



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
COMMUNITY GUIDANCE AND COUNSELING	12oke02032	Study Program Elective Courses	T=2	P=0	ECTS=4.48	2	March 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Arie Khusumadewi, S.Pd., M.Pd.		Dr. Arie Khusumadewi, S.Pd., M.Pd.			Prof. Dr. Najlatun Naqiyah, M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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Program Learning Outcomes (PLO)	Program Objectives (PO)
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PO - 1	Able to study the implications of developing or implementing technological science by paying attention to and applying humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compiling scientific descriptions of the results of their studies in the form of a thesis or final assignment report
PO - 2	Able to study the implications of developing or implementing technological science by paying attention to and applying humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compiling scientific descriptions of the results of their studies in the form of a thesis or final assignment report
PO - 3	Able to apply multicultural perspective community counseling in guidance and counseling services by considering the cultural characteristics of service participants as an active effort to increase understanding and sensitivity to the client's culture.
PO - 4	Able to design and implement guidance and counseling programs in formal and non-formal education channels including: in PAUD, Elementary Schools, Middle Schools, Colleges, Course Institutions, families, Children with Special Needs, orphanages, dormitories, hospitals and centers rehabilitation.
PO - 5	Able to implement the core knowledge of BK and the supporting scientific basis of BK in various forms of Guidance and Counseling training activities in formal, non-formal educational settings and community institutions, so that service participants are able to develop into healthy and optimal individuals.
PO - 6	Mastering relevant guidance and counseling concepts and theories used to help service participants in formal and non-formal education settings.
PO - 7	Mastering the core scientific concepts of BK and the supporting scientific foundations of BK that are needed in designing and organizing various forms of Guidance and Counseling training activities in formal, non-formal educational settings and community institutions, so that service participants are able to develop into healthy and optimal individuals.

PLO-PO Matrix

	<table border="1" style="margin: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> <tr><td>PO-7</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
P.O									
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PO-7									

PO Matrix at the end of each learning stage (Sub-PO)

		<table border="1"> <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> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></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></td><td></td><td></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-3</td><td></td><td></td><td></td><td></td><td></td><td></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-4</td><td></td><td></td><td></td><td></td><td></td><td></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-5</td><td></td><td></td><td></td><td></td><td></td><td></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-6</td><td></td><td></td><td></td><td></td><td></td><td></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-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </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																	PO-4																	PO-5																	PO-6																	PO-7																
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Short Course Description	Examining community counseling in the 21st century, history of community counseling, views and references for counseling, assessment, approaches with community legal orientation, handling marginal and marginalized clients, intervention techniques in developing community counseling, examples of advocacy, business community advocacy, women's empowerment advocacy, community counseling concepts in school settings, planning community counseling programs, implementing community counseling programs, leadership and supervision of community counseling, evaluating community counseling programs, competency of community counseling counselors																																																																																																																																																																								
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Allen, E. Ivey. 2007. <i>Intentional Interviewing and Counseling : Facilitating Client Development in a Multicultural Society</i>. 7th edition 2. Brown, S.D., Brendel, J.M. 2008. <i>Handbook of Counseling Psychology</i> , 4th edition. 3. Cornich, J.A.E. 2010. <i>Handbook of Multicultural Counseling Competencies</i>. 4. Andrea, J. M. 2011. <i>Community Counseling a Multicultural-Social Justice Perspective</i>. 4th edition 5. Holland C, Brown RT. 2002. <i>Adolescent medicine secrets</i>. Philadelphia: Hanley & 17 6. Ivey, A.E. 2010. <i>Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society</i>, Seventh Edition. Belmont, CA: Brooks/Cole 7. Knapp, Sarah Edison. 2003. <i>School Counseling and School Social Work Homework Planner</i>. 8. Lewis, Judith A. 2010. <i>Community Counseling: A Multicultural-Social Justice Perspective</i> , 4th edition. 9. Rex. Jim. 2008. <i>The South Carolina Comprehensive Developmental Guidance and Counseling Program model</i>. Columbia 10. Naqiyah, Najlatun. 2013. <i>Bimbingan dan Konseling Komunitas</i>. Unipres. Surabaya 11. Naqiyah, Najlatun. 2022. <i>Consuming Nanogold And Nanosilver Nanomaterials To Increase Self-Efficacy And Spirituality For Cancer Volunteers</i>, Eurasian Journal of Educational Research, Vol 99. <p>Supporters:</p>																																																																																																																																																																								
Supporting lecturer	Prof. Dr. Endang Pudjastuti Sartinah, M.Pd. Prof. Dr. Najlatun Naqiyah, 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)																																																																																																																																																																				
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1	Students Master the concept of creating community guidance and counseling programs in various settings	Students can explain the meaning of Community BK	Criteria: 1.accuracy 2.suitability Form of Assessment : Practice / Performance	collaborative learning		Material: definitions References: 2. Brown, SD, Brendel, JM 2008. <i>Handbook of Counseling Psychology, 4th edition</i> .	5%																																																																																																																																																																		
2		Students can explain the meaning of Community BK	Criteria: 1.accuracy 2.suitability Form of Assessment : Practice / Performance	collaborative learning			5%																																																																																																																																																																		
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4		1.suitability 2.accuracy	Form of Assessment : Practice / Performance	project			5%
5		1.suitability 2.accuracy	Form of Assessment : Practice / Performance	project		Material: assessment References: 3. Cornich, JAE 2010. <i>Handbook of Multicultural Counseling Competencies.</i>	10%
6		1.suitability 2.accuracy	Form of Assessment : Practice / Performance	project presentation assignment question and answer		Material: assessment References: 3. Cornich, JAE 2010. <i>Handbook of Multicultural Counseling Competencies.</i> Material: article Bibliography: 2. Brown, SD, Brendel, JM 2008. <i>Handbook of Counseling Psychology, 4th edition.</i>	10%
7		1.suitability 2.accuracy	Form of Assessment : Practice / Performance	project presentation assignment question and answer		Material: assessment References: 3. Cornich, JAE 2010. <i>Handbook of Multicultural Counseling Competencies.</i> Material: article Bibliography: 2. Brown, SD, Brendel, JM 2008. <i>Handbook of Counseling Psychology, 4th edition.</i>	10%
8				Test			20%
9		1. smoothness 2.clarity of concept	Form of Assessment : Participatory Activities	discussion question and answer presentation			5%
10			Form of Assessment : Participatory Activities	presentation of discussion assignments			5%
11			Form of Assessment : Participatory Activities, Practical Assessment	presentation of discussion assignments			0%
12		accuracy	Form of Assessment : Participatory Activities, Practical Assessment	presentation of discussion assignments			5%
13	Students explain ways of community counseling	accuracy	Form of Assessment : Participatory Activities, Practical Assessment	presentation of discussion assignments			5%

14	Students explain ways of community counseling	accuracy	Form of Assessment : Practical Assessment, Practice/Performance	presentation of discussion assignments			5%
15	Students Master the concept of creating community guidance and counseling programs in various settings	1.concept suitability 2.accuracy	Form of Assessment : Practice / Performance	discussion presentation			5%
16	Students Master the concept of creating community guidance and counseling programs in various settings	1.suitability 2.accuracy	Form of Assessment : Test	UAS			20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Practical Assessment	7.5%
3.	Practice / Performance	57.5%
4.	Test	20%
		100%

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.