

		<div>Universitas Negeri Surabaya</div> <div>Faculty of Medicine</div> <div>Study Program</div>					<div>Document Code</div>																																																																			
<div>SEMESTER LEARNING PLAN</div>																																																																										
Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Endocrine		1120100011		T=5	P=1	ECTS=9.54	3	July 18, 2024																																																																		
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
		dr.Rahmantio Adi, Sp.PD				dr. Hanifiya Samha Wardhani, M.Kes.																																																																			
Learning model	Project Based Learning																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																									
	PLO-8	III.2 Have basic skills in finding, evaluating, using, disseminating and producing material using information technology and digital tools effectively in professional and scientific development for communication, expression, collaboration and advocacy. (CPL-10)																																																																								
	PLO-9	IV.1 Have basic skills in applying patient safety principles and principles of efforts to improve the quality of health services for individuals, families, communities and society. (CPL-11)																																																																								
	PLO-19	II.5 Have basic knowledge in exploring, receiving and exchanging information verbally and non-verbally and showing empathy with patients of all ages, family members, communities and colleagues, in settings of local, regional and global cultural diversity (CPL-7)																																																																								
	Program Objectives (PO)																																																																									
	PO - 1	Able to be responsible for designing/planning learning independently (CPL-2)																																																																								
	PO - 2	abilities that are specifically described from the CPL imposed on the course, and are specific to the study material or learning materials of the course.																																																																								
	PLO-PO Matrix																																																																									
		<table border="1"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> <td>PLO-19</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> </table>							P.O	PLO-8	PLO-9	PLO-19	PO-1				PO-2																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																										
	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-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> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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Short Course Description	This course is a course that discusses Endocrine and Metabolic learning planning by planning annual programs (PROTA) and semester programs (PROMES) which use the educational calendar in effect in the current academic year, making plans for implementing Endocrine and Metabolic learning that is oriented towards active student learning with a scientific approach that is relevant to the demands of the 2023 curriculum, developing teaching materials in the form of modules/dictates/handouts that can be used in learning that are able to provide meaningful learning experiences, which are oriented towards student activity/activities, developing assessment sheets that measure achievement of learning competencies by using a project based learning approach with discussion, question and answer, assignment methods. Assessment is carried out by assignments and written tests.																																																																									
References	Main :																																																																									
		1. Harrison's: Principles of Internal Medicine. 20th Ed.. United States: McGraw-Hill Education, 2018 2. Setiati S, Alwi I, Sudoyo AW, Stiyohadi B, Syam AF. Buku ajar ilmu penyakit dalam. VI. Jakarta: InternaPublishing, 2014																																																																								
	Supporters:																																																																									

		1. Sabatine, M. S. Pocket medicine .7th ed. Chicago: Wolters Kluwer Health, 2019					
Supporting lecturer							
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to explain endocrine system disorders (hypothalamus, pituitary, thyroid, parathyroid, adrenal, pancreas)	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
2	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases resulting from protein energy malnutrition, vitamin deficiencies, mineral deficiencies, dyslipidemia, porphyria, hyperuricemia, obesity, metabolic syndrome	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
3	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology	Explain the various teaching materials	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
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5	Able to explain the epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases related to disorders of the thyroid gland thyroid: hyperparathyroidism, hypoparathyroidism, thyrotoxicosis, hypothyroidism, goiter, thyroiditis, thyroid adenoma, thyroid carcinoma	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%

6	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases caused by pancreatic abnormalities and blood sugar levels: DM, diabetic ketoacidosis, hyperosmolar hyperglycemia, hypoglycemia	Explain the various teaching materials in learning	Criteria: Writing test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
7	Able to explain the epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases related to disorders of the thyroid gland thyroid: hyperparathyroidism, hypoparathyroidism, thyrotoxicosis, hypothyroidism, goiter, thyroiditis, thyroid adenoma, thyroid carcinoma	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
8	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases caused by pancreatic abnormalities and blood sugar levels: DM, diabetic ketoacidosis, hyperosmolar hyperglycemia, hypoglycemia	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
9	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases caused by pancreatic abnormalities and blood sugar levels: DM, diabetic ketoacidosis, hyperosmolar hyperglycemia, hypoglycemia	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
10	Able to explain epidemiology, etiology, symptoms, signs, pathophysiology and pathogenesis of diseases caused by pancreatic abnormalities and blood sugar levels: DM, diabetic ketoacidosis, hyperosmolar hyperglycemia, hypoglycemia	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
11	Able to explain the pathophysiology of acromegaly, gigantism, growth hormone deficiency	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unesa.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
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13	Able to explain pathomechanism and pathophysiology due to metabolic and nutritional disorders.	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unes-a.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
14	Able to explain pathomechanism and pathophysiology due to metabolic and nutritional disorders.	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unes-a.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
15	Able to explain pathomechanism and pathophysiology due to metabolic and nutritional disorders.	Explain the various teaching materials in learning	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unes-a.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%
16	Able to explain pathomechanism and pathophysiology due to metabolic and nutritional disorders.	1.Explain the various teaching materials in learning 2.Promotive and preventive in the field of sports medicine	Criteria: Written test Form of Assessment : Participatory Activities, Practical Assessment	PJBL 45' x 2 jp Media: Power point 90	Vlearning http://vlearning.unes-a.ac.id	Material: Book 1 Bibliography: ----- Material: Book 2 Bibliography:	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Practical Assessment	40%
		80%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

