



**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
Humanistic Counseling Theory and Practice	8620103211	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	3	May 28, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Wiryo Nuryono, S.Pd., M.Pd		Dr. Wiryo Nuryono, S.Pd., 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 choosing 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 are able to understand the concept of a humanistic approach in guidance and counseling services.

**PO - 2** Students are able to practice counseling techniques in a humanistic approach.

**PLO-PO Matrix**

P.O	PLO-7	PLO-10
PO-1	✓	✓
PO-2	✓	✓

**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							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Short Course Description** This course teaches students about the theory and practice of counseling from one of the counseling theories from a humanistic (personal-centered) approach, which includes: concept studies, theoretical formulations about behavioral disorders, counseling methods (goals, techniques and counseling processes), applicability, criticism, exercise/practice analyzing behavioral disorders from a case, designing and practicing counseling programs based on person-centered counseling theory. Lectures are carried out offline and online by applying active learning methods such as problem-based learning or 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. - Concept of existential counseling - History of the development of existential counseling - Basic concepts of counseling from an existential perspective - Causes of problems from an existential perspective - Name and explain approaches to existential counseling - Process in existential counseling - Practicing humanistic counseling to help clients overcome their difficulties in simulated situations supervised.

**References** **Main :**

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 & Francis (e-book). Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley & Sons . Sharf, R.S. 2012. Theories of Psychotherapy and Counseling: Concepts and Cases , 5th Edition. Belmont, CA Brooks/Cole, Cengage Learning.
2. Marquis, A. 2017. Theoretical models of counseling and psychotherapy . Taylor & Francis (e-book)
3. Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley & Sons
4. Sharf, R.S. 2012. Theories of Psychotherapy and Counseling: Concepts and Cases , 5th Edition. Belmont, CA Brooks/Cole, Cengage Learning
5. Schneider, K. J., & Krug, O. T. (2017). Existential-humanistic therapy. American Psychological Association.

**Supporters:**

1. Nuryono, W. (2022). Achievement Motivation, Affiliation Motivation, and Student Learning Behavior During The Covid-19 Pandemic: A Structural Equation Model. Jurnal Inspirasi Pendidikan, 12(1), 40-47.
2. Nuryono, W., Christiana, E., & Purwoko, B. (2023). Teknik Motivational Interviewing Untuk Mengurangi Adiksi Game Online. Jurnal Consulenza: Jurnal Bimbingan Konseling dan Psikologi, 6(1), 109-119.

**Supporting lecturer**  
 Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.  
 Prof. Dr. Najlatun Naqiyah, M.Pd.  
 Dr. Wiryo Nuryono, 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	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	2%
---	--	--	---	---------------	--	---	----

2	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----

3	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----

4	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----

5	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----

6	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----



7	Pay attention to the lecture contract and semester study plans	Pay attention to the lecture contract and semester study plans	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A score of 4 is given if mastery of the indicators is classified as good</li> <li>2. A score of 3 is given if mastery of the indicator is quite good</li> <li>3. A score of 2 is given if mastery of the indicator is classified as poor</li> <li>4. A score of 1 is given if mastery of the indicators is not demonstrated</li> <li>5. A score of zero is given if you do not complete the assignment</li> <li>6. Score = <math>(\sum \text{score}:16) \times 100</math></li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	FGD 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p> <hr/> <p><b>Material:</b> Strategy and Practice of psychotherapy counseling theory</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>	3%
---	--	--	---	---------------	--	---	----

8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	uts 3 X 50		<p><b>Material:</b> Theory and practice of counseling and psychotherapy</p> <p><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). 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. Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i> Belmont, CA Brooks/Cole, Cengage Learning.</p>	20%
9	<p>Defining the concept of Heksi counseling. Telling the history of the development of existential counseling. Explaining the basic concepts of counseling from an existential perspective. Describing the causes of problems based on existential. Mentioning and explaining the existential counseling approach. Describing the process in existential counseling. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic</li> </ol>	<p><b>Criteria:</b> Rubric</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Problem based learning 3 X 50		<p><b>Material:</b> Theory and practice of counseling Psychotherapy</p> <p><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). Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. <i>Counseling and psychotherapy theories in context and</i></p>	3%

		<p>counseling to help clients deal with their difficulties in simulated and supervised situations.</p>				<p><i>practice; skills, strategies, and techniques . John Wiley &amp; Sons. Sharf, RS 2012. Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition. Belmont, CA Brooks/Cole, Cengage Learning.</i></p> <p><b>Material:</b> Psychotherapy counseling skills, techniques and strategies</p> <p><b>References:</b> <i>Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley &amp; Sons</i></p> <p><b>Material:</b> Psychotherapy counseling theories and concepts</p> <p><b>References:</b> <i>4) Sharf, RS 2012. Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition. Belmont, CA Brooks/Cole, Cengage Learnin</i></p>	
--	--	--	--	--	--	---	--

10	<p>Defining the concept of Heksi counseling.  Telling the history of the development of existential counseling.  Explaining the basic concepts of counseling from an existential perspective.  Describing the causes of problems based on existential.  Mentioning and explaining the existential counseling approach.  Describing the process in existential counseling.  Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b>  Rubric</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	<p>Problem based learning  3 X 50</p>		<p><b>Material:</b>  Application of psychotherapy counseling models</p> <p><b>References:</b>  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, techniques and strategies</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>	3%
----	--	---	---	---	--	--	----

11	<p>Defining the concept of Heksi counseling.  Telling the history of the development of existential counseling.  Explaining the basic concepts of counseling from an existential perspective.  Describing the causes of problems based on existential.  Mentioning and explaining the existential counseling approach.  Describing the process in existential counseling.  Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b>  Rubric</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	<p>Problem based learning  3 X 50</p>	<p><b>Material:</b>  Application of psychotherapy counseling models  <b>References:</b>  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, techniques and strategies  <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>3%</p>
----	--	---	---	---	--	-----------

12	<p>Defining the concept of Heksi counseling.  Telling the history of the development of existential counseling.  Explaining the basic concepts of counseling from an existential perspective.  Describing the causes of problems based on existential.  Mentioning and explaining the existential counseling approach.  Describing the process in existential counseling.  Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b> Rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Problem based learning 3 X 50</p>		<p><b>Material:</b> Application of psychotherapy counseling models</p> <p><b>References:</b> <i>Marquis, A. 2017. Theoretical models of counseling and psychotherapy. Taylor &amp; Francis (e-book)</i></p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, techniques and strategies</p> <p><b>References:</b> <i>Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley &amp; Sons</i></p>	3%
----	--	---	---	--	--	--	----

13	<p>Defining the concept of Heksi counseling.  Telling the history of the development of existential counseling.  Explaining the basic concepts of counseling from an existential perspective.  Describing the causes of problems based on existential.  Mentioning and explaining the existential counseling approach.  Describing the process in existential counseling.  Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b>  Rubric</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	<p>Problem based learning  3 X 50</p>		<p><b>Material:</b>  Application of psychotherapy counseling models</p> <p><b>References:</b>  Marquis, A. 2017.  <i>Theoretical models of counseling and psychotherapy.</i>  Taylor &amp; Francis (e-book)</p> <hr/> <p><b>Material:</b>  Psychotherapy counseling theories and concepts</p> <p><b>References:</b>  4) Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i>  Belmont, CA Brooks/Cole, Cengage Learnin</p>	6%
----	--	---	---	---	--	---	----

14	<p>Defining the concept of Heksi counseling.  Telling the history of the development of existential counseling.  Explaining the basic concepts of counseling from an existential perspective.  Describing the causes of problems based on existential.  Mentioning and explaining the existential counseling approach.  Describing the process in existential counseling.  Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b>  Rubric</p> <p><b>Forms of Assessment :</b>  Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>Problem based learning  3 X 50</p>		<p><b>Material:</b>  Application of psychotherapy counseling models</p> <p><b>References:</b>  Marquis, A. 2017.  <i>Theoretical models of counseling and psychotherapy.</i>  Taylor &amp; Francis (e-book)</p> <hr/> <p><b>Material:</b>  Psychotherapy counseling theories and concepts</p> <p><b>References:</b>  4) Sharf, RS 2012. <i>Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition.</i>  Belmont, CA Brooks/Cole, Cengage Learnin</p>	6%
----	--	---	--	---	--	---	----



15	<p>Defining the concept of Heksi counseling. Telling the history of the development of existential counseling. Explaining the basic concepts of counseling from an existential perspective. Describing the causes of problems based on existential. Mentioning and explaining the existential counseling approach. Describing the process in existential counseling. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</p>	<ol style="list-style-type: none"> <li>1. Define the concept of existential counseling</li> <li>2. Tells the history of the development of existential counseling</li> <li>3. Explains the basic concepts of counseling from an existential perspective</li> <li>4. Describe the causes of problems on an existential basis</li> <li>5. Mention and explain the existential counseling approach</li> <li>6. Describe the process in existential counseling</li> <li>7. Practicing humanistic counseling to help clients deal with their difficulties in simulated and supervised situations.</li> </ol>	<p><b>Criteria:</b> Rubric</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>Problem based learning 3 X 50</p>		<p><b>Material:</b> Application of psychotherapy counseling models</p> <p><b>References:</b> <i>Marquis, A. 2017. Theoretical models of counseling and psychotherapy. Taylor &amp; Francis (e-book)</i></p> <hr/> <p><b>Material:</b> Psychotherapy counseling skills, techniques and strategies</p> <p><b>References:</b> <i>Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley &amp; Sons</i></p> <hr/> <p><b>Material:</b> Psychotherapy counseling theories and concepts</p> <p><b>References:</b> <i>4) Sharf, RS 2012. Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition. Belmont, CA Brooks/Cole, Cengage Learnin</i></p>	6%
16	<p>Able to design and implement a humanistic counseling program to help clients develop themselves or deal with their difficulties</p>	<p>Complete indicators 1 to 15</p>	<p><b>Criteria:</b> UAS</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>UAS</p>		<p><b>Material:</b> Strategies, concepts and implementation of psychotherapy counseling</p> <p><b>References:</b> <i>Sommers-Flanagan, J., Sommers-Flanagan, R. 2015. Counseling and psychotherapy theories in context and practice; skills, strategies, and techniques . John Wiley &amp; Sons</i></p>	30%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
----	------------	------------

1.	Project Results Assessment / Product Assessment	52.5%
2.	Practical Assessment	7.5%
3.	Practice / Performance	40%
		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.