

 UNESA	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 HYGIENE	8920102220		T=2	P=0	ECTS=3.18	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Heri Wahyudi, S.Or., M.Pd.	
Learning model	Project Based Learning						
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: 40px; height: 20px;">P.O</td></tr> </table>					P.O
P.O							
Short Course Description	<p>This course examines government policies in protecting occupational safety and health (K3) for populations or groups of athletes. The scope includes the definition, history of K3 and its objectives, organization and legislation regarding K3, dangerous materials, hazards in the workplace and sports institutions, K3 tools and equipment, PPPK, diseases and health problems due to work related to sports, factors causing work accidents, ergonomics and work productivity of athletes using the project based learning method.</p>						
	References	Main :					
<ol style="list-style-type: none"> 1. 1. Drinkwater, Barbara. 2000. Women in Sport. Vol. VIII of the Encyclopedia of Sport Medicine. IOC Medical Committee Publication. Blackwell Science Ltd, UK. 2. Hahn, Fredrick. 2009. Strong Kids Healthy Kids. Amacom, New York. 3. Leavitt, Michael. 2008 Physical Activity Guidelines for Americans. U.S. Department of Health & Human Services. www.health.gov/paguidelines. 4. Pocinki, Karen M. 2009. Exercise and Physical Activity. The National Institute on Aging. U.S. Department of Health & Human Services. 5. Redgrave ,Ann. 2008. Exercise Physiology in Special Population. Churchill Livingstone. Elsevier, Philadelphia. 6. Vasta, Ross, Haith, Marshall M., Miller, Scott A. (1999). Child Psychology (the Modern Science) Third Edition. New York: John Wiley & Sons Inc. 7. Yusuf, Syamsu. (2002). Psikologi Perkembangan Anak dan Remaja. Bandung: Rosda Karya. http://www.unicef.org/specialesession/wffc/ 8. Pudjiastuti, Sri Surini & Budi Utomo, 2000. Fisioterapi pada Lansia. Jakarta 9. Sembiring, Sri Alem. 2007. Penataan Lingkungan Sosial bagi Penderita Dimensia (Pikun) dan RTA (Retardasi Mental). Universitas Sumatera Utara: Fakultas Ilmu Sosial dan Ilmu Politik. 10. Arisman. 2004. Gizi dalam Daur Kehidupan. Jakarta : Buku Kedokteran EGC. 							
Supporters:							
Supporting lecturer	dr. Ananda Perwira Bakti, M.Kes. Yetty Septiani Mustar, S.KM., M.P.H. Anindya Mar'atus Sholikhah, S.KM., M.Kes.						

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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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** 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.
- 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.

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.