

Short Course Description	Examining the nature of multicultural counseling, understanding culture and culture, multicultural counseling models, current concepts of multicultural counseling, understanding race and labeling which influence cultural identity, the influence of cultural identity on social behavior, gender issues in multicultural counseling, psychological identity development social issues in multicultural counseling, multicultural counselor standards, professional ethics in multicultural counseling, multicultural counseling training in counselor education, and individual/group counseling practices in multicultural counseling perspectives						
References	Main :		<ol style="list-style-type: none"> Berry, J.W, Poortinga, Y.H, Breugelmans, S.M, Chasiostis, A, Sam, D. L. (2011). Cross-Cultural Psychology: Research and Application . UK: Cambridge University Press. Yada, A., Björn, P. M., Savolainen, P., Kytälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. Teaching and Teacher Education , 105 . https://doi.org/10.1016/j.tate.2021.103398 Lee, W.M, Blando, J.A, Mizzele, N.D, Orozco, L. (2007). Introduction To Multicultural Counseling For Helping Professional (2nd Ed) . New York: Taylor & Francis Group. Matsumoto, D. (1996). Culture and Psychology . California: Brooks/Cole Publishing. Sue, D.W, Sue, D. (2003). Cultural Competence in Treatment of Ethnic Minority Populations . Washington, DC: APA Press. Al-Dmour, H., Masa'deh, R., Salman, A., Abuhashesh, M., & Al-Dmour, R. (2020). Influence of social media platforms on public health protection against the COVID-19 pandemic via the mediating effects of public health awareness and behavioral changes: Integrated model. Journal of Medical Internet Research , 22 (8), 1–15. https://doi.org/10.2196/19996 Babamohamadi, H., Ahmadpanah, M. S., & Ghorbani, R. (2018). Attitudes Toward Spirituality and Spiritual Care among Iranian Nurses and Nursing Students: A Cross-Sectional Study. Journal of Religion and Health . https://doi.org/10.1007/s10943-017-0485-y Behroozi, M., Manesh, M. A., Fadaian, B., & Behroozi, S. (2014). Investigation of Relationship Among Creativity, Spiritual Intelligence, Perfectionism and Mental Health of Bushehr Artists. Procedia - Social and Behavioral Sciences , 143 , 399–403. https://doi.org/10.1016/j.sbspro.2014.07.502 Brashear, C. A., & Thomas, N. (2020). Core competencies for combatting crisis: fusing ethics, cultural competence, and cognitive flexibility in counseling. Counselling Psychology Quarterly , 0 0 (00), 1–15. https://doi.org/10.1080/09515070.2020.1768362 Dos Santos, L. M. (2020). How does covid-19 pandemic influence the sense of belonging and decision-making process of nursing students: The study of nursing students' experiences. International Journal of Environmental Research and Public Health , 17 (15), 1–19. https://doi.org/10.3390/ijerph17155603 French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a Psychological Framework of Radical Healing in Communities of Color. Counseling Psychologist , 4 8 (1), 14–46. https://doi.org/10.1177/0011000019843506 Launikari, M., & Puukari, S. (2005). Multicultural Counselling - Starting Points and Perspectives. In Multicultural Guidance And Counselling Theoretical Foundations and Best Practices in Europe Lekas, H. M., Pahl, K., & Fuller Lewis, C. (2020). Rethinking Cultural Competence: Shifting to Cultural Humility. Health Services Insights , 13 , 4–7. https://doi.org/10.1177/1178632920970580 Maimun, A., Indiyanto, A., & Mujab, M. (2020). Educating islamic values through wiwitan tradition. Journal of Indonesian Islam , 14 (2), 359–386. https://doi.org/10.15642/JIIS.2020.14.2.359-386 Patnode, C. D., Perdue, L. A., Rossom, R. C., Rushkin, M. C., Redmond, N., Thomas, R. G., & Lin, J. S. (2020). Screening for Cognitive Impairment in Older Adults: Updated Evidence Report and Systematic Review for the US Preventive Services Task Force. JAMA - Journal of the American Medical Association , 323 (8), 764–785. https://doi.org/10.1001/jama.2019.22258 Petrowski, N., Cappa, C., Pereira, A., Mason, H., & Daban, R. A. (2021). Violence against children during COVID-19: Assessing and understanding change in use of helplines. Child Abuse and Neglect , 1 1 6 (P2), 104757. https://doi.org/10.1016/j.chiabu.2020.104757 Pirutinsky, S., Cherniak, A. D., & Rosmarin, D. H. (2020). COVID-19, Mental Health, and Religious Coping Among American Orthodox Jews. Journal of Religion and Health , 59 (5), 2288–2301. https://doi.org/10.1007/s10943-020-01070-z Rassool, G. H. (2015). Cultural Competence in Counseling the Muslim Patient: Implications for Mental Health. Archives of Psychiatric Nursing , 29 (5), 321–325. https://doi.org/10.1016/j.apnu.2015.05.009 Ross, D. A., Plummer, M. L., Montgomery, P., Kohl, K., Siegfried, N., Saewyc, E., & Baltag, V. (2021). World Health Organization Recommends Comprehensive School Health Services and Provides a Menu of Interventions. Journal of Adolescent Health , 69 (2), 195–196. https://doi.org/10.1016/j.jadohealth.2021.04.036 				
	Supporters:		<ol style="list-style-type: none"> aqiyah, Najlatun. 2023. Konseling Multibudaya berbasis spiritual . Medika. Surabaya 11. Naqiyah, Najlatun.2022. Consuming Nanogold And Nanosilver Nanomaterials To Increase Self-Efficacy And Spirituality For Cancer Volunteers, Eurasian Journal of Educational Research, Vol 99. 				
	Supporting lecturer		Dr. Elisabeth Christiana, S.Pd., M.Pd. Prof. Dr. Najlatun Naqiyah, M.Pd. Dr. Bakhrudin All Habsy, 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 (%)
(1)	(2)	Indicator	Criteria & Form	Offline (offline)	Online (online)	(7)	(8)
1	Create a Multicultural Counseling lecture contract. Brainstorm concepts about the nature of multicultural counseling	Can explain the basic concepts of multi-cultural perspectives and cross-cultural counseling	Criteria: Attached Form of Assessment : Participatory Activities, Practice/Performance	discussion and questions and answers 2 X 50			5%
2	Explains the principles and standards of counselor competency as well as the code of ethics for multicultural counselors	Can explain the principles of Multicultural Counseling, counselor competency standards and the code of ethics for Multicultural counselors	Criteria: Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Discussion 2 X 50			5%

3	Multicultural BK for advocacy for children with disabilities	Can explain advocacy guidance for children with disabilities	Criteria: Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Presentation and discussion as well as questions and answers 2 X 50		Material: disability References: <i>Matsumoto, D. (1996). Culture and Psychology. California: Brooks/Cole Publishing.</i>	5%
4	Multicultural BK through religious tolerance	Can explain the meaning and value of religious tolerance for teenagers	Criteria: Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	FGD and questions and answers 2 X 50		Material: teenagers References: <i>Matsumoto, D. (1996). Culture and Psychology. California: Brooks/Cole Publishing.</i>	5%
5	Multicultural BK for Javanese cultural diversity	Understand the diversity of Javanese culture	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Presentation and questions and answers 2 X 50			5%
6	Multicultural BK for sexual violence prevention and healing	Understanding multicultural BK for sexual violence prevention and healing	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Paper presentation and questions and answers 2 X 50			5%
7	Multicultural BK for justice and worker welfare	Can explain the importance of job roles Know how to apply for jobs Issues in worker welfare and justice Advocacy for workers and employees	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	humanitarian project 2 X 50			10%
8	MIDTERM EXAM	MIDTERM EXAM	Criteria: MIDTERM EXAM Form of Assessment : Test	MID SEMESTER EXAMINATION 2 X 50			15%
9	Multicultural BK training through parenting education	Multicultural BK training through culturally oriented parenting education	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	FGD and questions and answers 4 X 50			5%
10		1.multicultural group counseling techniques 2.suitability 3.accuracy	Form of Assessment : Project Results Assessment / Product Assessment	direct practice			5%
11	Multicultural perspective Counselor Training to prevent early marriage of students	Designing a workshop program for school counselors with material on preventing early marriage for students	Criteria: Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	2 X 50 Project			5%
12	Getting to know multicultural counseling training in counselor education	1.Understand and be able to explain multicultural counseling training models 2.suitability 3.accuracy	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	presentation and question and answer 2 X 50			5%
13	Designing multicultural counseling training for street children	Design and present a multicultural counseling training plan for street children	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Workshop 2 X 50			5%

14	Multicultural group counseling practice	Designing and presenting multicultural group counseling plans Multicultural group counseling practices	Criteria: Attached Form of Assessment : Participatory Activities	Group Counseling Practice with 2 X 50 case solving			5%
15	Multicultural individual counseling practice	Designing multicultural individual counseling Individual counseling practice	Criteria: Attached Form of Assessment : Practical Assessment	2 X 50 problem solving			5%
16	FINAL SEMESTER EXAMINATION (UAS)	FINAL SEMESTER EXAMINATION (UAS)	Criteria: FINAL SEMESTER EXAMINATION (UAS) Form of Assessment : Test	FINAL SEMESTER EXAMINATION (UAS) 2 X 50			10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Practical Assessment	5%
4.	Practice / Performance	12.5%
5.	Test	25%
		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.