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|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------|-----|---------------------------|-----------------------|------|-----------|-------|-------|--------|----|----|----|--------|--|---|--|--------|--|--|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|---|---|---|---|--------|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|---|---|---|---|---|--|--|--|--|
|  | Universitas Negeri Surabaya<br>Fakultas Kedokteran<br>Program Studi S1 Fisioterapi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                 |                                                 |     |                           | Kode Dokumen          |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| MATA KULIAH (MK)                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | KODE                                                                                                                                                                                                       | Rumpun MK                       | BOBOT (sks)                                     |     | SEMESTER                  | Tgl Penyusunan        |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Homecare                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1120202053                                                                                                                                                                                                 | Mata Kuliah Wajib Program Studi | T=0                                             | P=2 | ECTS=3.18                 | 7<br>24 Februari 2026 |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| OTORISASI                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Pengembang RPS                                                                                                                                                                                             |                                 | Koordinator RMK                                 |     | Koordinator Program Studi |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Tita Rachma Ayuningtyas, S.Kes., Ftr., M.Biomed.                                                                                                                                                           |                                 | Tita Rachma Ayuningtyas, S.Kes.,Ftr., M.Biomed. |     | SUSI SUSANTI              |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                      |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                 |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | CPL-6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Menguasai pelaksanaan manajemen yang spesifik di bidang keahliannya sesuai standar kompetensi secara mandiri dan atau berkelompok                                                                          |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mahasiswa mampu menerapkan nilai agama, etika profesi, keselamatan pasien, serta menghormati aspek budaya dan kearifan lokal dalam pelayanan fisioterapi homecare secara profesional dan bertanggung jawab |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mahasiswa mampu menunjukkan sikap tangguh, adaptif, kolaboratif, dan inovatif dalam merancang serta melaksanakan pelayanan fisioterapi homecare bersama pasien, keluarga, dan tim kesehatan                |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK - 3                                                                          | Mahasiswa mampu melaksanakan manajemen pelayanan fisioterapi homecare secara sistematis mulai dari asesmen, perencanaan, implementasi, evaluasi, hingga dokumentasi baik secara mandiri maupun dalam tim sesuai standar kompetensi fisioterapi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Matrik CPL - CPMK                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | <table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td><td>CPL-6</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       | CPMK | CPL-1     | CPL-2 | CPL-6 | CPMK-1 | ✓  |    |    | CPMK-2 |  | ✓ |  | CPMK-3 |  |  | ✓ |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK                                                                              | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CPL-2                                                                                                                                                                                                      | CPL-6                           |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                          |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            | ✓                               |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</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>CPMK-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><tr><td>CPMK-2</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><tr><td>CPMK-3</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> |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       | 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                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2                                                                                                                                                                                                          | 3                               | 4                                               | 5   | 6                         | 7                     | 8    | 9         | 10    | 11    | 12     | 13 | 14 | 15 | 16     |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                          | ✓                               | ✓                                               |     |                           |                       |      |           |       |       |        | ✓  | ✓  | ✓  | ✓      |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 | ✓   | ✓                         | ✓                     |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       | ✓    | ✓         | ✓     | ✓     | ✓      |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Deskripsi Singkat MK                                                              | Mata kuliah Homecare Fisioterapi membekali mahasiswa dengan pengetahuan, keterampilan, dan sikap profesional dalam memberikan pelayanan fisioterapi berbasis rumah (home-based care) secara komprehensif. Pembelajaran mencakup konsep dasar homecare, asesmen dan penatalaksanaan pasien di lingkungan rumah, keselamatan pasien, komunikasi terapeutik, kolaborasi dengan keluarga dan tim kesehatan, serta manajemen pelayanan homecare sesuai standar kompetensi fisioterapi.                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                            |                                 |                                                 |     |                           |                       |      |           |       |       |        |    |    |    |        |  |   |  |        |  |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |

| <ol style="list-style-type: none"> <li>1. Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</li> <li>2. Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</li> <li>3. O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</li> <li>4. Kisner, C., Colby, L. A., &amp; Borstad, J. (2018). Therapeutic exercise: Foundations and techniques (7th ed.). F.A. Davis Company.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                 |                 |                                                                                                                                                                                                                                                                                                                                          |                     |
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| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                 |                 |                                                                                                                                                                                                                                                                                                                                          |                     |
| <ol style="list-style-type: none"> <li>1. Do, Y., Lim, Y., &amp; colleagues. (2025). Effectiveness of home-based rehabilitation on activities of daily living in patients with stroke: Systematic review and meta-analysis. Physical Therapy. <a href="https://doi.org/10.1093/ptj/pzaf044">https://doi.org/10.1093/ptj/pzaf044</a></li> <li>2. Albishi, A. M., Howis, A. M., &amp; Alhusaini, A. (2025). Barriers and facilitators of physical therapy homecare services for patients with stroke in Saudi Arabia. NeuroRehabilitation. <a href="https://doi.org/10.1177/10538135241311186">https://doi.org/10.1177/10538135241311186</a></li> <li>3. Oppici, L., Hestetun-Mandrup, A. M., Pacheco, M. M., et al. (2026). Strengths, limitations, and way forward of home-based rehabilitation practices after stroke: A scoping review. BMC Health Services Research. <a href="https://doi.org/10.1186/s12913-026-14139-4">https://doi.org/10.1186/s12913-026-14139-4</a></li> </ol> |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                 |                 |                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |                                                                                 |                 |                                                                                                                                                                                                                                                                                                                                          |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                 | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                         | Bentuk 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 menyebutkan tujuan dan ruang lingkup praktik    | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu menyebutkan definisi dan tujuan homecare fisioterapi</li> <li>2.Mahasiswa mampu menjelaskan perbedaan layanan homecare dengan layanan klinik</li> <li>3.Mahasiswa memahami aturan, etika, dan prosedur keselamatan dalam praktik homecare</li> <li>4."Mahasiswa menunjukkan sikap profesional (disiplin, komunikasi baik, menghargai pasien/keluarga)</li> </ol>                                                                                                                                                            | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Luring<br>Praktikum<br>2x170<br>menit                                           |                 | <b>Materi:</b><br>examination, evaluation and intervention<br><b>Pustaka:</b><br>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.<br><hr/> <b>Materi:</b><br>homecare<br><b>Pustaka:</b><br>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education. | 6%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mahasiswa mampu mengaplikasikan Etika dan komunikasi terapeutik | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu melakukan role play komunikasi dengan pasien/keluarga</li> <li>2.Mahasiswa mampu menjelaskan kode etik fisioterapi yang relevan dengan layanan homecare</li> <li>3.Mahasiswa mampu melakukan simulasi komunikasi terapeutik dengan pasien dan keluarga (verbal dan non-verbal)</li> <li>4.Mahasiswa mampu mendemonstrasikan keterampilan mendengarkan aktif dan memberikan edukasi dengan bahasa sederhana</li> <li>5.Mahasiswa mampu mengidentifikasi hambatan komunikasi di rumah pasien dan memberikan solusi</li> </ol> | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Luring<br>Praktikum<br>2x170<br>menit                                           |                 | <b>Materi:</b><br>examination, evaluation and intervention<br><b>Pustaka:</b><br>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.<br><hr/> <b>Materi:</b><br>homecare<br><b>Pustaka:</b><br>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education. | 6%                  |

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| 3 | Mahasiswa mampu mengaplikasikan manajemen kunjungan rumah | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu membuat jadwal dan checklist kunjungan</li> <li>2.Mahasiswa mampu menjelaskan tahapan manajemen kunjungan rumah (pra-kunjungan, kunjungan, pasca-kunjungan)</li> <li>3.Mahasiswa mampu mendemonstrasikan simulasi kunjungan rumah dengan memperhatikan etika, komunikasi, dan keamanan</li> <li>4.Mahasiswa mampu menyusun catatan tindak lanjut setelah kunjungan (SOAP note, rencana terapi berikutnya)</li> </ol>                          | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum | Luring<br>Praktikum<br>2x170<br>menit |  | <b>Materi:</b><br>examination, evaluation and intervention<br><b>Pustaka:</b><br><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i><br><hr/> <b>Materi:</b><br>homecare<br><b>Pustaka:</b><br><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i> | 6% |
| 4 | Mahasiswa mampu mengaplikasikan Asesmen lingkungan rumah  | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu mengidentifikasi faktor risiko di rumah pasien (misalnya: lantai licin, pencahayaan buruk, aksesibilitas ruang).</li> <li>2.Mahasiswa mampu mencatat potensi dukungan lingkungan (misalnya: ruang latihan, keterlibatan keluarga)</li> <li>3.Mahasiswa mampu menyusun checklist asesmen lingkungan rumah</li> <li>4.Mahasiswa mampu memberikan rekomendasi modifikasi sederhana untuk meningkatkan keamanan dan efektivitas terapi</li> </ol> | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum | Luring<br>Praktikum<br>2x170<br>menit |  | <b>Materi:</b><br>examination, evaluation and intervention<br><b>Pustaka:</b><br><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i><br><hr/> <b>Materi:</b><br>homecare<br><b>Pustaka:</b><br><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i> | 6% |

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|---|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | Mahasiswa mampu mengaplikasikan Asesmen pasien muskuloskeletal | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu melakukan pemeriksaan ROM dan kekuatan otot</li> <li>2.Mahasiswa mampu menjelaskan tujuan asesmen muskuloskeletal dalam homecare</li> <li>3.Mahasiswa mampu melakukan inspeksi postur dan pola gerak pasien</li> <li>4.Mahasiswa mampu melakukan palpasi untuk mengidentifikasi nyeri, spasme, atau kelainan jaringan</li> <li>5.Mahasiswa mampu mengukur ROM dengan goniometer secara tepat</li> <li>6.Mahasiswa mampu melakukan uji kekuatan otot (MMT) sesuai standar</li> </ol>                                                                                                                                                                                | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                      | Luring Praktikum<br>2x170 menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |
| 6 | Mahasiswa mampu mengaplikasikan Asesmen pasien neurologi       | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu melakukan tes keseimbangan dan fungsi ADL</li> <li>2.Mahasiswa mampu menjelaskan prinsip dasar pemeriksaan neurologi pada pasien homecare</li> <li>3.Mahasiswa memahami instrumen asesmen standar (misalnya: NIHSS, Barthel Index, MMSE)</li> <li>4.Mahasiswa mengetahui tanda klinis umum pada pasien stroke, Parkinson, dan neuropati perifer</li> <li>5.Mahasiswa dapat melakukan pemeriksaan fisik sederhana (tonus otot, refleks, koordinasi, keseimbangan)</li> <li>6.Mahasiswa mampu menggunakan alat ukur fungsional (misalnya: goniometer, skala keseimbangan Berg)</li> <li>7.Mahasiswa menjaga etika dan privasi pasien dalam proses asesmen</li> </ol> | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum | Luring Praktikum<br>2x170 menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |

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| 7 | Mahasiswa mampu mengaplikasikan Dokumentasi klinis (SOAP)  | <ol style="list-style-type: none"> <li>1.Mahasiswa mengetahui standar dokumentasi klinis fisioterapi sesuai etika dan regulasi</li> <li>2.Mahasiswa dapat menyusun rencana intervensi (Plan) yang realistis, sesuai kondisi pasien homecare</li> <li>3.Mahasiswa mampu menyusun catatan klinis dengan format SOAP secara sistematis</li> <li>4.Mahasiswa konsisten menggunakan format standar untuk memudahkan audit dan kolaborasi tim kesehatan</li> </ol>    | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                      | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |
| 8 | Mahasiswa mampu mengaplikasikan Intervensi muskuloskeletal | <ol style="list-style-type: none"> <li>1.Mahasiswa mampu mendemonstrasikan latihan di rumah pasien</li> <li>2.Mahasiswa memahami prinsip dasar intervensi fisioterapi muskuloskeletal di setting homecare</li> <li>3.Mahasiswa memahami indikasi dan kontraindikasi intervensi muskuloskeletal pada pasien homecare</li> <li>4.Mahasiswa mampu menggunakan teknik terapi manual sederhana (misalnya: soft tissue release, joint mobilization ringan)</li> </ol> | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |

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| 9 | Mahasiswa mampu mengaplikasikan Intervensi neurologi | <p>1.Mahasiswa mampu memandu pasien stroke melakukan latihan sederhana</p> <p>2.Mahasiswa mengetahui teknik latihan neuror rehabilitasi (misalnya: neurodevelopmental treatment, constraint-induced movement therapy, latihan keseimbangan)</p> <p>3.Mahasiswa mampu mendokumentasikan intervensi neurologi secara sistematis dalam format SOAP</p> <p>4.Mahasiswa mengetahui prinsip neuroplasticity dan penerapannya dalam rehabilitasi rumah</p> | <p><b>Bentuk Penilaian :</b></p> <p>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum</p> | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> <hr/> <p><b>Materi:</b><br/>therapeutic exercise<br/><b>Pustaka:</b><br/><i>Kisner, C., Colby, L. A., &amp; Borstad, J. (2018). Therapeutic exercise: Foundations and techniques (7th ed.). F.A. Davis Company.</i></p> | 6% |
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| 10 | Mahasiswa mampu mengaplikasikan Intervensi kardiorespirasi | <p>1. Mahasiswa memahami prinsip dasar fisioterapi kardiorespirasi di setting homecare</p> <p>2. Mahasiswa mampu memberikan latihan aerobik ringan sesuai kapasitas pasien (misalnya: jalan di rumah, sit-to-stand)</p> <p>3. Mahasiswa menunjukkan empati dan komunikasi terapeutik saat memberikan intervensi kardiorespirasi</p> | <p><b>Bentuk Penilaian :</b><br/>Penilaian<br/>Praktikum</p> | <p>Luring<br/>Praktikum<br/>2x170<br/>menit</p> |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> <hr/> <p><b>Materi:</b><br/>therapeutic exercise<br/><b>Pustaka:</b><br/><i>Kisner, C., Colby, L. A., &amp; Borstad, J. (2018). Therapeutic exercise: Foundations and techniques (7th ed.). F.A. Davis Company.</i></p> | 6% |
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| 11 | Mahasiswa mampu mengaplikasikan homecare pada lansia | <p>1. Mahasiswa mampu memandu latihan keseimbangan lansia</p> <p>2. Mahasiswa mengetahui prinsip dasar rehabilitasi lansia di rumah, termasuk fall prevention, energy conservation, dan functional independence</p> <p>3. Mahasiswa dapat memodifikasi intervensi sesuai keterbatasan lingkungan rumah lansia</p> | <p><b>Bentuk Penilaian :</b></p> <p>Penilaian<br/>Praktikum</p> | <p>Luring<br/>Praktikum<br/>2x170<br/>menit</p> |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> <hr/> <p><b>Materi:</b><br/>therapeutic exercise<br/><b>Pustaka:</b><br/><i>Kisner, C., Colby, L. A., &amp; Borstad, J. (2018). Therapeutic exercise: Foundations and techniques (7th ed.). F.A. Davis Company.</i></p> | 6% |
|----|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

|    |                                                        |                                                                                                                                                                                                                                                                                              |                                                                 |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|----|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12 | Mahasiswa mampu mengaplikasikan homecare pada pediatri | <p>1. Mahasiswa mampu mendemonstrasikan latihan pediatri sederhana</p> <p>2. Mahasiswa mengetahui prinsip intervensi pediatri di rumah, termasuk stimulasi motorik, sensorik, dan psikososial</p> <p>3. Mahasiswa mengetahui indikasi dan kontraindikasi intervensi pediatri di homecare</p> | <p><b>Bentuk Penilaian :</b></p> <p>Penilaian<br/>Praktikum</p> | <p>Luring<br/>Praktikum<br/>2x170<br/>menit</p> | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <hr/> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> <hr/> <p><b>Materi:</b><br/>therapeutic exercise<br/><b>Pustaka:</b><br/><i>Kisner, C., Colby, L. A., &amp; Borstad, J. (2018). Therapeutic exercise: Foundations and techniques (7th ed.). F.A. Davis Company.</i></p> | 6% |
|----|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

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|----|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 13 | Mahasiswa mampu mengaplikasikan Edukasi kepada keluarga dan caregiver | <p>1.Mahasiswa mampu menyusun dan menyampaikan leaflet edukasi</p> <p>2.Mahasiswa memahami materi edukasi yang relevan (misalnya: teknik transfer aman, latihan mandiri, pencegahan komplikasi)</p> <p>3.Mahasiswa dapat menyampaikan edukasi secara verbal maupun tertulis kepada keluarga/caregiver</p> <p>4.Mahasiswa menunjukkan profesionalisme dalam membangun hubungan kolaboratif dengan keluarga</p> |                                                                            | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |
| 14 | Mahasiswa mampu mengaplikasikan teknologi dalam homecare              | <p>1.Mahasiswa mampu menggunakan aplikasi monitoring pasien</p> <p>2.Mahasiswa mengetahui jenis teknologi yang relevan (telehealth, aplikasi monitoring, wearable devices, alat bantu rehabilitasi)</p> <p>3.Mahasiswa mampu mendemonstrasikan penggunaan teknologi rehabilitasi (misalnya: aplikasi latihan interaktif, video exercise)</p>                                                                  | <b>Bentuk Penilaian</b><br>:<br>Penilaian Hasil Project / Penilaian Produk | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 6% |

|    |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|----|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 15 | Mahasiswa mampu mengaplikasikan Simulasi kunjungan rumah | <p>1.Mahasiswa mampu melakukan role play kunjungan rumah lengkap</p> <p>2.Mahasiswa mengetahui aspek yang harus diperhatikan sebelum, selama, dan sesudah kunjungan (persiapan, asesmen, intervensi, edukasi, dokumentasi)</p> <p>3.Mahasiswa dapat mengidentifikasi risiko lingkungan rumah (misalnya: risiko jatuh, aksesibilitas)</p> <p>4.Mahasiswa menunjukkan profesionalisme dalam membangun hubungan kolaboratif dengan keluarga</p> | <b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 7% |
| 16 | Ujian Sumatif                                            | <p>1.Mahasiswa mampu mengaplikasikan homecare pada berbagai kondisi jenjang usia</p> <p>2.Mahasiswa mampu mengaplikasikan homecare dengan memperhatikan keselamatan klien</p>                                                                                                                                                                                                                                                                | <b>Bentuk Penilaian :</b><br>Tes                                        | Luring<br>Praktikum<br>2x170<br>menit |  | <p><b>Materi:</b><br/>examination, evaluation and intervention<br/><b>Pustaka:</b><br/><i>Dutton, M. (2020). Dutton's orthopaedic examination, evaluation, and intervention (5th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>homecare<br/><b>Pustaka:</b><br/><i>Rice, R. (2019). Home health care today (6th ed.). McGraw-Hill Education.</i></p> <p><b>Materi:</b><br/>physical rehabilitation<br/><b>Pustaka:</b><br/><i>O'Sullivan, S. B., &amp; Schmitz, T. J. (2019). Physical rehabilitation (7th ed.). F.A. Davis Company.</i></p> | 9% |

**Rekap Persentase Evaluasi : Project Based Learning**

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 52%        |
| 2. | Penilaian Praktikum                        | 33%        |
| 3. | Tes                                        | 9%         |
|    |                                            | 94%        |

**Catatan**

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 studinya 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.