

DESCRIPTION, SYLLABUS, AND HAND OUT
COURSE: GUIDANCE AND COUNSELING

BY

Department of Educational Psychology and Guidance



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
GUIDANCE
FACULTY OF EDUCATION
INDONESIA UNIVERSITY OF EDUCATION

COURSE DESCRIPTION

Code: KD 302 Guidance and Counseling: S 1, 3 credit units, semester (2)

This subject is one of the foundational professional courses at the undergraduate level. The main function of this course is to mold professionals' attitudes and skills with pedagogic competences. In general, this course contains the basic concepts of guidance and counseling in formal education (elementary or secondary schools), the position of guidance and counseling in teaching and learning process, general services of guidance and counseling, and the application of diagnostic learning and remedial learning.

After the completion of this course, students are expected to understand about: concepts of guidance and counseling, strategies and techniques of guidance and counseling; the kinds of guidance and counseling services; the basics of understanding learners (non-test and test techniques); Implementation of expository lectures are used in the approach in the form of lectures, questions and answers, which is equipped with LCD and video usage, and task completion inquiry approach is the preparation and presentation of papers, discussions and problem solving, as well as field practice (practice in diagnostic and remedial teaching). The testing phase in addition to evaluation of students' mastery of mid semester examination and end of semester examinations are also used to evaluate the tasks, the presentations and discussions, and activities in class. The main literature consist: Abin Shamsuddin Ma'mun (2000), Nana Syaodih Sukmadinata (2007), Achmad Juntika Nurihsan (2005), and Muro, James and Kotman, Ferry (1995).

1. Subject identity

Subject	: Guidance and Counseling
Course Code	: KD 302
Credit Units	: 3 CU
Semester	: 2
Classification	: MKDP
Program	: S1
Prerequisite	: Human development
Lecturers	: A Team of Lecturers on guidance and counseling

2. Objective

After the completion of this course, students are expected to understand about: (1) the concepts of guidance and counseling; (2) the approaches of guidance and counseling, (3) foundation of guidance and counseling, (3) the strategies and techniques of guidance and counseling; (4) the kind of guidance and counseling service, (5) development of learners, and (6) diagnostic and remedial.

3. Content description

In this lecture, the concept of guidance and counseling is discussed to understand the principles, functions, and approaches of guidance and counseling (curative, preventive, and developmental); foundation of guidance and counseling (psychological, philosophical, religious, social, cultural, pedagogical foundation, and the foundation of science and technology), strategies and techniques of guidance and counseling; the kinds of guidance and counseling services; the basics of understanding learners, learning-based on guidance and counseling; and implementation of diagnostic and remedial teaching in the subjects assigned later.

4. Learning approach

- a. Approach : Expository and inquiry
- b. Methods : Lecture, discussion, and problem solving

- c. Task : Papers,
- d. Media : OHP, LCD / power point

5. Evaluation

Elements of assessment consist of:

No.	Aspects	Weight/percentage
1	Students activities	10%
2	Presentation	10%
3	Field practice report	15%
4	Mid examinations	25%
5	Final examinations	40%

6. Lecture topic

Meeting	Lecture topic
Meeting 1	Orientation (importance of guidance and counseling in the school, scope of the material, student activities, evaluation component, and references)
Meeting 2	The need guidance and counseling services (conditions of guidance and counseling in schools, foundation of psychological, sociological, pedagogical, religious, development of science and technology, and historical of guidance and counseling.
Meeting 3	The basic concepts of guidance and counseling (the principles and functions of guidance and counseling)
Meeting 4	Types of guidance and counseling services (data collection, orientation and information, placement, counseling, evaluation and follow-up)
Meeting 5	Organizing guidance and counseling (teacher's role in guidance and counseling activities at elementary/junior/senior high school)
Meeting 6	The basic techniques of understanding individuals (in depth data collection: those aspects that need to be understood and understanding the techniques)
Meeting 7	problems of Students and general approaches in guidance and counseling (strategic guidance and counseling)
Meeting 8	Mid examinations
Meeting 9	Learning based on guidance (review learning models which have more orientation of individual development)

Meeting	Lecture topic
Meeting 10	The basic concepts of diagnostic and remedial teaching
Meeting 11,12	Procedure of diagnostic and remedial teaching (with illustrations of cases)
Meeting 13,14	Practice of diagnostic and remedial teaching
Meeting 15,16	Seminar/discussion of diagnostic and remedial teaching practice
meeting 17	Review
Meeting 18	Final examinations

Reference

- Ahmad Juntika Nurihsan (2003). Dasar-Dasar Bimbingan dan konseling. Bandung: Mutaira
- (2005). Manajemen Layanan Bimbingan dan Konseling. Bandung: Mutiara
- (2006). Bimbingan dan Konseling dalam Berbagai Latar Kehidupan. Bandung: Refika Aditama
- Abin Syamsuddin Makmum. (2005). Psikologi Kependidikan, Bandung: Rosdakarya
- Blocher, Donald H. (1987). The Professional Counselor. New York: Macmillan Publishing Company, Inc
-, (1974). Developmental Counseling, New York: John Willey and sons
- Depdiknas. (2008). Penataan pendidikan Profesioanl Konselor dan ILYanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal, Bandung: Jurusan PPB FIP UPI
- Dinkmayer, Don, and Caldwell Edison, (1970). Development Counseling and Guidance; A comprehensive school approach. USA: McGraw-hill
- Muhamad Surya, (1987), Dasar-Dasar Bimbingan dan Penyuluhan, Jakarta: P2LPTK, Dirjen Dikti
- Muro, James and Kotman, Ferry, (1995), Guidance and Counseling in Elementary School and Middle school. USA:McGraw-hill
- Nan Syaodih Sukmadinata. (2007). Bimbingan dan Konseling dalam Praktek, Bandung: Maestro.

HANDOUT

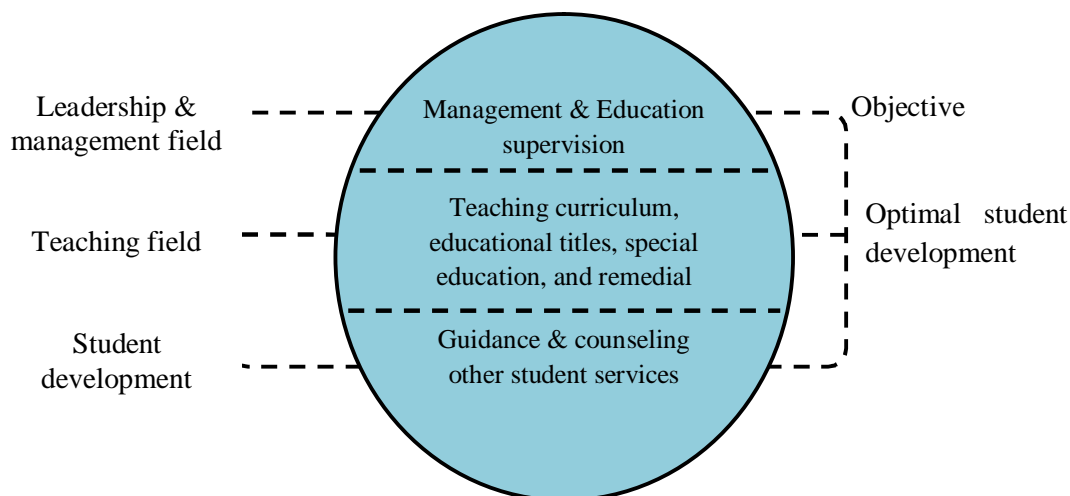
SUBJECT: GUIDANCE AND COUNSELING

1. Guidance and counseling background needed at school

- a. Implementation guidance and counseling at school (issues, internal problems of students, guidance and counseling staff, student attitudes towards guidance and counseling, etc.);
- b. Development of guidance and counseling (in and outside country);
- c. Psychological, sociological, development of community life, demands of education and educational outcomes,
- d. religion, and
- e. development of science and technology should be a described link of against the superhuman needs.

2. Definitions, New Concepts And Orientation And Counseling

NEW PARADIGM OF GUIDANCE AND COUNSELING IN EDUCATION



Definition of Guidance

Guidance is a systematic assistance given in order to facilitate a counselee/ student to understand himself, environment, and plan for the future.

Based on this definition, there are three domains of the development of guidance, namely:

- a. Social personal guidance which is intended to facilitate learners / counselee to be able to find himself. Through guidance, counselee / learners are expected to become effective, strong, virtuous character.
- b. Guidance is intended to facilitate counselee / learners to be capable of understand the environment. Through this guidance, counselee / learners are expected to experience learning to learn and the current results may underlie learning and become food for the next learning process. The end result of this guidance is counselee / learners are capable of studying independently and learn throughout and universal life.
- c. Career guidance is intended to facilitate the counselee / learners to be able to plan for the future. Through this guidance, counselee / learners are expected to experience learning to work / be able to plan for the future.

The principles of guidance and counseling in elementary school

- Guidance for all;
- Guidance and counseling deal with personal and unique individual behavior and dynamics;
- Guidance and counseling fully considers to the various aspects and stages of individual development;
- Guidance and counseling gives the main attention to the differences in individuals who become the principal orientation of services.

Functions of Guidance and Counseling

- understanding
- prevention

- curative
- maintenance and development

Guidance and counseling approach

- Curative, i.e. healing approach
- Preventive, i.e. protection approach
- Developmental, i.e. development approach

Guidance and counseling principles

- principle of confidentiality
- principle of voluntarism
- Principle of transparency
- principle of activity
- principle of independence

3. Types of guidance and counseling services

- Data collection (data collection techniques, types of data needed, participation of teachers in the field study and collection)
- Orientation and information, (orientation of school life, the types of information activities, (that would be of interest,) advanced study, work etc,)
- Placement (placement in study groups, etc.)
- evaluation and follow-up (self-assessment etc)

4. Guidance and counseling strategies

- Guidance and counseling activity management (task, teacher, classroom representative, head of the school, etc in guidance and counseling activity)
- Integrated strategy
- Classical strategy
- Group strategy
- Individual strategy

5. Areas and types of Guidance and Counseling services in elementary / junior / senior high school

Basic services:

- Personal-social counseling services
- Academic guidance service
- Career guidance service
- Responsive service
- Individual planning service
- Support system service

6. The basic techniques of individual understanding (the depth of data collection):

- The aspects of student's need to understand
- Techniques to understand

7. Problems of children at school

- Types of problems (from DPM)
- Child development (guidance and counseling development)

8. Learning based on guidance and counseling at school

- Oriented to the needs of learners
- attention to the psychological safety
- Full of reward
- Rewards for all the learners of whatever little achievement or a work based
- Avoid physical punishment
- Democratic
- There is a perception to determine the entry behavior
- The evaluation primarily for development
- The diagnostic and remedial teaching approach is considered important

9. Diagnostic and remedial teaching

- Basic concept of diagnostic and remedial teaching

- Steps of diagnostic and remedial teaching
 - to mark students who experiencing difficulties (by analyzing schools' test results and conditions)
 - to locate where students' problems lie
 - to determine the background and factors causing it
 - determine action
- The concept of remedial teaching
- Implementation of remedial teaching

10. Diagnostic and remedial teaching practice at school

11. Discussion and reflection

**COURSE UNIT
GUIDANCE AND COUNSELING
(KD 302 / 3 CREDITS)**

PREPARED

BY:

**A TEAM OF LECTURERS OF EDUCATIONAL PSYCHOLOGY AND GUIDANCE
SUBJECT: GUIDANCE AND COUNSELING**

**DEPARTMENT OF EDUCATION PSYCHOLOGY AND GUIDANCE
FACULTY OF EDUCATION
EDUCATION UNIVERSITY OF INDONESIA
2007**

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Orientation
Dept/prog/degree	:/...../.....
Meeting	: 1
Timeframe	:
Room	:
Lecturer	:

A. Learning objective

1. General learning objective

After completion of orientation to guidance and counseling, students will understand about the basis and purpose of guidance and counseling.

2. Specific learning objectives

- a. To explain accurately the importance of subject guidance and counseling subject;
- b. To describe accurately the thirteen topic that will be discussed in the introductory of guidance and counseling;
- c. To summarize accurately the forms of tasks that must be undertaken by students in introduction of guidance and counseling;
- d. To conclude appropriately the evaluation of the system that will be used in the lecture.

B. Learning Activities

1. Students listen to the goals and steps to be taken in lecture;
2. Students ask questions in line with the lecture;
3. Students listen to the orientation lecture that presented by the lecturer;
4. Students listen to the examples given in the introductory lecture on guidance and counseling
5. Students answer the questions of the teacher or students;

6. Students discuss issues that have not been clearly explained by the lecturer and students;
7. Students receive feedback from the lecturer;
8. Students listen and note the lecture summary;

C. Approaches and lecture methods

1. Learning Approach : theory
2. Learning method : Lecture and discussion

D. Instructional media

- OHP and transparence
- Task formats

E. Tasks and Evaluation

1. Task

- Individual tasks : Summary of topic
- Task group : Book review

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	Participation						
3	Readiness to discuss.						
4	Clarity of references used.						
5	Sharpness and the depth of the proposed ideas.						
6	Contributions on discussion						
	Σ						

b. Result

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1.	To explain accurately the importance of subject guidance and counseling subject;						

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
2.	To describe accurately the thirteen topic that will be discussed in the introductory of guidance and counseling;						
3.	To summarize accurately the forms of tasks that must be undertaken by students in introduction of guidance and counseling;						
4.	To conclude appropriately the evaluation of the system that will be used in the lecture.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), "Comprehensive School Counseling Programs: A review for Policymakers and Practioners", *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O' Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Importance of Guidance and Counseling
Dept/prog/degree	:/...../.....
Meeting	: 2
Timeframe	:
Room	:
Lecturer	:

A. Objective of the Lecture

1. General Learning Objectives

After lectures, students will understand the background of psychological, social-cultural, religious, education, science and technology development of guidance and counseling need.

2. Specific Learning Objectives

After lectures, student able to:

- a. Describe appropriately the psychological need for guidance and counseling;
- b. Summarizes accurately the socio-cultural background of need for guidance and counseling
- c. Concluded correctly the religious background of need for guidance and counseling
- d. Explain appropriately the educational background of need for guidance and counseling
- e. Describe accurately the background of science and technology development need for guidance and counseling

B. Lecture Activities

1. Students listen to the goals and steps to be taken in lecture;
2. Students ask questions in line with the lecture;

3. Students listen to the orientation lecture presented by the lecturer;
4. Students listen to the examples given in the introductory lecture on guidance and counseling
5. Students answer the questions of the teacher or students;
6. Students discuss issues that have not been clearly explained by the lecturer and students;
7. Students receive feedback from the lecturer;
8. Students listen and note the lecture summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparences
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : resume of the topic
- group Task : chapter report the

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures.						
2	Participation						
3	Readiness to discuss.						
4	Clarity of references used.						
5	Sharpness and the depth of the proposed ideas.						
6	Contributions on discussion.						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Describe appropriately the psychological need for guidance and counseling;						
2	Summarizes accurately the socio-cultural background of need for guidance and counseling						
3	Concluded correctly the religious background of need for guidance and counseling						
4	Explain appropriately the educational background of need for guidance and counseling						
5	Describe accurately the background of science and technology development need for guidance and counseling						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), “Comprehensive School Counseling Programs: A review for Policymakers and Practioners”, *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O’ Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre

- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: The Development of Guidance and Counseling
Dept/prog/degree	:/...../.....
Meeting	: 3
Timeframe	:
Room	:
Lecturer	:

A. Objective of the Lecture

1. General Learning Objectives

After completing lectures on the development of guidance and counseling, students will understand the formal history and development of a judicial guidance and counseling.

2. Specific Learning Objectives

Students who have completed to follow lectures on the development of guidance and counseling will be able to:

- a. Accurately describe the historical development of guidance and counseling in America in the period 1898-1907;
- b. Appropriately describe the historical development of guidance and counseling in America in early 1950;
- c. Accurately describe the historical development of guidance and counseling in Indonesia in early 1960;
- d. Accurately summarize the historical development of guidance and counseling in Indonesia in the 1980s;
- e. Appropriately conclude on the constitutional position No. 2 / 1989 on guidance and counseling

B. Learning Activities

1. Students listen to the goals and steps to be taken in the lecture that delivered by the lecturer;
2. Students ask questions relating to the lecture;
3. Students listen to the historical and jurisdiction development of guidance and counseling to be delivered by the lecturer;
4. Students listen to the examples of formal jurisdiction development of guidance and counseling;
5. Students answer the questions of lecturer or students;
6. Students discuss the issues that have not been clear by the lecturer and other students;
7. Students receive feedback from the lecturer on the answers given;
8. Students listen and note the lecture summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparencies
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summarizing the results of lectures
- group Task : chapter report

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	active to ask questions						
3	Readiness to discuss						
4	clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Accurately describe the history of guidance and counseling in America in the period 1898-1907						
2	Appropriately describe the historical development of guidance and counseling in America in early 1950;						
3	Accurately describe the historical development of guidance and counseling in Indonesia in early 1960;						
4	Accurately summarize the historical development of guidance and counseling in Indonesia in the 1980s;						
5	Appropriately conclude the guidance and counseling positions in the constitution No. 2 / 1989.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), “Comprehensive School Counseling Programs: A review for Policymakers and Practioners”, *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O’ Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: The Basic Concept of Guidance
Dept/prog/degree	:/...../.....
Meeting	: 4
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objectives

After completing lectures on the basic concept of guidance, students will understand the objectives, functions, and principles of guidance.

2. Specific Learning Objectives

Students who have completed to follow lectures on the basic concepts of guidance will be able to:

- Accurately explain the understanding of guidance;
- Explain accurately the four objectives of guidance;
- Accurately describe the four functions of guidance;
- Accurately summarize the nine principles of guidance.

B. Learning Activities

- Students listen to the goals and steps to be taken in a lecture that delivered by the lecturer;
- Students ask questions related to the lecture;
- Students listen to the basic concept of guidance;
- Students listen to the examples of guidance objectives achieved;
- Students answer the questions of the teacher or other students;
- Students discuss issues that have not been clear by the lecturer and other students;

7. Students receive feedback from the lecturer on the answers given;
8. Students listen and note the lecture summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- Ohps and transparences
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summarizing lectures every week
- group Task : reporting the chapters of reference books

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	active to ask questions						
3	Readiness to discuss						
4	clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Accurately explain the understanding of guidance;						
2	Explain accurately the four objectives of guidance;						

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
3	Accurately describe the four functions of guidance;						
4	Accurately summarize the nine principles of guidance						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), "Comprehensive School Counseling Programs: A review for Policymakers and Practioners", *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O' Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
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- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Types of Guidance Services
Dept/prog/degree	:/...../.....
Meeting	: 5
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objectives

After completing lectures, students understand the data collection services, orientation and information, placement, counseling and guidance evaluation.

2. Specific Learning Objectives

Students who have completed the lecture about the types of guidance services will be able to:

- a. Explain accurately the five types of data collection tools
- b. Explain accurately the five orientation service materials and information;
- c. Summarize accurately the five examples of service placement;
- d. Collect accurately the five problems in counseling service;
- e. Describe accurately the two evaluation services.

B. Learning Activities

1. Students listen to the goals of the lecture and steps to be taken that delivered by the lecturer;
2. Students ask questions relating to topic;
3. Students listen to the types of guidance services;
4. Students listen to the examples of the guidance objectives;

5. Students answer the questions of the teacher or students;
6. Students discuss the issues that have not been clear
7. Students receive feedback from the lecturer;
8. Students listen and register the summaries;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparencies
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summary
- group Task : chapters report

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	readiness to follow lectures						
2	active to ask questions						
3	readiness to discuss						
4	clarity of references used						
5	sharpness and the depth of the proposed ideas						
6	contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	explain accurately the five types of data collection tools explain accurately the five						

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
2	orientation service materials and information;						
3	summarize accurately the five examples of service placement;						
4	collect accurately the five problems in counseling service;						
5	describe accurately the two evaluation services.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), "Comprehensive School Counseling Programs: A review for Policymakers and Practioners", *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O' Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
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COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Infrastructure and Supporting Guidance Service Facilities
Dept/prog/degree	:/...../.....
Meeting	: 6
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objective

After completing lectures students will understand the data collection tools, data storage device, room and guidance budget.

2. Specific Learning Objectives

Students who have completed the lecture on infrastructure and supporting guidance service facilities able to:

- a. Explain accurately the five types of testing data collection tools;
- b. Explain accurately the five data storage devices;
- c. Summarize accurately the five types of technical guidance implementation tools;
- d. Conclude correctly the ideal size of counseling rooms;
- e. Describe accurately ideal budge for guidance service at high school.

B. Learning Activities

1. Students listen to the goals and procedure to be taken in a lecture that delivered by the lecturer;
2. Students ask questions relating to topic
3. Students listen to the materials on infrastructure and supporting guidance Service facilities;

4. Students listen to the examples used on infrastructure and guidance Service facilities;
5. Students answer the questions of the teacher or students;
6. Students discuss issues that have not been clearly explained by the lecturer and students;
7. Students receive feedback from the lecturer;
8. Students listen and register summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparencences
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summary
- group Task : chapters report

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	Active to ask questions						
3	Readiness to discuss						
4	Clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Explain accurately the five types of testing data collection tools;						
2	Explain accurately the five data storage devices;						
3	Summarize accurately the five types of technical guidance implementation tools;						
4	Conclude correctly the ideal size of counseling rooms;						
5	Describe accurately ideal budget for guidance service at high school.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), “Comprehensive School Counseling Programs: A review for Policymakers and Practitioners”, *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O’ Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Basic Concept of Counseling
Dept/prog/degree	:/...../.....
Meeting	: 4
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objective

After completing lectures, students will understand the approach, process, and counseling technique.

2. Specific Learning Objectives

Students who have completed lectures will be able to:

- Explain accurately the meaning of counseling;
- Explain accurately the four approaches of counseling;
- Describe accurately the three stages of counseling process;
- Summarize accurately the four techniques of counseling.

B. Learning Activities

- Students listen to the goals and procedure to be taken in the lecture that delivered by the lecturer;
- Students ask the questions relating;
- Students listen to the basic concept of counseling;
- Students listen to the examples of counseling skills given by the lecturer;
- Students answer the questions of the teacher or students;
- Students discuss issues that have not been clearly explained by the lecturer and students;
- Students receive feedback from the lecturer;
- Students listen and register the summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparencies
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summary
- group Task : chapters report

2. Task and Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	Active to ask questions						
3	Readiness to discuss						
4	Clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Explain accurately the meaning of counseling;						
2	Explain accurately the four approaches of counseling;						
3	Describe accurately the three stages of counseling process;						
4	Summarize accurately the four techniques of counseling.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), "Comprehensive School Counseling Programs: A review for Policymakers and Practitioners", *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O' Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Group Guidance
Dept/prog/degree	:/...../.....
Meeting	: 8
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objective

After the completing lectures, students will understand the basic concepts and strategy of group guidance.

2. Specific Learning Objectives

Students who have completed the will be able to:

- a. Explain accurately the meaning of group guidance;
- b. Explain accurately the procedure of group guidance;
- c. Describe accurately the process of group counseling;
- d. Summarize accurately the four strategies of group counseling.

B. Learning Activities

1. Students listen to the goals and steps to be taken in a lecture that delivered by the lecturers
2. Students ask questions relating to lectures;
3. Students listen to the basic concepts of group guidance;
4. Students listen to the examples of group counseling skills given by the lecturer;
5. Students answer the questions of the teacher or students;
6. Students discuss issues that have not been clear by the lecturer and students;

7. Students receive feedback from the lecturer;
8. Students listen and note the lecture summary;

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparences
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summary
- group Task : chapters report

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	Active to ask questions						
3	Readiness to discuss						
4	Clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Explain accurately the meaning of group guidance;						
2	Explain accurately the procedure of group guidance;						

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
3	Describe accurately the process of group counseling;						
4	Summarize accurately the four strategies of group counseling.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), “Comprehensive School Counseling Programs: A review for Policymakers and Practioners”, *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O’ Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- Davis B. (1987). Evaluating Report of The k-12 *Comprehensive Guidance, Program of the San Diego City School*, San Diego City Schools, Planning, Research, and Evaluating Division
- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
- Havighurts, R.J. (1953). *Human Development and Education*. New York: David Mckay
- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd

COURSE UNIT

Subject	: Guidance and Counseling
Code	: KD 302/3 credits
Semester	:
Topic	: Developmental Task of Students
Dept/prog/degree	:/...../.....
Meeting	: 9
Timeframe	:
Room	:
Lecturer	:

A. Learning Objective

1. General Learning Objective

After completing lectures students will be able to understand developmental task of elementary, junior, and high school students.

2. Specific Learning Objectives

Students who have completed the lectures will be able to:

- a. Explain accurately the ten of developmental task of elementary student;
- b. Explain accurately the eleven of developmental task of at junior high student;
- c. Describe accurately the eleven of developmental task of high school students;
- d. Summarize accurately the eleven tasks of developmental task of college student.

B. Learning Activities

1. Students listen to the goals and steps to be taken in a lecture that delivered by the lecturers
2. Students ask the questions relating to lectures;
3. Students listen to the developmental task of students;

4. Students listen to the examples to master developmental task of elementary school students;
5. Students answer the questions of the teacher or other students;
6. Students discuss issues that have not been clear with the lecturer and other students;
7. Students receive feedback from the lecturer;
8. Students listen and note the lecture summary;
9. Students answer lecturer's greeting.

C. Approach and Teaching Method

1. Learning Approach : Theory
2. Learning Methods : Lecture and discussion

D. Instructional Media

- OHP and transparencies
- Task formats

E. Tasks and Evaluation

1. Task

- Individual task : summary
- group Task : chapters report

2. Evaluation

a. Process

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Readiness to follow lectures						
2	Active to ask questions						
3	Readiness to discuss						
4	Clarity of references used						
5	Sharpness and the depth of the proposed ideas						
6	Contributions on discussion						
	Σ						

b. Results

No.	Type assessed	Very good	Good	Fair	Less	Very less	Σ
1	Explain accurately the ten of developmental task of elementary student;						
2	Explain accurately the eleven of developmental task of at junior high student;						
3	Describe accurately the eleven of developmental task of high school students;						
4	Summarize accurately the eleven tasks of developmental task of college student.						

F. References

- Blocher, Donald. (1974). *Development Counseling*. New York: John Wiley and Sons
- Borders, L. DiAnne & Druy, Sandra M (1992), “Comprehensive School Counseling Programs: A review for Policymakers and Practioners”, *Journal of Counseling and Development*, 70,487-495
- Burbach, Harold J. & Decker, Lavy E. (1977). *Planning & Assessment in Community Education*. Michigan: Pendell publishing Company
- Bertolino, Bob & O’ Hanlon Bill (2002), *Collaborative, Competency-Based Counseling and Therapy*, Boston: Allyn and Bacon
- Crow, Lester D. & Crow, Alice (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
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- Ellis T.I. (1990). *The Missouri Comprehensive Guidance Model*, Columbia: The Educational Resources information centre
- Henderson, P. (1988), *A Comprehensive School Guidance Program at Work*, Texas Association for Counseling and Development Journal, 15, 25-27
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- Nelson-Johns, Richard (1995), *Life skills Counseling*, Australia: allen and Unwin Pty Ltd