

Short Course Description	This course is an advanced study of assessment as a technique for understanding individuals for guidance purposes, especially counseling. From this course students will receive further learning about assessment and conceptualization of counselee problems in counseling. Study topics include basic assessment concepts, assessment techniques, assessment interviews, and client conceptualization of problems. Lectures are carried out using a method that emphasizes active student involvement in lectures (active learning) with the final assignment being the application of assessment methods to understand the configuration and conceptualize the client's problems.						
References	Main :						
		<ol style="list-style-type: none"> 1. Cormier, S., Nurius, P.S., & Osborn, C.J. 2008. <i>Interviewing and Change Strategies for Helper</i>. 6th.ed. Belmont, CA: Brooke/Cole, Cengage Learning. 2. Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy</i>. New York : Routledge, Taylor & Francis Group. 3. Corey, G. 2009. <i>Theory and Practice of Counseling and Psychotherapy</i>. Belmont, CA: Brooks/Cole Cengage Learning, Inc. 4. Brown, S.D., Brendel, J.M. 2008. <i>Handbook of Counseling Psychology</i>, 4th edition. 5. Andrea, J. M. 2011. <i>Community Counseling a Multicultural-Social Justice Perspective</i>. 4th edition 					
	Supporters:						
Supporting lecturer	Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Elisabeth Christiana, 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	Forming a positive attitude towards assessment activities and lectures in counseling	<ol style="list-style-type: none"> 1. Can explain lecture study topics. 2. Can explain the purpose of the lecture 3. Can explain the benefits of courses for personal and professional development 4. Make a commitment to study 5. Complete course assignments on time 	Criteria: accuracy and suitability Form of Assessment : Participatory Activities	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50		Material: Positive attitude towards assessment activities and lectures in counseling Main library, internet, references/learning resources/other media both digital and non-digital Library: <i>Cormier, S., Nurius, PS, & Osborn, CJ 2008. Interviewing and Change Strategies for Helper. 6th.ed. Belmont, CA: Brooke/Cole, Cengage Learning.</i>	5%
2	Understanding the nature of assessment in counseling	<ol style="list-style-type: none"> 1. Can explain the meaning of assessment in counseling 2. Can explain the purpose of assessment in counseling 3. Can explain the forms of assessment in counseling 4. Can explain the steps in the assessment 	Criteria: accuracy and suitability Form of Assessment : Project Results Assessment / Product Assessment	Active learning 2 X 50		Material: Able to understand the nature of assessment in counseling including: Definition of assessment in counseling Purpose of assessment in counseling Forms of assessment in counseling Steps in assessment Main library, internet, references/learning resources/other media both digital and non-digital Library: <i>Sperry, L. 2010. Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy. New York : Routledge, Taylor & Francis Group.</i>	5%

3	Mastering the use of techniques to obtain information about clients' problems	can mention assessment techniques to understand counseling problems	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 2 X 50		<p>Material: Mastering the use of techniques to obtain information about counselee problems Main literature, internet, references/learning resources/other media both digital and non-digital</p> <p>Reference: Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy.</i> New York : Routledge, Taylor & Francis Group.</p>	5%
4	Mastering information processing techniques about counselee problems	<ol style="list-style-type: none"> 1.Can explain conceptually models of conceptualization of problem solving: Psychodynamic model (psychoanalysis, Adlerian) 2.Affective models (existential, Gestalt, Rogerian) 3.Cognitive behavioral models (ABC, REBT) 4.Lazarus multimodal model 	<p>Form of Assessment : Practice / Performance</p>	Active Learning 2 X 50		<p>Material: Mastering the use of techniques to obtain information about counselee problems Main literature, internet, references/learning resources/other media both digital and non-digital</p> <p>Reference: Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy.</i> New York : Routledge, Taylor & Francis Group.</p>	5%
5	Mastering information processing techniques about counselee problems	<ol style="list-style-type: none"> 1.Can explain conceptually models of conceptualization of problem solving: Psychodynamic model (psychoanalysis, Adlerian) 2.Affective models (existential, Gestalt, Rogerian) 3.Cognitive behavioral models (ABC, REBT) 4.Lazarus multimodal model 	<p>Form of Assessment : Practice / Performance</p>	Active Learning 2 X 50		<p>Material: Mastering the use of techniques to obtain information about counselee problems Main literature, internet, references/learning resources/other media both digital and non-digital</p> <p>Reference: Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy.</i> New York : Routledge, Taylor & Francis Group.</p>	5%
6	Mastering information processing techniques about counselee problems	<ol style="list-style-type: none"> 1.Can explain conceptually models of conceptualization of problem solving: Psychodynamic model (psychoanalysis, Adlerian) 2.Affective models (existential, Gestalt, Rogerian) 3.Cognitive behavioral models (ABC, REBT) 4.Lazarus multimodal model 	<p>Form of Assessment : Practice / Performance</p>	Active Learning 2 X 50		<p>Material: code of ethics for guidance and counseling. guidance and counseling code of ethics. Main library, internet, references/learning resources/other media both digital and non-digital</p> <p>Library: Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy.</i> New York : Routledge, Taylor & Francis Group.</p>	5%

7	Mastering information processing techniques about counselee problems	<ol style="list-style-type: none"> 1.Can explain conceptually models of conceptualization of problem solving: Psychodynamic model (psychoanalysis, Adlerian) 2.Affective models (existential, Gestalt, Rogerian) 3.Cognitive behavioral models (ABC, REBT) 4.Lazarus multimodal model 	Form of Assessment : Practice / Performance	Active Learning 2 X 50		Material: code of ethics for guidance and counseling, guidance and counseling code of ethics. Main library, internet, references/learning resources/other media both digital and non-digital Library: Sperry, L. 2010. <i>Highly Effective Therapy. Developing Essential Clinical Competencies in Counseling and Psychotherapy.</i> New York : Routledge, Taylor & Francis Group.	5%
8	USS (UTS)		Form of Assessment : Test	2 X 50			15%
9	Can use interview techniques as an assessment method	<ol style="list-style-type: none"> 1.can explain the meaning of an assessment interview 2.Can explain the purpose of the assessment interview 3.can explain procedures in assessment interviews 4.can mention and explain issues in the assessment interview 5.Can conduct assessment interviews with clients 	Form of Assessment : Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%
10	Can use interview techniques as an assessment method	<ol style="list-style-type: none"> 1.can explain the meaning of an assessment interview 2.Can explain the purpose of the assessment interview 3.can explain procedures in assessment interviews 4.can mention and explain issues in the assessment interview 5.Can conduct assessment interviews with clients 	Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%
11	Can use interview techniques as an assessment method	<ol style="list-style-type: none"> 1.can explain the meaning of an assessment interview 2.Can explain the purpose of the assessment interview 3.can explain procedures in assessment interviews 4.can mention and explain issues in the assessment interview 5.Can conduct assessment interviews with clients 	Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%

12	Can process information on clients' problems using a particular model or theory	<ol style="list-style-type: none"> 1. Can conceptualize the client's problems using a particular theoretical model or framework: Psychodynamic model (psychoanalysis, Adlerian) 2. Affective models (existential, Gestalt, Rogerian) 3. Cognitive behavioral models (ABC, REBT) 4. Lazarus multimodal model 	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Practice / Performance</p>	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%
13	Can process information on clients' problems using a particular model or theory	<ol style="list-style-type: none"> 1. Can conceptualize the client's problems using a particular theoretical model or framework: Psychodynamic model (psychoanalysis, Adlerian) 2. Affective models (existential, Gestalt, Rogerian) 3. Cognitive behavioral models (ABC, REBT) 4. Lazarus multimodal model 	<p>Criteria: accuracy and suitability</p>	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%
14	Can process information on clients' problems using a particular model or theory	<ol style="list-style-type: none"> 1. Can conceptualize the client's problems using a particular theoretical model or framework: Psychodynamic model (psychoanalysis, Adlerian) 2. Affective models (existential, Gestalt, Rogerian) 3. Cognitive behavioral models (ABC, REBT) 4. Lazarus multimodal model 	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Practice / Performance</p>	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50			5%

15	Can process information on clients' problems using a particular model or theory	<ol style="list-style-type: none"> 1.Can conceptualize the client's problems using a particular theoretical model or framework: Psychodynamic model (psychoanalysis, Adlerian) 2.Affective models (existential, Gestalt, Rogerian) 3.Cognitive behavioral models (ABC, REBT) 4.Lazarus multimodal model 	Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 X 50		5%
16			Form of Assessment : Test	UAS 2 x 50		15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	5%
3.	Practice / Performance	55%
4.	Test	30%
		95%

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.