



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
COUNSELING APPROACHES AND THEORIES	12oke03028	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	1	March 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Dr. Eko Darminto, MSi; Dr. Hadi Warsito Wiryosutomo, M. Si, Kons			Prof. Dr. Najlatun Naqiyah, M.Pd.	

Learning model	Case Studies
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PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from the affective approach.
PO - 2	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from a behavioral approach.
PO - 3	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from the cognitive-behavioral approach.
PO - 4	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from a post-modern approach.
PO - 5	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from a systems approach.
PO - 6	Given a case, can conceptualize individual problems and design a counseling program based on counseling theories from an integrative approach
PO - 7	Given a case, you can conceptualize individual problems and design a counseling program based on counseling theories from a multicultural approach.

PLO-PO Matrix

	<table border="1" style="margin-left: auto; margin-right: 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
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PO-1									
PO-2									
PO-3									
PO-4									
PO-5									
PO-6									
PO-7									

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

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	<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> </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> </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> </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> </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> </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> </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 This course teaches students about several popular counseling approaches and theories. There are five approaches studied, namely: affective, behavioral, cognitive-behavioral, and postmodern, systems approach, and multicultural. Meanwhile, the counseling theories studied are psychoanalytic, Adlerian, existential, Rogerian (from the affective approach), behavior and reality theory (from the behavioral approach), Beck's cognitive counseling theory and rational-emotion-behavior (from the cognitive-behavioral approach), counseling theory, short solution-based (from a postmodern approach), family systems counseling (systems approach), and multicultural counseling (multicultural approach). Learning is carried out using a method that emphasizes active student involvement (active learning) over 14 meetings. Student success is determined based on the results of the mid-semester exam (8th meeting) and final semester exam (16th meeting).

References **Main :**

1. Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.
2. Fall, K.A., Holden, J.M., & Marquis, A. 2017. Theoretical Models of Counseling and Psychotherapy, 3rd Edition. New York: Routledge.
3. Flanagan, J.S. & Flanagan, R.S. 2015. Counseling and psychotherapy theories in context and practice: skills, strategies, and techniques, 2nd ed. New Jersey: John Wiley & Sons, Inc..
4. Sharf, R.S. 2012. Theories of Psychotherapy and Counseling: Concepts and Cases, 5th Edition. Belmont, USA: A Division of Cengage Learning, Inc.
5. Ivey, A., D'Andrea, M., Ivey, M.B., & Simek-Morgan, L. 2009. Theory of Counseling and Psychotherapy, A Multicultural Perspective, 6th ed. Boston: Pearson Education, Inc

Supporters:

Supporting lecturer Dr. Eko Darminto, M.Si.
Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.
Dr. Retno Tri Hariastuti, M.Pd., Kons.

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	Mastering the concepts of counseling approaches and theories and forming a positive attitude towards the use of theories in counseling practice	1.Can explain the concept of counseling approaches and theories 2.Can explain the differences in focus from affective, cognitive, behavioral, eclectic, systems, postmodern and integrative approaches, 3.Can explain the role of counseling approaches and theories in counseling practice. 4.Given a counseling program case, you can identify the approaches and theories used	Criteria: Criteria: accuracy and suitability Form: non-test, presentation, performance (analysis results) Form of Assessment : Participatory Activities	Active learning 3 X 50		Material: Identifying emotional aspects in a counseling case such as the impact of emotions. Emotions influence problems. The relationship between emotions and problems. Reference: Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.	5%

2	Can apply psychoanalytic counseling theory to analyze clients' problems and design counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of psychoanalytic counseling theory. 2.Can explain the concept of behavioral disorders according to psychoanalytic counseling theory. 3.Can explain the purpose of psychoanalytic counseling. 4.Can explain psychoanalytic counseling techniques. 5.Can explain the psychoanalytic counseling process 6.Can explain the advantages and disadvantages of psychoanalytic counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on psychoanalytic counseling theory. 8. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Applying affective counseling theory to analyze counselee problems and designing counseling programs Main library, internet, references/learning resources/other media both digital and non-digital Library: <i>Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.</i></p>	5%
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3	Can apply Adlerian counseling theory to analyze cases and develop counseling programs	<ol style="list-style-type: none"> 1.Can develop and explain the main theoretical points in Adlerian counseling theory. 2.Can explain the concept of behavioral disorders based on Adlerian counseling theory. 3.Can state the general goals and specific goals of counseling in Adlerian counseling theory. 4.Can express and explain Adlerian counseling techniques. 5.Can explain the stages of counseling in Adlerian counseling. 6.Can state and explain the advantages and disadvantages of Adlerian counseling. 7.Given a case, can conceptualize individual problems and design counseling programs correctly based on Adlerian counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Applying behavioral counseling theory to analyze behavior and develop counseling programs Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
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4	Can apply Existential counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of existential counseling theory. 2.Can explain the concept of behavioral disorders according to existential counseling theory... 3.Can explain the purpose of existential counseling... 4.Can explain existential counseling techniques. 5.Can explain the process of existential counseling. 6.Can explain the advantages and disadvantages of existential counseling theory. 7.Given a case, you can conceptualize counseling problems and design a counseling program correctly based on existential counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Applying reinforcement counseling theory to analyze cases and plan counseling programs Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
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5	Can apply Gestalt counseling theory to analyze cases and plan a counseling program	<ol style="list-style-type: none"> 1. Can explain the history of the development of Gestalt counseling theory. 2. Can explain the concept of behavioral disorders according to Gestalt counseling theory 3. Can explain the purpose of Gestalt counseling. 4. Can explain Gestalt counseling techniques. 5. Can explain the Gestalt counseling process 6. Can explain the advantages and disadvantages of Gestalt counseling theory 7. Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on Gestalt counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Applying cognitive and behavioral counseling theories to analyze cases and plan a counseling program Main library, internet, references/learning resources/other media both digital and non-digital</p> <p>Reference: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
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6	Can apply Personal Centered (Rogerian) counseling theory to analyze cases and design counseling programs.	<ol style="list-style-type: none"> 1.Can explain the history of the development of Rogerian counseling theory. 2.Can explain the concept of behavioral disorders according to Rogerian counseling theory. 3.Can explain the purpose of Rogerian counseling. 4.Can explain Rogerian counseling techniques. 5.Can explain the Rogerian counseling process. 6.Can explain the advantages and disadvantages of Rogerian counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on Rogerian counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Applying cognitive-behavioral counseling theory, such as cognitive techniques and cognitive restructuring to analyze cases and design counseling programs. Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
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7	Can apply Behavioral counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of behavioral counseling theory. 2.Can explain the concept of behavioral disorders according to behavioral counseling theory. 3.Can explain the purpose of behavioral counseling. 4.Can explain behavioral counseling techniques. 5.Can explain the behavioral counseling process. 6.Can explain the advantages and disadvantages of behavioral counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on behavioral counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test forms: presentation and performance</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Understanding post-modern perspectives in the context of counseling, including narrative deconstruction and the concept of reality Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
8	Mastering meeting skills 1 to 7	Mastering indicators from questions 1 to 7	<p>Criteria: -</p> <p>Form of Assessment : Test</p>	UTS 3 X 50			15%

9	Can apply Reality counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of reality counseling theory. 2.Can explain the concept of behavioral disorders according to reality counseling theory. 3.Can explain the purpose of reality counseling. 4.Can explain reality counseling techniques. 5.Can explain the reality counseling process. 6.Can explain the advantages and disadvantages of reality counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on reality counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Designing a counseling program with an innovative approach that reflects post modern principles. Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy</i>, Tenth Edition. Boston: Cengage Learning.</p>	5%
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10	Can apply Beck's cognitive counseling theory to conceptualize individual problems and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of Beck's counseling theory. 2.Can explain the concept of behavioral disorders according to Beck's counseling theory 3.Can explain the goals of Beck's counseling. 4.Can explain Beck's counseling techniques 5.Can explain Beck's counseling process 6.Can explain the advantages and disadvantages of Beck's counseling theory 7.Given a case, can conceptualize the counseling problem and design a counseling program correctly based on Beck's counseling theory 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Analyze the family or social system that influences the individual in a case. Main library, internet, references/learning resources/other media both digital and non-digital Library: <i>Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.</i></p>	5%
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11	Can apply rational-emotional-behavioral (REB) counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1. Can explain the history of the development of REB counseling theory. 2. Can explain the concept of behavioral disorders according to REB counseling theory. 3. Can explain the purpose of REB counseling. 4. Can explain REB counseling techniques. 5. Can explain the REB counseling process. 6. Can explain the advantages and disadvantages of REB counseling theory. 7. Given a case, you can conceptualize counseling problems and design a counseling program correctly based on REB counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Apply family or social systems theory in designing counseling programs that consider system interactions and dynamics. Main library, internet, references/learning resources/other media both digital and non-digital</p> <p>Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy</i>, Tenth Edition. Boston: Cengage Learning.</p>	5%
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12	Can apply Family Systems (KSK) counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of family systems counseling theory. 2.Can explain the concept of behavioral disorders according to family systems counseling theory. 3.Can explain the purpose of family systems counseling. 4.Can explain family systems counseling techniques. 5.Can explain the family systems counseling process. 6.Can explain the advantages and disadvantages of family systems counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on family systems counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Apply family or social systems theory in designing counseling programs that consider system interactions and dynamics. Main library, internet, references/learning resources/other media both digital and non-digital</p> <p>Library: <i>Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.</i></p>	5%
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13	Can apply Multi-Cultural counseling theory to analyze cases and plan counseling programs	<ol style="list-style-type: none"> 1.Can explain the history of the development of multicultural counseling theory. 2.Can explain the concept of behavioral disorders according to multicultural counseling theory. 3.Can explain the goals of multicultural counseling. 4.Can explain multicultural counseling techniques. 5.Can explain the multicultural counseling process. 6.Can explain the advantages and disadvantages of multicultural counseling theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on multicultural counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: designing a counseling program that can be adapted to individual cultural needs and values. Main library, internet, references/learning resources/other media both digital and non-digital Library: <i>Corey, G. 2017. Theory and Practice of Counseling and Psychotherapy, Tenth Edition. Boston: Cengage Learning.</i></p>	5%
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14	Can conceptualize counselees' problems and design counseling programs based on solution-based brief counseling theory (KSBS)	<ol style="list-style-type: none"> 1.Can explain the history of the development of KSBS theory. 2.Can explain the concept of behavioral disorders according to KSBS theory. 3.Can explain the purpose of KSBS. 4.Can explain KSBS techniques. 5.Can explain the KSBS process. 6.Can explain the advantages and disadvantages of KSBS theory. 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on KSBS theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: Designing a counseling program with an innovative approach that reflects post modern principles. Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%
15	Can design a counseling program based on feminist counseling theory	<ol style="list-style-type: none"> 1.Can explain the history of the development of feminist counseling theory. 2.Can explain the concept of behavioral disorders according to feminist counseling theory 3.Can explain the goals of feminist counseling 4.Can explain feminist counseling techniques 5.Can explain the feminist counseling process 6.Can explain the advantages and disadvantages of feminist counseling theory 7.Given a case, you can conceptualize the counseling problem and design a counseling program correctly based on feminist counseling theory. 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Active learning 3 X 50		<p>Material: design a counseling program that can be adapted to feminist needs and values. Main library, internet, references/learning resources/other media both digital and non-digital Library: Corey, G. 2017. <i>Theory and Practice of Counseling and Psychotherapy, Tenth Edition.</i> Boston: Cengage Learning.</p>	5%

16	Master the skills from meetings 1-7 and 9-15	Can work on Summative exam questions correctly within the given time limit	Criteria: - Form of Assessment : Test	SUMATIVE TEST 3 X 50			15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Practice / Performance	65%
3.	Test	30%
		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.