



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Anatomy Physiology Genetics	8620203005		T=3	P=0	ECTS=4.77	0	July 18, 2024																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																											
				Dr. H. Pamuji, M.Kes.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	Study and discussion using science and technology regarding body structure, body function and genetics in relation to children with special needs which include: cells, tissues, body organs, body systems (integumentary system, skeletal system, muscle system, reproductive system, endocrine system, immune system, digestive system, respiratory system, as well as the nervous system including vision and hearing), genetics, and disorders																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Bowers,MT, dkk. 2014,Illustrasi Berwarna Anatomi& Fisiologi, terjemahan, alih bahasa Ronald Estrada, editor Asmarani,Bina Rupa Aksara Publisher, Tangerang. 2. Carola,R, dkk. 1992,Human Anatomy,McGraw-Hill Inc., USA. 3. Emery,EH 2003,Dasar-dasarGenetika, Terjemahan, Yayasan Essentia Medica, Yogyakarta. 4. Evelyn,CP 1973,Anatomi Fisiologi Untuk Paramedis, terjemahan, Gramedia, Jakarta. 5. Fox,SI 2003,Human Physiology, 8th ed, The McGraw-Hill Company Inc, USA. 6. Ganong,WF 2010,Review of Medical Physiology, 23rd ed, The McGraw-Hill Company Inc, USA. 7. Gargiulo, RM 2012,SpecialEducation in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 8. Guyton, AC and Hall, JE 2006,Textbook of Medical Physiology,11th ed, Elsevier Inc, Philadelphia. 																																																
	Supporters:																																																
Supporting lecturer	Dr. H. Pamuji, M.Kes. dr. Febrita Ardianingsih, 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	Mastering anatomy, physiology and genetics and their relationship to children with special needs	- Explain the definition and scope of anatomy, physiology and genetics - Conclude the importance of anatomy, physiology and genetics courses for ABK educators	Criteria: 1.Student name : 2.Date and time : 3.1. Activeness (quantity of participating) 4.2. Organization of ideas/arguments 5.3. Accuracy of arguments 6.4. Use of Language: 7.- Precision 8.- Clarity 9.Rubric: Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%
2	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the concept of cells, tissues, organs, body systems	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Accuracy of concept/material 9.2. Accuracy of examples supporting the concept/material 10.3. Completeness of material coverage 11.4. Confusion in the discussion of the material 12.5. Depth in elaborating the material 13.B. 14.6. Use correct language 15.7. Conformity with the specified systematics 16.8. Neatness of layout 17.Rubric: Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done	- Lecture - Question and answer - Small Group Discussion 3 X 50			0%

3	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain genetics and disorders/disorders experienced by ABK	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Mastery of material 9.2. Match between the content presented and the content of the paper 10.3. Slide displays (pictures, photo video diagrams, flow of material) support the presentation 11.4. Ability to defend arguments 12.B. Presentation 13.5. Voice quality (voice articulation volume, intonation) 14.6. Demeanor (body movements that are effective, calm) 15.7. Dress politely and neatly 16.8. Use correct language 17.9. Responsive and ready to accept input 18.Rubric: Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done	- Presentation - Discussion 3 X 50			0%
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4	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the skeletal system and abnormalities/disorders experienced by crew members	Criteria: 1.Observed Aspects 2.Score 3.4 4.3 5.2 6.1 7.A. Contents 8.1. Mastery of material 9.2. Match between the content presented and the content of the paper 10.3. Slide displays (pictures, photo video diagrams, flow of material) support the presentation 11.4. Ability to defend arguments 12.B. Presentation 13.5. Voice quality (voice articulation volume, intonation) 14.6. Demeanor (body movements that are effective, calm) 15.7. Dress politely and neatly 16.8. Use correct language 17.9. Responsive and ready to accept input 18.Rubric: Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done	- Presentation - Discussion 3 X 50			0%
5	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the muscle system and the abnormalities/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
6	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the reproductive system and abnormalities/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
7	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the endocrine system and the disorders/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
8	UTS	UTS	Criteria: rating scale 1-100	UTS 3 X 50			0%
9	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the immune system and disorders/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
10	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the digestive system and disorders/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%

11	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the respiratory system and the abnormalities/disorders experienced by crew members	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
12	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the circulatory system and the abnormalities/disorders experienced by crew members	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
13	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain the nervous system and the disorders/disorders experienced by ABK	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
14	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain vision and abnormalities/disorders experienced by crew members	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
15	Mastering anatomy, physiology and genetics and their relationship to children with special needs	Explain hearing and abnormalities/disorders experienced by crew members	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	- Presentation - Discussion 3 X 50			0%
16	UAS	UAS	Criteria: rating scale 1-100	UAS 3 X 50			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.