

**RENCANA PROGRAM DAN
KEGIATAN PEMBELAJARAN SEMESTER
(RPKPS)**



Kesehatan Lingkungan
Semester 1/2 SKS/KUI 6051
Program Studi S2 Ilmu Kesehatan Masyarakat

Oleh:

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Endang Astuti

**Universitas Gadjah Mada
Fakultas Kedokteran, Kesehatan Masyarakat dan Keperawatan
2019**



Universitas Gadjah Mada

Fakultas Fakultas Kedokteran, Kesehatan Masyarakat, dan Keperawatan
Departemen/Program Studi S2 Ilmu Kesehatan Masyarakat

RENCANA PROGRAM DAN KEGIATAN PEMBELAJARAN SEMESTER (RPKPS)

Kode Mata Kuliah	Nama Mata Kuliah	Bobot (sks)	Semester	Status Mata Kuliah	Mata Kuliah Prasyarat																				
KUI 6051	Environmental Health	2	1	Core	-																				
Capaian Pembelajaran Lulusan (CPL) yang dibebankan pada MK	ELO 1. Able to practice universal morality and values, reflected in the Ideology of Pancasila ELO 2. Able to analyze public health programs from 5 core public health principles ELO 6. Able to apply theories and principles in public health field concentrations or tracts																								
Capaian Pembelajaran Mata Kuliah (CPMK)	CPMK1	Analyze the impact environmental factors have on public health																							
	CPMK2	Analyze environmental health needs and demands of the population																							
	CPMK3	Evaluate environmental health programs																							
Pemetaan CPL dengan CPMK	<table border="1"> <thead> <tr> <th></th> <th>CPMK 1</th> <th>CPMK 2</th> <th>CPMK 3</th> </tr> </thead> <tbody> <tr> <td>ELO 1</td> <td>x</td> <td>X</td> <td></td> </tr> <tr> <td>ELO 2</td> <td>X</td> <td>X</td> <td>x</td> </tr> <tr> <td>ELO 6</td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table>						CPMK 1	CPMK 2	CPMK 3	ELO 1	x	X		ELO 2	X	X	x	ELO 6			X				
	CPMK 1	CPMK 2	CPMK 3																						
ELO 1	x	X																							
ELO 2	X	X	x																						
ELO 6			X																						
Deskripsi Singkat Mata Kuliah	Environmental Health is an essential course in a masters of public health program. Socio-bio-ecological approach is adopted as a framework in structuring the course-works. Individual exposure to surrounding environment associated with lifestyles may be responsible to increase the risk for certain diseases. Households and neighborhoods are environmental settings which explain many factors leading to health and ill-health. Favorable and unfavorable environmental elements characterize the health profiles of the community who live, work and play together in similar circumstances. People spend long hours at schools and work-places, increasing the risk of exposure to pathogenic microbes, toxic and hazardous substances, injuries and lack of physical activities. Negative effects of the environment could be modified by the society through policies, regulations, environment-friendly investments and social movement.																								
Bahan Kajian/Materi Pembelajaran	<ol style="list-style-type: none"> Human body ecosystem Lifestyle and health Sanitation and water supply Household and health Neighborhood and health Field Visit: river-side community in urban areas Occupational health and safety Environmental-related diseases Urban and rural environment Sustainable development Environmental policies EIA and SIA Climate change and health Carbon footprint calculation 																								
Metode Penilaian dan Kaitan dengan CPMK	<table border="1"> <thead> <tr> <th>Komponen Penilaian</th> <th>Persentase</th> <th>CPMK 1</th> <th>CPMK 2</th> <th>CPMK 3</th> </tr> </thead> <tbody> <tr> <td>Class participation</td> <td>10%</td> <td>x</td> <td>x</td> <td>X</td> </tr> <tr> <td>Assignment</td> <td>30%</td> <td></td> <td>x</td> <td>X</td> </tr> <tr> <td>Final Exam</td> <td>60%</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>					Komponen Penilaian	Persentase	CPMK 1	CPMK 2	CPMK 3	Class participation	10%	x	x	X	Assignment	30%		x	X	Final Exam	60%	x	x	x
Komponen Penilaian	Persentase	CPMK 1	CPMK 2	CPMK 3																					
Class participation	10%	x	x	X																					
Assignment	30%		x	X																					
Final Exam	60%	x	x	x																					
Daftar Bahan dan Referensi	<ol style="list-style-type: none"> Effects of antibiotics on microbiome (Langdon et al, 2016) – managing use of antibiotics Handwashing among new mothers (Greenland et al, 2013) – behavioral change Human right to water and sanitation (Brown et al, 2016) – new perspective for policy Advocate program for healthy traditional houses in Timor (Prasodjo et al, 2015) Determinants of stunting in Indonesian children (Torlesse et al, 2016) – environmental factors Community engagement with urban river improvement (Kusnanto et al, 2016) Harmful factors on functional of the respiratory system of firefighters (Witt et al, 2017) Effect of environment on breast cancer risk (Coyle, 2004) 																								

	<p>9. Early malaria resurgence in pre-elimination areas in Kokap (Murhandarwati, 2014)</p> <p>10. Ground water sustainability: a brief review (Mitra, 2015)</p> <p>11. Forest and land fires (Purnomo et al, 2017)</p> <p>12. EIA in developing countries: talk about politics (McCullough, 2017)</p> <p>13. Geography of health and climate change (Curtis and Oven, 2011)</p> <p>14. Carbon footprint: methods of estimation (Pandey et al, 2011)</p>			
Nama Dosen Pengampu (<i>Team Teaching</i>)	<p>Prof. dr. Hari Kusnanto, DrPH</p> <p>Dra. Yayi Suryo Prabandari, M.Si, Ph.D</p> <p>Drs. Wiranto, M.Kes</p> <p>Dr. Toto Sudargo, SKM, M.Kes</p> <p>Prof. Dr. dr. Adi Heru Sutomo, M.Sc., D.Comm.Nutr</p> <p>dr. M. Lutfan Lazuardi, M.Kes, Ph.D</p> <p>Wahyu Yun Santosa, S.H., M.Hum, LL.M</p> <p>Endang Astuti</p>			
Otorisasi	Tanggal Penyusunan	Koordinator Mata Kuliah	Koordinator Bidang Keahlian (Jika Ada)	Ketua Program Studi
		<i>Tanda Tangan Nama Terang</i>	<i>Tanda Tangan Nama Terang</i>	<i>Tanda Tangan Nama Terang</i>

Rencana Kegiatan Pembelajaran Mingguan (RKPM)

Minggu Ke-	Sub-CPMK (Kemampuan Akhir yang Direncanakan)	Metode Penilaian			Bahan Kajian (Materi Pembelajaran)	Metode Pembelajaran	Beban Waktu Pembelajaran	Pengalaman Belajar Mahasiswa	Media Pembelajaran	Pustaka dan Sumber Belajar Eksternal
		Indikator	Komponen	Bobot (%)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Explain microbiota and human ecosystem	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Human body ecosystem	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Effects of antibiotics on microbiome (Langdon et al, 2016) – managing use of antibiotics
2	Explain the roles of environment in influencing lifestyles leading to diseases	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Lifestyle and health	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Handwashing among new mothers (Greenland et al, 2013) – behavioral change
3	Analyze the implications of access to water and sanitation as basic human right	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Sanitation and water supply	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Human right to water and sanitation (Brown et al, 2016) – new

		Submitting assignment	Assignment	10%						perspective for policy
4	Analyze how households and neighborhoods may create favorable and unfavorable environments associated with health and ill-health	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Household and health	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Advocate program for healthy traditional houses in Timor (Prasodjo et al, 2015)
5	Describe biological and environmental determinants of stunting	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Neighborhood and health	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Determinants of stunting in Indonesian children (Torlesse et al, 2016) – environmental factors
6	Analyze the impact of environmental hazards in the river side community in urban areas	Active in discussion	Discussion	0.7%	Field visit: River-side community in urban areas	Field visit	2 x 50 minutes	Observation	Field observation	Community engagement with urban river improvement (Kusnanto et al, 2016)

7	Describe occupational safety issues	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Occupational health and safety	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Harmful factors on functional of the respiratory system of firefighters (Witt et al, 2017)
8	Analyze the effect of the environment toward diseases	Active in discussion Correctly answering exam questions Submitting assignment	Discussion Exam Assignment	0.7% 4% 10%	Environmental related diseases	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Effect of environment on breast cancer risk (Coyle, 2004)
9	Describe urban lives: wastes and traffic injuries	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Urban and rural environment	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Early malaria resurgence in pre-elimination areas in Kokap (Murhandarwati, 2014)
10	Describe how natural resources should be	Active in discussion	Discussion	0.7%	Sustainable development	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Ground water sustainability

	managed according to sustainable development principles	Correctly answering exam questions	Exam	4%						y: a brief review (Mitra, 2015)
11	Explain discourses regarding environmental policies and laws	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Environmental policies	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Forest and land fires (Purnomo et al, 2017)
12	Discuss Environmental Impact Assessment and other measures to protect the environment	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	EIA and SIA	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	EIA in developing countries: talk about politics (McCullough, 2017)
13	Analyze the effect of climate change and health	Active in discussion Correctly answering exam questions Submitting assignment	Discussion Exam Assignment	0.7% 4% 10%	Climate change and health	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Geography of health and climate change (Curtis and Oven, 2011)

14	Describe the principles of estimating carbon footprint	Active in discussion Correctly answering exam questions	Discussion Exam	0.7% 4%	Carbon footprint calculation	Face-to-face and discussion	2 x 50 minutes	Discussion	Powerpoint presentation	Carbon footprint: methods of estimation (Pandey et al, 2011)
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Keterangan :

Penilaian pembelajaran (3), (4), (5) dapat berupa:

Metode:

Tatap muka: observasi, tes tertulis, kuis, dsb

Daring: tugas *essay*, *feedback*, penilaian teman sejawat, penyusunan proposal, penyusunan paper, dsb

Instrumen

Tatap muka: soal *essay*, dsb

Daring: pilihan ganda, dsb

Bobot nilai

Bahan kajian (6) dapat berupa:

Sumber belajar yang diberikan oleh pengampu MK, jelaskan substansinya

Sumber belajar yang diperoleh mahasiswa secara online dalam bentuk teks, *slides*, *audio*, *video* dsb, jelaskan substansinya.

Metode pembelajaran (7) dapat berupa:

Metode tatap muka: pemaparan, *collaborative learning*, *problem based learning*, dsb

Metode daring: *self learning*, tugas terstruktur, *essay writing*, dsb

Beban waktu pembelajaran (8):

Tatap muka 2 x 50 menit, atau

Daring 2 x 60 menit belajar mandiri, 2 x 60 menit tugas terstruktur

Pengalaman belajar/aktivitas mahasiswa (9) dapat berupa:

Tatap muka: belajar berkelompok, berdiskusi, berdebat secara konstruktif, pemecahan masalah, dsb

Daring: belajar mandiri, berlatih mengkaji literature, berlatih menulis *essay*, dsb

Media pembelajaran (10) dapat berupa:

Tatap muka: computer, in focus, alat tulis, alat peraga, dsb

Daring: computer, *gadget*, akses internet, dsb