



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Religion and Health Studies	6920103034		T=3	P=0	ECTS=4.77	8	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course		
	Program Objectives (PO)		
	PLO-PO Matrix		
		<table border="1"> <tr><td>P.O</td></tr> </table>	P.O
	P.O		
PO Matrix at the end of each learning stage (Sub-PO)			

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course focuses on the role of religion in health and healing issues, as well as death as a good ending.
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References	Main :	
		1. Blasi, Anthony J., 2011. Toward a Sociological Theory of Religion and Health. Leiden: Brill. 2. Harold G. Koenig. 1998. Handbook of Religion and Mental Health. Elsevier Science
	Supporters:	

Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Dr. Agus Machfud Fauzi, M.Si. Moh. Mudzakkir, S.Sos., M.A., Ph.D.
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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	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
2	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
3	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
4	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%

5	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
6	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
7	Master the basic concepts of sociology to become an analyst and researcher of health and healing problems	Explaining health issues and healing Explaining religion and mental health Explaining the role of faith in the stress process Explaining the role of transcendence and health Explaining why religion does not reduce stress in people with chronic illnesses and the poor	Criteria: True=100	Discussion, Face to face 3 X 50			0%
8	UTS	UTS	Criteria: UTS	UTS 3 X 50			0%
9	Students are able to examine the role of religion in reducing stress	1.Explaining Stress, Religious based Coping and Physical Health 2.Explaining religious involvement and religious efforts to overcome	Criteria: true=100	Constructivist/ Cooperative Learning/ Discussion 3 X 50			0%

10	Students are able to examine the role of religion in reducing stress	1.Explaining Stress, Religious based Coping and Physical Health 2.Explaining religious involvement and religious efforts to overcome	Criteria: true=100	Constructivist/ Cooperative Learning/ Discussion 3 X 50			0%
11	Students are able to examine the role of religion in reducing stress	1.Explaining Stress, Religious based Coping and Physical Health 2.Explaining religious involvement and religious efforts to overcome	Criteria: true=100	Constructivist/ Cooperative Learning/ Discussion 3 X 50			0%
12	Able to conduct simple research on the role of religion in health	1.Formulate the problems of religious involvement 2.Carrying out data collection in the field 3.Prepare and present research reports	Criteria: True=100	Social investigation 3 X 50			0%
13	Able to conduct simple research on the role of religion in health	1.Formulate the problems of religious involvement 2.Carrying out data collection in the field 3.Prepare and present research reports	Criteria: True=100	Social investigation 3 X 50			0%
14	Able to conduct simple research on the role of religion in health	1.Formulate the problems of religious involvement 2.Carrying out data collection in the field 3.Prepare and present research reports	Criteria: True=100	Social investigation 3 X 50			0%

15	Able to conduct simple research on the role of religion in health	1. Formulate the problems of religious involvement 2. Carrying out data collection in the field 3. Prepare and present research reports	Criteria: True=100	Social investigation 3 X 50			0%
16	Able to conduct simple research on the role of religion in health	1. Formulate the problems of religious involvement 2. Carrying out data collection in the field 3. Prepare and present research reports	Criteria: True=100	Social investigation 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.