



**Universitas Negeri Surabaya
Fakultas Kedokteran
Program Studi S1 Fisioterapi**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | SEMESTER | Tgl Penyusunan |
|----------------------|------------------------------------|---------------------------------|------------------------------------|----------------------------------|-----------------|
| Fisioterapi Wellness | 1120202049 | Mata Kuliah Wajib Program Studi | T=1 P=1 ECTS=3.18 | 7 | 17 Oktober 2025 |
| OTORISASI | Pengembang RPS | | Koordinator RMK | Koordinator Program Studi | |
| | Susanti Susanti, S.Kes., M.Biomed. | | Susanti Susanti, S.Kes., M.Biomed. | FIRDAUSI KAHFI MAULANA | |

| Model Pembelajaran | Case Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------|-------|-------|-------|--------|---|---|---|--------|----|----|----|--------|----|----|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|---|--|--|--|--|--|--------|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|--|--|--|--|---|---|---|--------|--|--|--|--|--|--|--|---|--|---|--|---|---|--|--|--|
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-6 Menguasai pelaksanaan manajemen yang spesifik di bidang keahliannya sesuai standar kompetensi secara mandiri dan atau berkelompok | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-7 Menguasai konsep teoritis fisioterapi olahraga sebagai implementasi keilmuan yang mendukung perkembangan bidang olahraga prestasi, olahraga rekreasi, dan disabilitas di masyarakat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-8 Mampu mengimplementasikan fisioterapi pada bidang kesehatan olahraga prestasi, olahraga rekreasi, dan disabilitas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 Mahasiswa mengkonsep wellness, health promotion, dan pencegahan cedera berbasis evidence dalam konteks fisioterapi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 Mahasiswa mampu mengidentifikasi faktor risiko cedera dan gaya hidup tidak sehat pada individu maupun komunitas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 Mahasiswa mampu mendesain program wellness dan pencegahan cedera berbasis prinsip exercise prescription dan behavior change. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 Mahasiswa mampu melakukan edukasi promotif-preventif secara komunikatif dan etis kepada individu atau kelompok. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>CPMK</th> <th>CPL-6</th> <th>CPL-7</th> <th>CPL-8</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | CPMK | CPL-6 | CPL-7 | CPL-8 | CPMK-1 | | ✓ | | CPMK-2 | ✓ | | | CPMK-3 | | | ✓ | CPMK-4 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | CPL-6 | CPL-7 | CPL-8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-1 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-2 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-3 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td> </tr> </tbody> </table> | CPMK | Minggu Ke | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | | | | | CPMK-2 | | | | | ✓ | ✓ | ✓ | | | | | | | | | | CPMK-3 | | | | | | | | | ✓ | | | | | ✓ | ✓ | ✓ | CPMK-4 | | | | | | | | ✓ | | ✓ | | ✓ | ✓ | | | |
| CPMK | | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | ✓ | | | | | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | ✓ | | ✓ | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Deskripsi Singkat MK | Mata kuliah ini membekali mahasiswa dengan pengetahuan tentang promosi wellness melalui evaluasi fisik, program latihan preventif, dan intervensi berbasis evidence untuk pencegahan cedera primer dan sekunder. Topik mencakup analisis risiko, teknik pemanasan/peregangan, penguatan otot inti, serta manajemen faktor biomekanik seperti postur dan keseimbangan dalam mendukung SDGs 3.

| | |
|----------------|--|
| Pustaka | Utama : |
| | <ol style="list-style-type: none"> 1. Fair, S. (2009). <i>Wellness and physical therapy</i>. Jones & Bartlett Learning. 2. Bezner, J. R. (2015). Promoting health and wellness: implications for physical therapist practice. <i>Phys Ther</i>, 95(10), 1433-1444. 3. Lein Jr, D. H., Clark, D., Graham, C., Perez, P., & Morris, D. (2017). A model to integrate health promotion and wellness in physical therapist practice: development and validation. <i>Physical therapy</i>, 97(12), 1169-1181. 4. Magnusson, D. M., Rethorn, Z. D., Bradford, E. H., Maxwell, J., Ingman, M. S., Davenport, T. E., & Bezner, J. R. (2020). Population health, prevention, health promotion, and wellness competencies in physical therapist professional education: results of a modified Delphi study. <i>Physical Therapy</i>, 100(9), 1645-1658. |
| | Pendukung : |
| | <ol style="list-style-type: none"> 1. Rafferty, M. R., Bradford, E. C. H., Fritz, S., Hutchinson, K. J., Miczak, K., Resnick, A., & Billinger, S. A. (2022). Health promotion and wellness in neurologic physical therapy: strategies to advance practice. <i>Journal of Neurologic Physical Therapy</i>, 46(2), 103-117. 2. Nur Luthfiatus Solikah. 2025. <i>Pelatihan Pencegahan Dan Penanganan Cedera Olahraga Pada Cabang Olahraga Kabaddi</i> 3. Firdausi Kahfi Maulana, Tita Rachma Ayuningtyas, Susi Susanti, Isma Nur Azzizah, Romadhiyana Kisno Saputri, Resti Nurpratiwi. 2025 <i>Sosialisasi dan Pelatihan Cedera Bagi Penari Profesional di Dimar Dance Theatre</i> |

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| Dosen Pengampu | Susi Susanti, S.Kes., M.Biomed. |
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| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) |
|--------|--|---|---|--|-----------------|---|---------------------|
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Mahasiswa mampu menjelaskan Konsep Dasar Wellness | <ol style="list-style-type: none"> 1. Sehat 2. Promosi Kesehatan 3. Wellness 4. Konsep Dasar Sehat dan Wellness | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif | luring (1x50') (1x170') | | Materi: Konsep Dasar Wellness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy</i> . Jones & Bartlett Learning. | 5% |
| 2 | Mahasiswa mampu menjelaskan Triase Kesehatan Menurut WHO | <ol style="list-style-type: none"> 1. preventif primer 2. preventif skunder 3. preventif tersier 4. Prevention : Present and Future | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif | luring (1x50') (1x170') | | Materi: Triase Kesehatan Menurut WHO Pustaka: Fair, S. (2009). <i>Wellness and physical therapy</i> . Jones & Bartlett Learning. | 5% |

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|---|--|---|--|-------------------------------|--|--|----|
| 3 | Mahasiswa mampu menjelaskan wellness models dan surveys | <ol style="list-style-type: none"> 1. Illness-Wellness Continuum 2. Ardell's Models of Wellness. 3. The Six-Dimensional Model of Wellness 4. Holistic Model for Wellness and Prevention 5. Perceived Wellness Model 6. Humanistic: Model-of- Wellness | <p>Kriteria: Rubrik Penilaian</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring (1x50') (1x170') | | <p>Materi: Wellness Models 'and Surveys</p> <p>Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning.</p> <hr/> <p>Materi: pencegahan cidera</p> <p>Pustaka: Nur Luthfiatus Solikah. 2025. <i>Pelatihan Pencegahan Dan Penanganan Cedera Olahraga Pada Cabang Olahraga Kabaddi</i></p> | 5% |
| 4 | Mahasiswa Mampu Menerapkan Stage of Wellness | <ol style="list-style-type: none"> 1. Primordial Stage 2. Pre-Contemplation Stage 3. Contemplation Stage 4. Preparation Stage 5. Action Stage 6. Maintenance 7. Permanen Maintenance Stage | <p>Kriteria: Rubrik Penilaian</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring (1x50') (1x170') | | <p>Materi: Stage of Wellness</p> <p>Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning.</p> | 5% |
| 5 | Mahasiswa Mampu Menganalisis Scope Pelayanan Fisioterapi | <ol style="list-style-type: none"> 1. Pelayanan Restoratif Fisioterapi 2. Maintenance Fisioterapi 3. Prevention Fisioterapi 4. Wellness fisioterapi 5. Standards of Care and Malpractice 6. Edukasi Fisioterapi | <p>Kriteria: Rubrik Penilaian</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring (1x50') (1x170') | | <p>Materi: Scope Pelayanan Fisioterapi</p> <p>Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning.</p> | 5% |
| 6 | Mahasiswa Mampu Menganalisis Urgensi Pengetahuan Operasional FT Wellness | <ol style="list-style-type: none"> 1. Domain Layanan Wellness 2. Urgensi Pemahaman Operasional Wellness 3. Aspek Objektif Pelayanan FT Wellness | <p>Kriteria: Rubrik Penilaian</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring (1x50') (1x170') | | <p>Materi: urgensi pengetahuan operasional FT wellness</p> <p>Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning.</p> | 5% |

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|---|--|--|---|-------------------------|--|---|----|
| 7 | Mahasiswa Mampu Menganalisis Ekspansi Wellness dan Ruang Lingkup wellness | <ol style="list-style-type: none"> 1. Tuntutan Wellness di Era Sekarang 2. Aspek Fokus Pelayanan Wellness 3. Kriteria Objektif Promosi Kesehatan dan Kaitannya dengan Wellness 4. Rencana Ekspansi Pelayanan Wellness | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif | Luring (1x50') (1x170') | | Materi: Ekspansi Wellness dan Ruang Lingkup Wellness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy</i> . Jones & Bartlett Learning. | 5% |
| 8 | Mahasiswa mampu merancang dan mengimplementasikan program Physical Wellness berbasis evidence. | <ol style="list-style-type: none"> 1. Diseases and Medical Wellness 2. Restorative Physical Therapy Patients Present with Impaired (Physical Health) | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif | Luring (1x50') (1x170') | | Materi: Physical Wellness Pustaka: Bezner, J. R. (2015). <i>Promoting health and wellness: implications for physical therapist practice</i> . <i>Phys Ther</i> , 95(10), 1433-1444. | 5% |
| 9 | Mahasiswa mampu merancang dan mengimplementasikan program Physical Wellness dan Fitness | <ol style="list-style-type: none"> 1. General Concept 2. Examination History 3. Pengukuran Pemeriksaan 4. Plan of Care 5. Komponen Sesi Latihan 6. Variabel Latihan 7. Prinsip Training 8. Menerapkan praktik wellness dengan menjunjung nilai pasien safety | Kriteria: Rubrik Penilaian Bentuk Penilaian : Praktik / Unjuk Kerja | Luring (1x50') (1x170') | | Materi: Physical Wellness and Fitness Pustaka: Bezner, J. R. (2015). <i>Promoting health and wellness: implications for physical therapist practice</i> . <i>Phys Ther</i> , 95(10), 1433-1444. Materi: pencegahan cedera Pustaka: Firdausi Kahfi Maulana, Tita Rachma Ayuningtyas, Susi Susanti, Isma Nur Azzizah, Romadhiyana Kisno Saputri, Resti Nurpratiwi. 2025 <i>Sosialisasi dan Pelatihan Cedera Bagi Penari Profesional di Dimar Dance Theatre</i> | 5% |

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|----|---|---|--|-------------------------------|--|---|----|
| 10 | Mahasiswa mampu menilai dan mengembangkan strategi Wellness Kognitif pada individu atau kelompok. | <ol style="list-style-type: none"> 1. Self Esteem 2. Self Confidence 3. Self Efficacy 4. Domain Learning 5. Level Psikomotor by Simpson 6. Level Pembelajaran Afektif | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring (1x50') (1x170') | | Materi: Wellness Kognitif Pustaka: <i>Magnusson, D. M., Rethorn, Z. D., Bradford, E. H., Maxwell, J., Ingman, M. S., Davenport, T. E., & Bezner, J. R. (2020). Population health, prevention, health promotion, and wellness competencies in physical therapist professional education: results of a modified Delphi study. Physical Therapy, 100(9), 1645-1658.</i> | 5% |
| 11 | Mahasiswa mampu menguraikan Urgensi Mental wellness | <ol style="list-style-type: none"> 1. Mental Wellness 2. Intellectual Wellness 3. Emotional Wellness 4. Environmental Wellness 5. Stress, Kecemasan, Burn Out Stage | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipasif | Luring (1x50') (1x170') | | Materi: Social Wellness Pustaka: <i>Rafferty, M. R., Bradford, E. C. H., Fritz, S., Hutchinson, K. J., Miczak, K., Resnick, A., & Billinger, S. A. (2022). Health promotion and wellness in neurologic physical therapy: strategies to advance practice. Journal of Neurologic Physical Therapy, 46(2), 103-117.</i> | 5% |

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|----|---|---|--|-------------------------------|--|--|----|
| 12 | Mahasiswa mampu menguraikan Sosial Wellness | <ol style="list-style-type: none"> 1. Family Wellness 2. Aspek Wellness Sosial 3. Treatment dan Intervensi 4. Behavior and Personality Patterns | Kriteria: Rubrik Penilaian Bentuk Penilaian : Aktifitas Partisipatif | Luring (1x50') (1x170') | | Materi: Social Wellness Pustaka: <i>Magnusson, D. M., Rethorn, Z. D., Bradford, E. H., Maxwell, J., Ingman, M. S., Davenport, T. E., & Bezner, J. R. (2020). Population health, prevention, health promotion, and wellness competencies in physical therapist professional education: results of a modified Delphi study. Physical Therapy, 100(9), 1645-1658.</i> | 5% |
| 13 | Mahasiswa mampu mengembangkan intervensi berbasis Community Wellness. | <ol style="list-style-type: none"> 1. The Healthy Belief Model 2. Wellness and Prevention Programs (individual, grup level, policy level) | Kriteria: 5 Bentuk Penilaian : Penilaian Praktikum | Luring (1x50') (1x170') | | Materi: Community Wellness Pustaka: <i>Fair, S. (2009). Wellness and physical therapy. Jones & Bartlett Learning.</i> | 5% |
| 14 | Mahasiswa mampu merancang dan mengimplementasikan program Community Wellness berbasis kebutuhan masyarakat. | Community Wellness Project | Kriteria: 5 Bentuk Penilaian : Penilaian Praktikum, Praktik / Unjuk Kerja | Luring (1x50') (1x170') | | Materi: Community Wellness Pustaka: <i>Fair, S. (2009). Wellness and physical therapy. Jones & Bartlett Learning.</i> Materi: Social Wellness Pustaka: <i>Fair, S. (2009). Wellness and physical therapy. Jones & Bartlett Learning.</i> | 5% |

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| 15 | Mahasiswa mampu mengembangkan rencana intervensi berbasis evidence melalui analisis Case Scenario. | <ol style="list-style-type: none"> 1. Contoh Body Composition Screen 2. Contoh Fitness Wellness Screen 3. Contoh Mental and Social Wellness Screen 4. kolaborasi Interprofessional Education (IPE) dalam pelaksanaan nutritional wellness screening | <p>Kriteria: Rubrik Penilaian</p> <p>Bentuk Penilaian : Praktik / Unjuk Kerja</p> | Luring (1x50') (1x170') | | <p>Materi: Case Scenario and Application</p> <p>Pustaka: <i>Magnusson, D. M., Rethorn, Z. D., Bradford, E. H., Maxwell, J., Ingman, M. S., Davenport, T. E., & Bezner, J. R. (2020). Population health, prevention, health promotion, and wellness competencies in physical therapist professional education: results of a modified Delphi study. Physical Therapy, 100(9), 1645-1658.</i></p> | 5% |
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| 16 | Ujian Sumatif | 1. Case Scenario and Application 2. Ekspansi Wellness dan Ruang Lingkup wellness 3. Community Wellness 4. Sosial Wellness 5. Wellness Kognitif 6. Physical Wellness and Fitness | Kriteria: Rubrik Penilaian Bentuk Penilaian : Penilaian Praktikum, Tes | Luring (1x50') (1x170') | Materi: Physical Wellness and Fitness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning. <hr/> Materi: Physical Wellness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning. <hr/> Materi: Wellness Kognitif Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning. <hr/> Materi: Urgensi Mental dan Sosial Wellness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning. <hr/> Materi: Community Wellness Pustaka: Fair, S. (2009). <i>Wellness and physical therapy.</i> Jones & Bartlett Learning. | 25% |
|----|---------------|--|---|----------------------------|--|-----|

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipasif | 52.5% |
| 2. | Penilaian Praktikum | 20% |
| 3. | Praktik / Unjuk Kerja | 15% |
| 4. | Tes | 12.5% |
| | | 100% |

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 28 Februari 2026

Koordinator Program Studi S1
Fisioterapi



FIRDAUSI KAHFI MAULANA
NIDN 0726109501

UPM Program Studi S1
Fisioterapi



NIDN 0021099701

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