-development 4.Explain extracurricular activities for self-development 5.Explains the mechanism for collaboration between teachers and counselors in self-development 	Criteria: Presentation assessment rubric Paper assessment rubric Form of Assessment : Portfolio Assessment	Cooperative learning using the 2 X 50 jigsaw method		Material: Self-development Reference:	4%
16		Complete indicators 1-15	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Tests	Summative Exam 2 X 50		Material: Guidance and Counseling Profession Literature:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	53%
2.	Portfolio Assessment	22%
3.	Test	25%
		100%

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.

