



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																																																																																			
Multicultural Counseling Theory and Practice	8620102213	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	December 5, 2021																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Dr. Ari Khusumadewi, S.Pd., M.Pd.		Prof. Dr. Najlatun Naqiyah, S.Ag., 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 cultural concepts in guidance and counseling services																																																																																								
	PO - 2	Students are able to examine cultural issues in guidance and counseling services.																																																																																								
	PO - 3	Able to identify problems and practice counseling approaches with a multicultural perspective.																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th colspan="3">PLO-7</th> <th colspan="3">PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table>						P.O	PLO-7			PLO-10			PO-1	✓			✓			PO-2	✓			✓			PO-3	✓			✓																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td> </tr> </tbody> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓			✓											PO-2				✓	✓					✓							PO-3							✓	✓	✓		✓	✓	✓	✓		✓
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Short Course Description	This course discusses socio-cultural factors that influence the implementation of guidance and counseling. The factors of differences in race, ethnicity, religion, women and men, disabilities, elderly people and adults become the awareness of culturally sensitive counselors. Study of foreign (western) theories and the suitability (or inappropriateness) of their application in the local/Indonesian cultural context. Lecture activities include discussions about local cultural values, problems and obstacles to implementing guidance and counseling with a cultural background, and the practices of helping local residents (natives) and the possibilities for development and research for professional counseling. Study Materials/Learning Materials 1. Understanding the factors of differences between race, ethnicity, religion, women and men, disabilities, elderly people and adults becomes the awareness of culturally sensitive counselors. 2. Study of foreign (western) theories and the suitability (or inappropriateness) of their application in the local/Indonesian cultural context.																																																																																									
References	Main :																																																																																									

1	Mastering the concept of the nature of multicultural counseling, understanding culture and culture	Can explain the basic concepts of multicultural perspectives and multicultural counseling	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures and questions and answers 2 X 50	Organize students into study groups. Guiding group work and study. Evaluation. 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW, et al. 1999. <i>Multicultural Psychology: Research and Applications</i>. Jakarta: Gramedia</p> <hr/> <p>Material: cultural development References: Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiostis, A, Sam, DL 2011. <i>Cross-Cultural Psychology: Research and Application</i>. UK: Cambridge University Press</p> <hr/> <p>Material: Introduction to professional counseling References: Brown, D, Srebalus, DJ 2003. <i>Introduction To The Counseling Profession (3rd Ed)</i>. Washington, DC: Allyn & Bacon.</p> <hr/> <p>Material: Introduction to multicultural counseling for treatment from experts References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed)</i>. New York: Taylor & Francis Group.</p> <hr/> <p>Material: Multicultural Counseling Bibliography: Casas, JM, Suzuki, LA, Alexander, CM, & Jackson, MA (Eds.). (2016). <i>Handbook of multicultural counseling</i>. Sage Publications.</p>	2%
2	Mastering the Multicultural Counseling model	Can explain multicultural counseling models	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practicing all stages correctly 96-100 2. Practicing all stages but missing 1-3 steps 91-95 3. Practiced all steps but missed 4-6 steps 86-90 4. There are more than missed steps worth 81-85 5. There is 1 stage missed 76-80 Not Practicing 0 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and questions and answers 2 X 50	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3.. Evaluation of the experience (evaluation of the experience) 2 X 50	<p>Material: development of multicultural counseling Reference: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling</i>.</p> <hr/> <p>Material: counseling and development Reference: <i>Journal of Counseling and Development- Summer/Fall 2010 - Vol 88</i>.</p> <hr/> <p>Material: counseling and development Reference: <i>Journal of Counseling and Development- Winter 2011 - Vol 89</i>.</p>	2%

3	Mastering current concepts of multicultural counseling	Can explain the view of multicultural counseling, redefining of multicultural counseling and its implications.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and questions and answers 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: <i>Berry, JW, et al. 1999. Multicultural Psychology: Research and Applications. Jakarta: Gramedia</i></p> <hr/> <p>Material: cultural journey of multicultural psychology References: <i>Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL 2011. Cross-Cultural Psychology: Research and Application. UK: Cambridge University Press</i></p> <hr/> <p>Material: Development of multicultural counseling Reference: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Multicultural development and counseling Reference: <i>Journal of Counseling and Development- Summer/Fall 2010 - Vol 88.</i></p> <hr/> <p>Material: Multicultural development and counseling Reference: <i>Journal of Counseling and Development- Winter 2011 - Vol 89.</i></p> <hr/> <p>Material: Multicultural human perspective References: <i>Matsumoto, D. 1994. People: Psychology from Cultural Perspective. California: Brooks/Cole Pub</i></p> <hr/> <p>Material: counseling culture] References: <i>Matsumoto, D. 1996. Culture and Psychology. California: Brooks/Cole Publishing.</i></p>	3%
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4	understanding race and labeling which influence cultural identity. Mastering the concept of the influence of cultural identity on social behavior	Can explain about class or race that influences cultural identity. Explain the influence of culture on social behavior and communication patterns	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and questions and answers 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW, et al. 1999. <i>Multicultural Psychology: Research and Applications</i>. Jakarta: Gramedia</p> <hr/> <p>Material: Cultural journey of counseling References: Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiostis, A, Sam, DL 2011. <i>Cross-Cultural Psychology: Research and Application</i>. UK: Cambridge University Press</p> <hr/> <p>Material: Human perspective on cultural psychology References: Matsumoto, D. 1994. <i>People: Psychology from Cultural Perspective</i>. California: Brooks/Cole Pub</p> <hr/> <p>Material: psychological culture Reference: Matsumoto, D. 1996. <i>Culture and Psychology</i>. California: Brooks/Cole Publishing.</p>	3%
5	Gender issues in multicultural counseling	Can explain the importance of gender roles. Knowing how to socialize gender through culture	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion and questions and answers 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Development and multicultural counseling Library: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling</i>.</p> <hr/> <p>Material: introduction to multicultural counseling with experts References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed)</i>. New York: Taylor & Francis Group.</p>	3%

6	Mastering knowledge and understanding of social psychology identity development in multicultural counseling	Understanding psycho-social identity development and the context of the emergence and conceptual development of multicultural counseling	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion and questions and answers 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Development of multicultural counseling Reference: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to multicultural counseling References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed).</i> New York: Taylor & Francis Group.</p> <hr/> <p>Material: Identity development, social psychology, multicultural counseling. Reference: Patterson, CH <i>Journal of Counseling and Development. Multicultural Counseling: From Diversity to Universality.</i> 1996</p> <hr/> <p>Material: Cultural Competence in the Treatment of Ethnic Minority Populations References: Sue, DW, Sue, D. 2003. <i>Cultural Competence in the Treatment of Ethnic Minority Populations.</i> Washington, DC: APA Press.</p>	3%
7	Mastering knowledge, attitudes and skills and understanding of competency standards, multicultural counselor ethics	Understand and be able to explain multicultural counselor competency standards, multicultural counseling professional ethics	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	discussion and questions and answers 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Development and specialty of multicultural counseling. Library: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed).</i> New York: Taylor & Francis Group.</p> <hr/> <p>Material: Counseling and Development Bibliography: Patterson, CH <i>Journal of Counseling and Development. Multicultural Counseling: From Diversity to Universality.</i> 1996</p>	3%

8	UTS	UTS	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	UTS 2 X 50		<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW. et al. 1999. <i>Multicultural Psychology: Research and Applications.</i> Jakarta: Gramedia</p>	20%
9	Applying a multicultural perspective to guidance and counseling programs	Designing Guidance and Counseling programs with a multicultural counseling perspective	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practicing all stages correctly 96-100 2. Practicing all stages but missing 1-3 steps 91-95 3. Practicing all steps but missing 4-6 steps 86-90 4. There are more than missed steps worth 81-85 5. There is 1 stage missed 76-80 Not Practicing 0 <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 X 50	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW. et al. 1999. <i>Multicultural Psychology: Research and Applications.</i> Jakarta: Gramedia</p> <p>Material: culture and counseling References: Matsumoto, D. 1996. <i>Culture and Psychology.</i> California: Brooks/Cole Publishing.</p> <p>Material: Counseling and Development. Multicultural Counseling: From Diversity to Universality Bibliography: Patterson, CH <i>Journal of Counseling and Development.</i> Multicultural Counseling: From Diversity to Universality. 1996</p>	4%
10	Getting to Know Multicultural Counseling Training in Counselor Education	Understand and be able to explain multicultural counseling training models	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Asking questions gets an additional 1 point 2. Answering gets an additional 2 points 3. Answering correctly gets an additional 3 points <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion and Question and Answer 2 X 50	Lectures and Questions and Answers 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW. et al. 1999. <i>Multicultural Psychology: Research and Applications.</i> Jakarta: Gramedia</p> <p>Material: development of multicultural counseling training Reference: <i>Journal of Counseling and Development – September/October 1991 – Vol. 70 special of multicultural counseling.</i></p> <p>Material: introduction to multicultural training References: Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiostis, A, Sam, DL 2011. <i>Cross-Cultural Psychology: Research and Application.</i> UK: Cambridge University Press</p>	4%

11	Designing multicultural counseling training	Design and present a multicultural counseling training plan	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practicing all stages correctly 96-100 2. Practicing all stages but missing 1-3 steps 91-95 3. Practicing all steps but missing 4-6 steps 86-90 4. There are more than missed steps worth 81-85 5. There is 1 stage missed 76-80 Not Practicing 0 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	<p>Project Based Learning with stages</p> <ol style="list-style-type: none"> 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) <p>2 X 50</p>	<p>Material: Research and Applications of Multicultural Psychology References: <i>Berry, JW, et al. 1999. Multicultural Psychology: Research and Applications. Jakarta: Gramedia</i></p> <hr/> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: <i>Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL. 2011. Cross-Cultural Psychology: Research and Application. UK: Cambridge University Press</i></p> <hr/> <p>Material: Development and multicultural counseling Library: <i>Journal of Counseling and Development – September/October 1991 – Vol. 70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: <i>Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. Introduction To Multicultural Counseling For Helping Professionals (2nd Ed). New York: Taylor & Francis Group.</i></p>	4%
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12	Designing multicultural counseling training	Design and present a multicultural counseling training plan	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practicing all stages correctly 96-100 2. Practicing all stages but missing 1-3 steps 91-95 3. Practicing all steps but missing 4-6 steps 86-90 4. There are more than missed steps worth 81-85 5. There is 1 stage missed 76-80 Not Practicing 0 <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Project based learning 2 X 50	<p>Project Based Learning with stages</p> <ol style="list-style-type: none"> 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) <p>2 X 50</p>	<p>Material: Research and Applications of Multicultural Psychology References: <i>Berry, JW, et al. 1999. Multicultural Psychology: Research and Applications. Jakarta: Gramedia</i></p> <hr/> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: <i>Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL. 2011. Cross-Cultural Psychology: Research and Application. UK: Cambridge University Press</i></p> <hr/> <p>Material: Development and multicultural counseling Library: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: <i>Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. Introduction To Multicultural Counseling For Helping Professionals (2nd Ed). New York: Taylor & Francis Group.</i></p>	4%
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13	Designing multicultural counseling training	Design and present a multicultural counseling training plan	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Practicing all stages correctly 96-100 2. Practicing all stages but missing 1-3 steps 91-95 3. Practicing all steps but missing 4-6 steps 86-90 4. There are more than missed steps worth 81-85 5. There is 1 stage missed 76-80 Not Practicing 0 <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Project based learning 2 X 50	<p>Project Based Learning with stages</p> <ol style="list-style-type: none"> 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) <p>2 X 50</p>	<p>Material: Research and Applications of Multicultural Psychology References: <i>Berry, JW, et al. 1999. Multicultural Psychology: Research and Applications. Jakarta: Gramedia</i></p> <hr/> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: <i>Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL. 2011. Cross-Cultural Psychology: Research and Application. UK: Cambridge University Press</i></p> <hr/> <p>Material: Development and multicultural counseling Library: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: <i>Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. Introduction To Multicultural Counseling For Helping Professionals (2nd Ed). New York: Taylor & Francis Group.</i></p>	4%
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14	Designing and practicing multicultural counseling	Designing and practicing individual/group counseling for clients with certain cultures	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Determining basic questions (start with essential question) 2. Prepare project planning (design project) 3. Evaluation of Experience (evaluation the experience) <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Project based learning 2 X 50	<p>Project Based Learning with stages</p> <ol style="list-style-type: none"> 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) <p>2 X 50</p>	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW. et al. 1999. <i>Multicultural Psychology: Research and Applications.</i> Jakarta: Gramedia</p> <hr/> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL 2011. <i>Cross-Cultural Psychology: Research and Application.</i> UK: Cambridge University Press</p> <hr/> <p>Material: multicultural counseling Bibliography: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed).</i> New York: Taylor & Francis Group.</p>	5%
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15	Designing and practicing multicultural counseling	Designing and practicing individual/group counseling for clients with certain cultures	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Determining basic questions (start with essential question) 2. Prepare project planning (design project) 3. Evaluation of Experience (evaluation the experience) <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 X 50	<p>Project Based Learning with stages</p> <ol style="list-style-type: none"> 1. Determining the basic question (start with essential question) 2. Developing a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) <p>2 X 50</p>	<p>Material: Research and Applications of Multicultural Psychology References: Berry, JW, et al. 1999. <i>Multicultural Psychology: Research and Applications</i>. Jakarta: Gramedia</p> <hr/> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL 2011. <i>Cross-Cultural Psychology: Research and Application</i>. UK: Cambridge University Press</p> <hr/> <p>Material: multicultural counseling Bibliography: <i>Journal of Counseling and Development – September/October 1991 – Vol. 70 special of multicultural counseling.</i></p> <hr/> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. <i>Introduction To Multicultural Counseling For Helping Professionals (2nd Ed)</i>. New York: Taylor & Francis Group.</p>	5%
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16	UAS	Designing and practicing individual/group counseling for clients with certain cultures	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Determining basic questions (start with essential question) 2. Prepare project planning (design project) 3. Evaluation of Experience (evaluation the experience) <p>Form of Assessment : Project Results Assessment / Product Assessment, Practice / Performance, Test</p>	Project based learning 2 X 50	UAS 2 X 50	<p>Material: Research and Applications of Multicultural Psychology References: <i>Berry, JW, et al. 1999. Multicultural Psychology: Research and Applications. Jakarta: Gramedia</i></p> <p>Material: Cross-Cultural Psychology: Research and Applications Bibliography: <i>Berry, JW, Poortinga, YH, Breugelmans, SM, Chasiotis, A, Sam, DL 2011. Cross-Cultural Psychology: Research and Application. UK: Cambridge University Press</i></p> <p>Material: multicultural counseling Bibliography: <i>Journal of Counseling and Development – September/October 1991 – Vol.70 special of multicultural counseling.</i></p> <p>Material: Introduction to Multicultural Counseling for Helping Professionals References: <i>Lee, WM, Blando, JA, Mizzele, ND, Orozco, L. 2007. Introduction To Multicultural Counseling For Helping Professionals (2nd Ed). New York: Taylor & Francis Group.</i></p>	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	3%
2.	Project Results Assessment / Product Assessment	52.67%
3.	Practical Assessment	5.67%
4.	Practice / Performance	17.67%
5.	Test	20%
		99.01%

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.