



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																			
Cognitive-Behavioral Counseling Theory and Practice	8620103210	Compulsory Study Program Subjects	T=2 P=1 ECTS=4.77	3	December 5, 2021																																																																			
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																																			
	Ari Khusumadewi, S.Pd., M.Pd.		Prof. Dr. Budi Purwoko, S.Pd., M.Pd.		Dr. Evi Winingsih, S.Pd., M.Pd.																																																																			
<b>Learning model</b>	Project Based Learning																																																																							
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																							
	<b>PLO-7</b>	Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																						
	<b>PLO-10</b>	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																																																																						
	<b>Program Objectives (PO)</b>																																																																							
	<b>PO - 1</b>	Students can understand the concept of a cognitive behavioral approach in guidance and counseling services.																																																																						
	<b>PO - 2</b>	Students are able to summarize each counseling technique using the mindmap technique.																																																																						
	<b>PLO-PO Matrix</b>																																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <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> </tbody> </table>					P.O	PLO-7	PLO-10	PO-1	✓	✓	PO-2	✓	✓																																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																								
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PO-2								✓	✓	✓	✓	✓	✓	✓	✓	✓																																																								
<b>Short Course Description</b>	<p>This course teaches students about the theory and practice of cognitive-behavioral counseling theory, which includes: conceptual studies, views on basic human nature, theoretical formulations about behavioral disorders, counseling methods (goals, techniques and processes), applicability, criticism, practice /practice of analyzing behavioral disorders from a case, designing and practicing counseling programs based on cognitive-behavioral counseling theory. Lectures are carried out offline and online by applying active learning methods, namely project-based learning. Assessment of student success is determined based on the value of activeness in participating in the entire lecture process, completing structured assignments, and exams. Objectives/content of the course Cognitive-Behavioral Therapy Approach 1. Cognitive Restructuring Strategies and Practices 2. Thought Stopping Strategies and Practices 3. Reframing Strategies and Practices 4. REBT Strategies and Practices 5. Self-Imaging Strategies and Practices 6. Strategies and Practices Disputing Irrational Belief Systems 7. Humor Strategies and Practices 8. Socratic Dialogue Strategies and Practices 9. Cognitive-Behavioral Modification Strategies and Practices 10. Cognitive Modeling Strategies and Practices 11. Systematic Desensitization Strategies and Practices</p>																																																																							
<b>References</b>	<b>Main :</b>																																																																							
	<ol style="list-style-type: none"> <li>1. Corey, G. 2017. Theory and practice of counseling and psychotherapy 10th ed . Boston: Cengage learning (e-book). Fall, K.A, Holden, J.M., Marquis, A. 2017. Theoretical models of counseling and psychotherapy . Taylor &amp; Francis (e-book).</li> <li>2. Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley &amp; Sons .</li> <li>3. Sharf, R.S. 2012. Theories of Psychotherapy and Counseling: Concepts and Cases , 5th Edition. Belmont, CA Brooks/Cole, Cengage Learning.</li> <li>4. Rohsenow, D. J., &amp; Snell, L. M. (2023, January 1). Cognitive behavioral therapy for substance use disorders. Elsevier eBooks. <a href="https://doi.org/10.1016/b978-0-323-91497-0.00245-9">https://doi.org/10.1016/b978-0-323-91497-0.00245-9</a></li> <li>5. Heidenreich, T., Noyon, A., Worrell, M., &amp; Menzies, R. (2021). Existential approaches and cognitive behavior therapy: Challenges and potential. International Journal of Cognitive Therapy, 14, 209-234.</li> </ol>																																																																							
	<b>Supporters:</b>																																																																							

1. Indrasari, S. I., Habsy, B. A., Nursalim, M., & Sartinah, E. P. (2024). *Konseling Rasional Emotif Perilaku Dalam Pengembangan Harga Diri Korban Bullying Siswa SMA: Studi Literatur*. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(2), 699-706.
2. Nursalim, M., Hidayah, N., Atmoko, A., & Radjah, C. L. (2018). *Pattern of school refusal behavior on students; background, triggers, family profile and treatment*. *European Journal of Education Studies*.

**Supporting lecturer**  
 Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.  
 Prof. Dr. Budi Purwoko, S.Pd., M.Pd.  
 Prof. Dr. Najlatun Naqiyah, M.Pd.  
 Dr. Ari Khusumadewi, 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	Mastering the basic concepts of cognitive behavioral counseling	1.Can explain and sequence cognitive behavioral counseling procedures 2.Can analyze problems that can be solved with a cognitive behavioral counseling approach 3.Can implement cognitive behavioral counseling	<b>Criteria:</b> 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments: 3.Accuracy Clarity 4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Direct Learning, reading, studying, discussion 3 X 50		<b>Material:</b> Theory and practice of counseling psychotherapy <b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor & Francis (e-book).  <b>Material:</b> Psychotherapy counseling skills, strategies and techniques <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques.</i> John Wiley & Sons.  <b>Material:</b> Study of concepts and cases of psychotherapy counseling. <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.	2%

2	Can explain Cognitive Restructuring strategies and Cognitive Restructuring strategy practicum	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating)</li> <li>Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i> . John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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3	Can explain the concept of Thought Stopping strategy and practicum	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i> . John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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4	Can explain the concept of reframing and practical reframing strategies	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i> . John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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5	Can explain the concept of REBT and REBT counseling strategies	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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6	Understand the concept of Self-Imagery Strategy and Practicum of Self-Imagery Strategy	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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7	Understand the DIBS concept and Dispute Irrational Belief System strategy practicum	<p>1.Can explain and sequence cognitive behavioral counseling procedures</p> <p>2.Can analyze problems that can be solved with a cognitive behavioral counseling approach</p> <p>3.Can implement cognitive behavioral counseling</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2.Accuracy of Language Use arguments:</li> <li>3.Accuracy Clarity</li> <li>4.Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Direct Learning, reading, studying, discussion 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy</p> <p><b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques</p> <p><b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling.</p> <p><b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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8	UTS	UTS	<p><b>Criteria:</b> Give a score of 4 if the answer is correct, give a score of 3 if the answer is quite correct, give a score of 2 if the answer has many mistakes, give a score of 1 if the answer is wrong, give a score of 0 if you don't do it. Value = (Total score: 20) x 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	UTS 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy <b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <p><b>Material:</b> Psychotherapy counseling skills, strategies and techniques <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <p><b>Material:</b> Study of concepts and cases of psychotherapy counseling. <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	20%
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9	Students are able to master and practice Humor Strategies	Explaining the meaning of Humor Strategy Explaining the use of Humor Strategy Describing Humor Strategy procedures Applying Strategy steps systematically to solve student problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling psychotherapy <b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Concepts and theories of psychotherapy counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	3%
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10	Students are able to master and practice the Socratic Dialogue Strategy	Explain the meaning of the Socratic Dialogue Strategy Explain the use of the Socratic Dialogue Strategy Describe the Socratic Dialogue Strategy procedure Apply the Strategy steps systematically to solve student problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy <b>References:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Concept of psychotherapy counseling theory. <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	4%
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11	Students are able to master and practice Cognitive Modeling Strategies	Explain the meaning of CM Strategy Explain the use of CM Strategy Describe CM Strategy procedures Apply Strategy steps systematically to solve student problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy <b>References:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Concepts and theories of psychotherapy counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	4%
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12	Reading, studying, discussing and practicing Synthetic Dissentization counseling strategies	Explaining the meaning of SD Strategy Explaining the use of SD Strategy Describing SD Strategy procedures Applying Strategy steps systematically to solve student problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy <b>References:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Concept of psychotherapy counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	4%
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13	Students are able to strengthen their understanding and practical skills of CBT, REBT, CBM	Explaining the meaning of strategies in CBT, REBT, CBM counseling. Practicing strategies in CBT, REBT, CBM counseling	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Practice and theory of counseling psychotherapy <b>Reference:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy</i> 10th ed. Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy</i>. Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques</i>. John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Theories and concepts of psychotherapy counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition</i>. Belmont, CA Brooks/Cole, Cengage Learning.</p>	4%
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14	Students are able to strengthen their understanding and practical skills of CBT, REBT, CBM	Explaining the meaning of strategies in CBT, REBT, CBM counseling. Practicing strategies in CBT, REBT, CBM counseling	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy <b>References:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Concept of psychological counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	6%
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15	Students are able to strengthen their understanding and practical skills of CBT, REBT, CBM	Explaining the meaning of strategies in CBT, REBT, CBM counseling. Practicing strategies in CBT, REBT, CBM counseling	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of Language Use arguments</li> <li>3. Accuracy Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative Learning, reading, studying, discussion, and exercises/practice 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy <b>References:</b> Corey, G. 2017. <i>Theory and practice of counseling and psychotherapy 10th ed.</i> Boston: Cengage learning (e-book). Fall, KA, Holden, JM, Marquis, A. 2017. <i>Theoretical models of counseling and psychotherapy.</i> Taylor &amp; Francis (e-book).</p> <hr/> <p><b>Material:</b> Strategies, concepts and implementation of psychotherapy counseling <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice: skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> concept of psychotherapy counseling <b>Reference:</b> Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	5%
16	UAS	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	UAS 3 X 50		<p><b>Material:</b> psychotherapy counseling skills, strategies and techniques <b>References:</b> Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and practice: skills, strategies, and techniques.</i> John Wiley &amp; Sons.</p>	30%



#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	8.5%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practical Assessment	30%
4.	Test	10%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.