



**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 Theory and Practice	8610503011		T=3	P=0	ECTS=6.72	1 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																																															
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Teaching students about counseling theories from various perspectives of theoretical approaches and orientations through lecture, discussion, collaborative and case study methods. The learning materials studied include the essence of theory and the role of theory in counseling practice, counseling theories from a psychodynamic approach, counseling theories from a humanistic approach, counseling theories from a behavioral approach, counseling theories from a cognitive approach, counseling theories from humanistic approaches, integrative counseling theories, and innovative counseling theories. Assessment of success is based on student participation scores in attending lectures and scores obtained by students in completing structured assignments, performance in mid-semester exams, performance in final semester exams, and completion of final assignments.																																															
References	Main :																																															
	1. Corey, G. 2015. Theory & Practice of Counseling and Psychotherapy. Thompson & Rudolph. 2. Darminto, E. 2007. Teori-Teori Konseling. Surabaya: Unesa University Press. 3. Flanagan and Flanagan. 2015. Counseling and Psychotherapy Theories in Context and Practice. USA : John Wiley 4. Ivey and Ivey. 2015. Theories of Counseling and Psychotherapy: A Multicultural Perspective. London : Sage 5. Parrott, L. 2003. Counseling and Psychotherapy. 2nd. Ed. Singapore: Thompson Brook/Cole																																															
	Supporters:																																															
Supporting lecturer	Dr. Eko Darminto, M.Si.																																															
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	Able to select/use/develop counseling theories to support effective counseling practices	<ol style="list-style-type: none"> 1. Able to explain the essence of counseling 2. Able to explain the essence of counseling theory 3. Able to explain the role of counseling theory in counseling practice 4. Able to explain the characteristics of good counseling 5. Able to compile a classification of counseling theories based on their approach perspective and theoretical orientation 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
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2	Understanding the essence of psychoanalytic counseling theory	<ol style="list-style-type: none"> 1. Able to present the founding figures of psychoanalytic counseling along with the historical background to the development of psychoanalytic counseling theory 2. Able to explain psychoanalytic counseling's views on basic human nature 3. Able to explain the concept of behavioral disorders in psychoanalytic counseling 4. Able to explain the sources that cause behavioral disorders from a psychoanalytic perspective 5. Able to explain the purpose of psychoanalytic counseling 6. Be able to mention the counseling techniques used in psychoanalytic counseling 7. Able to explain the role of counselors and counselees in the psychoanalytic counseling process 8. able to criticize the weaknesses that exist in psychoanalytic counseling theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LectureDiscussionQuestions and AnswersHomework 2 X 50			0%
3	Understanding Adlerian counseling theory	<ol style="list-style-type: none"> 1. Explain the basic concepts of Adlerian theory 2. Explain the role of the counselor in Adlerian theory 3. Explain the techniques used in Adlerian theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%

4	Understanding existential counseling theory	<ol style="list-style-type: none"> 1.Explain the basic concepts of existential theory 2.Explain the role of the counselor in existential theory 3.Explain the techniques used in existential theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
5	Understand the counseling theory of Person Centered Therapy	<ol style="list-style-type: none"> 1.Explain the basic concepts of person centered therapy theory 2.Explain the role of the counselor in the person centered therapy theory 3.Explain the techniques used in person centered therapy 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
6	Understanding counseling theory, Person Gestal Therapy	<ol style="list-style-type: none"> 1.Explain the basic concepts of gestal therapy theory 2.Explain the role of the counselor in gestal therapy theory 3.Explain the techniques used in gestal therapy theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
7	Understand the theory of behavior therapy counseling	<ol style="list-style-type: none"> 1.Explain the basic concepts of behavior theory 2.Explain the role of the counselor in behavioral theory 3.Explain the techniques used in behavioral theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
8	Understand basic issues in counseling/USS practice	Understand basic issues in counseling/USS practice	Criteria: Understand basic issues in counseling/USS practice	Task 2 X 50			0%
9	Understand REBT counseling theory	<ol style="list-style-type: none"> 1.Explain the basic concepts of EBT theory 2.Explain the role of the counselor in REBT theory 3.Explain the techniques used in psychoanalytic theory 	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
10	Understand fundamental issues in the practice of cognitive behavioral counseling	Explaining cognitive behavior counseling. Explaining the development of CBT (Cognitive Behavior Therapy) theory. Techniques in CBT	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LectureDiscussionQuestion and AnswerAssignment 4 X 50			0%

11	Understand fundamental issues in feminist counseling practice	Explain the basic concepts of feminist counseling theory. Explain the role and duties of feminist counselors. Explain the advocacy model for women's empowerment	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
12	Mastering individual and group counseling practices according to rational-emotional-behavioral counseling theory (KREP)	1. Can explain the concept of behavioral disorders in KREP counseling Can explain techniques in KREP individual and group counseling 2. Can explain the process in individual KREP counseling 3. Can explain the process in KREP group counseling	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
13	Mastering individual and group counseling practices according to cognitive counseling theory	Can explain the concept of behavioral disorders in KP counseling Can explain techniques in KP individual and group counseling Can explain the process in KP individual counseling Can explain the process in KP group counseling	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
14	Mastering individual and group counseling practices according to family systems counseling theory	Can explain the concept of behavioral disorders in family system counseling Can explain techniques in individual and group family system counseling Can explain the process in individual family system counseling Can explain the process in family system group counseling	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
15	Mastering individual and group counseling practices according to postmodern counseling theory	Can explain the concept of behavioral disorders in postmodern counseling Can explain techniques in postmodern individual and group counseling Can explain the process in postmodern individual counseling Can explain the process in postmodern group counseling	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	LecturesDiscussionsQuestions and AnswersAssignments 2 X 50			0%
16	Able to integrate theory as a framework in counseling practice	Can compare key concepts, goals, and techniques from various perspectives Can integrate several theories in an adaptive way to serve as a framework for counseling practice	Criteria: 4 if very good/good3 if good/good2 if quite good/good1 if not good/good	Active learning 3 X 50			0%

No	Evaluation	Percentage
		0%

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.