



**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																																											
Health Psychology	1321104001	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 17, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																												
	Dr. Miftakhul Jannah, S.Psi., M.Si., Psikologi		Dra. Veni Indrawati, M.Kes	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: 10%;">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: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td><td style="width: 2%;">2</td><td style="width: 2%;">3</td><td style="width: 2%;">4</td><td style="width: 2%;">5</td><td style="width: 2%;">6</td><td style="width: 2%;">7</td><td style="width: 2%;">8</td><td style="width: 2%;">9</td><td style="width: 2%;">10</td><td style="width: 2%;">11</td><td style="width: 2%;">12</td><td style="width: 2%;">13</td><td style="width: 2%;">14</td><td style="width: 2%;">15</td><td style="width: 2%;">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	This course presents a discussion of psychological analysis of basic human abilities, dynamics of individual behavior, development concepts, personality concepts, learning concepts, attitudes, types of behavior, the role of psychology in the health sector and how to use psychology in the health sector, the basics of mass psychology and communication masses to promote a healthy lifestyle																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Nevil, N. Cetakan Edisi Kedua. Psikologi Kesehatan ,Pengantar untuk Perawat dan Profesional Kesehatan. Penerbit : SGC Jakarta. 2. White, K. Cetakan Edisi Ketiga. Pengantar Sosilogi Kesehatan dan Penyakit. 3. Lukluk A, Z & Bandyah,S. 2011. Psikologi Kesehatan. Penerbit : Nuha Medika 4. Donsu, JDT. 2017. Psikologi Keperawatan. Penerbit : Pustaka Baru Press. 																																															
	Supporters:																																															
Supporting lecturer	Dra. Veni Indrawati, M.Kes. Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog																																															
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 study the background to the development of health psychology	Able to understand the background to the development of health psychology. Able to explain the development of health psychology	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Discovery Learning (DL) Self-Directed Learning (SOL) 2 X 50			0%																																									

2	Able to study human behavior based on 5 psychological approach concepts	Able to understand human behavior based on 5 psychological approach concepts. Able to analyze human behavior based on 5 psychological approaches	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Discovery Learning (DL) Self-Directed Learning (SOL) Contextual Instruction (CI) 4 X 50		0%
3	Able to carry out health promotion & maintenance for yourself & the surrounding community	Able to understand how to carry out health promotion & maintenance for yourself & the surrounding community. Able to study health promotion & maintenance for yourself & the surrounding community	Criteria: The value of each assessment instrument is 1 - 10	Small Group Discussion (SGD) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Collaborative Learning (CbL) Contextual Instruction (CI) 4 X 50		0%
4						0%
5	Able to overcome/reduce stress which affects individual health	Able to understand stress in a health context. Able to explain the various types of stress in individual health. Able to analyze the occurrence of stress that affects individual health	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Contextual Instruction (CI) 4 X 50		0%
6						0%
7	Able to analyze personality/psychological & physical health disorders	Able to understand personality/psychological and physical health disorders. Able to explain personality/psychological and physical health disorders	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Contextual Instruction (CI) 4 X 50		0%
8						0%
9	MIDTERM EXAM			1 X 1		0%

10	Able to analyze risk factors for an individual's illness	Able to understand the risk factors for illness in an individual. Able to explain the risk factors for illness in an individual	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Contextual Instruction (CI) 4 X 50			0%
11							0%
12	Able to do pain management	Able to understand the pain management process. Able to explain the pain management process	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Contextual Instruction (CI) 4 X 50			0%
13							0%
14	Able to carry out a good therapist-client relationship	Able to understand the process of the therapist-client relationship. Able to explain the process of the therapist-client relationship	Criteria: Score each assessment item 1 - 10	Small Group Discussion (SGD) Case Study (CS) Role Play and Simulation (RPS) Discovery Learning (DL) Self-Directed Learning (SOL) Cooperative Learning (CL) Collaborative Learning (CbL) Contextual Instruction (CI) 6 X 50			0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

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** 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.
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.