



Universitas Negeri Surabaya
Faculty of Education,
Master of Guidance and Counseling Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Guidance and Counseling for Children with Special Needs	12oke03018		T=3	P=0	ECTS=6.72	2	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Prof. Dr. Najlatun Naqiyah, M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Develop an understanding of the theoretical basis of guidance and counseling for children with special needs, and the practices of implementing it in schools or education in general. Discussion of theories related to children with special needs, the application of these theories in the process and techniques of guidance and counseling for children with special needs, including in solving the problems of children with special needs. The lecture ends with the preparation of a paper that describes a problem for children with special needs, and the preparation of a guidance strategy based on a certain theoretical point of view to solve it. This paper has the opportunity to become a candidate for development research or guidance experiments for children with special needs which can be planned in the form of a thesis.						
	References						
Supporting lecturer	Main :						
	<ol style="list-style-type: none"> 1. Capuzzi, D. & Gross, D.R. 2012. Counseling and Psychotherapy: Theories and Intervent Pearson Prentice-Hall 2. Gerald Corey. 2011. Theory and Practice of Counseling and Psychotherapy. Brooks/Cole 3. Parrot III, L. 2012. Counseling and Psychotherapy. Brooks/Colle 4. Seligman, L.. 2012. Theories of Counseling and Psychotherapy. Pearson Prentice- 5. Sharf, R.S. 2011. Theories of Psychotherapies and Counseling: Concepts. Brooks/Cole 						
	Supporters:						
	Prof. Dr. Endang Pudjiastuti Sartinah, 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	Understand the nature and concept of ABK counseling guidance	Formulate the meaning of guidance and counseling for ABK	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
2	understand the problems and needs of crew members	Identifying ABK problems. Identifying ABK needs	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
3	Understand ABK assessment techniques	tExplain ABK assessment techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
4	Understand crew guidance approaches and techniques	Explaining the crew guidance approach. Explaining crew guidance techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
5	Understand crew guidance approaches and techniques	Explaining the crew guidance approach. Explaining crew guidance techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
6	Understand the development of crew guidance techniques	Explains the development of crew guidance techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
7	Understand the development of crew guidance techniques	Explains the development of crew guidance techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%

8	UTS	UTS		UTS 3 X 50			0%
9	Understand guidance techniques for blind children	Explaining techniques for guiding blind children	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
10	Understand the techniques for guiding deaf-speech-impaired children	Explaining techniques for guiding deaf-speech-impaired children	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
11	Understand guidance techniques for mentally retarded children	Explaining techniques for guiding mentally retarded children	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
12	Understand the techniques for guiding children with physical impairments	Explaining techniques for guiding children with physical impairments	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
13	Understand gifted child guidance techniques	Explains techniques for guiding gifted children	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
14	Understand guidance techniques for autistic children	Explain guidance techniques for autistic children	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%

15	Understand guidance techniques for children with specific learning needs	Explains techniques for guiding children with specific learning needs	Criteria: For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written report), consider aspects of report completeness - analysis results - dynamic systems	Presentation-Substantive/Scientific 3 X 50			0%
16	UAS	UAS		UAS 3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.