

 <b>UNESA</b>	<b>Universitas Negeri Surabaya  Vocational Faculty  , D4 Sports Coaching Study Program</b>					<b>Document  Code</b>	
<b>SEMESTER LEARNING PLAN</b>							
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Health, Lifestyle and Exercise Patterns	8520602045		T=1	P=1	ECTS=3.18	2	July 19, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.	
<b>Learning model</b>	<b>Case Studies</b>						
<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" style="margin: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table>					P.O
P.O							
<b>Short Course Description</b>	This course discusses the growth and development of early childhood, movement patterns of early childhood, the response of the body of early childhood to physical exercise, the elderly and their activities, physiological and psychological conditions of the elderly, the influence of nutrition on the health of the elderly, exercise for the elderly, physiological fluctuations basics of women that can influence physical performance, female athlete triad, phases of menopause, exercise for premenopausal-menopausal-postmenopause women. Lectures are conducted to measure the achievement of learning competencies using a discussion, question and answer, assignment approach. Assessment is carried out by performance, written tests and portfolios.						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. &gt;</li> <li>2. Drinkwater, Barbara. 2000. Women in Sport. Vol. VIII of the Encyclopedia of Sport Medicine. IOC Medical Committee Publication. Blackwell Science Ltd, UK.</li> <li>3. Hahn, Fredrick. 2009. Strong Kids Healthy Kids. Amacom, New York.</li> <li>4. Leavitt, Michael. 2008 Physical Activity Guidelines for Americans. U.S. Department of Health &amp; Human Services. <a href="http://www.health.gov/paguidelines">www.health.gov/paguidelines</a>.</li> <li>5. Pocinki, Karen M. 2009. Exercise and Physical Activity. The National Institute on Aging. U.S. Department of Health &amp; Human Services.</li> <li>6. Redgrave ,Ann. 2008. Exercise Physiology in Special Population. Churchill Livingstone. Elsevier, Philadelphia.</li> <li>7. Vasta, Ross, Haith, Marshall M., Miller, Scott A. (1999). Child Psychology (the Modern Science) Third Edition. New York: John Wiley &amp; Sons Inc.</li> <li>8. Yusuf, Syamsu. (2002). Psikologi Perkembangan Anak dan Remaja. Bandung: Rosda Karya. <a href="http://www.unicef.org/specialsession/wffc/">http://www.unicef.org/specialsession/wffc/</a></li> <li>9. Pudjiastuti, Sri Surini &amp; Budi Utomo, 2000. Fisioterapi pada Lansia. Jakarta</li> <li>10. Sembiring, Sri Alem. 2007. Penataan Lingkungan Sosial bagi Penderita Dimensia (Pikun) dan RTA (Retardasi Mental). Universitas Sumatera Utara: Fakultas Ilmu Sosial dan Ilmu Politik,</li> <li>11. . Arisman. 2004. Gizi dalam Daur Kehidupan. Jakarta : Buku Kedokteran EGC.</li> </ol>						
	<b>Supporters:</b>						

Supporting lecturer		Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO. Muhammad Kharis Fajar, S.Pd., M.Pd. Tri Setyo Utami, S.Pd., M.Kes. Rizky Muhammad Sidik, S.Pd., M.Ed.					
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			<b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment	scientific, comprehensive, scientific recollection and collaborative 2x50			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: 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.

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.