



Health and Sports Science Module Handbook
Faculty of Sports Science Universitas Negeri Makassar

Module designation		<i>History and Philosophy of Sport</i>				
Semester(s) in which the module is taught		1				
Person responsible for the module		Dr. Wahyudin, M.Pd Dr. Saharullah, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives/intended learning outcomes		<p>By the end of this course student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the development of sport from a historical and philosophical perspective. 2. Describe how sport played a central role in human development and advances in culture. 3. Identify the contributions that sport have played in the development of various cultural institutions and civilizations. 4. Exhibit an understanding of important historical events, such as the Olympic Games, and their impact on the nature of sport and its perceived values. 5. Describe the contributions of non-Western civilizations to the development of sport in western civilization. 6. Philosophically justify the importance of sport in society and communicate a personal philosophy of sport. 7. Show an understanding of modern forms of sport and 				



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	<p>exercise, and their role in contemporary culture.</p> <p>8. Identify and use scholarly resources for study in the field of sport history and philosophy.</p>
Content	<ol style="list-style-type: none"> 1. History, philosophy, and kinesiology. 2. Bodies, brains, and cultures: human origins and the riddles of why people run. 3. The transition from endurance predators to farmers: the birth of civilization. 4. Ancient Greece and the shape of modern sport and physical education: power of the past in the present and future. 5. Expansion of the west and the birth of the modern world: global transformations of physical cultures 6. The rise of international sport worlds: the Olympics, the world cup, and other competitions. 7. The golden age of modern sport and snapshots from our times.
Exams and assessment formats	<p>Assignments (Presentation) Students, in a small group of 3-4 students, create and present on a topic of historical or philosophical importance of sport in society. Weight: 25%</p> <p>Mid Semester Exam Exams: Exams may include multiple choice, fill in the blank, matching and essay questions. They will cover lecture notes, readings, and various discussions. Weight: 25%</p> <p>Final Semester Exam (Research Paper) Students will complete a 4-6 page of critical essay requiring standard, recognized research and documentation. Weight: 50%</p>
Study and examination requirements	<p>The exam is conducted 2 times, namely mid-semester and final semester. Students are expected to attend all classes unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignments, and their scores in mid and final examinations.</p>



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Reading list	<p>Kretchmar, R. S., Dyreson, M., Liewellyn, M., & Gleaves, J. (2017). History and philosophy of sport and physical activity. Human Kinetics.</p> <p>Aggerholm, K. (2019). Talent development, existential philosophy and sport: On becoming an elite athlete. Routledge.</p> <p>Mechikof, R. (2014). History and philosophy of sport and physical education : From ancient civilizations to the modern world. McGraw-Hill.</p>
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Module designation		Anatomy				
Semester(s) in which the module is taught		1				
Person responsible for the module		Dr. Mutmainnah B, M.Kes, SpKJ Dr. Arimbi, S.Or, M.Pd Darul Husnul, S.Or, M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	196 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	10	10	4	66
	Practical class	42	42	42	4	130
	Total					196
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how to use directional and regional terminology, body planes and sections. 2. Identify all of the bones composing the axial skeleton and their bony landmarks. 3. Identify all of the bones composing the appendicular skeleton and their bony landmarks. 4. Identify the major articulations of the human body. 5. Identify, locate origin and insertion, explain primary moving actions, and nerve supply of the major appendicular and some of the axial skeletal muscles. 6. Identify the most relevant landmarks of the surface anatomy. 				



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<p>Content</p>	<ul style="list-style-type: none"> a. Anatomical Position. Regional and Directional Terms. Body Planes and Sections. Abdominal Quadrants. b. Axial Skeleton: Skull c. Axial Skeleton: Vertebral Column and Thoracic Cage d. Appendicular Skeleton: Pectoral girdle and upper limbs e. Appendicular Skeleton: Pelvic girdle and lower limbs f. Appendicular Skeleton: Pectoral girdle and upper limbs g. Muscles – Part I: From Masseter to Rectus Abdominis h. Muscles – Part I: From Pectoralis Major to Anconeus i. Muscles – Part I: From Pronator Teres to Hypothenar Eminence j. Muscles – Part I: Surface Anatomy of the upper body k. Muscles – Part II: From Iliopsoas to Adductor Magnus l. Muscles-Part II: From Gluteus Maximus to Semimembranosus m. Muscles – Part II: From Tibialis Anterior to Extensor Digitorum Brevis n. Muscles – Part II: Surface Anatomy of the lower body
<p>Exams and assessment formats</p>	<p>Assignments</p> <p>There are five assignments throughout this course. All assignments are group assignments where each group consist of 4-5 students. All assignments consist of labeling exercises and other practical exercises that will help the student set all the information in an organized manner.</p> <ul style="list-style-type: none"> • Assignment 1: Anatomical position. Regional and Directional terms. Body Sections and Planes. Abdominal Quadrants. • Assignment 2: Axial Skeleton. • Assignment 3: Appendicular Skeleton. • Assignment 4: Muscles Part I. • Assignment 5: Muscles Part II. <p>Weight: 25%</p> <p>Practical Test</p> <p>There are five (5) total exams or lab practical tests in this course. Each practical test will assess comprehensive knowledge over the chapters covered for that particular exam including identification and labeling of anatomical structures on images presented during the test. Every practical will last 60 minutes and consists on 40 labeling, multiple-choice, matching, short answer, and true/false questions.</p> <ul style="list-style-type: none"> • Practical Test 1: Anatomical position. Regional and Directional terms. Body Sections and Planes. Abdominal Quadrants.



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	<ul style="list-style-type: none">• Practical Test 2: Axial Skeleton.• Practical Test 3: Appendicular Skeleton.• Practical Test 4: Muscles Part I.• Practical Test 5: Muscles Part II. <p>Weight: 75%</p>
Study and examination requirements	Students are expected to attend all classes as there will be assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their assignments, and their final practical exams or tests.
Reading list	<p>Marieb, E., Brady, P., & Mallatt, J. (2019). Human Anatomy Global Edition 9th Edition. Pearson.</p> <p>Drake, R., Vogl, W., Mitchell, A. W. M., Tibbitts, R., & Richardson, P. (2020). Gray's Atlas of Anatomy 3rd Edition. Elsevier.</p> <p>Rogers, Kara. (2011) Bone and muscle: structure, force, and motion. Human Kinetics.</p>



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Module designation		<i>Physiology</i>				
Semester(s) in which the module is taught		1				
Person responsible for the module		Dr. Mutmainnah B, M.Kes, SpKJ Dr. Arimbi, S.Or., M.Pd Darul Husnul, S.Or., M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	196				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	42	10	10	4	66
	Total					196
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>The course involves the study of the functioning of human tissues, organs and organ systems, emphasizing the physical, chemical and mechanistic basis of normal physiology and the integrated function of the human body. By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1.Explain physiological mechanisms of humans by applying basic principles of biology and chemistry. 2.Describe the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems in humans. 3.Explain the basic mechanisms of homeostasis by integrating the functions of cells, tissues, organs, and organ systems. 4.Effectively solve basic problems in physiology, working independently and in groups. 				



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Content	<ul style="list-style-type: none">o. Introduction to Physiology (Function and mechanism, themes in physiology, homeostasis, the science of physiology)p. Cardiovascular Physiology (Overview, pressure, volume, flow and resistance, cardiac muscle and the heart, the heart as a pump).q. Respiratory System (Overview, gas laws, ventilation, gas exchange and transport).r. Blood flow, pressure (Blood vessels, blood pressure, distribution of blood to the tissues, blood cell production, red blood cells).s. Endocrine System (Classification of hormones, control of hormone release, hormone interactions, endocrine pathologies).t. Digestive System (Anatomy of the digestive system, digestive function and processes, integrated function).u. The Central Nervous System (Properties of neural networks, anatomy of the central nervous system, brain and brain function).v. Sensory Physiology (Properties of sensory systems, somatic senses, smell and taste, the sense of hearing, the eye and vision).w. Muscles (Skeletal muscle, mechanics of body movement, control of body movement).x. Urinary System (Anatomy of the urinary system, kidney function, filtration, reabsorption, secretion, excretion).y. Reproduction and Development (Sex determination, male reproduction, female reproduction).
Exams and assessment formats	<p>In-Class Quizzes</p> <p>There will be quizzes based on the readings assigned for each upcoming week. These quizzes are low-stake assessments, which means they are focused on deepening students' knowledge and preparing them for the exams. They cover material from upcoming readings for the assigned week. The format of quizzes will be a combination of true or false, multiple choice, matching and/or short answer questions.</p> <p>Weight: 25%</p> <p>Mid and Final Semester Exams</p> <p>There will be 2 exams based on assigned readings and in-class discussions. Exam format will be a combination of true or false and multiple choice.</p> <p>Weight: 75%</p>



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Study and examination requirements	Students are expected to attend all classes as there will be quizzes for each upcoming week, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participants in quizzes, and their score in the mid and final semester exams.
Reading list	Silverthorn, D. U. (2019). Human Physiology: An Integrated Approach, 8 th Edition. Pearson. Hall, J. E. (2011). Guyton and Hall Textbook of Medical Physiology, 12 th Edition. Saunders Elsevier.



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Module designation		<i>Sport Biochemistry</i>				
Semester(s) in which the module is taught		1				
Person responsible for the module		Dra. Ichsani, M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					
Credit points		3 credits				
Required and recommended prerequisites for joining the module		Physiology				



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<p>Module objectives/intended learning outcomes</p>	<p>In this course, students will learn about the major metabolic pathways associated with the transport and storage of substrate, and production of “energy equivalents” at rest and during different durations and intensities of exercise, as well as in other physiological or clinical conditions. Upon completion of this course students will be able to:</p> <ol style="list-style-type: none">1. demonstrate an understanding of energy transfers and energy storage in the body.2. understand the concept of basic biochemical concepts and principles in biomolecules and metabolism.3. describe and explain the role of enzymes in metabolic pathways, and the different mechanisms by which they are regulated.4. understand the mechanisms related to acid-base control during exercise.5. understand metabolic interactions amongst muscle and other tissue and organ systems.6. understand and able to apply the concept of physiology linking to basic biomolecules (proteins, enzymes, carbohydrates, and fats).7. understand the relationship between metabolism and certain disease states.8. describe and explain the relationship between metabolism and exercise performance.
<p>Content</p>	<ul style="list-style-type: none">• Amino acid, peptides, and proteins (the nature of amino acids, characteristics of peptides, structure of proteins).• Enzymes (enzymes as catalysts, rates of enzymatic reactions, enzyme inhibition, regulation of enzyme activity, provision of reactive groups by cofactors, oxidations and reductions).• Energy systems and bioenergetics (free energy, energy-rich phosphates, energy systems).• Carbohydrate and related metabolism (carbohydrates, cellular uptake of glucose, phosphorylation of glucose, glycolysis, glycogen metabolism).• Metabolism during exercise: Fat versus carbohydrate.• Amino Acid and Protein Metabolism (overview, degradation of amino acids, urea cycle, fate of amino acid carbon skeletons, amino acid metabolism in exercise).



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<p>Exams and assessment formats</p>	<p>Assignments Students working in groups (3 – 4 students) will do a presentation on one of the lecture topics. There will be Q&A session following the students' presentation.</p> <p>Weight: 30%</p> <p>Exams There will be two exams during the semester: mid semester exam and final semester exam. Exams will be a combination of multiple choice, filling-the-blank, matching, and/or short answer questions.</p> <p>Weight: 35% for Mid Exam and 35% for Final Exam.</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in group assignments, and their scores in mid and final exams.</p>
<p>Reading list</p>	<p>Tiidus, P. M., Tupling, A.R., & Houston, M. E. (2012). Biochemistry Primer for Exercise Science, 4th Edition. Human Kinetics.</p> <p>McKee, J. R., & McKee T. (2015). Biochemistry: The Molecular Basis of Life, 6th Edition. Oxford University Press.</p> <p>Lieberman, M. A., & Peet, A. (2017). Marks' Basic Medical Biochemistry: A Clinical Approach, 5th Edition. Wolters Kluwer.</p>



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Module designation		<i>Physical Fitness</i>				
Semester(s) in which the module is taught		1				
Person responsible for the module		Etno Setyagraha, S. Or., M. Or.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>By the end of this course student will be able to:</p> <ol style="list-style-type: none"> 1. Define and understand the terms in physical fitness together with its objectives. 2. Describe how to improve the basic components of physical fitness: cardiovascular condition, muscle flexibility, muscle strength and endurance, and body composition. 3. Demonstrate physical fitness techniques. 4. Analyze basic skill performance in physical fitness and implement ideas and concepts to improve skill level. 5. Describe types of physical fitness. 6. Evaluate oneself as to a healthy fit individual. 7. Innovate new ideas on how to improve oneself. 8. Analyze their physical fitness levels. 				



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<p>Content</p>	<ol style="list-style-type: none"> 1. Definition/Meaning of physical fitness. 2. Physical fitness components. 3. Physical fitness tests (sit and reach, curl-ups/sit-ups, push-ups, standing long jump, running). 4. Body Mass Index (BMI). 5. Monitoring heart rate. 6. Body composition (What is body composition & why does it matter, assessing body composition). 7. Health and exercise (definition of exercise, types of exercise, principles of exercise, phases of exercise). 8. Muscular strength and endurance (Assessing muscle strength and endurance, factors affecting muscular fitness, strength, and muscular development). 9. Cardiorespiratory endurance (Aerobic & anaerobic exercise, assessing cardiorespiratory endurance, developing cardiorespiratory endurance). 10. Muscular flexibility (Assessing flexibility, benefits of good flexibility, factors affecting flexibility, developing muscular flexibility). 11. Development of a fitness program (Planning exercise for health and fitness, traditional fitness activities, tailoring exercise to health circumstances).
<p>Exams and assessment formats</p>	<p>Quizzes: Quizzes start at the beginning of class. Students will have 15 minutes to complete the quiz. If they miss a quiz due to lateness or absenteeism, they will not be allowed to make-up the quiz. Quizzes will cover material from assigned lectures, book chapters, and articles. Quiz format will be a combination of fill in the blank, multiple-choice, short answer, and /or matching.</p> <p>Weight: 20%</p> <p>Mid and Final Semester Exams</p> <p>There will be 2 exams based on assigned readings and in-class discussions. Exam format will be a combination of true/false, multiple-choice, and short answer questions.</p> <p>Weight: 80%</p>



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Study and examination requirements	The exam is conducted 2 times, namely mid-semester and final semester. Students are expected to attend all classes unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in the quizzes, and their scores in mid and final examinations.
Reading list	<p>Hoeger, W., Hoeger, S., Hoeger, C., & Fawson, A. (2019). <i>Lifetime Physical Fitness and Wellness: A Personalized Program</i>, 15th Edition. Cengage Learning.</p> <p>Fahey, T. D., Insel, P. M., Roth, W. T., & Insel, C. E. A. (2019). <i>Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness</i>. McGraw-Hill Education.</p>



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Module designation		<i>Sport Information System</i>				
Semester(s) in which the module is taught		2				
Person responsible for the module						
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives/intended learning outcomes</p>	<p>The primary objectives of this module are to prepare students for research in academia during their studies and working for sport, health and other sectors in the future. We will do so by:</p> <ol style="list-style-type: none"> 9. Explain the relationship between sport and information system 10. Students are able to explain a few kinds of media and their impact for sport 11. Students are able to explain the influence of mass media on interest in sports. 12. Students are able to explain the types of communication in sport organization and clubs 13. Students are able to explain the effect of information system to increase performances for sport organization. 14. Students are able to explain the effect of information system to increase performances for sport team. 15. Explain the role of information system in the interaction of sports organization. 16. Explain the role of information system to make sport as a lifestyle
<p>Content</p>	<ul style="list-style-type: none"> • Introduction concept of relationship between sport and information system • The various off mass media and their impact for sport • The influence of information system for interest in sports. • Types of communication in sport organization and clubs. • The effect of information system to increase performances for sport organization. • Effect of information system to increase performances for sport team. • The role of information system in the interaction of sports organization. • The role of information system to make sport as a life style.



<p>Exams and assessment formats</p>	<p>Assignments Intent: There are four assignments during the course to guide students in designing their final research project.</p> <ul style="list-style-type: none"> • Assignment 1: Project proposal (Group) • Assignment 2: Literature review (Individual) • Assignment 3: Data collection and analysis (Individual) • Assignment 4: Project update (Group) <p>Weight: 50%</p> <p>Project-based Assessment Intent: This assessment is to provide students with an opportunity to collaborate with their peers and design a small research project about Sport Psychology. The project requires students to find a results of research (examine and explore topic).</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be in-class assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation the in-class assignments, and their final research project.</p>
<p>Reading list</p>	<p>Leveaux, R. (2017). An Examination of Information Technologies Changing the Shape of Sport. The Communications of the IBIMA. Vol. 2017 (2017). 9 pages.</p> <p>Alhadad, S.S., Abood, O.G. (2018). Enhancing Smart Sport Management based on Information Technology. <i>Journal of Sports and Physical Education</i>. Vol. 5., PP 19-26.</p> <p>Wu, M.C., Yi, N.C., Tang, Y., Lo, H.J. (2013). A Study on the Willingness to Use Information System of Sport Event Based on Information System Success Model. <i>The Journal of Human Resource and Adult Learning</i>. Vol. 9, 2.</p> <p>Hoye, R., Smith, A,C,T., Nicholson, M., Stewart, B. (2005). Sport Management Principles and Application. London: Routledge.</p>



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Module designation		<i>Sports Physiology</i>				
Semester(s) in which the module is taught		2				
Person responsible for the module		Dr. Arimbi, S.Or., M.Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	194 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	128
	Practical class	42	10	10	4	66
	Total					194
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		Students who successfully complete this course will be able to: 1. Have a theoretical knowledge regarding the physiological responses and capacity for exercise by the human body. 2. Differentiate the physiological metabolic processes that govern human movement and apply each of these processes to physical performance. 3. Explain how different systems of the body respond and adapt to the acute and chronic stress of a single and repeated bout of physical activity. 4. Explain how environmental conditions, such as temperature and altitude, influence physiology during physical activity. 5. Apply the knowledge about sports physiology to understand the effectiveness of particular training techniques to sport performance. 6. Attain knowledge of current issues in exercise				



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	<p>physiology research and be able to critically evaluate published literature.</p>
<p>Content</p>	<ul style="list-style-type: none"> • Energy Systems & Exercise (Energy substrates, the basic energy systems, interaction of the energy systems). • Energy Expenditure & Fatigue (Measuring energy expenditure, energy expenditure at rest and during exercise, fatigue and its causes). • Nervous System (structure and function of the nervous system, central and peripheral nervous systems). • Cardiovascular System & Exercise. • Cardiovascular Control During Exercise. • Respiratory System & Exercise. • Cardiorespiratory Responses to Acute Exercise. • Adaptations to Resistance Training (Resistance training and gains in muscular fitness, mechanisms of gains in muscle strength). • The Environment & Exercise: Heat & Cold (physiological responses to exercise in the heat, acclimation to exercise in the heat, physiological responses to exercise in the cold). • The Environment & Exercise: Altitude (physiological responses to acute altitude exposure, exercise and sport performance at altitude, acclimation – chronic exposure to altitude, altitude – optimizing training and performance).
<p>Exams and assessment formats</p>	<p>Assignment (Quizzes) Prior to each of the lectures, students will be given a set of questions to answer that will assess their understanding of the lecture material. The questions will be a mix of short answer and fill in the blank. These questions may sometimes ask for students to make connections to popular trends and topics within the exercise physiology field. Weight: 20%</p> <p>Mid and Final Semester Exams There will be mid and final semester exams during this course. These exams will be multiple choice, true/false, short answer, and essay. These exams will cover information from lecture, quizzes and the textbook. Weight: 30%</p>



	<p>Group Project</p> <p>As the final project, students working in groups (2 to 3 students each group) will present a full case report. This report should function as a complete and structured exercise program.</p> <p>The project should include:</p> <ol style="list-style-type: none"> 1. Case description: <ul style="list-style-type: none"> • A short presentation of the population, including age, special considerations for the population and a needs analysis. • A discussion of the benefits of training for the population in regard to their needs, based on 1-2 scientific papers. 2. Exercise-program: <ul style="list-style-type: none"> • Create a complete program which counts in findings, physiological needs, and challenges in relations to the case. • Must include: Strength training and cardiovascular training, including training intensity, duration, frequency, and progression, based on 1-2 scientific papers. • The exercise program has to be realistic (will my case-person be able to complete). • Include a short discussion of why students chose that training regime, with reference to scientific literature. 3. List of references. <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in assignment, their scores in the mid and final semester exams, and their group project.</p>
<p>Reading list</p>	<p>Required Text</p> <p>Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2015) Physiology of Sport and Exercise, 7th Edition. Human Kinetics.</p>



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	<p>Optional Texts</p> <p>McArdle, W. D., Katch, F. I., & Katch. V. L. (2015) Exercise Physiology: Nutrition, Energy, and Human Performance. Wolters Kluwer.</p>
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Module designation		<i>Sports Nutrition</i>				
Semester(s) in which the module is taught		2				
Person responsible for the module		Dr. Arimbi, S.Or., M.Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>After taking this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the breadth of nutritional sciences and define common terms associated with nutritional sciences. 2. Describe energy systems, fuels, and nutrients supporting physical activity and how nutrition impacts human movement. 3. Describe basic assessment of an athlete's nutritional needs while training and competing in sport events. 4. Differentiate and assess what to eat and nutrient timing to enhance human movement. 5. Identify appropriate interventions for weight management and eating disorders pertaining to exercise. 6. Identify and critically assess ethical and societal issues in science in relationship to the use of ergogenic aids. 				



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<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction to sports nutrition (basic nutrition principles, sport nutrition goals, issues related to dietary supplements and ergogenic aids, types of research studies). 2. Defining and measuring energy (energy and energy concepts, measuring energy, concepts of energy balance). 3. Energy systems and exercise (energy systems, the creatine phosphate energy system, the anaerobic glycolysis energy system, fuel utilization, oxygen consumption). 4. Carbohydrates (carbohydrate in food, digestion, absorption, and transportation of carbohydrates, carbohydrates as a source of energy for exercise, carbohydrate recommendations for athletes). 5. Proteins (structure and function of protein, digestion, absorption, and transportation of protein, protein recommendations for athletes). 6. Fats (fatty acids, sterols, and phospholipids, digestion, absorption, and transportation of fats, fats as a source of energy during exercise, fats recommendations for athletes). 7. Water and electrolytes (water loss, intake, balance and imbalance, effect of exercise on fluid balance, strategies to replenish water and electrolytes). 8. Vitamins (classification of vitamins, the roles of vitamins in the body, sources of vitamins). 9. Minerals (classification of minerals, mineral deficiencies and toxicities, the roles of minerals in bone-formation, blood formation and immune system). 10. Diet planning: Food first, supplements second. 11. Weight & body composition (Assessment and interpretation of weight and body composition, body composition and weight related to performance, changing body composition to enhance performance). 12. Disordered eating & exercise patterns. 13. Diet & exercise for lifelong fitness & health.
<p>Exams and assessment formats</p>	<p>Group Presentation. Student will work in a group consisting of 4 to 5 students and select one topic from the lists provided. They will be responsible for preparing a power point presentation explaining the topic that will be beneficial to the rest of the class.</p> <p>Weight: 25%</p>



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	<p>Mid and Final Semester Exams</p> <p>There will be 2 exams covering information based on the lecturers, assigned readings, group presentations and in-class discussions. Exam format will be a combination of multiple-choice, short answer and true-or-false questions.</p> <p>Weight: 75%</p>
Study and examination requirements	<p>The exam is conducted 2 times, namely mid-semester and final semester. Students are expected to attend all classes unless circumstances prevent them from attending and an email notification was sent prior to class. Final grading will be based on students' attendance, their participation in group presentations and in-class discussions, and their scores in mid and final examinations.</p>
Reading list	<p>Required Text</p> <p>Dunford, M., & Doyle, J. A. (2019). Nutrition for Sport and Exercise 4th Edition. Cengage Learning.</p> <p>Supporting Texts</p> <p>Clark, N. (2014). Nancy Clark's Sports Nutrition Guidebook 5th Edition. Human Kinetics.</p> <p>Fink, H. H., & Mikesky, A. E. (2013). Practical Applications in Sports Nutrition 4th Edition. Jones & Bartlett Learning.</p>



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Module designation		<i>Women and Sports</i>				
Semester(s) in which the module is taught		2				
Person responsible for the module		Dra. Ichsani, M.Kes Bustang, S.Pd., M.Sc., Ph.D				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	140 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>This course will analyze the relationship between gender and sport from multiple perspectives. We will focus on the economic, cultural, political, social, and educational influences on women in sport and will discuss the impact that women have on shaping a traditionally male domain.</p> <p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the history of women in sport 2. Explain the importance of theory and research in evaluating the sociocultural, psychological, political, and physiological issues pertaining to women in the sporting domain. 3. Discuss the significance of several historical achievements for women in sport. 4. Identify and explain the origins of sociological and political barriers that women in sport continue to face. 5. Critically analyze how social construction influences the role of women in sports. 				



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<p>Content</p>	<p>This course will explain in more detail several components that are directly related to women and sports. Here are some of the content that will be studied in this lecture:</p> <ol style="list-style-type: none"> 1. History of Women in Sport & Participation Trends (Reading: Gregg & Gregg, 2017, Lopiano, 2000). 2. Women, Health, and Sport (Clinical sports medicine 4th Ed., chapter 43). 3. Theories of gender development (Messner, M. A., 1988; Zipp, S., Smith, T., & Darnell, S., 2019). 4. Sports and Women's Empowerment (Hanson, S., & Kraus, R., 1998). 5. Gender and Sports (Schell, L., 2000, Csizma, et al, 1988) 6. Sport, Women, and Religion (Nakamura, 2002) 7. Title IX and Beyond: Policy Interventions to Promote Women in Sports (Olson, 1990; UN Women 2000 and beyond, 2007). 8. Differently abled Women in Sports (Richard, R., & Joncheray, H., 2015; Clinical sports medicine 4th Ed., chapter 46). 9. Media Representation of Gender in Sport (Women, Media, and Sport: Challenging Gender Values Ch 2)
<p>Exams and assessment formats</p>	<p>Assignment</p> <ul style="list-style-type: none"> • Quizzes Unannounced quizzes will be given at the beginning of class and will cover only material assigned for that day's class. Students who read carefully and closely should have little difficulty excelling in this area. Students may not make up missed quizzes. Weight: 15% • Reaction Papers Each student will complete a reaction paper based on the readings throughout the semester. It is up to the student as to which readings to write reaction papers for. For the reaction papers, students will address the following questions in paragraph form: <ol style="list-style-type: none"> 1. Provide a brief overview of their opinion on the current topic(s). What are their initial thoughts or opinions on the topic(s) being covered? 2. Name three (3) things that stuck out to the students as the most important information in the reading for the current topic. Give a brief explanation as to why these things resonated with them. 3. List two (2) questions/concerns students would like



	<p>the class to discuss based on the reading for the topic.</p> <p>4. Support their papers with references.</p> <p>Weight: 25%</p> <p>Mid Semester Exam</p> <p>The mid semester exam will cover materials presented in the first half of the semester and it will be composed of multiple-choice questions, short answer questions and an essay question.</p> <p>Weight: 25%</p> <p>Individual Final Project</p> <p>During the semester, students will attend both a women's and men's sporting event to compare the two. Students will observe one (1) women's sporting event and one (1) men's sport even in their entirety. They will pick a sport where they can view both men's and women's competition (baseball/softball, Tennis, Badminton, basketball, etc.).</p> <p>For each event, students should observe and report the following in a written paper:</p> <ul style="list-style-type: none">• Type of event• Date, time, location of event• Spectator Observations<ul style="list-style-type: none">* Size of crowd/spectators* Demographic make-up (gender, race/ethnicity, ages, students/faculty/staff, community, etc.)* Overall assessment of crowd behavior (pre-game, during game, postgame, significant events during game that may affect spectators)• Pre-game (warm up activities, routines, rituals)• Coaching staff behaviors (male or female coaches, actions during game, body language, interaction with officials/athletes/other coaches)• Officials' behaviors (male or female officials, actions during game, interaction with coaches/athletes/other officials)• Event Atmosphere (promotions, uniforms, game program/media guide)• General comments about the events and your observation <p>Weight: 35%</p>
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Study and examination requirements	Students are expected to attend all classes, unless circumstances prevent them from attending and an email has been sent before class starts. Final grade will be based on student attendance, their participation in completing the assignments, their score in the mid exam, and their individual final project.
Reading list	There is no textbook for this course. All required reading materials will be provided to the students through a shared folder on the Google Drive.



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Module designation		Motor Learning and Development				
Semester(s) in which the module is taught		2				
Person responsible for the module		Dr. Saharullah, M.Pd Etno Setyagraha, S.Or, M.Or Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	Total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course is designed to provide students an overview of theory, research, and practice in motor learning. Students develop an understanding of the cognitive, behavioral, neurophysiological, and biomechanical approaches to motor skill learning.</p> <p>As a result of taking this module, students should be able to:</p> <ul style="list-style-type: none">• knowledge about characteristics that distinguish the various types of motor skills.• knowledge about motor control features that influence motor skill performance and learning.• knowledge about the assessment of motor skill learning and characteristics of the various stages of skill learning.• knowledge of motor skill learning principles and their applications to motor skill learning and rehabilitation contexts.
<p>Content</p>	<ul style="list-style-type: none">• Introduction to Motor Skills and Abilities (Classification of motor skills, measurement of motor performance, motor abilities).• Introduction to Motor Control (Neuromotor basis for motor control, motor control theories, sensory components of motor control, performance and motor characteristics of functional skills).• Attention and Memory (Attention as limited capacity resource, memory components, forgetting, and strategies).• Introduction to Motor Skill Learning (Defining and assessing learning, the stages of learning, transfer of learning).• Demonstration and Verbal Instruction in Motor Learning.



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<p>Exams and assessment formats</p>	<p>Assignment (Quizzes) There will be quizzes for each major topic covered in the course. The quizzes will be based entirely on the lectures, reading assignments and class activities.</p> <p>Weight: 15%</p> <p>Project-based Assessment Students, working in peers, will be required to complete a class project applying the course concepts in their selected sport or activity. Each project will be composed of three (3) distinct components: a technical skill analysis paper, a practice scheduling paper, and a video analysis and presentation. Grading for these activities will be based on the quality of the content and presentation.</p> <p>Weight: 35%</p> <p>Final Exam There will be a final exam in the end of the course. The exam will be composed of essay and/or short answer questions.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all meetings because there will be quizzes in some meetings, unless circumstances prevent them from attending. Final grade will be based on student attendance, their participation in quizzes, group project, and their score in the final exam.</p>
<p>Reading list</p>	<p>Required Text Magill, R.A., Anderson, D. I. (2017). <i>Motor Learning and Control: Concepts and Applications</i> (11th Edition). McGraw-Hill.</p> <p>Suggested Text Schmidt, R. A., Lee, T. D. (2019). <i>Motor Control and Learning: A Behavioral Emphasis</i>. 6th Edition. Human Kinetics.</p> <p>Rohendi, A., Seba, L., & Sutisna, N. (2017). <i>Perkembangan Motorik, Pengantar Teori dan Implikasinya Dalam Belajar</i>. Alfabeta.</p>



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Module designation		<i>Foundation of Sports Coaching</i>				
Semester(s) in which the module is taught		3				
Person responsible for the module		Etno Setyagraha, S.Or, M.Kes Dr. Saharullah, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course introduces students to the scientific bases for coaching sports and the process of coaching athletes. It includes the development of an individual coaching philosophy and the application of scientific training in the psychological, physiological, and managerial bases of sport coaching.</p> <p>This course is designed to enable students to do the following:</p> <ul style="list-style-type: none">• Identify coaching strategies based upon fundamental principles of training and conditioning.• Explain the application of sport psychology concepts in coaching.• Identify the appropriate pedagogical practices to enhance athlete learning and performance capabilities.• Identify effective leadership and managerial principles employed in the coaching process.• Develop an individual philosophy of sport and coaching.• Demonstrate an understanding of professional integrity and ethical behavior in coaching.
<p>Content</p>	<ul style="list-style-type: none">• Developing coaching philosophy• Determining coaching objectives• Selecting coaching style• Coaching diverse athletes• Communicating with your athletes• Motivating athletes• Managing athlete behavior• The games approach and teaching technical & tactical skills• Planning for teaching• Training basics• Managing team



<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Article Review Students will research a current topic in coaching literature, review a peer-reviewed article on that subject, and discuss the findings and the relevance to current issues/trends. Weight: 20% • Presentation Students will present to the class the results of their article review/analysis. There will be a short Q&A session with the whole class following the presentation. Weight: 20% <p>Mid Semester & Final Semester Exams The exams will consist of matching, multiple-choice, true-false, and/or essay questions. The exams will be based on materials assigned or discussed in class, including readings, discussion, article reviews. Weight: 60%</p>
<p>Study and examination requirements</p>	<p>Students must attend all classes in order to participate in the discussions and presentations, unless circumstances hold them to, they can notify and submit evidence.</p> <p>The final grade will be based on student attendance, their participation in the discussions, their scores in article reviews and presentations, and their scores in the mid and final semester exams.</p>
<p>Reading list</p>	<p>Required Text</p> <p>Martens, R. (2012). Successful coaching, 4th Edition. Human Kinetics.</p> <p>Supporting Texts</p> <p>McMorris, T., & Hale, T. (2006). Coaching Science: Theory into Practice. Wiley.</p> <p>Hasyim, H., & Saharullah. S. (2019). <i>Dasar-dasar Ilmu Kepeatihan [Foundations of Coacing Science]</i>. Makassar. Badan Penerbit UNM</p>



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Module designation		Sport Pedagogy				
Semester(s) in which the module is taught		3				
Person responsible for the module		Dr. Syahrudin, M.Kes. Muh. Zulfikar, S.Pd., M.Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course will provide an introduction of sport pedagogy from a multidimensional and disciplinary perspective that specifically identified and addresses the needs of the learner from a developmental perspective.</p> <p>Through this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Define sport pedagogy and apply a variety of effective communication and instructional strategies in diverse physical activity contexts. 2. Examine ways in which learning theories supports effective communication. 3. Apply appropriate strategies for overcoming barriers to effective communication and dissemination of information. 4. Demonstrate an extensive and up to date critically informed knowledge of theoretical concepts relating to sport pedagogy. 5. Synthesize literature regarding sport pedagogy. 6. Apply and integrate theories of learning and health promotion within diverse contexts.
<p>Content</p>	<ul style="list-style-type: none"> • Definitions of sport pedagogy (What and why sport pedagogy). • Learning theory for effective learning in practice (Behaviourism, cognitivism, constructivism, and social theories of learning). • Critical health pedagogy. • Young learners in sport (Learning to play, physical, affective, and cognitive domains, and integrated learning). • Becoming an effective youth sport coach (Coaching behaviours, coaching knowledge, coaching frameworks, coach development, and coaching context). • Mentoring as a professional learning strategy (Mentoring attributes, mentoring model, implication for practice).



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<p>Exams and assessment formats</p>	<p>Quizzes There will be quizzes for each major topic covered in the course. The quizzes will be based on the assigned readings and lectures. Weight: 25%</p> <p>Mid and Final Exams Students will take two exams during the course. These exams will be based on assigned readings and lecture materials. The exams will contain a variety of questions (e.g., multiple choice questions, matching, short answers, short essays, essays, or interpretation of charts or graphs). Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in quizzes, and their scores in the mid and final semester examinations.</p>
<p>Reading list</p>	<p>Armour, K. (2013). Sport Pedagogy: An Introduction for Teaching and Coaching. Routledge.</p> <p>Siedentop, D., Hasti, P. A., van der Mars, H. (2011). Complete Guide to Sport Education 2nd Edition. Human Kinetics.</p>



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Module designation		Sport Management				
Semester(s) in which the module is taught		3				
Person responsible for the module		Dr. Saharullah, M.Pd Abdul Rahman, S.Or, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course will provide students with an overview of sport management and leadership concepts and practice. Course content will represent a variety of sport management concepts, segments, theories, and applications.</p> <p>As a result of taking this module, students should be able to:</p> <ul style="list-style-type: none"> • Define sport management and industry segments, as well as discuss the nature and scope of opportunities within and across these segments throughout the sport industry. • Explain the importance of a professional perspective and begin to exhibit critical professional skills and attitudes. • Develop critical thinking skills to evaluate major challenges within the sport industry. • Explain the difference and relevance of ethical, legal, and sociological concepts within the management of sport. • Explaining key components of the expanding field of sport event management.
<p>Content</p>	<ul style="list-style-type: none"> • Managing Sport (Defining sport and sport management, nature and scope of the sport industry, aspects and competencies of sport management). • Developing a Professional Perspective (Professional preparation and attitude, career planning and management). • Historical Aspects of the Sport Industry (Historical aspects of commercialization in sport and the sport market, history of the discipline of sport management, critical thinking in the history of the sport industry). • Management Concepts and Practice in Sport Organizations (Types of sport organizations, critical thinking in sport organizations). • Managing & Leading in Sport Organizations (Theoretical approaches to management, leadership, critical thinking in sport managing and leading). • Sport Management and Marketing Agencies (Functions and types of sport management and marketing agencies, careers and challenges in agencies, critical thinking in agency activities, ethical issues). • Sport Tourism (Tourism and tourism industry, sustainability and sport tourism, critical thinking in sport tourism).



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	<ul style="list-style-type: none"> • Finance and Economics in the Sport Industry (Economics of sport, financial management, revenue and expenses for sport organizations, careers in financial management for sport organizations). • Sport Facility and Event Management (Facility and event management, critical thinking and ethics in sport facility and event management). • Sociological Aspects of Sport Management (Social significance of sport, sport as a vehicle for social transformation).
<p>Exams and assessment formats</p>	<p>Quizzes There will be quizzes for each major topic covered in the course. The quizzes will be based entirely on the assigned readings and lectures. Weight: 25%</p> <p>Mid and Final Semester Exams Students will take two exams during the course. These exams will be based on assigned readings and lecture materials. Exam format will be a combination of true or false, multiple choice, and open-ended questions. Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be quizzes in some meetings. Final grade will be based on student attendance, their participation in quizzes, and their scores in mid and final semester exams.</p>
<p>Reading list</p>	<p>Masteralexis, L. P., Barr, C. A., & Hums, M. A. (2019). Principles and Practice of Sport Management, 6th Edition. Jones & Bartlett Learning.</p> <p>Pedersen, P. M., & Thibault, L. (2019). Contemporary Sport Management, 6th Edition. Human Kinetics.</p> <p>Harsuki. H. (2012). Pengantar Manajemen Olahraga. Rajagrafindo Perkasa.</p>



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Module designation		<i>Exercise and Aging</i>				
Semester(s) in which the module is taught		3				
Person responsible for the module		Dra. Ichsani M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>By the conclusion of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand the physical, psychological, and demographic characteristics of the older population. 2. Understand current policy and programs as they relate to older adults. 3. Be able to explain the different types of research and to interpret and discuss research article. 4. Be able to formulate guidelines for exercise for working with the diversity of the older population. 5. Be able discuss and implement different types of exercise programming. 6. Learn about professional opportunities in the field. 				



<p>Content</p>	<ol style="list-style-type: none"> 1. Aging, physical health, and physical activity. 2. Aging theories (evolutionary programmed and nonprogrammed aging theories and controversies). 3. Global shifts in the demography of aging. 4. Body composition and age-related changes. 5. Musculoskeletal changes. 6. Cardiovascular changes. 7. Pulmonary changes. 8. Endocrine System changes. 9. Balance, locomotion, and falls. 10. Motor control. 11. Physical function. 12. Measurement of exercise specific to older adults. 13. Barriers and solutions to exercise adherence.
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Peer Reviewed Journal Article Summary For this assignment, students will select a peer-reviewed journal article that relates to class material published within the last two years. Students then will write a paper explaining the following: why they selected the article, an overview of the article, how it relates to class material, the important takeaways, anything they did not understand, what would change about the study, and rationale as to why they would or would not recommend others read the article. Weight: 15% • In-Class Quizzes There will be 4 quizzes based on the readings assigned for each upcoming week. They cover material from upcoming readings for the assigned week. The format of quizzes will be a combination of true or false, multiple choice, matching and/or short answer questions. Weight: 15% <p>Mid and Final Semester Exams There will be 2 exams based on assigned readings and in-class discussions. Exam format will be a combination of true or false and multiple choice. Weight: 70%</p>



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Study and examination requirements	Students are expected to attend all classes unless circumstances prevent them from attending and an email or notification was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignments, and their scores in mid and final examinations.
Reading list	<p>Bouchard, D.R. (2021). Exercise and Physical Activity for Older Adults. Human Kinetics.</p> <p>Sullivan. G. M., & Pomidor, A. K. (2015). Exercise for Aging Adults: A Guide for Practitioners. Springer.</p>



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Module designation		Statistics				
Semester(s) in which the module is taught		3				
Person responsible for the module		Bustang, S.Pd., M.Sc., Ph.D Drs. H. Baharuddin, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: 2 hours x 14 weeks				
Workload	Total workload	140 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	28	10	10	4	52
	Total					140
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>By the conclusion of this course, students will:</p> <ol style="list-style-type: none"> 1. Select, calculate, and report the appropriate descriptive statistics in order to create descriptive tables and graphs typical in research publications. 2. Compute and interpret measures of center, location, variation, correlation, regression, ANOVA, etc. 3. Select the appropriate statistical tools for a given situation. 4. Construct and interpret confidence intervals and hypothesis tests. 5. Formulate, evaluate, and communicate conclusions and inferences from quantitative and qualitative information. 6. Determine if a treatment effect exists and explain the results. 7. Be proficient enough with statistical software (SPSS or JASP) to conduct basic statistical tests and generate relevant results (output).
<p>Content</p>	<ul style="list-style-type: none"> • Populations, samples, and types of data. Data collection, data entry and descriptive statistics (measures of central tendency - mean median, mode; variability, variance, range, standard deviations). • Understanding descriptive data from statistical outputs (<i>Practice with SPSS or JASP</i>). • Sampling theory and statistical inference, sampling distributions, standard error • Experimental design, hypothesis testing, levels of significance, one vs. two-tailed tests • Independent groups t-test; Levene's test for homogeneity of variance; measuring treatment effect size r^2, Cohen's d (<i>Practice with SPSS or JASP</i>). • Comparison of means, correlation, regression • Repeated measures t-test and nonparametric statistics (Mann-Whitney U-Test; Wilcoxon Signed Ranks Test) (<i>Practice with SPSS or JASP</i>). • Understanding basic correlations: Pearson's r, tests of significance for correlations, Spearman's rho, Point Biserial and the Phi Correlation (<i>Practice with SPSS or JASP</i>). • Introduction to ANOVA's; one-way independent groups ANOVA; Post-hoc testing (<i>Practice with SPSS or JASP</i>). • Kruskal-Wallis Nonparametric One-Way repeated measures ANOVA (<i>Practice with SPSS or JASP</i>).



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<p>Exams and assessment formats</p>	<p>Assignments Intent: A total of five SPSS assignments will be assigned. Each assignment should take approximately 30 minutes. The exams will include SPSS or JASP outputs and students will be asked to read and interpret these outputs.</p> <ul style="list-style-type: none"> • Assignment 1: Descriptive Statistics • Assignment 2: Single Sample t-test, Paired Samples t-test • Assignment 3: Mann-Whitney U-Test • Assignment 4: Pearson and Spearman Correlations • Assignment 5: One-Way Independent Group ANOVA <p>Weight: 50%</p> <p>In-Class Examination Intent: Exams will emphasize students' understanding of statistical concepts, relationships among concepts, and conditions under which the use of each statistical procedure is appropriate. Students will not run SPSS analysis during exam, but they will be provided with SPSS outputs and will be asked to read and interpret them.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be in-class assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their assignments, and the results of their final in-class exam.</p>
<p>Reading list</p>	<p>Field, A. (2013). <i>Discovering Statistics Using IBM SPSS Statistics 4th Edition</i>. Sage.</p> <p>Weir, J., & Vincent, W. (2021). <i>Statistics in Kinesiology 5th Edition</i>. Human Kinetics.</p> <p>Goss-Sampson, M. A. (2022). <i>Statistical Analysis in JASP 0.16.1: A Guide for Students</i>. (Open access book).</p> <p>Navarro, D. J., Foxcroft, D. R., & Faulkenberry, T. J. <i>Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners</i>. (Open access book).</p>



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Module designation		Research Methods				
Semester(s) in which the module is taught		3				
Person responsible for the module		Bustang, S.Pd., M.Sc., Ph.D Andi Attsam Mappanyuki S.Or., M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>The primary objectives of this module are to prepare students for research in academia during their studies and working for sport, health and other sectors in the future. We will do so by:</p> <ol style="list-style-type: none">1. Outlining and establishing research questions and hypotheses2. Composing a coherent research framework and structure3. Understanding, reviewing, and summarizing previous studies to establish research questions and methods4. Establishing and identifying the benefits and limitations of qualitative and quantitative analysis5. Understanding and choosing research designs for the study of sport, exercise and health sciences6. Presenting and articulating research findings in written and oral formats
<p>Content</p>	<ul style="list-style-type: none">• Introductory concepts - the nature of research, methods of problem solving, qualitative and quantitative research.• Pulling together sources for literature review and developing effective research questions• Describe the different types of research designs commonly used for sport and health research project – experimental, cross-sectional, time series, longitudinal, case study, grounded theory and ethnography.• Discuss the use of methods for data collection, including questionnaires, interviews, observation and documents.• Writing up quantitative and qualitative research report.



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<p>Exams and assessment formats</p>	<p>Assignments Intent: There are four assignments during the course to guide students in designing their final research project.</p> <ul style="list-style-type: none"> • Assignment 1: Project proposal (Group) • Assignment 2: Literature review (Individual) • Assignment 3: Data collection and analysis (Individual) • Assignment 4: Project update (Group) <p>Weight: 50%</p> <p>Project-based Assessment Intent: This assessment is to provide students with an opportunity to collaborate with their peers and design a research project relevant to the Health and Sport field. The project requires students to design hypothetical research that considers an evidence based approach.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be in-class assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation the in-class assignments, and their final research project.</p>
<p>Reading list</p>	<p>Gratton, C., & Jones, I. (2015), Research methods for sport studies. Routledge.</p> <p>Medcalf, R., & Mackintosh, C. (2019). Researching difference in sport and physical activity. Routledge.</p> <p>Thomas, J., Nelson, J., & Silverman, S. (2015), Research methods in physical activity, 7th Edition. Human Kinetics.</p> <p>Denscombe, M. (2010). The Good Research Guide: For Small-Scale Social Research Projects, 4th Edition. Open University Press.</p>



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Module designation		Sport Facilities Management				
Semester(s) in which the module is taught		3				
Person responsible for the module		Abdul Rahman, S.Or, M.Pd Muhammad Zulfikar, S.Pd., M. Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course is designed to introduce students to the planning, designing, supervising, and maintaining sport events and facilities.</p> <p>As a result of taking this module, students should be able to:</p> <ul style="list-style-type: none"> • Describe operational structure and management/leadership concepts associated with the operation of sport and recreation facilities. • Develop a checklist for planning indoor and outdoor facilities including the design and construction. • Describe the concept of risk management and the significance of legal issues in the area of athletic facility management. • Identify and analyze conventional methods used to finance sport facilities. • Define the basic principles associated with managing a sports event and facility. • Demonstrate knowledge of how to schedule, promote, and maintain facilities and events.
<p>Content</p>	<ul style="list-style-type: none"> • History of Sports Facilities (Public assembly facilities in ancient times, facility management from ancient to modern times, future of sports facilities). • Facility Management (What is facility management and its many roles, key skills to become a facility manager). • Facility Operations (Space management within a sports facility, managing specialized components in a sports facility, building and maintaining grass fields). • Financing, Facility Planning, Site Design and Construction (Financing options in sport facilities, planning in sport facilities, proper steps for site design for a sport facility, the final construction process for a sport facility). • Legal aspects of facility management (Risk management and insurance needs of sport facility, governmental regulations related to sport facilities) • Security Plan (Security, crowd management and crisis management in sport facilities) • Facility Preparation and Event Management (Attracting events and event preparation, post event activities and future marketing in sport facilities).



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<p>Exams and assessment formats</p>	<p>Research Article Summary</p> <p>Students will select a research article from international reputable journals discussing current issues in sport facilities management. They will be asked to provide a summary of the article along with critical analysis regarding the findings and its relevance to topics discussed in the course.</p> <p>Weight: 25%</p> <p>Mid and Final Exams</p> <p>Students will take two exams during the course. These exams will be based on assigned readings and lecture materials. Exam format will be a combination of true or false, multiple choice, and open-ended questions</p> <p>Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students attend all classes unless circumstances hold them to, they can notify and submit evidence. Final grade will be based on student attendance, their participation in completing the research article summary, and their scores in mid and final semester exams.</p>
<p>Reading list</p>	<p>Required Text</p> <p>Fried, G. (2010). Managing Sport Facilities, 2nd Edition. Human Kinetics.</p> <p>Supporting Text</p> <p>Westerbeek, H., Smith, A., Turner, P., Emery, P., Green, C., & van Leeuwen, L. (2006). Managing Sport Facilities and Major Events. Routledge.</p> <p>Pardijono, P., Yulfadinata, A. (2014). Buku Ajar Sarana dan Prasarana Olahraga [Textbook for Teaching Sport Facilities]. Unesa University Press.</p>



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Module designation		<i>Recreational sport</i>				
Semester(s) in which the module is taught		4				
Person responsible for the module		Dra. Ichsani, M.Kes Muhammad Rhesa, S.Psi., M.A				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course covers the exploration and examination of the foundations of basic sports programming skills, methods, and techniques necessary to delivers port and recreation activities with a variety of settings, agencies, and organizations. We will do so by:</p> <ol style="list-style-type: none"> 1. Discuss basic sport and recreational terminology. 2. Describe the different sport and recreational settings. 3. Recognize the five different ways to deliver sport and recreation programs. 4. Recognize the core product of sport and recreation. 5. Discuss administrative and operation function of recreation. 6. Recognize the different resources of sport and recreation. 7. Recognize the importance of career development. 8. Value the benefits that sport and recreation offer individuals, the community, the environment, and the economy.
<p>Content</p>	<ul style="list-style-type: none"> • Introduction to Recreational Sport (Leisure, sport, the recreational sport profession). • Physical Activity and Recreational Sport (Physical activity and inactivity, benefits of physical activity, promoting physically active recreational sport). • Recreational Sport Program Planning. • Structured Tournament Scheduling. • Facility, Planning, and Design. • Financing and Marketing Recreational Sport. • Human Resources and Technology in Recreational Sport. • Recreational Sport in the Community and Campus. • Recreational Youth Sport. • International Influence on Recreational Sport. • Careers in Recreational Sport.



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<p>Exams and assessment formats</p>	<p>In-Class Quizzes There will be quizzes based on the readings assigned for each upcoming week. These quizzes are low-stake assessments, which means they are focused on deepening students' knowledge and preparing them for the exams. They cover material from upcoming readings for the assigned week. The format of quizzes will be a combination of true or false, multiple choice, matching and/or short answer questions. Weight: 25%</p> <p>Mid and Final Semester Exams There will be 2 exams based on assigned readings and in-class discussions. Exam format will be a combination of true or false and multiple choice. Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in the quizzes, and their scores in the mid and final semester exams.</p>
<p>Reading list</p>	<p>Barcelona, R. J., Wells, M. S., & Arthur-Banning, S. (2016). <i>Recreational Sport: Program Design, Delivery, and Management</i>. Human Kinetics.</p> <p>Rodríguez de la Vega, L., & Toscano, W. N. (2018). <i>Handbook of Leisure, Physical Activity, Sports, Recreation and Quality of Life</i>. Springer.</p>



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Module designation		Administration and Organization of Sport Events				
Semester(s) in which the module is taught		4				
Person responsible for the module		Dr. Sudhiadharma, M.Kes Abdul Rahman, S.Or, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>The purpose of this course is to provide students with the foundations and principles on which sport administration operates. In addition, this course will offer students an overview of the structure of the sport industry, and basic fundamental knowledge and skills necessary for the successful sport administrators.</p> <p>As a result of taking this module, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the process and requirements of different types of sports events in terms of their planning, organization, management and legacy. 2. Critically discuss the interactions between different industry sectors and stakeholders in the organization of a sports event. 3. Develop leadership behaviors to successfully manage diverse populations. 4. Create risk management solutions to minimize, transfer, or avoid risks related to sport events. 5. Respond appropriately to managerial challenges facing sport event managers.
<p>Content</p>	<ul style="list-style-type: none"> • Understanding the Sports Event Industry • Event Conceptualization • Event Bidding • Event Staffing • Event Budgeting • Event Sponsorship • Event Marketing • Leadership Theories • Volunteers Recruitment • Risk Management, Risk Assessment & Other Responses to Risk • Contracts Insurance • Sustainability Economic Environmental Social



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<p>Exams and assessment formats</p>	<p>Assignments Intent: There are three assignments during the course to guide students in designing their final research project.</p> <ul style="list-style-type: none"> • Assignment 1: Volunteer Experience • Assignment 2: Presentation • Assignment 3: Examination <p>Weight: 50%</p> <p>Project-based Assessment Intent: This assessment is to give students the opportunity to collaborate with their peers and design sporting event projects. This project requires students in groups to plan, implement and provide an evaluation of the events they carry out.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes because there will be assignments in class at some meetings, unless circumstances prevent them from attending, they can inform the lecturer and send evidence. Final assessment will be based on student attendance, their participation in class assignments, and the sport event project they are carrying out.</p>
<p>Reading list</p>	<p>Parent, M. & Smith-Swan, S. (2013). <i>Managing Major Sports Events: theory and practice</i>. Routledge</p> <p>Shipway, R. and Fyall, A. (2013). <i>International Sports Events: Impacts, Experiences, and Identities</i>. Elsevier.</p> <p>Supovitz, F., Godwater, R. (2014). <i>The sports event management and marketing playbook</i>. Wiley.</p> <p>Sulaeman & Rahman, Abdul. 2021. <i>Manajemen Sistem Pertandingan Olahraga</i>. Makassar. Yayasan Barcode.</p>



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Module designation		Sports Injury Care and Prevention				
Semester(s) in which the module is taught		4				
Person responsible for the module		Darul Husnul, S.Or., M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		Upon completion of this course, students are able to: <ul style="list-style-type: none"> • appraise current literature regarding sport-related injury prevention and management. • distinguish common signs and symptoms of sports-related injuries. • differentiate injury mechanisms between common sports-related injuries. • recognize the importance of prevention strategies used to reduce sports injuries. • describe proper first aid and management of common sports-related injuries. • demonstrate the ability to tape for various types of knee injuries and thigh injuries. • describe the various types of knee injuries and rehabilitation programs for these injuries. • list the most common injuries of the shoulder and arm. • name the various types of hip injuries and a 				



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	rehabilitation program for each.
Content	<ul style="list-style-type: none"> • Athletic health care system • Concept of sports injury • Prevention & care of sports injury • Wrapping and taping techniques (elastic wraps, nonelastic & elastic adhesive taping, Kinesio taping, and common taping techniques). • Injury process: Physiological response to injury (Vascular & cellular events, Inflammation & pain, therapeutic intervention). • Injury process: Psychological response to injury (Psychosocial intervention, Placebo effects). • Head & face injuries (Cerebral concussion, Eye, ear, nose, and mouth). • Injuries to the upper extremity (Shoulder, arm, wrist, hand) and lower extremity (Hip, thigh, leg & knee, lower leg, ankle & foot). • Recognizing different sports injuries (Acute and chronic overuse injuries).
Exams and assessment formats	<p>Assignments</p> <p>Quizzes: Quizzes start at the beginning of class. Students will have 15 minutes to complete the quiz. If they miss a quiz due to lateness or absenteeism, they will not be allowed to make-up the quiz. Quiz format will be a combination of fill in the blank, multiple choice, short answer, and /or matching.</p> <p>Weight: 20%</p> <p>Mid and Final Semester Exams</p> <p>There are two exams during this course, namely mid semester exam and final semester exam. These exams aim to measure the understanding of students regarding the course materials. The question exams will be in true/false format, and multiple-choice questions.</p> <p>Weight: 80%</p>
Study and examination requirements	Students are expected to attend all classes as there will be quizzes prior to each class. The final grades of the students are cumulative of their attendance, quizzes scores, their scores in mid and final semester exams.



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Reading list	<p>Required Text Prentice, W. E. (2020). Essentials of Athletic Injury Management, 11th Edition. McGraw Hill Education.</p> <p>Suggested Text Joyce, D., Lewindon, D. (2016). Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions. Routledge.</p>
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Module designation		<i>Sports Talent</i>				
Semester(s) in which the module is taught		4				
Person responsible for the module		Dr. Mutmainnah B, M.Kes, SpKJ Dr. Arimbi, S.Or, M.Pd Darul Husnul, S.Or, M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives /intended learning outcomes		Upon completing the course, students will be able to: 7. Understand talent management in sports. 8. Objectively measure sports ability. 9. Understand talent section strategies in sports. 10. Understand the principles to guide talent development practices in sport.				
Content		<ul style="list-style-type: none"> • The current context: Conceptual and practical models of talent identification. • How should talent be identified and developed: theoretical and developmental considerations. • Profiling the talented athlete. • Identifying physical attributes. • Recognizing mental and emotional skills. • Parenting and coaching talented athletes. • Speeding up the process and overcoming obstacles. 				



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	<ul style="list-style-type: none"> • Testing for talent. • Recruiting, scouting, and trying out. • Evaluating talent by sport.
<p>Exams and assessmentformats</p>	<p>Writing Assignment</p> <p>Student will be expected to write a paper (500 – 1000 words) summarizing and discussing an article from international journals. Students will read and summarize articles relating to issues from the class. The summaries should include an overview of the article’s main message(s), a description of how the article “fits” into the course, what was most interesting, and what students learned that they did not know before reading it.</p> <p>Weight: 25%</p> <p>Mid and Final Semester Exams</p> <p>There will be two exams during the course, mid and final semester exams. These exams will assess students’ knowledge of information learned from the course. The exams will cover material from lectures, readings, student assignments and class activities. The exams will be similar in format, consisting of multiple-choice and short answer/essay questions.</p> <p>Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students’ attendance, their assignments, and their scores in the mid and final semester exams.</p>
<p>Reading list</p>	<p>Brown, J. (2001). Sports Talent. Human Kinetics.</p> <p>Farrow, D., Baker, J., & MacMahon, C. (2008). Developing Sport Expertise: Researchers and Coaches Put Theory into Practice. Routledge.</p> <p>Abbott, A. J. (2006). Talent Identification and Development in Sport. PhD Thesis. University of Edinburgh.</p> <p>Rothwell, M., Davids, K., Woods, C. T., Otte, F., Rudd, J., & Stone, J. A. (2022). Principles to guide talent development practices in sport: The exemplar case of</p>



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	<p>British rugby league football. <i>Journal of Expertise</i>, 5(1). 28-37.</p> <p>Kalen, A., Padron-Cabo, A., Lundkvist, E., Rey, E., & Perez-Ferreiros, A. (2021). Talent selection strategies and relationship with success in European basketball national team programs. <i>Frontier in Psychology</i>, 12(666839), 1-14.</p>
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Module designation		Sport Entrepreneurship				
Semester(s) in which the module is taught		4				
Person responsible for the module		Dr. Wahyudin, M.Pd Dr. Saharullah, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course focuses on the entrepreneurial opportunities in the sports industry, to include sports marketing, sports agency, and sports business management professions and programs. Special emphasis will be placed on the following areas: the marketing concept, consumer behaviour, market management, strategic planning, and Sport product and brands.</p> <p>Having completed this course, the student is expected to:</p> <ul style="list-style-type: none"> • Identify the characteristics of the individual sport entrepreneur. • Have a basic understanding of sport marketing and sport publicity concepts. • Demonstrate creativity and the business idea in sport entrepreneurs. • Discuss the advantages and disadvantages of franchising and acquisitions. • Have a better understanding of the careers associated with sport marketing and promotions. • Be able to understand key consumer behavior concepts and their implications for sport behavior. • Have a basic understanding of the interaction of publicity, marketing, management, strategic planning, and ethical issues related to sport product and brands.
<p>Content</p>	<ul style="list-style-type: none"> • The Entrepreneurial Perspective (The entrepreneurial mind-set, generating and exploiting new entries). • From Idea to the Opportunity (Creativity and the business idea, identifying and analysing domestic and international opportunities). • From the Opportunity to the Business Plan (The business plan, the marketing plan, the organizational plan, the financial plan). • The Special Nature of Sport Marketing (The competitive marketplace, sport marketing defined, uniqueness of sport marketing). • Understanding Sport Consumer (Socialization, involvement and commitment, environmental and individual factors, decision making). • Marketing Management in Sport (Strategic marketing management, market segmentation). • Sport Product & Branding (Defining sport product, core and extensions of sport product, branding, importance & benefits of brand equity).



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	<ul style="list-style-type: none"> • Sponsorship & Activation (Defining sponsorship, growth of sponsorship, sponsor activation, ethical issues in sponsorship). • Delivering & Distributing Core Products and Extensions (Placing core products and their extensions, theory of sport and place, facility).
<p>Exams and assessment formats</p>	<p>Quizzes Students will take a quiz at the beginning of class on each upcoming week. The quizzes will be short but will focus on the textbook readings for the week. Weight: 15%</p> <p>Research Article Analysis & Presentation Students will be assigned to a group of four to six students. Each group should find a current topic or event in the sport entrepreneurship or marketing industry that relates to the course topics. They should include literature from international reputable journals. Students will write a short report analysis (800-word limit excluding appendix, references) and prepare slides for the presentation. The report analysis should include the following:</p> <ul style="list-style-type: none"> • Summary of the article. • How it relates to the topic in the course. • Thought-provoking discussion questions on the topic. • Students' own critical analysis/findings to the questions above. • Reference and copy of the original article in appendix. <p>Weight: 50%</p> <p>Mid & Final Semester Exams There will be two exams during the course. Everything discussed in class (including students' written report and presentation) and in the assigned readings may appear on the exam. The exams will consist of matching, multiple-choice, true-false, and/or essay questions. Weight: 35%</p>



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Study and examination requirements	Students are expected to attend all meetings because there will be assignments in some meetings. unless students have trouble attending, they can notify the lecturer and submit evidence. Final assessment will be based on student attendance, their participation in class assignments, exams and the sports entrepreneurship project they are carrying out.
Reading list	<p>Required Text</p> <ul style="list-style-type: none">• Hisrich, R. D., Peters, M. P., Shepherd, D. A. (2017). Entrepreneurship, 10th Edition. McGraw-Hill Education.• Mullin, B. J., Hardy, S., & Sutton, W. A. (2014). Sport Marketing 4th Edition. Human Kinetics. <p>Suggested Text</p> <ul style="list-style-type: none">• Beech, J., & Chadwick, S. (2013). The Business of Sport Management, 2nd Edition. Pearson.• Syam, H. (2019). Entrepreneurship, Strategi Menuju Sukses 2nd Edition. Badan Penerbit UNM



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Module designation		Pharmacology and Doping				
Semester(s) in which the module is taught		4				
Person responsible for the module		dr. Mutmainnah B, M.Kes., SpKJ				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>After completing the course students will:</p> <ol style="list-style-type: none"> 1. understand the history of doping and supplementation in sports. 2. demonstrate and understanding of optimal experimental design for studies examining the effectiveness of various drugs and supplements used by athletes. 3. understand the extent of doping and supplementation at various levels of competition and by various age groups. 4. understand the process of absorption, distribution, metabolism, and elimination of pharmacological compounds. 5. understand the use of drugs for athletes and its relation to anti-doping regulations. 6. understand about WADA's prohibition list, therapeutic use exceptions and Indonesia's drug search database, and how to use this knowledge to advise athletes on the correct use of drugs. 7. demonstrate an understanding of drug testing, including the methods used and the legal issues involved. 8. understand the potential benefits and risks of various drugs and supplements, and the use of this knowledge to conduct risk assessment, and prevention of doping in both sport and society. 9. become familiar with the scientific literature regarding various drugs and supplements used by athletes.
<p>Content</p>	<ul style="list-style-type: none"> • Definition of doping, supplementation, and ergogenic aids. • History of doping in sport. • Determining the efficacy of performance-enhancing substances. • Pharmacokinetics and pharmacodynamics. • Anabolic/androgenic steroids and prohormones. • β2-Agonists (use as a bronchodilator to enhance exercise performance, use to enhance muscle force and power production, effects of longer-term use on body composition). • Growth hormone and growth hormone releasers. • Blood doping and recombinant erythropoietin. • Caffeine (effects on very high intensity, short-term exercise, effects on high intensity exercise of moderate duration, effects on endurance performance). • Creatine (effects on anaerobic exercise performance, effects on muscle mass). • Amphetamines and central nervous system stimulants (Bromantan, Mesocarb).



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	<ul style="list-style-type: none"> • β-Adrenergic Antagonists • Drug-receptor interactions and pharmacodynamics • Drug formulation and quality assurance in drug production • Control of doping and illicit substances
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Homework Assignment: Each student search and summarize scientific articles in the last 5 years on pharmacology and exercise doping. • Group presentation: Students will work in groups (3 to 4 students each group) in order to prepare and present a 15-minute talk. Each group will choose a supplement that is beneficial for a certain group of athletes. Students will discuss the benefits of this supplement would have and how its effects are brought about. Also, discuss dosage and usage patterns and the potential side effects of the supplement that students have selected. Their grade on presentation will depend upon scientific reasoning, the evidence that student provide that supports the effectiveness of the supplement, and effectiveness of the presentation. <p>Weight: 50%</p> <p>Mid and Final Examinations</p> <p>Intent: The exam is held twice, namely the mid-semester exam and the end-semester exam. Exams can include multiple choice, multiple answer, multiple choice, fill-in-the-blank, and essay. Each exam will count equally towards the final grade.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignments, and their scores in mid and final examinations.</p>
<p>Reading list</p>	<p>Antonio J. & Stout J.R. (2002). Supplements for endurance athletes. Human Kinetics.</p> <p>Haff, G. G. (2008). Essentials of sports nutrition study guide. Humana Press.</p> <p>Müller, R. K. (2010). Doping in Sports: Biochemical Principles, Effects and Analysis. Springer.</p>



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Module designation		<i>Sports and Environment</i>				
Semester(s) in which the module is taught		4				
Person responsible for the module		Bustang, S.Pd., M.Sc., Ph.D Dr. Rusli, M.Kes. Darul Husnul, S.Or., M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>The following are the knowledge, skills and abilities students should be able to demonstrate at the conclusion of the course:</p> <ol style="list-style-type: none"> 1. Define sport and sustainable development 2. Outline the critical perspectives of sport and sustainable development 3. Analyze the current state of sport and sustainable development and critically view its opportunities and challenges 4. Synthesize the fundamental aspects of sport and sustainable development, and conceptually develop frameworks 5. Discuss ideas and methods for developing the area of sport and sustainable development in theory and practice. 				



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<p>Content</p>	<p>a. Foundation of sport and sustainable development (sport & sustainable development, sustainable development of sport, sport for sustainable development).</p> <p>b. Sport and sustainable development perspectives (personal perspective, social perspective, economic perspective, ecological perspective, technological perspective, and political perspective).</p> <p>c. Impacts of sport on the natural environment (sport and safeguarding air quality & water resources, major sport events and environmental sustainability).</p> <p>d. Impacts of the natural environment on sport (environmental impacts on sport, sport and climate change).</p>
<p>Exams and assessment formats</p>	<p>Research Article Analysis & Presentation</p> <p>Students will be assigned to a group of four to six students. Each group should find an article from international reputable journals that relates to Sport and Environment or Sport and Sustainable Development. Students will write a short report analysis (800-word limit) and prepare slides for the presentation. The report analysis should include the following:</p> <ul style="list-style-type: none"> • Summary of the article. • How it relates to the topic in the course. • Students' own critical analysis regarding the findings and ideas discussed in the article. • A copy of the original article in appendix. <p>Weight: 50%</p> <p>Mid & Final Semester Exams</p> <p>There will be two exams during the course. Everything discussed in class (including students' written report and presentation) and in the assigned readings may appear on the exam. The exams will consist of matching, multiple-choice, true-false, and/or essay questions.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their assignments (summary & presentation), and their scores in the mid and final exams.</p>



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Reading list	<ul style="list-style-type: none">• Lindsey, I., & Chapman, T. (2017). Enhancing the Contribution of Sport to the Sustainable Development Goals. Commonwealth Secretariat.• Triantafyllidis, S., & Mallen, C. (2022). Sport and Sustainable Development: An Introduction. Routledge.• Dingle, G., & Mallen, C. (2020). Sport and Environmental Sustainability: Research and Strategic Management. Routledge.
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Module designation		<i>Histology</i>				
Semester(s) in which the module is taught		4				
Person responsible for the module		Dr. Mutmainnah B, M.Kes, SpKJ Dr. Arimbi, S.Or, M.Pd Darul Husnul, S.Or, M.Kes				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: 2 hours x 14 weeks				
Workload	Total workload	140 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	28	10	10	4	52
	Total					140
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>Upon completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate proficiency and expertise in the proper use of the light microscope in examining histological specimens on glass slides. 2. Recognize, identify, and describe the characteristic structures of cells, tissues, and organ systems of the body at the light microscope histologic level. 3. Know and understand the characteristics of tissues of the body (epithelium, connective, muscle, nerve) and their relationships in the various organ systems of the human body. 4. Understand the basic functions of cells and cellular organelles, tissues, and organ systems of the body as correlated with their histological structures. 5. Handle instruments used to prepare and study histological specimens. 6. Handle the histological glass slides and examine them using the maximum microscopic facilities.
<p>Content</p>	<ul style="list-style-type: none"> • Cell (cytoplasm, nucleus, and function). • Epithelium and Glands. • Connective Tissues (Colagen, Connective tissue cells, connective tissue proper I, II, III). • Muscle (Types of muscle, skeletal muscle, smooth muscle, cardiac muscle). • Blood (Plasma, erythrocytes, leukocytes, thrombocytes, hemopoiesis). • Circulatory System (artery and vein, heart). • Respiratory System (Trachea, bronchioles, lung tissue). • Digestive System (Tooth, tongue, stomach, pancreas, liver). • Urinary System (Kidney, renal cortex, renal medulla). • Female Reproductive System (Ovary, oviduct, uterus, placenta, and vagina). • Male Reproductive System (Testis, epididymis, prostate, penis, and urethra). • Special Senses (Eye, ear).



<p>Exams and assessment formats</p>	<p>Writing Assignment</p> <p>Student will be expected to write two (500 – 1000 words) issue papers, one for the first half of the course and the other for the second half. Students will read and summarize articles relating to issues from the class. The summaries should include an overview of the article’s main message(s), a description of how the article “fits” into the course, what was most interesting, and what students learned that they did not know before reading it.</p> <p>Weight: 30%</p> <p>Mid and Final Semester Exams</p> <p>There will be two exams during the course, mid and final semester exams. These exams will assess students’ knowledge of information learned from the course. The exams will cover material from lectures, readings, student assignments and class activities. The exams will be similar in format, consisting of multiple-choice and short answer/essay questions.</p> <p>Weight: 70%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students’ attendance, their assignments, and their scores in the mid and final semester exams.</p>
<p>Reading list</p>	<p>Gartner, L. P., & Hiatt, J. L. (2014). Color Atlas and Text of Histology, 6th Edition. Wolters Kluwer.</p> <p>Ross, M. H., & Pawlina, W. (2016). Histology: A Text and Atlas. Wolters Kluwer.</p>



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Module designation		<i>Biomechanics</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Etno Setyagraha, S.Or., M.Or.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					130
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>By the end of this course, students should be able to do the following:</p> <ol style="list-style-type: none"> 1. Describe and define movements and fundamental biomechanical principles using scientific terminology. 2. Identify and understand both inefficient and efficient biomechanics of static positions and dynamic movements. 3. Define, recognize, and apply concepts of both linear and angular kinematics and kinetics as they apply to the analysis of human movement. 4. Apply biomechanical principles to human movement situations including but not limited to performance and training. 5. Evaluate the mechanics of exercises and activities as they affect the human body. 6. Apply principles related to internal tissue loading to improving tissue structure and function, and to injury prevention.
<p>Content</p>	<ul style="list-style-type: none"> • Introduction to Biomechanics and musculoskeletal review • Linear kinematics • Projectile motion • Forces • Linear kinetics • Work, power, energy • Fluid mechanics • Angular Kinematics • Torques and moments of force • Angular kinetics • Mechanical properties of biological tissues
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Homework Assignment: There will be a list of questions to answer by students in every meeting. These homework assignments will be submitted the day before the new meeting. • Group presentation: There will be a group presentation on a topic regarding a biomechanics advancement. The topic must be pre-approved and no duplicate topics are allowed. The paper must be 5 pages in length, 1" margins, 12-point Times New Roman font, double-spaced, and in the proper format. <p>Weight: 50%</p>



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	<p>Mid and Final Examinations</p> <p>Intent: There will be two (2) exams during the course, mid-semester exam and final-semester exam, for students to demonstrate their mastery of course concepts. The exams will consist of True or False and Multiple Choice Questions.</p> <p>Weight: 50%</p>
Study and examination requirements	<p>Students are expected to attend all classes unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignments, and their scores in mid and final examinations.</p>
Reading list	<p>McGinnis P. (2020). Biomechanics of Sport and Exercise, 4th Edition. Human Kinetics.</p> <p>Winter, D.A. (2009). Biomechanics and Control of Human Movement, 4th Edition. Wiley.</p> <p>Nordin, M., & Frankel, V, H. (2012). Basic Biomechanics of the Musculoskeletal System, 4th Edition. Lea dan Febiger.</p> <p>Blazevich., & Anthony. (2017). Sports Biomechanics The Basics: Optimising Human Performance. Bloomsbury.</p>



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Module designation		<i>Psychology of Sport</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Muhammad Rhesa, S.Psi., M.A Muflih Wahid Hamid, S.Psi., M.Psi.T				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>By the conclusion of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand the meaning of Sports Psychology 2. Identify and describe key definitions, distinctions, and proposed causal mechanisms of most major psychological theories in sport and physical activity. 3. Be able to explain the relationship between personality and athlete performances. 4. Be able to explain the relationship between motivation and athlete performances. 5. Identify and describe key issues related to professional ethics and responsibility in sport and exercise psychology. 6. Be able to understand and apply the factors forming self confidence. 				



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Content	<ul style="list-style-type: none">• Introduction to the concept of sport and exercise psychology (Defining and specializing in sport psychology, reviewing the history of sport and exercise psychology, sport and exercise psychology around the world).• Personality and Sport (Defining personality, personality structure, measuring personality).• Motivation and Reinforcement (Defining motivation, three approaches to motivation, identifying four theories of achievement motivation, developing achievement motivation and competitiveness).• Arousal, Stress, and Anxiety (Defining and measuring arousal and anxiety, defining stress and understanding the stress process).• Team Dynamics & Cohesion (Recognizing the difference between groups and teams, theories of group development, conceptual model of cohesion, relationship between cohesion and performance).• Psychological Skills Training & Sport Psychology (What and why psychological training, PST effectiveness, phases of PST programs, common problems in implementing PST programs).• Self-Confidence (Defining Self-Confidence, how expectations influence performance, assessing and building self-confidence).• Exercise & Psychological Well-Being (Reducing anxiety and depression with exercise, effect of exercise on psychological well-being, changing personality and cognitive functioning with exercise).• Athletic Injuries & Psychology (relation between stress and injury, role of sport psychology in injury rehabilitation).• Children & Sport Psychology (Psychology of young athletes, stress & burnout in children's competitive sport, effective coaching practice for young athletes).• Aggression in Sport (Definition and causes of aggression, examining aggression in sport).
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<p>Exams and assessment formats</p>	<p>Assignment (Weekly Quizzes) There will be quizzes based on the readings assigned for each upcoming week. They cover material from upcoming readings for the assigned week. The format of quizzes will be a combination of true or false, multiple choice, matching and/or short answer questions.</p> <p>Weight: 25%</p> <p>Mid and Final Exams Students will take two exams during the course. These exams will be based on assigned readings and lecture materials. Exam format will be a combination of true or false, multiple choice, and open-ended questions.</p> <p>Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes as there will be in-class quizzes on some occasions. Final grading will be based on students' attendance, their participation the in-class quizzes, and their scores in mid and final semester exams.</p>
<p>Reading list</p>	<p>Required Text Weinberg, R.S. & Gould, D. (2019). Foundations of Sport and Exercise Psychology, 7th Edition. Human Kinetics.</p> <p>Suggested Texts Zenko, Z. & Jones. L. (2021). Essentials of Exercise and Sport Psychology: An Open Access Textbook. Society for the Transparency, Openness, and Replication in Kinesiology.</p> <p>Sanderson, C. (2016). Sport Psychology. Oxford University Press.</p>



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Module designation		<i>Sports and Public Health</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Dr. Arimbi, S.Or., M.Pd.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	140 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		Kinesiology, Physiology				



<p>Module objectives / intended learning outcomes</p>	<p>After taking this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the various subdisciplines of public health and how public health differs from medicine. 2. Describe how the emergence of the new field of physical activity and public health has occurred where the disciplines of public health and kinesiology overlap. 3. Explain the health effects (and risks) of physical activity on chronic conditions, including cardiorespiratory and metabolic diseases, musculoskeletal injuries, and functional health. 4. Discuss common approaches for promoting physical activity and public health.
<p>Content</p>	<ul style="list-style-type: none"> • Fundamentals of Public Health (defining moments in public health, areas of specialization in public health, core functions of public health). • Integrating Public Health and Physical Activity (history of physical activity and public health, role of physical activity in chronic disease development, promoting physical activity for health, practitioners of physical activity in public health). • Cardiorespiratory and Metabolic Health (prevalence of cardiovascular disease, kinesiology and cardiorespiratory health, general recommendations for cardiorespiratory health). • Health Risks of Exercise and Physical Activity (musculoskeletal injuries, kinesiology and musculoskeletal injuries, sudden adverse cardiac events). • Approaches to Promoting Physical Activity (kinesiology and physical activity outcomes for youth, physical activity in children and adolescents).
<p>Exams and assessment formats</p>	<p>Assignment (Student Paper) Students will write a 3 to 5 page, excluding references, paper on Community Physical Activity/Wellness Promotion Initiative. The paper must include at least 5 scholarly sources in current APA format. Weight: 20%</p> <p>Mid and Final Exams There will be two (2) exams during the course, mid-semester exam and final-semester exam, for students to demonstrate their mastery of course concepts. The exams will consist of True/False and Multiple-Choice Questions. Weight: 60%</p>



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<p>Study and examination requirements</p>	<p>Students are expected to attend all classes, including online class, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignment, and their scores in mid and final exams.</p>
<p>Reading list</p>	<p>Required Text Kohl, H. W., Murray, T. D., & Salvo, D. (2020) Foundation of Physical Activity and Public Health, 2nd Edition. Human Kinetics.</p> <p>Suggested Texts Schneider, M. J. (2017). Introduction to Public Health 5th Edition. Jones & Bartlett Learning.</p> <p>Giriwijoyo, S., & Safar, D. (2012). Ilmu Kesehatan Olahraga [Sport Health Science]. Rosdakarya.</p>



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Module designation		<i>Adapted Sports</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Dr. Arimbi, S.Or.,M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: 2 hours x 14 weeks				
Workload	Total workload	140 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	28	10	10	4	52
	Total					140
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>The primary objectives of this module are to facilitate a positive attitude and create a knowledge base in undergraduate students towards the provision of sport services to individuals with disabilities. At the conclusion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the historical, legal, and cross-disciplinary foundations of adapted physical/sport activity. 2. Identify characteristics of various disabling conditions and the implications for physical/sport programming. 3. Discuss and develop appropriate technique, procedure and materials of the sport activity program for individuals with disabilities. 4. Demonstrate the ability to adapt materials and techniques for physical and motor fitness to the needs of students with disabilities. 				



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<p>Content</p>	<ul style="list-style-type: none"> • Introductory concepts - the historical, legal, and cross-disciplinary foundations of adapted physical activity. • Intellectual disabilities • Autism spectrum disorders • Visual disabilities and hearing impairments • Cerebral palsy, traumatic brain injury, and stroke • Other health impairment conditions: ADHD • Sport framework for individuals with disabilities • Implementing traditional and adapted sport in individuals with disabilities
<p>Exams and assessment formats</p>	<p>Quizzes Intent: Throughout the semester, there will be quizzes covering our readings and lectures. This will help to assimilate the information we have gathered. Weight: 20%</p> <p>School Observations Intent: We have established a great relationship with one of local special needs schools. During the semester, students will be working with students with disabilities and applying what they have learned in class to the real world. Attendance and participation are required. Weight: 30%</p> <p>Final exam (Project-based Assessment)</p> <ul style="list-style-type: none"> • Students will work individually with one student with a disability within the school they are assigned. • Students will assess cognitive, motor, and fitness components; find appropriate community based sport activity opportunities, develop a personal profile of their student. • Students will write a report explaining a comprehensive personal profile of their student along with individualized sport activity plan. <p>Weight: 50%</p>



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Study and examination requirements	Students are expected to attend all classes, including school observations, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in quizzes, their participation in the school observations, and their final project-based exam.
Reading list	<ol style="list-style-type: none">1. Winnick, J.P., & Porretta, D. L. (2017). Adapted Physical Education and Sport, 6th Edition. Human Kinetics.2. Arimbi, A., & Puspita, L. (2019). <i>Development of Adaptive Penjas Model</i>. Badan Penerbit UNM.3. Sudarsini, S. (2016). <i>Adaptive Physical Education</i>. Gunung Samudera.



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Module designation		<i>Exercise Testing and Measurement</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Drs. Ichsani, M.Kes.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	196 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	10	10	4	66
	Practical class	42	42	42	4	130
	Total					196
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>The following are the knowledge, skills and abilities students should be able to demonstrate at the conclusion of the course:</p> <ol style="list-style-type: none"> 1. Develop knowledge of the principles of physical fitness assessment and exercise prescription. 2. Become familiar with various exercise and conditioning programs for development of each physical fitness component 3. Become familiar with various principles and programs for weight management 4. Obtain practical experiences in using field and laboratory tests for the appraisal of physical fitness status and the design of exercise and weight-management programs 5. Assess and interpret cardiorespiratory fitness, muscular strength, and muscular endurance in elderly. 6. Design exercise prescriptions for pregnant women, children, elderly, and those with obesity, Type 2 Diabetes, and cardiovascular disease. 7. Design individualized physical fitness programs.
<p>Content</p>	<ol style="list-style-type: none"> a. Benefits of Physical Activity and Consequences of Physical Inactivity b. Health/Fitness Screening and Risk Appraisal c. Cardiorespiratory Fitness: Assessment and Prescription d. Muscular Fitness: Assessment and Prescription e. Body Composition: Assessment and Weight Loss Prescription f. Flexibility: Assessment & Prescription g. Exercise Considerations for Special Populations
<p>Exams and assessment formats</p>	<p>Check-in Quizzes: Check-in Quizzes will be given in several meeting, prior to the start of the meeting, to ensure students are staying on track with the materials that they have learned. Weights: 25%</p> <p>Mid and Final Examinations Intent: There will be two (2) exams during the course, mid-semester exam and final-semester exam, for students to demonstrate their mastery of course concepts. The exams will consist of True or False, and Multiple-Choice Questions. Weight: 75%</p>



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Study and examination requirements	Students are expected to attend all classes as there will be assignments on some occasions, unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their check-in quizzes, and their scores in mid and final exams.
Reading list	American College of Sports Medicine. (2017). ACSM's Guidelines for Exercise Testing and Prescription, 10 th Edition. Wolters Kluwer. Nieman, D. C. (2010). Exercise Testing and Prescription: A Health-Related Approach, 7 th Edition. McGraw-Hill Education.



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Module designation		<i>Sports Massage</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Darul Husnul, S.Or., M.Kes.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	196 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	10	10	4	66
	Practical class	42	42	42	4	130
	Total					196
Credit points		3 credits				
Required and recommended prerequisites for joining the module		Anatomy, Physiology, Sport Physiology				
Module objectives / intended learning outcomes		By the conclusion of this course, students are able to: <ol style="list-style-type: none"> 1. Understand the nature of sports massage, its theoretical and scientific underpinnings, and its varied applications. 2. Understand and describe massage outcomes based on known and theoretical physiologic mechanisms. 3. Practice several sports massage techniques. 4. Explain the finer points of organizing a session. 5. Explain how sports massage specialists cooperate with other sport and health professionals to provide the best possible care for athletes. 				
Content		<ul style="list-style-type: none"> • Theory and Science of Sports Massage (Definition of sports massage, the many uses of massage in sports, sports massage and athletic performance, contraindications, and cautions). • Techniques and Basic Skills (Physiologic mechanisms of massage benefits, building blocks of sports massage, 				



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	<p>hand and finger positions, basic massage techniques, basic joint movement techniques).</p> <ul style="list-style-type: none"> • Sports Massage at Athletic Events (Event sports massage, pre-event sports massage, interevent sports massage, post-event sports massage). • Planning and Giving Sports Massage (Sports massage sessions, planning a session). • Implementing a Sports Massage Program (Sports massage programs, athletic organizations, private sports massage practices).
<p>Exams and assessment formats</p>	<p>Research Article Analysis</p> <p>Students will be assigned to a group of four to six students. Each group should find an article from international reputable journals that relates to Sports Massage. Students will write a short report analysis (800-word limit) which includes the following:</p> <ul style="list-style-type: none"> • Summary of the article. • How it relates to the topic in the course. • Students' own critical analysis regarding the findings and ideas discussed in the article. • A copy of the original article in appendix. <p>Weight: 50%</p> <p>Mid and Final Exams</p> <p>There will be two exams during the course. Everything discussed in class and in the assigned readings may appear on the exam. The exams will consist of matching, multiple-choice, true-false, and/or essay questions.</p> <p>Weight: 75%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes. Final grading will be based on students' attendance, their participation in completing the research article, and their scores in mid and final semester exams.</p>
<p>Reading list</p>	<p>Benjamin, P. J., & Lamp, S. P. (2005). <i>Understanding Sports Massage</i>, 2nd Edition. Human Kinetics.</p> <p>Fritz, S. (2005). <i>Sports & Exercise Massage: Comprehensive Care in Athletics, Fitness & Rehabilitation</i>. Elsevier Mosby.</p>



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Module designation		<i>Sociology of Sport</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Dr. Wahyudin, M.Pd Dr. Saharullah, M.Pd Sulaeman, S.Pd, M.Pd				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>Upon completion of this course student will be able to:</p> <ol style="list-style-type: none"> 1. conversant with the application of sociological theory and data to issues and problems in sport and physical activity. 2. competent to research topics in sport sociology using literature in sport sociology. 3. understand the risks, ethics and social responsibilities associated with sports. 4. capable of examining and interpreting their own sport experiences using sociological concepts and methods. 5. able to apply sport sociology to the analysis of sport policy.
<p>Content</p>	<ol style="list-style-type: none"> 1. The sociology of sports: What is it and why study it? 2. Sports and socialization: Who plays and what happens to them? 3. Organized youth sports: Whose interests do they serve? 4. Deviance in sports: Is it out of control? 5. Violence in sports: Who suffers the consequences 6. Gender and sports: Is equity possible? 7. How do we study sport? Sociological Theories. 8. Social class: Do money and power matter in sports? 9. Sports in high school and college: Do competitive sports contribute to education? 10. Race and ethnicity: Are they important in sports? 11. Sports and the economy: What are the characteristics of commercial sports?
<p>Exams and assessment formats</p>	<p>Writing Assignment</p> <p>Student will be expected to write two (500 – 1000 words) issue papers, one for the first half of the course and the other for the second half. Students will read and summarize articles relating to issues from the class. The summaries should include an overview of the article’s main message(s), a description of how the article “fits” into the course, what was most interesting, and what students learned that they did not know before reading it.</p> <p>Weight: 30%</p> <p>Mid and Final Semester Exams (Research Paper)</p> <p>There will be two exams during the course, mid and final semester exams. These exams will assess students’ knowledge of information learned from the course. The exams will cover material from lectures, readings, student assignments and class activities. The exams will be similar</p>



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	<p>in format, consisting of multiple-choice and short answer/essay questions.</p> <p>Weight: 70%</p>
<p>Study and examination requirements</p>	<p>The exam is conducted 2 times, namely mid semester and final semester exams. Students are expected to attend all classes unless circumstances prevent them from attending and an email notification was sent prior to class. Final grading will be based on students' attendance, their participation in completing the writing assignments, and their scores in mid and final examinations.</p>
<p>Reading list</p>	<p>Required text</p> <p>Coakley, J. (2021). Sports in Society: Issues and Controversies, 13th Edition. McGraw Hill.</p> <p>Optional texts</p> <p>Weiss, O., & Norden, G. (2021). Introduction to the Sociology of Sport. Brill.</p> <p>Smith, E. (2009). Sociology of Sport and Social Theory. Human Kinetics.</p>



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Module designation		<i>Sports Physiotherapy</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Darul Husnul, S.Or., M.Kes.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: 3 hours x 14 weeks				
Workload	Total workload	196 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	10	10	4	66
	Practical class	42	42	42	4	130
	Total					196
Credit points		3 credits				
Required and recommended prerequisites for joining the module		Anatomy, Physiology, Sport Physiology				
Module objectives / intended learning outcomes		By the conclusion of this course, students will: <ol style="list-style-type: none"> 1. Describe in writing the principles of prevention of muscle and skeleton injuries related to physical exercise and sports 2. Give examples of adequate examination and treatment of muscle and skeleton injuries related to physical exercise and sports. 3. Describe in writing the importance of recovery in physical training. 4. Choose adequate examination methods for muscle and skeleton injuries related to physical exercise and sports. 5. Understand the functional value of the taping methods in sports (elastic bandages, inelastic adhesive tapes, kinesiotaping). 6. Understand the value and contribution of hydrotherapy and electrotherapy in sports injuries rehabilitation. 7. Understand the importance of psychology for a 				



	<p>professional working in sports rehabilitation.</p>
<p>Content</p>	<ul style="list-style-type: none"> • Types of sport injuries (acute injuries-overuse injuries, inflammation-pathophysiology, healing). • Flexibility restoration techniques. • Strength rehabilitation techniques. • Mobilization- Manipulation Techniques in sports. • Neuromuscular control techniques (Assessment of neuromuscular function, neuromuscular training programs). • Plyometrics in Sports (How plyometrics works, essential plyometric exercises, sport-specific plyometric training programs). • Taping techniques in Sports. • Treatment protocols for muscle, ligament, and tendons injuries in sports. • Hydrotherapy in sports. • Electrotherapy in Sports. • Psychology and sports rehabilitation (Why psychology for sports rehabilitators, Emotional and behavioral responses to sports injury and rehabilitation).
<p>Exams and assessment formats</p>	<p>Research Article Analysis</p> <p>Students will be assigned to a group of four to six students. Each group should find an article from international reputable journals that relates to Sports Physiotherapy. Students will write a short report analysis (800-word limit) which includes the following:</p> <ul style="list-style-type: none"> • Summary of the article. • How it relates to the topic in the course. • Students' own critical analysis regarding the findings and ideas discussed in the article. • A copy of the original article in appendix. <p>Weight: 50%</p> <p>Mid and Final Exams</p> <p>There will be two exams during the course. Everything discussed in class and in the assigned readings may appear on the exam. The exams will consist of matching, multiple-choice, true-false, and/or essay questions.</p> <p>Weight: 75%</p>



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Study and examination requirements	Students are expected to attend all classes. Final grading will be based on students' attendance, their participation in completing the research article, and their scores in mid and final semester exams.
Reading list	<p>Comfort, P., & Abrahamson, E. (2010). Sports Rehabilitation and Injury Prevention. Wiley.</p> <p>Donatelli, R. (2007). Sports-Specific Rehabilitation. Churchill Livingstone.</p> <p>Chu, D. A., & Myer, G. D. (2013). Plyometrics. Human Kinetics.</p>



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Module designation		<i>Foundations of Kinesiology</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Etno Setyagraha, S.Or., M.Or				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 2 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class					
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		None				
Module objectives / intended learning outcomes		<p>This course is designed to enable students to:</p> <ol style="list-style-type: none"> 1. Examine the historical and cultural aspects of kinesiology. 2. Understand the pervasiveness and importance of physical activity, not only in sport and exercise but also in work, rehabilitation, daily living, and other spheres of existence. 3. Understand the academic subdisciplines of kinesiology (the biophysical, sociocultural, and behavioral spheres). 4. Identify the various career opportunities within the profession. 5. Examine the future development of the kinesiology field. 				



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<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction to kinesiology and physical activity (what is physical activity, what is kinesiology, experiencing physical activity). 2. The spheres of physical activity experience. 3. The importance of physical activity experiences. 4. The importance of subjective experiences in physical activity. 5. History and philosophy of kinesiology and physical activity. 6. Sociocultural issues in kinesiology. 7. Motor behavior. 8. Sport & exercise psychology. 9. Biomechanics of physical activity. 10. Sport & exercise physiology. 11. Professions in Kinesiology (careers in health and fitness, therapeutic exercise, coaching and sport instruction, and sport management).
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Group Project Presentations: In groups of 4-5 students, students will create a Power point presentation on the topic of their choosing from a list provided on the first day of class. Each presentation must include a Power point presentation equipped with an oral report. Each group member must have a speaking part. Weight: 20% • Research paper: Students will write a 3–5-page paper regarding a career profession in the field of their choosing. Students must include a work cited page with at least five outside resources. Weight: 20% <p>Final Exam</p> <p>There will be one exam that will take place following the last meeting of the course. The exam will consist of 20 multiple-choice, true/false, and short answer questions. Weight: 60%</p>



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Study and examination requirements	Students are expected to attend all classes unless circumstances prevent them from attending and an email or notification was sent prior to class. Final grading will be based on students' attendance, their participation in the assignments (group presentation and research paper), and their scores in the final exam.
Reading list	<p>Hoffman, S. J., Knudson, D. V. (2017). Introduction to Kinesiology: Studying Physical Activity, 5th Edition. Human Kinetics.</p> <p>American Kinesiology Association. (2011). Careers in Sport, Fitness, and Exercise. Human Kinetics.</p>



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Module designation		<i>Sport For Early Childhood Development</i>				
Semester(s) in which the module is taught		5				
Person responsible for the module		Dra. Ichsani, M.Kes.				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Compulsory				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	88 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	28	28	28	4	88
	Practical class	-	-	-	-	-
	Total					88
Credit points		2 credits				
Required and recommended prerequisites for joining the module		Anatomy, Physiology				



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<p>Module objectives / intended learning outcomes</p>	<p>This course is designed to enable students to:</p> <ol style="list-style-type: none"> 1. List and describe definitions and concepts of developmental processes and effects as related to theories of pediatric physical growth, sensorimotor development, physical literacy, and pediatric fitness. 2. Acquire and apply the theoretical knowledge when reviewing and/or developing programs for the pediatric population in relation to sensorimotor development, physical activity, and fitness and highlighting differences between this population and adults. 3. Obtain an understanding of the theoretical knowledge and skills related to challenges encountered when providing fitness programs and/or healthcare to the pediatric population or young athlete. 4. Develop an understanding of the unique factors affecting the pediatric population, current trends regarding exercise and fitness, and how to review research information to guide best practice. 5. Distinguish appropriate strategies recognition and management of environmental health conditions in a youth and scholastic sporting population.
<p>Content</p>	<ul style="list-style-type: none"> • Biological Maturation • Cardiorespiratory Development and Neurological Development • Neurology (Sensory Integration and Reflexes) • Developmental Motor Milestones • Voluntary Movements of Infancy • Fundamental Locomotion Skills • Fine Motor Development • Fundamental Object Control • Effects of Stimulation and Deprivation • Cognitive and Motor Development • Social and Motor Development • Youth Sports
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Homework assignments: There will be a list of questions to answer by students in every meeting. These homework assignments will be submitted the day before the new meeting. • Group presentations: Students will have an opportunity to watch children playing by viewing assigned videos. Students, working in groups, will choose two children to observe (from two different videos). Students note several things in the videos,



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	<p>including how the children are moving and what activities they are engaged in, how they are interacting with others, and try to guess children's ages. Students then compile their observations, thoughts, and notes on what they have witnessed into their slide presentations. These then support with relevant literature from textbooks and research articles.</p> <p>Weight: 50%</p> <p>Mid and Final Examinations Intent: There will be two (2) exams during the course, mid-semester exam and final-semester exam, for students to demonstrate their mastery of course concepts. The exams will consist of True or False and Multiple-Choice Questions.</p> <p>Weight: 50%</p>
<p>Study and examination requirements</p>	<p>Students are expected to attend all classes unless circumstances prevent them from attending and an email was sent prior to class. Final grading will be based on students' attendance, their participation in completing the assignments, and their scores in mid and final examinations.</p>
<p>Reading list</p>	<p>Payne, V.G., & Isaacs, L.D. (2011). Human Motor Development: A Lifespan Approach 8th Edition. McGraw-Hill Education</p> <p>Haywood, K. M., & Getchell, N. (2014). Life Span Motor Development, 6th Edition. Human Kinetics.</p> <p>Saharullah, S., Wahyuddin, W., & Nukrawi. (2019). Early childhood development. Badan Penerbit UNM</p>



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Module designation		<i>Methods of Exercise Instruction</i>				
Semester(s) in which the module is taught		6				
Person responsible for the module		Etno Setyagraha, S.Or, M.Or				
Language		Bilingual (Bahasa and English)				
Relation to curriculum		Elective Courses				
Teaching methods		3 parallel classes consist of 35 students/class: 1) Lecture (Face to face lecture): 3 hours x 14 weeks 2) Practical class: -				
Workload	Total workload	130 hours				
		Face to face teaching	Structured activities	Independent study	Exam	total
	Lecture	42	42	42	4	130
	Practical class	-	-	-	-	-
	Total					
Credit points		3 credits				
Required and recommended prerequisites for joining the module		None				



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<p>Module objectives / intended learning outcomes</p>	<p>This course is designed to enable students to do the following:</p> <ol style="list-style-type: none"> 1. Implement the principles of specificity and progressive overload into exercise program design. 2. Demonstrate ability to teach correct exercise techniques in 1:1 and group settings. 3. Demonstrate effective communication with exercise participants using both verbal and nonverbal methods. 4. Demonstrate the ability to set up and lead an exercise session in both one on one and group settings. 5. Demonstrate and teach exercise modifications that will accommodate various fitness. 6. levels, physical conditions, and body size 7. Apply results of fitness assessments to create fitness programs. 8. Apply metabolic calculations to determine the intensity, duration and caloric expenditure of exercise.
<p>Content</p>	<ul style="list-style-type: none"> • Behavioral Theories & Strategies for Exercise Programming • General Principles of Exercise Prescription • Warm-Up, Cool-Down, and Cardiorespiratory Training • Exercise modifications and designing a fitness plan • Fitness trends presentations • Environmental concerns for exercise programming • Prevention of Injuries • Leadership, Professional Behavior, & Ethics • General Health & Fitness Management
<p>Exams and assessment formats</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Assignment 1: Given various exercises, students will be required to cue proper form using a variety of visual, auditory, and kinesthetic cues to teach a variety of learning styles. • Assignment 2: Fitness Trends Presentation: Students will create a 8-10 minute presentation of a fitness trend they are interested in. They will include an overview of the topic, pros/cons, and practical application for a practitioner. <p>Weight: 50%</p>



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	<p>Final Exam (Project-based Assessment) Intent: Students are to design a fitness plan for a client of their choosing to participate in. It will include all elements of a workout (Individual analysis). Weight: 50%</p>
Study and examination requirements	To take the final semester exam, students must attend at least 80% of the meetings. Final grading will be based on students' attendance, their assignments, and their final project-based exam.
Reading list	<p>Yoke, M., & Armbruster, C. (2019). Method of Group Exercise Instruction, 4th Edition. Human Kinetics.</p> <p>American College of Sports Medicine. (2018). ACSM's Guidelines for Exercise Testing and Prescription, 10th Edition. Wolters Kluwer.</p> <p>Heywar, V., & Gibson, A. (2014). Advanced Fitness Assessment and Exercise Prescription, 7th Edition. Human Kinetics.</p>