



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sports Health	8920102077		T=2	P=0	ECTS=3.18	6	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Dr. Heri Wahyudi, S.Or., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																	
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
	<table border="1"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 100px; text-align: center;">P.O</td> </tr> </table>		P.O																															
	P.O																																	
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																	
	<table border="1"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">P.O</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>		Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Week																																	
	P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

<b>Short Course Description</b>	This course examines all aspects of the field of sports and health starting from the definition, scope of sports health, discussing the relationship between health and sports, the body's response and adaptation as a result of exercise, design and evaluation of sports programs for various health purposes, doping and drug abuse, Overtraining, the relationship between sport and the environment, sex and sport and the relationship between women and sport.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Sudijandoko, A. 2010. Pendidikan Kesehatan . Unesa University Press</li> <li>2. Kjaer, M, Krogsgaard, M, Magnusson, P, Engebretsen, L, Roos, H, Takala, T, L-YWoo, S. 2003. Textbook of Sport Medicine: Basic Science and Clinical Aspects of Sports Injury and Physical Activity . Massachusetts : Blacwell Science Ltd.</li> <li>3. O'Connor, F.G, Sallis, R.B, Wilder, RB, Pierre, P.ST. 2005. Sports Medicine . New York : The McGraw Hill Companies</li> <li>4. Whyte, G.P, Loosemore, M. Williams, C. 2015. ABC of Sport and Exercise Medicine . John Wiley &amp; Son Ltd</li> </ol>
	<b>Supporters:</b>	

<b>Supporting lecturer</b>	Dr. Andun Sudijandoko, M.Kes. Indra Himawan Susanto, S.Or., M.Kes. Nanda Rimawati, S.K.M., M.K.M. Yetty Septiani Mustar, S.K.M., M.P.H. dr. Nur Syahadati Retno Panenggak
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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	Understand the meaning, scope and role of Sports Health Sciences	Explain the meaning, scope and role of Sports Health Science	<b>Criteria:</b> Participation during lectures and peer teaching is carried out through observation. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then given weights.	Lectures, discussions, questions and answers 2 X 50			0%
2	Understanding the Epidemiology, Prevention & Treatment of sports injuries	Explaining the Epidemiology, Prevention & Treatment of sports injuries	<b>Criteria:</b> Participation during lectures and peer teaching is carried out through observation (weight 2). Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then given a weight (3)	Lectures, discussions, questions and answers 2 X 50			0%
3	Understanding aspects of the cardiovascular & respiratory system in sports injuries	Explains aspects of the cardiovascular & respiratory system in sports injuries	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
4	Understanding the musculoskeletal and metabolic aspects of sports injuries	Explain the musculoskeletal and metabolic aspects of sports injuries	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
5	Understanding recovery after exercise & overtraining	Explains recovery after exercise & overtraining	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.1. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then given a weight (3)	Lectures, discussions, questions and answers 2 X 50			0%

6	Understand the role of exercise in preventing and treating disease	Explain the role of exercise in preventing and treating disease	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
7	Understand exercise and diseases of the cardiovascular and respiratory systems	Explains exercise and diseases of the cardiovascular and respiratory systems	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
8	UTS			2 X 50			0%
9	Understanding exercise and Infectious Diseases, osteoarthritis and Diabetes Mellitus	Explains exercise and infectious diseases, osteoarthritis and diabetes mellitus	<b>Criteria:</b> Participation during lectures and peer teaching is carried out through observation (weight 2). Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then given a weight (3)	Lectures, discussions, questions and answers 2 X 50			0%
10	Understanding Amenorrhea, osteoporosis, and eating disorders in athletes	Explains Amenorrhea, osteoporosis, and eating disorders in athletes	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
11	Understanding about exercise and obesity	Explain about exercise and obesity	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%

12	Understanding about sports in children and the elderly	Explaining sports to children and the elderly	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
13	Understanding about sports in extreme temperatures	Explains exercise in extreme temperatures	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
14	Understand diving and sports at height	Explains diving and sports at height	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
15	Understanding about nutrition and doping	Explains nutrition and doping	<b>Criteria:</b> 1.Participation during lectures and peer teaching, carried out through observation (weight 2) 2.Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)	Lectures, discussions, questions and answers 2 X 50			0%
16	UAS			2 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

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.