	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
Study of Community Response to Health, Recreation and Sports Services		6920103069		T=3	P=0	ECTS=4.77	7	July 18, 2024

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

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	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 community responses to health, recreation and sports services, recreation centers and sports centers, impacts on the community, community involvement in planning the development of health, sports and tourism facilities, health, sports and tourism institutions. local, the role of educational institutions in health, sports and tourism,

References	Main :

1. Margaret Stacey. 1988. The Sociology of Health and Healing, A Text Book . London and New York: Routledge.
2. Michael Purdy and David Banks. 2001. The Sociology and Politics of Health, A reader. New York and London: Routledge
3. Bermoc A. Pescosolido,et.al. 2011. Handbook of the Sociology of Health, Illness, and Healing, A Blueprint for the 21st Century. Bloomington: Springer.
4. Pamela Abbott and Geoff Payne. 1990. New Directions in the Sociology of Health . Hampsier: The Falmer Press.
5. Kerri Hayden Collins. 2015. Handbook on Tourism Development and Management . New York: Nova Science Publishers,Inc.
6. Kristin Hallman and Karen Petry. 2013. Comparative Sport Development Systems, Participation and Public Policy . New York: Springer Science-Business Media.

Supporters:

Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, 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 health, sports and recreation development policies in the world and in Indonesia.	1.Explaining health development policies in the world, MDG's and SDG's, National health systems and Health Insurance, Development of Health Facilities; 2.Explain sports development policies, national sports systems, sports facilities; 3.Explain tourism development policies, government and community involvement in tourism, tourism systems, local communities and tourism destinations	**Criteria:** Assessed good and correct, then value = 100. The value decreases according to the level of error.	Lectures and discussions 3 X 50			0%
2	Mastering health, sports and recreation development policies in the world and in Indonesia.	1.Explaining health development policies in the world, MDG's and SDG's, National health systems and Health Insurance, Development of Health Facilities; 2.Explain sports development policies, national sports systems, sports facilities; 3.Explain tourism development policies, government and community involvement in tourism, tourism systems, local communities and tourism destinations	**Criteria:** Assessed good and correct, then value = 100. The value decreases according to the level of error.	Lectures and discussions 3 X 50			0%

3	Mastering health, sports and recreation development policies in the world and in Indonesia.	1. Explaining health development policies in the world, MDG's and SDG's, National health systems and Health Insurance, Development of Health Facilities; 2. Explain sports development policies, national sports systems, sports facilities; 3. Explain tourism development policies, government and community involvement in tourism, tourism systems, local communities and tourism destinations	**Criteria:** Assessed good and correct, then value = 100. The value decreases according to the level of error.	Lectures and discussions 3 X 50			0%
4	Mastering health, sports and recreation development policies in the world and in Indonesia.	1. Explaining health development policies in the world, MDG's and SDG's, National health systems and Health Insurance, Development of Health Facilities; 2. Explain sports development policies, national sports systems, sports facilities; 3. Explain tourism development policies, government and community involvement in tourism, tourism systems, local communities and tourism destinations	**Criteria:** Assessed good and correct, then value = 100. The value decreases according to the level of error.	Lectures and discussions 3 X 50			0%

| 5 | Able to master the community's response to health services and health insurance | 1. Explain health services at the first level to the central level, 2. Explain the involvement of local bureaucracy in health services; 3. Explaining national health insurance services; 4. Explains the relationship between patients and providers during outpatient and inpatient care, as well as medical ethics, service standards. 5. Explain the comparison of government and private health services 6. Explain the media for submitting service complaints. | **Criteria:** Value = 100, if true. Values will be deducted if incorrect. Deduction depends on the level of error. | Discussion with the 3 X 50 case | | | 0% |

| 6 | Able to master the community's response to health services and health insurance | 1. Explain health services at the first level to the central level, 2. Explain the involvement of local bureaucracy in health services; 3. Explaining national health insurance services; 4. Explains the relationship between patients and providers during outpatient and inpatient care, as well as medical ethics, service standards. 5. Explain the comparison of government and private health services 6. Explain the media for submitting service complaints. | **Criteria:** Value = 100, if true. Values will be deducted if incorrect. Deduction depends on the level of error. | Discussion with the 3 X 50 case | | | 0% |

7	Able to master the community's response to health services and health insurance	1. Explain health services at the first level to the central level, 2. Explain the involvement of local bureaucracy in health services; 3. Explaining national health insurance services; 4. Explains the relationship between patients and providers during outpatient and inpatient care, as well as medical ethics, service standards. 5. Explain the comparison of government and private health services 6. Explain the media for submitting service complaints.	**Criteria:** Value = 100, if true. Values will be deducted if incorrect. Deduction depends on the level of error.	Discussion with the 3 X 50 case			0%
8	Able to master health, recreation and sports development policy issues. Able to master health service issues.	1. Explain health, recreation and sports development policy issues; 2. Explain the problems of health services	**Criteria:** The value of 100, if wrong, will be reduced according to the level of error.	Face to face 3 X 50			0%
9	Mastering problems and community responses to recreation services	Explain the problem of community response to recreation services	**Criteria:** If true, then value = 100. Grades will be reduced based on the error rate.	Discussion and face to face 3 X 50			0%
10	Mastering problems and community responses to recreation services	Explain the problem of community response to recreation services	**Criteria:** If true, then value = 100. Grades will be reduced based on the error rate.	Discussion and face to face 3 X 50			0%
11	Able to master sports development issues and community response.	Explaining the problem of implementing sports policies, Explaining sports facilities and management, Explaining the public response to sports facilities and their services, Explaining sportsmen's achievements and post-sportsman guarantees	**Criteria:** If true, then value = 100. Deductions are made based on the error rate.	Discussion of sports problems 3 X 50			0%

12	Able to master sports development issues and community response.	Explaining the problem of implementing sports policies, Explaining sports facilities and management, Explaining the public response to sports facilities and their services, Explaining sportsmen's achievements and post-sportsman guarantees	**Criteria:** If true, then value = 100. Deductions are made based on the error rate.	Discussion of sports problems 3 X 50			0%
13	Able to design, conduct simple research and present in the form of articles that examine community responses to health, recreation and sports services	Design a simple research proposal on community responses to health, recreation and sports services Conduct simple research on community responses to health, recreation and sports services Create articles on community responses to health, recreation and sports services based on research results	**Criteria:** If participation and articles are good, then the score = 100	Social investigation 3 X 50			0%
14	Able to design, conduct simple research and present in the form of articles that examine community responses to health, recreation and sports services	Design a simple research proposal on community responses to health, recreation and sports services Conduct simple research on community responses to health, recreation and sports services Create articles on community responses to health, recreation and sports services based on research results	**Criteria:** If participation and articles are good, then the score = 100	Social investigation 3 X 50			0%
15	Able to design, conduct simple research and present in the form of articles that examine community responses to health, recreation and sports services	Design a simple research proposal on community responses to health, recreation and sports services Conduct simple research on community responses to health, recreation and sports services Create articles on community responses to health, recreation and sports services based on research results	**Criteria:** If participation and articles are good, then the score = 100	Social investigation 3 X 50			0%
16	Able to present and work on UAS questions	Doing UAS questions	**Criteria:** If true, then value = 100. The value will be reduced depending on the level of error.	UAS 3 X 50			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** 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.
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.