



**Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Undergraduate Nutrition Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Anatomy	1321102006		T=2 P=0 ECTS=3.18	1	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Amalia Ruhana, S.P., M.P.H.																																		
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: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																					
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">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
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References	<p>Main :</p> <ol style="list-style-type: none"> 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. <p>Supporters:</p>																																					
Supporting lecturer	Dra. Hj. Suhartiningsih, M.Pd. Dr. dr. Endang Sri Wahjuni, M.Kes.																																					
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	Understand the meaning of anatomy	- Explain the meaning of anatomy and the scope of anatomical science - Explain the terminology and several terms in anatomy. - Able to identify cells, organelles and tissues, organs and body systems	Criteria: Each question has a weight of 25	Lectures and group discussions and reflections. 2 X 50			0%
2	Students are able to recognize the anatomy of locomotion, including the anatomy of bones and joints	- Able to identify types of bones and the names of bones and types of joints	Criteria: If answered correctly, the score is 100	Presentation, discussion and reflection 2 X 50			0%
3	Students of locomotor anatomy, including the anatomy of bones and joints	1. Explain identifying types of muscles and the names of body muscles 2. Be able to identify the structure of skin, nails, hair and sweat glands	Criteria: Each question has a weight of 20	Discussions, assignments, exercises. 2 X 50			0%
4	Students understand the cardiovascular system	- Describe the heart and blood vessels	Criteria: If answered correctly, the score is 100	Discussion, assignments, exercises, 2 X 50			0%
5	Students are able to understand the digestive system	Students are able to describe the structure and function of the digestive tract	Criteria: According to the score criteria	Practice the 2 X 50 blood group test			0%
6	Students have the ability to explain the digestive system	1. Students can describe the structure and function: liver, gallbladder, pancreas	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 respiratory system.	- Describe the upper and lower respiratory tract and lung structure	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 anatomy of the endocrine system	Students are able to describe the endocrine glands and the hormones they produce	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 the urinary system	Students are able to explain the structure of the kidneys, ureters, urinary visca, urethra	Criteria: If answered correctly then the score is 100	Discussion and practice working on LKM 2 X 50			0%
11	Be able to explain the nervous system	- Explain the organization of the nervous system - Explain the central nervous system: brain and spinal cord - Explain the peripheral nervous system: cranial nerves, spinal nerves	Criteria: If answered correctly, the score is 100	Discussion, assignments, practice working on LKM 2 X 50			0%
12	1. Understand the five sensory system	1. Explain the structure of the organ of vision (eyes) 2. Explain the structure and function of the ear organs	Criteria: Each question item has a scoring of 25	Assignment to work on LKM, 2 X 50 Presentation			0%

13	Able to explain the five sensory system	- explain the meaning of the sensory system - explain the structure of the function of vision and hearing - explain the structure of the function of hearing -	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	Be able to explain the reproductive system	- describe the structure and function of the testicles, vas deferens, seminal vesicles, prostate and penis. - explains Spermatogenesis	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	- describe the structure and function of the ovaries, uterine tubes, uterus, vagina. - explain Oogenesis - Explain the menstrual cycle - Describe the process of fertilization and pregnancy	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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.