

		Universitas Negeri Surabaya Faculty of Medicine Study Program					Document Code	
SEMESTER LEARNING PLAN								
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date
Locomotor		1120100022			T=5	P=1	ECTS=9.54	6 July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator		
						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-7	III.1 Have basic skills in collaborating and working together with colleagues in the same profession, interprofessional health and other professions in managing health problems by applying values, ethics, roles and responsibilities, managing problems effectively and the ability to develop health management based on international research studies multidisciplinary, innovative and tested. (CPL-9)						
	Program Objectives (PO)							
	PO - 1	Able to make decisions in order to resolve individual, family, community and societal health problems for patient safety in the locomotor sector						
	PO - 2	Have basic knowledge in applying patient safety principles and principles of efforts to improve the quality of health services for individuals, families, communities and society in the locomotor sector.						
	PO - 3	Have basic knowledge in managing individual, family, community and community health problems in the locomotor sector in a comprehensive, holistic, integrated and sustainable manner using resources effectively in the context of primary health services.						
	PO - 4	Have basic knowledge in carrying out clinical procedures related to health problems in the locomotor sector by applying the principles of patient safety, personal safety and the safety of others						
	PO - 5	Have basic knowledge about locomotors in the field of sports medicine to manage health problems ranging from promotive, preventive, curative, rehabilitative which supports achievement, recreation and sports education in the community						
	PO - 6	Have basic skills to collaborate and work together with colleagues in the same profession, interprofessional health and other professions in managing health problems by applying values, ethics, roles and responsibilities, managing problems effectively and the ability to develop health management based on inter/multidisciplinary, innovative research studies and tested in the locomotor field						
	PO - 7	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 in the locomotor sector						
	PO - 8	Have basic skills in managing individual, family, community and community health problems in the locomotor sector in a comprehensive, holistic, integrated and sustainable manner using resources effectively in the context of primary health services						
	PO - 9	Have basic skills in carrying out clinical procedures related to health problems in the locomotor sector by applying the principles of patient safety, personal safety and the safety of others						
	PO - 10	Have basic locomotor skills in the field of sports medicine to manage health problems ranging from promotive, preventive, curative, rehabilitative which supports achievement, recreation and sports education in the community						
PLO-PO Matrix								

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Short Course Description	This course provides basic knowledge and basic skills about locomotors including the basic principles of locomotors at the molecular, cellular, tissue, organ, individual, family and community levels as well as their relationship with sports medicine starting from promotive, preventive, curative, rehabilitative which supports achievement, recreation and sports education in society. Lectures are carried out using the SPICES Model.																																																																																																																																																																																																												
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	<div>1. Gray's Anatomy: Anatomical basic of Clinic.</div> <div>2. Junquera LC, Carneiro J, Editors: Jason Malley, Harriet Lebowitz, Peter J. Boyle. (2005). Basic Histology, 11th ed., New York: The Mc Graw-Hill Companies</div> <div>3. Guyton AC, Hall John E. (2006). Textbook of Medical Physiology ,11th ed..</div> <div>4. Jawet's Microbiology</div> <div>5. Robin. (2005). Pathology Basic of Diseases, 7thed, W.B. Saunders Company. Philadelphia, 2005.</div> <div>6. Basic and Clinical Pharmacology by Katzung</div> <div>7. Ebnezar, J and John, R. (2010). Textbook of Ortopedics, 5th ed.</div> <div>8. Goetz, C. (2007). Textbook of Clinical Neurology, 3rd ed.</div> <div>9. Behrman RE, Kliegman RM, Nelson Essential of Pediatrics, 4 th ed., W.B. Saunders Company, Philadelphia, 2000</div> <div>10. Sutton, D. (2014). Textbook of Radiology and Imaging, 7th Ed.</div> <div>11. Goodman Gilman's : The Pharmacological Basis of Theurapeutics</div> <div>12. Cifu, D.X. (2015). Braddom's Physical Medicine and Rehabilitation.</div> <div>13. Lal, S., Adarsh, and Pankaj. (2011). Textbook of Community Medicine.</div> <div>14. Winnick, J. (2011). Adapted Physical Education and Sport, 5th ed.</div> <div>15. Kenney, W.L., Wilmore, J.H., and Costill, D.L. (2019). Physiology of Sport and Exercise, 7th ed.</div>																																																																																																																																																																																																												
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	<div>1. Fawcett DW, Jensh RP: Bloom & Fawcett's Concise Histology, 2nded, London, Arnold, 2002</div> <div>2. Ganong, WF: Reviem of Medical Physiology</div> <div>3. Ganiswara SG, dkk, Farmakologi dan Terapi, edisi 4, Jakarta: Gaya Baru Press, 1995</div>																																																																																																																																																																																																												
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to develop a plan to manage common upper limb locomotor problems	1.Able to analyze general upper limb locomotor problems 2.Able to recommend management of common upper limb locomotor problems	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	-	Material: Literature 1-12 Literature:	100%
2	Able to develop plans to manage common lower limb locomotor problems	1.Able to analyze general lower limb locomotor problems 2.Able to recommend management of common lower limb locomotor problems	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	-	Material: Literature 1-12 Literature:	0%
3	Able to develop plans to manage problems in locomotors in special communities	1.Able to analyze specific locomotor problems 2.Able to recommend management of specific locomotor problems	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	-	Material: Literature 1-12, 14, and 15 Literature:	0%
4	Able to develop promotive and preventive management plans related to locomotor health	1.Able to describe promotive and preventive locomotor health 2.Able to recommend promotive and preventive management of locomotor health	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	-	Material: References 1-3, 13, and 15 References:	0%
5	Able to develop plans to manage locomotor optimization to support sporting achievements	1.Able to analyze locomotor optimization to support sports performance 2.Able to recommend locomotor optimization management to support sporting achievements	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	-	Material: References 1-3, and 15 References:	0%
6	Able to develop a plan to manage locomotor health comprehensively	1.Students' ability to answer questions and cases in the locomotor field 2.Promotive and preventive in the field of sports medicine	Criteria: 1.Criteria: accuracy in answering questions and cases 2.Method: Teambased Learning: iRATs, tRATs, and tApp	1x170 minute practicum using the Team-based Learning (TBL) method	-	Material: Bibliography 1-15 Bibliography:	0%

7							0%
8							0%
9							0%
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16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

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