



**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
Behavioral Counseling Theory and Practice	8620103209	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Mochamad Nursalim, M.Si.		Prof. Dr. Mochamad Nursalim, M.Si.			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Project Based Learning
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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 basic concepts of behavioral counseling																		
	PO - 2	Students are able to analyze behavior																		
	PO - 3	Able to plan behavioral counseling																		
	PO - 4	Able to apply behavioral counseling techniques and procedures																		
	PO - 5	Able to prepare reports on the implementation of behavioral counseling procedures																		
	PLO-PO Matrix																			
		<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-2</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-3</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-4</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-5</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </tbody> </table>	P.O	PLO-7	PLO-10	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓
	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)																																																																																																																							
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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 including: basic concepts, goals, effectiveness, therapist relationships, procedures, and techniques and practices for their application. Lectures are carried out using cooperative learning, experience-based learning, product-based learning. Assessment includes participation, UTS assignments, and UAS. Which are used to achieve learning outcomes, namely: problem-based learning and project-based learning.
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References	Main :
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1. Martin, G., & Pear, J. J. (2019). Behavior modification: What it is and how to do it. Routledge
2. Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengage learning.
3. Spiegler, M. D. (2019). Contemporary behavior therapy. Cengage Learning.
4. Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis. Pearson UK.
5. Maximilian, K. (2020). Counseling and Psychotherapy: theory and practice.
6. Murugan, V. (2020). Counseling Theory and Practice. Skyfox Publishing Group.
7. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.). Wiley.

Supporters:

1. Wiladantika, K. P., Dharsana, I. K., & Suranata, K. (2014). Penerapan Konseling Behavioral dengan Teknik Modeling untuk Meminimalisir Perilaku Agresif Siswa Kelas XI Bahasa SMA Negeri 2 Singaraja. Jurnal Ilmiah Bimbingan Konseling Undiksha, 2(1).
2. Fontaine, G., & Cossette, S. (2021). A theory-based adaptive E-learning program aimed at increasing intentions to provide brief behavior change counseling: Randomized controlled trial. Nurse Education Today, 107, 105112. <https://doi.org/10.1016/j.nedt.2021.105112>
3. Williamson, T. M., Moran, C., McLennan, A., Seidel, S., Patrick, P. H., Koerner, M., & Campbell, T. S. (2021). Promoting adherence to physical activity among individuals with cardiovascular disease using behavioral counseling: A theory and research-based primer for health care professionals. Progress in Cardiovascular Diseases, 64, 41–54. <https://doi.org/10.1016/j.pcad.2020.12.007>
4. Melinda, R., & Khusumadewi, A. (2017). Studi Perilaku Hopelessness Pada Siswa Di SMK Daruttaqwa, Gresik Study Of Student's Hopelessness Behavior In Daruttaqwa Vocational High School, Gresik. Junal BK Univeristas Negeri Surabaya, 52-53.

Supporting lecturer

Dr. Eko Darminto, M.Si.
 Prof. Dr. Mochamad Nursalim, M.Si.
 Prof. Dr. Budi Purwoko, S.Pd., M.Pd.
 Dr. Ari Khusumadewi, S.Pd., M.Pd.
 Dr. Evi Winingsih, S.Pd., M.Pd.
 Muhamad Afifuddin Ghozali, S.Pd., M.Couns., Gr.

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 are able to explain behavioral theories, classical conditioning theory, connectionism theory, social learning theory, and behavior modification	<p>1. Students can explain the concept of classical conditioning theory, connectionism theory</p> <p>2. Students learn social learning theory</p> <p>3. Students can explain behavior modification</p>	<p>Criteria: Holistic Rubric</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Student Assignment Group Discussion : Discuss 3 X 50 behavioral theories	Lecture via vivesa/gc/meet Group Discussion Student Assignment: Discuss the comparison of behavioral theories 3 X 50	<p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. Reference: <i>Spiegler, MD (2019). Contemporary behavior therapy. Cengage Learning.</i></p> <hr/> <p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. References: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengage Learning.</i></p>	1%
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2	Students are able to explain behavioral theories, classical conditioning theory, connectionism theory, social learning theory, and behavior modification	<ol style="list-style-type: none"> 1. Students can explain the concept of classical conditioning theory, connectionism theory 2. Students learn social learning theory 3. Students can explain behavior modification 	<p>Criteria: Holistic Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Student Assignment Group Discussion : Discuss 3 X 50 behavioral theories	Lecture via vinesa/gc/meet Group Discussion Student Assignment: Discuss the comparison of behavioral theories 3 X 50	<p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. Reference: <i>Spiegler, MD (2019). Contemporary behavior therapy. Cengage Learning.</i></p> <hr/> <p>Material: Behavioral theories, classical conditioning theory, connectionism theory, social learning theory and behavior modification. References: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengage Learning.</i></p>	2%
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3	Students are able to analyze behavior based on behavioristic theory	<p>1. Students can understand the principles and procedures for analyzing behavior based on behavioristic theory</p> <p>2. Students can analyze behavior based on behavioristic theory</p>	<p>Criteria: Analytical Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group Discussion and Student Assignment Presentation: Studying the concept of 3 X 50 behavior analysis	Lecture via vinesa/gc/meet Group Discussion and Presentation Student Assignment: Analyzing behavior 3 X 50	<p>Material: behavior based on behavioristic theory</p> <p>References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>References: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>Reference: <i>Maximilian, K. (2020). Counseling and Psychotherapy: theory and practice.</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>Reference: <i>Murugan, V. (2020). Counseling Theory and Practice. Skyfox Publishing Group.</i></p>	3%
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4	Students are able to analyze behavior based on behavioristic theory	<p>1. Students can understand the principles and procedures for analyzing behavior based on behavioristic theory</p> <p>2. Students can analyze behavior based on behavioristic theory</p>	<p>Criteria: Analytical Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group Discussion and Student Assignment Presentation: Studying the concept of 3 X 50 behavior analysis	Lecture via vinesa/gc/meet Group Discussion and Presentation Student Assignment: Analyzing behavior 3 X 50	<p>Material: behavior based on behavioristic theory</p> <p>References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>References: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>Reference: <i>Maximilian, K. (2020). Counseling and Psychotherapy: theory and practice.</i></p> <hr/> <p>Material: behavior based on behavioristic theory</p> <p>Reference: <i>Murugan, V. (2020). Counseling Theory and Practice. Skyfox Publishing Group.</i></p>	3%
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5	Students are able to master the concepts and practices of respondent behavior and respondent conditioning.	<p>1. Students are able to master the concepts of respondent behavior and respondent conditioning.</p> <p>2. Students are able to practice respondent behavior and respondent conditioning.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practice Assessment Rubric 2. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook. Assignment to compile a 3 X 50 procedure	Lecture via vivesa/gc/meet PBL Student Assignment: Make verbatim and video practices of respondent behavior and respondent conditioning. 3 X 50	<p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Corey, G. (2022). <i>Theory and practice of counseling and psychotherapy</i>. Cengage Learning.</p> <hr/> <p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i> (3rd ed.). Wiley.</p> <hr/> <p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Maximilian, K. (2020). <i>Counseling and Psychotherapy: theory and practice</i>.</p>	3%
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6	Students are able to master the concepts and practices of respondent behavior and respondent conditioning.	<p>1.Students are able to master the concepts of respondent behavior and respondent conditioning.</p> <p>2.Students are able to practice respondent behavior and respondent conditioning.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Practice Assessment Rubric 2.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook. Assignment to compile a 3 X 50 procedure	Lecture via vinesa/gc/meet PBL Student Assignment: Make verbatim and video practices of respondent behavior and respondent conditioning. 3 X 50	<p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Corey, G. (2022). <i>Theory and practice of counseling and psychotherapy.</i> Cengagelearning.</p> <hr/> <p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques</i> (3rd ed.). Wiley.</p> <hr/> <p>Material: concepts and practices of respondent behavior and respondent conditioning. References: Maximilian, K. (2020). <i>Counseling and Psychotherapy: theory and practice.</i></p>	3%
7	Students are able to master the concepts and practices of operant behavior and operant conditioning	<p>1.Students can explain the concepts of operant behavior and operant conditioning</p> <p>2.Students can practice operant behavior and operant conditioning</p>	<p>Criteria: Analytical Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group Discussion and Presentation Student Assignment: Developing a Plan for operant behavior and operant conditioning 3 X 50	Lecture via vinesa/gc/meet Group Discussion and Presentation Student Assignment: Make verbatim and video practice of operant behavior and operant conditioning 3 X 50	<p>Material: concepts and practices of operant behavior and operant conditioning References: Martin, G., & Pear, JJ (2019). <i>Behavior modification: What it is and how to do it.</i> Routledge</p> <hr/> <p>Material: concepts and practices of operant behavior and operant conditioning References: Corey, G. (2022). <i>Theory and practice of counseling and psychotherapy.</i> Cengagelearning.</p> <hr/> <p>Material: concepts and practices of operant behavior and operant conditioning Reference: Spiegler, MD (2019). <i>Contemporary behavior therapy.</i> Cengage Learning.</p>	3%

8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Practice / Performance, Test</p>	UTS 3 X 50		<p>Material: Behavior Modification References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: Contemporary Behavior Therapy Bibliography: <i>Spiegler, MD (2019). Contemporary behavior therapy. Cengage Learning.</i></p> <hr/> <p>Material: Applied Behavior Analysis Bibliography: <i>Cooper, JO, Heron, TE, & Heward, WL (2020). Applied behavior analysis. Pearson UK.</i></p>	20%
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9	Students understand and practice the principles of stimulus control and reinforcement	<p>1. Students are able to understand the principles of stimulus control and reinforcement</p> <p>2. Students are able to practice the principles of stimulus control and reinforcement</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook, Developing a stimulus control and reinforcement plan, 3 X 50	Lecture via vinesa/gc/meet PBL Student Assignment: Make a video of stimulus control and reinforcement practice, 3 X 50	<p>Material: principles of stimulus control and reinforcement, Reference: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, Reference: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, Reference: <i>Fontaine, G., & Cossette, S. (2021). A theory-based adaptive E-learning program aimed at increasing intentions to provide brief behavior change counseling: Randomized controlled trial. Nurse Education Today, 107, 105112. https://doi.org/...</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, References: <i>Williamson, TM, Moran, C., McLennan, A., Seidel, S., Patrick, PH, Koerner, M., & Campbell, TS (2021). Promoting adherence to physical activity among individuals with cardiovascular disease using behavioral counseling: A theory and research-based primer for health care professionals. Progress in Cardiovascular Diseases, 64, 41–54. https://doi.org/...</i></p>	4%
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10	Students understand and practice the principles of stimulus control and reinforcement	<p>1. Students are able to understand the principles of stimulus control and reinforcement</p> <p>2. Students are able to practice the principles of stimulus control and reinforcement</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>PBL Student Assignment: Reading a textbook, Developing a stimulus control and reinforcement plan, 3 X 50</p>	<p>Lecture via vivesa/gc/meet PBL Student Assignment: Make a video of stimulus control and reinforcement practice, 3 X 50</p>	<p>Material: principles of stimulus control and reinforcement, Reference: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, Reference: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, Reference: <i>Fontaine, G., & Cossette, S. (2021). A theory-based adaptive E-learning program aimed at increasing intentions to provide brief behavior change counseling: Randomized controlled trial. Nurse Education Today, 107, 105112. https://doi.org/...</i></p> <hr/> <p>Material: principles of stimulus control and reinforcement, References: <i>Williamson, TM, Moran, C., McLennan, A., Seidel, S., Patrick, PH, Koerner, M., & Campbell, TS (2021). Promoting adherence to physical activity among individuals with cardiovascular disease using behavioral counseling: A theory and research-based primer for health care professionals. Progress in Cardiovascular Diseases, 64, 41–54. https://doi.org/...</i></p>	4%
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11	Students understand and practice extinction and spontaneous recovery	<p>1.Students can understand and practice extinction</p> <p>2.Students can understand and practice spontaneous recovery</p>	<p>Criteria:</p> <p>1.Analytical Rubric</p> <p>2.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	Group Discussion and Presentation Student Assignment: Reading textbooks, Developing plans for extinction and spontaneous recovery 3 X 50	Lecture via vinesa/gc/meet Group Discussion and Presentation Student Assignment: Make a video of extinction and spontaneous recovery practices 3 X 50	<p>Material: extinction and spontaneous recovery</p> <p>References: Spiegler, MD (2019). <i>Contemporary behavior therapy.</i> Cengage Learning.</p> <hr/> <p>Material: extinction and spontaneous recovery</p> <p>References: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.).</i> Wiley.</p> <hr/> <p>Material: extinction and spontaneous recovery</p> <p>References: Corey, G. (2022). <i>Theory and practice of counseling and psychotherapy.</i> Cengagelearning.</p>	4%
12	Students understand and practice extinction and spontaneous recovery	<p>1.Students can understand and practice extinction</p> <p>2.Students can understand and practice spontaneous recovery</p>	<p>Criteria:</p> <p>1.Analytical Rubric</p> <p>2.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	Group Discussion and Presentation Student Assignment: Reading textbooks, Developing plans for extinction and spontaneous recovery 3 X 50	Lecture via vinesa/gc/meet Group Discussion and Presentation Student Assignment: Make a video of extinction and spontaneous recovery practices 3 X 50	<p>Material: extinction and spontaneous recovery</p> <p>References: Spiegler, MD (2019). <i>Contemporary behavior therapy.</i> Cengage Learning.</p> <hr/> <p>Material: extinction and spontaneous recovery</p> <p>References: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). <i>Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.).</i> Wiley.</p> <hr/> <p>Material: extinction and spontaneous recovery</p> <p>References: Corey, G. (2022). <i>Theory and practice of counseling and psychotherapy.</i> Cengagelearning.</p>	4%

13	Students can analyze behavior and practices that strengthen, weaken and eliminate behavior	Students are able to analyze behavior and practice strengthening, weakening and eliminating behavior	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook, Developing a 3 X 50 behavior analysis plan	Lecture via vivesa/gc/meet PBL Student Assignment: Make a video practice of strengthening, weakening, and eliminating behavior 3 X 50	<p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Cooper, JO, Heron, TE, & Heward, WL (2020). Applied behavior analysis. Pearson UK.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.). Wiley.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Wiladantika, KP, Dharsana, IK, & Suranata, K. (2014). Application of Behavioral Counseling with Modeling Techniques to Minimize Aggressive Behavior in Class XI Language Students at SMA Negeri 2 Singaraja. Undiksha Scientific Journal of Counseling Guidance, 2(1).</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p>	5%
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14	Students can analyze behavior and practices that strengthen, weaken and eliminate behavior	Students are able to analyze behavior and practice strengthening, weakening and eliminating behavior	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook, Developing a 3 X 50 behavior analysis plan	Lecture via vivesa/gc/meet PBL Student Assignment: Make a video practice of strengthening, weakening, and eliminating behavior 3 X 50	<p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Cooper, JO, Heron, TE, & Heward, WL (2020). Applied behavior analysis. Pearson UK.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.). Wiley.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Wiladantika, KP, Dharsana, IK, & Suranata, K. (2014). Application of Behavioral Counseling with Modeling Techniques to Minimize Aggressive Behavior in Class XI Language Students at SMA Negeri 2 Singaraja. Undiksha Scientific Journal of Counseling Guidance, 2(1).</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p>	5%
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15	Students can analyze behavior and practices that strengthen, weaken and eliminate behavior	Students are able to analyze behavior and practice strengthening, weakening and eliminating behavior	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Student Assignment: Reading a textbook, Developing a 3 X 50 behavior analysis plan	Lecture via vivesa/gc/meet PBL Student Assignment: Make a video practice of strengthening, weakening, and eliminating behavior 3 X 50	<p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Cooper, JO, Heron, TE, & Heward, WL (2020). Applied behavior analysis. Pearson UK.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3rd ed.). Wiley.</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Wiladantika, KP, Dharsana, IK, & Suranata, K. (2014). Application of Behavioral Counseling with Modeling Techniques to Minimize Aggressive Behavior in Class XI Language Students at SMA Negeri 2 Singaraja. Undiksha Scientific Journal of Counseling Guidance, 2(1).</i></p> <hr/> <p>Material: behavior and practices strengthen, weaken, and eliminate behavior Reference: <i>Corey, G. (2022). Theory and practice of counseling and psychotherapy. Cengagelearning.</i></p>	5%
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16	UAS	Mastery of behavioral counseling concepts and practices	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Test</p>	Written and Practical Test 3 X 50	<p>Material: Behavior Modification</p> <p>References: <i>Martin, G., & Pear, JJ (2019). Behavior modification: What it is and how to do it. Routledge</i></p> <hr/> <p>Material: Contemporary Behavior Therapy</p> <p>Bibliography: <i>Spiegler, MD (2019). Contemporary behavior therapy. Cengage Learning.</i></p> <hr/> <p>Material: Applied Behavior Analysis</p> <p>Bibliography: <i>Cooper, JO, Heron, TE, & Heward, WL (2020). Applied behavior analysis. Pearson UK.</i></p> <hr/> <p>Material: Application of Behavioral Counseling</p> <p>Literature: <i>Wiladantika, KP, Dharsana, IK, & Suranata, K. (2014). Application of Behavioral Counseling with Modeling Techniques to Minimize Aggressive Behavior in Class XI Language Students at SMA Negeri 2 Singaraja. Undiksha Scientific Journal of Counseling Guidance, 2(1).</i></p>	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	0.5%
2.	Project Results Assessment / Product Assessment	55.17%
3.	Practice / Performance	6.67%
4.	Test	36.67%
		99.01%

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.