

		<div>Universitas Negeri Surabaya</div> <div>Faculty of Medicine</div> <div>Study Program</div>										<div>Document</div> <div>Code</div>																																																																																																				
<div>SEMESTER LEARNING PLAN</div>																																																																																																																
Courses			CODE		Course Family		Credit Weight			SEMESTER		Compilation Date																																																																																																				
Life cycle			1120100002		Compulsory Study Program Subjects		T=5 P=1 ECTS=9.54			1		July 18, 2024																																																																																																				
AUTHORIZATION			SP Developer				Course Cluster Coordinator			Study Program Coordinator																																																																																																						
			Nur Anindya Syamsudi, S.Tr.Keb., M.Kes						dr. Hanifiya Samha Wardhani, M.Kes.																																																																																																						
Learning model		Project Based Learning																																																																																																														
Program Learning Outcomes (PLO)		PLO study program that is charged to the course																																																																																																														
		Program Objectives (PO)																																																																																																														
		PO - 1		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. (CPL-3)																																																																																																												
		PO - 2		Have basic knowledge in utilizing scientific knowledge in order to make changes to medical and health phenomena through medical actions and health interventions for individuals, families, communities and society for human welfare and safety, as well as advances in science in the field of medicine and health that pay attention to inter/multidisciplinary studies , innovative and tested (CPL-4)																																																																																																												
		PO - 3		Have basic knowledge in managing individual, family, community and societal health problems in a comprehensive, holistic, integrated and sustainable manner using resources effectively in the context of primary health services. (CPL-5)																																																																																																												
		PO - 4		Have basic knowledge in carrying out clinical procedures related to health problems by applying the principles of patient safety, self-safety and safety of others (CPL-6)																																																																																																												
		PLO-PO Matrix																																																																																																														
				<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>										P.O	PO-1	PO-2	PO-3	PO-4																																																																																														
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																
		<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <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> <tr><td>PO-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> <tr><td>PO-4</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																	PO-3																	PO-4																
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PO-4																																																																																																																
Short Course Description		This course studies knowledge in the life cycle which aims to study the life cycle related to health, growth and development and disease from the embryonic, neonate, infant, child, adolescent, adult and elderly periods.																																																																																																														
References		Main :																																																																																																														

<ol style="list-style-type: none"> 1. Nelson Textbook of Pediatrics Edition 20 PART II Growth, Development, and Behavior PART III Behavioral and Psychiatric Disorders 2. Buku Ajar Ilmu Penyakit Dalam. Edisi 6, tahun 2014. Pusat Penerbitan Departemen Ilmu Penyakit Dalam FK UI. 3. Harrison's Principle of Internal Medicine, edisi 19, 2015. Mc Grow Hill, New York. 4. Ropper AH, Samuel's MA, Klein JP, Adams and Victor's, Principle of Neurology, New York: Mc Graw Hill, 2014. 5. Menaldi SL, Bramono K, Indriatmi W, editor. Ilmu Penyakit Kulit dan Kelamin. Edisi ke 7. Jakarta: Badan Penerbit FKUI; 2015 6. Soetjiningsih, IG. N. Gde Ranuh. Tumbuh Kembang Anak Edisi 2. Jakarta:Penerbit Buku Kedokteran EGC. 2013 7. Gomella TL.Neonatology, management, procedures, on call problems, diseases, and drugs. Edisi ke-6. Boston Mc-Graw Hill;2010 8. Lissauer T, Fanaroff A. Neonatology et a glance. Blackwell Publishing ;2006 9. Par'i, H.M. (2017). Penilaian Status Gizi. Jakarta: EGC 10. Sharlin, J danEdelstein, S. (2015). Buku Ajar Gizi dalam Daur Kehidupan. Jakarta: EGC. 11. Buku Ajar Geriatri: ilmu kesehatan usia lanjut, edisi 2. Editor: Darmojo, Boedhi, Martono- Ifadi. Ralai Penerbit FK U1, Jakarta, 2000. 12. Pedoman Pengelolaan Kesehatan Pasien Geriatri: untuk dokter dan perawat. Editor: Soejono, CH. et al. FKIJl. Jakarta, 2000. 13. Spar JE and Asenath La Rue. 2006. Clinical Manual of Geriatric Psychiatry. Washington DC. American Psychiatry Publishing Inc 14. Riordan-Eva P, Whitcher JP. Vaughan and Asbury's General Ophthalmology, 18th ed., New York: Lange medical books/ McGraw-Hill Medical Pub.Division; 2011. 15. Bowling B. Kanski's Clinical ophthalmology: a systematic approach London: Elsevier Health Sciences; 2016 16. Ehlers JP, Shah CP, editors. The Wills eye manual: office and emergency room diagnosis and treatment of eye disease, 6th ed. Philadelphia: Wolter's Kluwer / Lippincott William & Wilkins; 2012 17. Applestone A, Olivia Vanbergen. Metabolism and Nutrition. 4th edition crash course. (2013). Mosby Elsevier 18. Ross A. Catherine, Benjamin Caballero, Robert J. Cousins, Katherine L. Tucker, Thomas R. Ziegler. Modern Nutrition in Health and Disease.Eleventh edition (2014). Lippincott Williams & Wilkin. 19. Braddom RL. 2011. Physical Medicine & Rehabilitation. 4th edition. Philadelphia. Elseviers Saunders 20. Frontera WR. 2010. Delisa's Physical Medicine & Rehabilitation Principle& Practice. Philadelphia. Lippincott Williams & Wilkins. 21. Baehr M, Frotscher M, Duus's Topical Diagnosis in Neurology 4th ed : Anatomy, Physiology, Sign and Symptoms. Stuttgart : Thieme, 2005. 22. Salter RB. Textbook of disorders and injuries of the muskuloskeletal system.1970. Edinburgh : E&S Livingstone 							
Supporters:		<ol style="list-style-type: none"> 1. Panduan Sistematis untuk Diagnosis Fisik: Anamnesis & Pemeriksaan Fisik Komprehensif. 2014. Pusat Penerbitan Ilmu Penyakit Dalam FK UI. 2. Panduan Praktek Klinis Penatalaksanaan di Bidang IPD. 2015. 3. Panduan Praktek Klinis Prosedur di Bidang IPD. 2015 4. Wolff K, Johnson R, Saavedra A. Fitzpatrick's color atlas and synopsis of clinical dermatology. Edisi ke 7. McGraw-hill Professional. 2013. 5. Buku Pedoman Imunisasi di Indonesia Edisi 5, BAB I, II, III, IV 6. Buku Ajar Psikiatri Klinis: Kaplan dan Sadock (Edisi 2); Benjamin J. Sadock, Virginia A. Sadock; EGC; 2010 7. Apley's System of Orthopaedics and Fractures, ninth edition 					
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 the stages of child growth and development (milestones)	<ol style="list-style-type: none"> 1.Able to understand BB, PB, TB LK at each age stage 2.Able to understand the development domains of gross movement, fine movement of speech/language, cognitive 3.Able to interpret growth using a growth chart 4.Able to understand the KPSP and Denver II development screening methods 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance, Tests</p>	<p>Tutorial: 2 x 150 minutes</p> <p>Lecture: 3 x 100 minutes</p> <p>Practical 2 x 170 minutes</p>		<p>Material: Growth and Development and Behavior</p> <p>Library: Nelson Textbook of Pediatrics Edition 20 PART II Growth, Development, and Behavior PART III Behavioral and Psychiatric Disorders</p> <p>Material: Child Growth and Development</p> <p>Library: Soetjiningsih, IG. N. Gde Ranuh. Child Growth and Development Edition 2. Jakarta: EGC Medical Book Publishers. 2013</p>	100%

2	Able to explain nutritional needs to children according to age	1.Able to understand nutrition in feeding babies & children 2.Able to understand essential fatty acids & mineral elements 3.Able to understand formulas for sick & healthy children 4.Able to understand the types of diagnosis & management of vitamin A, B complex, D & K deficiencies 5.Able to understand the types of energy protein malnutrition	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Neonatology Library: Gomella TL. <i>Neonatology, management, procedures, on call problems, diseases, and drugs.</i> 6th ed. Boston Mc-Graw Hill; 2010 Material: Neontaoology Bibliography: Lissauer T, Fanaroff A. <i>Neonatology et a glance.</i> Blackwell Publishing ;2006	100%
3	Able to explain the process of forming active, passive and advanced VPD immunity	able to understand diseases that can be prevented by immunization, administration schedule, and method, dosage, and AEFI	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Child Growth and Immunization Reference: Nelson <i>Textbook of Pediatrics Edition 20 PART II Growth, Development, and Behavior PART III Behavioral and Psychiatric Disorders</i> Material: Child Growth and Development Library: Soetjiningsih, IG. N. Gde Ranuh. <i>Child Growth and Development Edition 2.</i> Jakarta: EGC Medical Book Publishers. 2013 Material: Immunization and AEFI Library: Handbook on Immunization in Indonesia Edition 5, CHAPTERS I, II, III, IV	100%

4	Able to explain a general overview of gerontology & geriatrics	<p>1.Able to understand biochemical changes in geriatrics</p> <p>2.Able to understand functional changes in geriatric organs</p> <p>3.Able to understand population aspects of geriatrics</p> <p>4.Able to understand the basic mechanisms of the aging process</p>	<p>Criteria:</p> <p>1.Criteria: accuracy and mastery of the material</p> <p>2.Method: Observation in the tutorial using an assessment rubric</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance, Tests</p>	<p>Tutorial: 2 x 150 minutes</p> <p>Lecture: 3 x 100 minutes</p> <p>Practical 2 x 170 minutes</p>	<p>Material:</p> <p>Science of Health in Old Age</p> <p>Reference:</p> <p><i>Geriatrics Textbook: health science in old age, 2nd edition. Editor: Darmojo, Boedhi, Martono-Ifadi. FK U1 Publishers Meeting, Jakarta, 2000.</i></p> <hr/> <p>Material:</p> <p>Geriatric Health Management</p> <p>Reference:</p> <p><i>Guidelines for Geriatric Patient Health Management: for doctors and nurses. Editor: Soejono, CH. et al. FKIJl. Jakarta, 2000.</i></p> <hr/> <p>Material:</p> <p>Geriatric Psychiatry</p> <p>References:</p> <p><i>Spar JE and Asenath La Rue. 2006. Clinical Manual of Geriatric Psychiatry. Washington DC. American Psychiatry Publishing Inc</i></p>	100%
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5	Able to explain the aging process and be able to comprehensively assess geriatrics, assess ACS, determine walking disorders in the elderly and immobilization measures that can be given	<ol style="list-style-type: none"> 1.Able to understand the aging process comprehensively 2.Able to assess ACS 3.Able to understand and detect frailty syndrome 4.Able to explain walking disorders in old age and carry out immobilization measures 5.Able to understand the causes and therapy of instability and falls in the elderly 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance, Tests</p>	<p>Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes</p>	<p>Material: Internal Medicine Library: <i>Textbook of Internal Medicine. 6th Edition, 2014. Publishing Center for the Department of Internal Medicine, FK UI.</i></p> <hr/> <p>Material: Systematic Guide to Physical Diagnosis Reference: <i>Systematic Guide to Physical Diagnosis: Comprehensive History & Physical Examination. 2014. FK UI Internal Medicine Publishing Center.</i></p> <hr/> <p>Material: Internal Medicine Bibliography: <i>Harrison's Principles of Internal Medicine, 19th edition, 2015. Mc Grow Hill, New York.</i></p> <hr/> <p>Material: Internal Medicine Literature: <i>Clinical Practice Guide for Management in the Field of IPD. 2015.</i></p> <hr/> <p>Material: Internal Medicine Literature: <i>Clinical Practice Guide to Procedures in the Field of IPD. 2015</i></p>	100%
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6	Able to explain eye diseases and disorders that can attack children and geriatrics	<p>1.Able to understand eye disorders that can attack neonates and children</p> <p>2.Able to understand refractive errors and eye diseases due to age</p>	<p>Criteria:</p> <p>1.Criteria: accuracy and mastery of the material</p> <p>2.Method: Observation in the tutorial using an assessment rubric</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Practical Assessment, Practical / Performance, Tests</p>	<p>Tutorial: 2 x 150 minutes</p> <p>Lecture: 3 x 100 minutes</p> <p>Practical 2 x 170 minutes</p>	<p>Material: Ophthalmology</p> <p>Bibliography: Bowling B. Kanski's Clinical ophthalmology: a systematic approach London: Elsevier Health Sciences; 2016</p> <hr/> <p>Material: Ophthalmology</p> <p>Literature: Riordan-Eva P, Whitcher JP. Vaughan and Asbury's General Ophthalmology, 18th ed., New York: Lange medical books/McGraw-Hill Medical Pub.Division; 2011.</p> <hr/> <p>Material: Eye Disease Management</p> <p>Bibliography: Ehlers JP, Shah CP, editors. The Wills eye manual: office and emergency room diagnosis and treatment of eye disease, 6th ed. Philadelphia: Wolter's Kluwer/Lippincott William & Wilkins; 2012</p>	100%
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7	Able to explain organ abnormalities that can occur in old age	Able to understand all organ disorders that can appear in old age, as well as therapy and management	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Internal Medicine Bibliography: <i>Harrison's Principles of Internal Medicine, 19th edition, 2015. Mc Grow Hill, New York.</i> ----- Material: Systematic Guide to Internal Medicine Diagnosis Literature: <i>Systematic Guide to Physical Diagnosis: Comprehensive History & Physical Examination. 2014. FK UI Internal Medicine Publishing Center.</i> ----- Material: Clinical Practice Guide for Internal Medicine Literature: <i>Clinical Practice Guide for Management in the Field of IPD. 2015.</i> ----- Material: Clinical Practice Guide for Internal Medicine Literature: <i>Clinical Practice Guide for Procedures in the Field of IPD. 2015</i>	100%
8	Midterm Evaluation / Final Block Exam		Form of Assessment : Test				100%

9	Able to explain the nutritional needs of geriatrics in physiological and pathological conditions	1.Able to calculate normal nutritional needs in geriatrics 2.Able to calculate nutritional needs for several geriatric diseases	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	Material: Nutritional Status Assessment Literature: <i>Par'i, HM (2017). Nutritional Status Assessment. Jakarta: EGC</i> Material: Nutrition in the Life Cycle References: <i>Sharlin, J and Edelstein, S. (2015). Textbook of Nutrition in the Life Cycle. Jakarta: EGC.</i> Material: Body Metabolism and Nutrition References: <i>Appleton A, Olivia Vanbergen. Metabolism and Nutrition. 4th edition crash course. (2013). Mosby Elsevier</i> Material: Nutrition and Disease Bibliography: <i>Ross A. Catherine, Benjamin Caballero, Robert J. Cousins, Katherine L. Tucker, Thomas R. Ziegler. Modern Nutrition in Health and Disease. Eleventh edition (2014). Lippincott Williams & Wilkin.</i>	100%
10	Able to explain psychosocial issues in geriatrics	1.Able to understand several problems and treatments in psycho-geriatrics 2.Able to explain psychosocial theory on the aging process	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes	Material: Geriatric Psychiatry References: <i>Spar JE and Asenath La Rue. 2006. Clinical Manual of Geriatric Psychiatry. Washington DC. American Psychiatry Publishing Inc</i> Material: Clinical Psychiatry Bibliography: <i>Textbook of Clinical Psychiatry: Kaplan and Sadock (2nd Edition); Benjamin J. Sadock, Virginia A. Sadock; EGC; 2010</i>	100%

11	Able to explain the basics of medical rehabilitation for pediatric and geriatric patients	able to understand the basic principles of medical rehabilitation in pediatric and geriatric patients	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Medical Rehabilitation Reference: Braddom RL. 2011. <i>Physical Medicine & Rehabilitation</i> . 4th edition. Philadelphia. Elsevier Saunders Material: Rehabilitation Principles Library: Frontera WR. 2010. <i>Delisa's Physical Medicine & Rehabilitation Principles & Practice</i> . Philadelphia. Lippincott Williams & Wilkins.	100%
12	Able to explain skin diseases in geriatrics from pathogenesis to therapy	able to understand skin disorders in geriatrics	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Skin and Venereal Diseases Bibliography: Menaldi SL, Bramono K, Indriatmi W, editor. <i>Skin and Venereal Diseases</i> . 7th Edition. Jakarta: FKUI Publishing Agency; 2015 Material: Skin and Venereal Diseases References: Wolff K, Johnson R, Saavedra A. <i>Fitzpatrick's color atlas and synopsis of clinical dermatology</i> . 7th Edition. McGraw-hill Professional. 2013.	100%
13	Able to explain neurodegenerative diseases in geriatrics starting from pathogenesis	1.able to understand degenerative diseases 2.Able to understand more about dementia and Parkinson's	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Practice/Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Neurology Bibliography: Ropper AH, Samuels MA, Klein JP, Adams and Victor's, <i>Principles of Neurology</i> , New York: Mc Graw Hill, 2014. Material: Neurology Bibliography: Baehr M, Frotscher M, Duus's <i>Topical Diagnosis in Neurology</i> 4th ed: Anatomy, Physiology, Signs and Symptoms. Stuttgart : Thieme, 2005.	100%

14	Able to explain the pathogenesis, diagnosis, classification and initial treatment of fractures in geriatrics	Able to understand fractures in geriatrics	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Treatment of Musculoskeletal System Diseases Reference: Salter RB. <i>Textbook of disorders and injuries of the musculoskeletal system.</i> 1970. Edinburgh : E&S Livingstone Material: Orthopedics Bibliography: Apley's System of Orthopedics and Fractures, ninth edition	100%
15	1.Able to explain holistically about diabetes mellitus, osteoporosis and thyroid disease in geriatrics 2.Able to explain polypharmacy in geriatrics and able to choose rational drugs in geriatrics	1.Able to understand diabetes mellitus, osteoporosis and thyroid disease in geriatrics 2.Able to understand rational treatment in geriatrics	Criteria: 1.Criteria: accuracy and mastery of the material 2.Method: Observation in the tutorial using an assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Tutorial: 2 x 150 minutes Lecture: 3 x 100 minutes Practical 2 x 170 minutes		Material: Internal Medicine Library: Textbook of Internal Medicine. 6th Edition, 2014. Publishing Center for the Department of Internal Medicine, FK UI. Material: Internal Medicine Bibliography: Harrison's Principles of Internal Medicine, 19th edition, 2015. Mc Grow Hill, New York. Material: Internal Medicine Literature: Clinical Practice Guide for Management in the Field of IPD. 2015. Material: Internal Medicine Literature: Clinical Practice Guide to Procedures in the Field of IPD. 2015 Material: disease management and therapy Library: Gomella TL. <i>Neonatology, management, procedures, on call problems, diseases, and drugs.</i> 6th ed. Boston Mc-Graw Hill; 2010	100%
16	End of Semester Evaluation / End of Block Exam		Criteria: Criteria: accuracy and mastery of the material Form of Assessment : Test	Writing test			100%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	378.33%
2.	Portfolio Assessment	220%

3.	Practical Assessment	145%
4.	Practice / Performance	378.33%
5.	Test	478.33%
		100%

Notes

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