



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Sports Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																	
Sports Health	8510102074	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	1	July 17, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
	Dr.dr. Endang Sri Wahjuni, M.Kes.		Dr.dr. Endang Sri Wahjuni, M.Kes.			Dr. Taufiq Hidayat, S.Pd., M.Kes.																																																		
Learning model	Case Studies																																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																							
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																						
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																						
	PLO-15	Able to evaluate oneself, manage one's own learning or that of one's followers, effectively communicate relevant information, ideas, arguments, analysis and solutions in various forms of media to communities appropriate to their field or the general public																																																						
	Program Objectives (PO)																																																							
	PO - 1	Act as a citizen who is proud and loves the country and supports world peace in Sports Health lectures																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-2</td> <td>PLO-15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-1	PLO-2	PLO-15				PO-1																																									
	P.O	PLO-1	PLO-2	PLO-15																																																				
	PO-1																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
Short Course Description	This course discusses the meaning of health sports and all health aspects of sport, especially regarding the reciprocal relationship between sport and health, sport in schools, preventive sport, promotive sport, healthy sport dosage, sport for children, sport for women, sport for the elderly, environmental stress includes acclimatization, dehydration and heat emergencies, the negative impact of heavy exercise (oxidant production and over-trained problems), massage, doping, as well as nutrition and nutritional management. Integrally included in each subject is practical knowledge about sports injuries which includes diagnosis, prevention and first aid methods, using PBL and PjBL methods which are implemented based on theory																																																							
References	Main :																																																							
	1. Ronald j. Maughan.(2009). The Olympic textbook of Science in Sport., Wiley-Blackwell. UK.																																																							
	Supporters:																																																							
	1. Artikel jurnal nasional terakreditasi dan internasional terkini 10 tahun terakhir.																																																							
Supporting lecturer	Dr. dr. Endang Sri Wahjuni, M.Kes. Dr. Taufiq Hidayat, S.Pd., M.Kes. Junaidi Budi Prihanto, S.KM., M.KM., Ph.D.																																																							
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	Analyze the basic concepts of sports health	Students are able to analyze the basic concepts of sports health	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers Basic concepts of sports health 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer Basic concepts of sports health 2x50' / 3.18 ECTS	Material: Basic concepts of health Reference: <i>Latest accredited national and international journal articles from the last 10 years.</i>	5%
2	Analyze issues and challenges in sports health	Students are able to analyze issues and challenges in sports health	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning: Face-to-face lecture Learning method: Discussion & questions and answers Issues and challenges in sports health 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer Issues and challenges in sports health 2x50' / 3.18 ECTS	Material: Issues and challenges in sports health Reference: <i>Latest accredited national and international journal articles from the last 10 years.</i>	5%
3	Analyze the principles of sports health	Students are able to analyze the principles of sports health	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers Principles of sports health 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer Principles of sports health 2x50' / 3.18 ECTS	Material: Principles of sports health Reference: <i>The latest accredited national and international journal articles from the last 10 years.</i>	5%
4	Analyze the relationship between health and exercise	Students are able to analyze the relationship between health and exercise	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers on the relationship between health and sport 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & questions and answers on the relationship between health and sport 2x50' / 3.18 ECTS	Material: Relationship between health and sports References: <i>Latest accredited national and international journal articles from the last 10 years.</i>	5%
5	Analyze the body's response and adaptation to exercise	Students are able to analyze the body's response and adaptation to exercise	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer the body's response and adaptation to sports 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer response and adaptation of the body to sports 2x50' / 3.18 ECTS	Material: The body's response and adaptation to exercise References: <i>The latest accredited national and international journal articles from the last 10 years.</i>	5%
6	Analyzing doping and drug abuse in sport	Students are able to analyze doping and drug abuse in sports	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers on doping and drug abuse in sports 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer doping and drug abuse in sports 2x50' / 3.18 ECTS	Material: Doping and drug abuse References: <i>Latest accredited national and international journal articles from the last 10 years.</i>	5%
7	Analyzing overtraining and its impact on health	Students are able to analyze overtraining and its impact on health	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers overtraining and the impact on health 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & question and answer overtraining and the impact on health 2x50' / 3.18 ECTS	Material: Overtraining and its impact on health References: <i>Latest accredited national and international journal articles from the last 10 years.</i>	5%

8	Analyzing the influence of environment, sex and gender on health in sports activities	Students are able to analyze overtraining and its impact on health	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers on the influence of environment, sex and gender on health in sports activities 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning method: Discussion & questions and answers on the influence of environment, sex and gender on health in sports activities 2x50' / 3.18 ECTS	Material: The influence of environment, sex and gender on health in sports activities References: <i>The latest accredited national and international journal articles from the last 10 years.</i>	5%
9	UTS	Able to master material 1-8	Criteria: UTS assessment rubric Form of Assessment : Participatory Activities, Tests	Test	Test	Material: UTS material Library: <i>Latest accredited national and international journal articles from the last 10 years.</i>	15%

10	Analyzing sports health in children, adolescents, adults and the elderly	Students are able to analyze the health of sports in children, adolescents, adults and the elderly	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely sports health for children, adolescents, adults and the elderly. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of sports health analysis reports for children, teenagers, adults and the elderly so that the work of each group is ready to be presented. Students hold discussions to produce solutions to problem solving and the results are presented/presented in the form of work • Phase 5: Analyzing and evaluating the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely sports health for children, adolescents, adults and the elderly. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of sports health analysis reports for children, teenagers, adults and the elderly so that the work of each group is ready to be presented. Students hold discussions to produce solutions to problem solving and the results are presented/presented in the form of work • Phase 5: Analyzing and evaluating the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Sports health in children, adolescents, adults and the elderly.</p> <p>References: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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11	Analyzing sports health in children, adolescents, adults and the elderly	Students are able to analyze the health of sports in children, adolescents, adults and the elderly	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely sports health for children, adolescents, adults and the elderly. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of sports health analysis reports for children, teenagers, adults and the elderly so that the work of each group is ready to be presented. Students hold discussions to produce solutions to problem solving and the results are presented/presented in the form of work • Phase 5: Analyzing and evaluating the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely sports health for children, adolescents, adults and the elderly. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material • Phase 2: Organize students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of sports health analysis reports for children, teenagers, adults and the elderly so that the work of each group is ready to be presented. Students hold discussions to produce solutions to problem solving and the results are presented/presented in the form of work • Phase 5: Analyzing and evaluating the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Sports health in children, adolescents, adults and the elderly.</p> <p>References: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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12	Analyzing dehydration and heat emergencies in sports	Students are able to analyze dehydration and heat emergencies in sports	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group, namely dehydration and heat emergencies in sports. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials • Phase 2: Organize students to study; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of reports on dehydration and heat emergencies in sports branches so that the work of each group is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problems that will be solved as a group, namely dehydration and heat emergencies in sports. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials • Phase 2: Organize students to study; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of reports on dehydration and heat emergencies in sports branches so that the work of each group is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Dehydration and heat emergencies in sports</p> <p>References : <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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13	Analyzing dehydration and heat emergencies in sports	Students are able to analyze dehydration and heat emergencies in sports	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group, namely dehydration and heat emergencies in sports. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials • Phase 2: Organize students to study; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of reports on dehydration and heat emergencies in sports branches so that the work of each group is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problems that will be solved as a group, namely dehydration and heat emergencies in sports. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials • Phase 2: Organize students to study; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of reports on dehydration and heat emergencies in sports branches so that the work of each group is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Dehydration and heat emergencies in sports</p> <p>References : <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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14	Analyzing nutrition and nutrition for sportsmen's health	Students are able to analyze nutrition and nutrition for sportsmen's health	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely nutrition and nutrition for the health of sportsmen. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of nutrition and nutrition reports for the health of sportsmen so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely nutrition and nutrition for the health of sportsmen. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of nutrition and nutrition reports for the health of sportsmen so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Nutrition and nutrition for sportsmen's health.</p> <p>Reference: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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15	Analyzing nutrition and nutrition for sportsmen's health	Students are able to analyze nutrition and nutrition for sportsmen's health	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely nutrition and nutrition for the health of sportsmen. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of nutrition and nutrition reports for the health of sportsmen so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely nutrition and nutrition for the health of sportsmen. Students observe and understand the problem presented by the lecturer or obtained from recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; The lecturer monitors the discussion and guides the preparation of nutrition and nutrition reports for the health of sportsmen so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2x50' / 3.18 ECTS 	<p>Material: Nutrition and nutrition for sportsmen's health.</p> <p>Reference: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%
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16	UAS	Students master the material from meetings 1-15	Criteria: UAS assessment rubric Form of Assessment : Participatory Activities, Tests	Test	Test	Material: UAS material Library: <i>Latest accredited national and international journal articles from the last 10 years.</i>	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Practice / Performance	15%
3.	Test	15%
		100%

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.**