



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																											
Anatomy Physiology	8321102001		T=2	P=0	ECTS=3.18	5	July 18, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
	TIM MBKM		TIM MBKM			Dr. Hj. Sri Handajani, S.Pd., M.Kes.																																																												
Learning model	Case Studies																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PLO-PO Matrix																																																																	
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <td></td> <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> </thead> <tbody> <tr> <td style="height: 20px;"></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> </tbody> </table>															P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
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References	Main : 1. Evelyn Pearce. 2010. Anatomi Dan Fisiologi Untuk Perawa t. Jakarta: EGC 2. Watson Roger. 2008. Anatomi Dan Fisiologi Untuk Perawat . Jakarta: EGC 3. Tortora gerard J. And Sandra Reynolds G. 1992. Principles of Anatomy and Physiologi . New York : textbooks Inc. 4. Ganong, W.F. 1983. Fisiologi Kedokteran . Jakarta: Karya Utama 5. Glencoe Science, 2004, Biology: The Dynamics Of Lif e. New York: Mc Graw Hill Companies 6. Setiadi,2007. Anatomi dan Fisiologi Manusia . Yogyakarta: Graha Ilmu.																																																																	
	Supporters:																																																																	
Supporting lecturer	Dra. Hj. Suhartiningsih, M.Pd. dr. Nieke Andina Wijaya, M.Biomed., Sp.KK																																																																	
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 understand the concepts and meaning of anatomy and physiology of the human body and organ systems	- Explain the meaning of anatomy and physiology - Explain cells, tissues, organs and organ systems - Explain the function of tissues and organs - Explain the characteristics of life	Criteria: Each question has a weight of 25	Lectures and group discussions and reflections. 2 X 50			0%
2	Students are able to understand the articulatory system	- Explain the articulatory system - Explain the grouping of bone shapes - Explain bone growth abnormalities as a result of calcium phosphate deficiency. - Explains overcoming disorders caused by bad habits	Criteria: If answered correctly, the score is 100	Presentation, discussion and reflection 2 X 50			0%
3	Students are able to understand the circulatory system (blood, heart, blood vessels and blood circulation)	1. Explain the meaning of the circulatory system 2. Explain the function of blood, heart and blood vessels 3. Distinguish between major and minor blood circulation 4. Describe abnormalities that occur in the circulatory system	Criteria: Each question has a weight of 20	Discussions, assignments, exercises. 2 X 50			0%
4	Students understand the theory of blood group testing	- Explain the types of blood groups - Understand blood donation - Understand the theory of blood group tests	Criteria: If answered correctly, the score is 100	Discussion, assignments, exercises, 2 X 50			0%
5	Students are able to carry out blood group tests	Students are able to carry out blood group tests	Criteria: 1. Each statement item is on a scale of 1-4 2. 1 not good 2. somewhat good 3. good 4. very good	Practice the 2 X 50 blood group test			0%
6	Students have the ability to explain the respiratory system and its disorders	1. Students can explain the structure of the respiratory tract 2. Students can explain the mechanism of breathing 3. Students can practice chest breathing and abdominal breathing 4. Students can link abnormalities that occur in the respiratory system with technological developments	Criteria: Each question item has a weight of 20, if answered correctly	Discussions, assignments, exercises, searching for library sources and other references 2 X 50			0%

7	Students are able to understand the food digestive system.	- Explain the process of digestion of food. - Explain the mechanism of carbohydrate digestion. - Explain the process of digestion of protein foods. - Explain the mechanism of digestion of fatty foods.	Criteria: If answered correctly, each question item gets a score of 25	Presentation, discussion 2 X 50			0%
8	Students can answer all the questions in the UTS	UTS		UTS 2 X 50			0%
9	Students are able to understand the food digestive system. (advanced)	1. Students are able to name the digestive tract of food 2. Students are able to explain the mechanical and chemical processes of digestion	Criteria: If the answer is correct, then the score is 100	Presentation, discussion and practice with LKM 2 X 50			0%
10	Students are able to understand food metabolism	Students are able to explain food metabolism	Criteria: If answered correctly then the score is 100	Discussion and practice working on LKM 2 X 50			0%
11	Able to explain the urinary system and urine examination	- Explain the urinary system - Explain urine examination techniques - Explain the process of urine formation - Explain abnormalities in the urinary system	Criteria: If answered correctly, the score is 100	Discussion, assignments, practice working on LKM 2 X 50			0%
12	1. Understand the structure and function of the skin and its disorders 2. Know the skin's nerves	1. Explain the structure and function of the skin and its abnormalities 2. Explaining the Nerves of the Skin	Criteria: Each question item has a scoring of 25	Assignment to work on LKM, 2 X 50 Presentation			0%
13	Able to explain the clogged gland system (hormones)	- explain the meaning of the hormonal system. - explain the function of hormones - explain the factors that influence the work of hormones. - Explain abnormalities that occur in the hormonal system -	Criteria: If answered correctly, the score is 100	1. Assignment by working on LKM 2. Presentation of the results of working on LKM 2 X 50			0%
14	Able to explain the nervous system	- explain the meaning of the nervous system. - explain nerve function - explain the factors that influence nerve function. - Explain abnormalities that occur in the nervous system	Criteria: Each question item has a weight of 25	Discussion, practice and reflection 2 X 50			0%

15	Be able to explain the reproductive system	- explain the meaning of the reproductive system. - Explain the function of the reproductive organs - Explain abnormalities that occur in the reproductive system - Describe efforts to prevent reproductive system disorders	Criteria: If you answer everything correctly, the score is 100	Discussion, assignments, practice working on LKM 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.