



**Universitas Negeri Surabaya  
Faculty of Sports and Health Sciences  
Bachelor of Sports Science Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
ANATOMY II	8920100193		T=2 P=0 ECTS=3.18	1	July 18, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	.....		.....	Dr. Heri Wahyudi, S.Or., M.Pd.			
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	Understand and master the structure of the human body which includes concepts of terminology, body fluids, cells, basic body tissues, surface anatomy, skeletal system (osteology), joints (arthrology), muscle system (myology), integumentary and nervous systems along with sensory organs. through lectures, discussions and reflection activities. Understand and master knowledge about the structure of the human body which includes the endocrine system, circulation, immunity, respiration, digestion, metabolism and nutrition, urinaria and reproduction. through lectures, discussions and reflection activities.						
	<p><b>References</b></p> <p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Sloane E. 1995. Anatomi dan Fisiologi Untuk Pemula. Jakarta : EGC.</li> <li>2. Pearce, E.C. 2002. Anatomi dan Fisiologi Untuk Paramedis. Jakarta : PT. Gramedi Pustaka Umum</li> <li>3. Syaifudin. 1997. Anatomi Fisiologi Untuk Siswa Perawat. Jakarta : EGCRohen dan Drecoll. 2001. Atlas Foto Anatomi. Jakarta : EGC .</li> <li>4. Rohen dan Drecoll. 2001. Atlas Foto Anatomi. Jakarta : EGC .</li> <li>5. Sherwood L. 2004. Human Physiology From Cells to System. 2nd ed. USA : Thomson Learning Inc.</li> <li>6. Waugh, A dan Grant, A. 2014. Dasar-dasar Anatomi dan Fisiologi. 12th ed. Singapore: Elsevier</li> <li>7. Waugh, A dan Grant, A. 2014. Buku Kerja Anatomi dan Fisiologi. 3th ed. Singapore: Elsevier</li> </ol> <p><b>Supporters:</b></p>						
<b>Supporting lecturer</b>	Dr. Dita Yuliastrid, S.Si., M.Kes. dr. Elfia Rosyida, M.Kes.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand the importance of Anatomy. Understand the structure of the human body and the characteristics of living things	<ol style="list-style-type: none"> <li>1.Explain the meaning of anatomy</li> <li>2.Describes the structural levels of body organization</li> <li>3.Explain the characteristics of living things</li> <li>4.Explain the meaning and principles of homeostasis</li> <li>5.Describes the structural planes of the body</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%
2	Understand the integumentary system	<ol style="list-style-type: none"> <li>1.Integumentary System Skin</li> <li>2.Skin derivatives</li> <li>3.The role of skin in thermoregulation</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%

3	Understand the anatomy of the axial and appendicular skeleton and its joints	<ol style="list-style-type: none"> <li>1.Explain the organization of the skeletal system and its functions</li> <li>2.Explain the composition, anatomy of bones,</li> <li>3.Explain the classification of bones according to their shape</li> <li>4.Name the parts included in the axial skeleton</li> <li>5.Name the parts included in the appendicular skeleton</li> <li>6.Mention various joints with examples</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and questions and answers 4 X 50		0%
4	Understand the general structure of the muscular system	<ol style="list-style-type: none"> <li>1.explain the function, characteristics, classification and types of muscles</li> <li>2.explain the levels of organization of skeletal muscle</li> <li>3.Explain the attachment and organization of skeletal muscles</li> <li>4.explains the various types of muscles, descriptions, origin and insertion along with the action and innervation of the muscles of the head and face</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and questions and answers 4 X 50		0%

5	<p>Understanding about organization, cells and nerve impulses</p> <p>Understanding about the central nervous system and peripheral nervous system</p> <p>Understanding about the sensory receptor nervous system</p>	<ol style="list-style-type: none"> <li>1.Explain the structural organization of the nervous system</li> <li>2.Explain the parts of nerve cells</li> <li>3.Explain the meaning of reflexes and their pathways</li> <li>4.Explain the differences between the central and peripheral nervous systems</li> <li>5.Mention and explain the structure and function of the brain, including: front, middle and back brain</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Lectures, discussions and practice questions on 4 X 50</p>			0%
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7	Understand the endocrine/hormonal system	<ol style="list-style-type: none"> <li>1. Describe the characteristics of endocrine glands</li> <li>2. explain the types of hormones and the mechanism of action of hormones</li> <li>3. explain the morphology of the pituitary and mention the divisions of the pituitary</li> <li>4. Describes hormones located in the anterior pituitary</li> <li>5. Describe the hormones located in the posterior pituitary.</li> <li>6. explains the morphology and function of thyroid, parathyroid, adrenal, pancreatic, pineal and thymus hormones</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50		0%
8	MIDTERM EXAM	Explain the structure of the human body, integumentary system, skeletal system, muscular system, nervous system and endocrine system	<p><b>Criteria:</b></p> <p>The subsummative test (UTS) is carried out once via a written exam and is given a weighting of (2)</p>	4 X 50		0%
9	Understand the circulatory system	<ol style="list-style-type: none"> <li>1. explain the meaning, components and functions of the circulatory system.</li> <li>2. explain the anatomical structure of the heart</li> <li>3. explain the structure of blood vessels and mention the types of blood vessels, arteries, veins and capillaries</li> <li>4. Explain the structure and function of lymph vessels</li> <li>5. Explain the structure of various lymph nodes</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50		0%

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11	Understand the respiratory system	<ol style="list-style-type: none"> <li>1.explain the anatomy and function of the respiratory tract</li> <li>2.Name and explain various respiratory problems</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%

12	Understanding about the digestive system	<ol style="list-style-type: none"> <li>1.Explain the structure and function of the mouth and teeth</li> <li>2.Explain the structure and function of the pharynx</li> <li>3.Describe the structure and function of the esophagus</li> <li>4.explain the structure and function of the stomach</li> <li>5.Explain the structure and function of the small intestine</li> <li>6.Explain the structure and function of the large intestine.</li> <li>7.explain the structure and function of the liver</li> <li>8.Explain the structure and function of bile</li> <li>9.Describe the structure and function of the pancreas.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%
13	Understand the urinary system	<ol style="list-style-type: none"> <li>1.Explain the structure and function of the kidney</li> <li>2.Explain the structure and function of the nephron</li> <li>3.explain the structure and function of the ureters, bladder and urethra</li> <li>4.explain the formation of urine</li> <li>5.Name and explain disorders of the urinary system</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%

14	Understand the male and female reproductive systems and the fertilization process, contraception	<ol style="list-style-type: none"> <li>1.explains primary genital organs, accessory organs and sex hormones in men and women</li> <li>2.explains the structure, function and channels of male and female genital organs along with their hormonal regulation</li> <li>3.explain the fertilization process</li> <li>4.mentions explaining the various types of contraception</li> <li>5.explains the process of pregnancy and the functions of related hormones</li> <li>6.Explain the process of embryo development</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	Lectures, discussions and practice questions on 4 X 50			0%
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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** 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.