

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



**Outbreak Investigation**

(Semester 1/3 SKS/KUI 6111)

(Program Studi S2 Ilmu Kesehatan Masyarakat)

Oleh:

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



**Universitas Gadjah Mada**

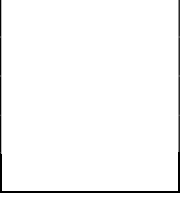
Fakultas Fakultas Kedokteran, Kesehatan Masyarakat, dan Keperawatan  
Departemen/Program Studi S2 Ilmu Kesehatan Masyarakat

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

Kode Mata Kuliah	Nama Mata Kuliah	Bobot (sks)	Semester	Status Mata Kuliah	Mata Kuliah Prasyarat
6101	Outbreak Investigation	3	1	Core	....

Capaian Pembelajaran Lulusan (CPL) yang dibebankan pada MK	KLB1. List the operational steps of an outbreak investigation
	KLB2. Determine whether an epidemic exist
	KLB3. Verifying the diagnosis
	KLB4. Count cases and determine attack rate
	KLB5. Develop biologically plausible hypothesis
	KLB6. Describe the use of and present data in a line listing
	KLB7. Construct and interpret an epidemic curve
	KLB8. List the types of evidence that need to be collected in the field
	KLB9. Identify the essential roles in the logistics of outbreak investigation and response
	KLB10. Develop recommendation of strategies to control and prevent in response to an outbreak
	KLB11. Prepare an in house outbreak report

Capaian Pembelajaran Mata Kuliah (CPMK)	<b>CPMK1</b>	Introduction on teaching methods: Overview of Outbreak Investigation I: Context and importance
	<b>CPMK2</b>	Steps in outbreak investigation
	<b>CPMK3</b>	Outbreak Identification- Confirmation and Case Definition-Case Finding
	<b>CPMK4</b>	Descriptive Epidemiology in Outbreak Investigation and Develop Hypothesis
	<b>CPMK5</b>	Design Appropriate Follow up Study to Test Hypothesis Environmental and Epidemiology Study
	<b>CPMK6</b>	Analytical Epidemiology: Analyzing and Interpreting Data
	<b>CPMK7</b>	Principle of Control Measures and Risk Communication - Outbreak
	<b>CPMK8</b>	Tutorial foodborne outbreak: Oswego
	<b>CPMK9</b>	Tutorial zoonosis: Leptospirosis
	<b>CPMK10</b>	Tutorial vectorborne disease: Dengue Hemorrhagic Fever
	<b>CPMK11</b>	Roleplay: foodborne case investigation
	<b>CPMK12</b>	Role of Laboratory and Existing Lab for Supporting Outbreak Investigation
	<b>CPMK13</b>	Lab Case Study 1 : Waterborn Case Study and Introduction to Microbiology Examination Methods
	<b>CPMK14</b>	Lab Case Study 1 Introduction to Specimen Handling (Tools, Materials, Sampling, Collecting, Keep and Transportation) and Practice : PPI (personal protection device) and Specimen Handling
	<b>CPMK15</b>	Lab Case Study 1 : Continue on Salmonella Case Study and Discussion
	<b>CPMK16</b>	Lab Tour 1 (divide into two group) Visit virology, biology, chemistry, water laboratory, pengembangan tepat guna, and rapid test lab
	<b>CPMK17</b>	Lab Case Study 2: Jaundice
	<b>CPMK18</b>	Lab Case Study 2: Introduction to Viral Culture. Rapid Diagnostic Test and PCR
	<b>CPMK19</b>	Lab Case Study 2: Continue on Jaundice Case Study and Discussion
	<b>CPMK20</b>	Lab Tour 2 (divide into two group) Visit virology, biology, chemistry, water laboratory, pengembangan tepat guna, and rapid test lab
	<b>CPMK21</b>	Lab Case Study 3 High Fever
	<b>CPMK22</b>	Lab Case Study 3 Basic Immunology
	<b>CPMK23</b>	Lab Case Study 3 Continue on High Fever Case Study and Discussion





	16	Lab Tour 1 (divide into two group) Visit virology, biology, chemistry, water laboratory, pengembangan tepat guna, and rapid test lab											✓																										
	17	Lab Case Study 2: Jaundice					✓																																
	18	Lab Case Study 2: Introduction to Viral Culture. Rapid Diagnostic Test and PCR			✓																																		
	19	Lab Case Study 2: Continue on Jaundice Case Study and Discussion			✓																																		
	20	Lab Tour 2 (divide into two group) Visit virology, biology, chemistry, water laboratory, pengembangan tepat guna, and rapid test lab											✓																										
	21	Lab Case Study 3 High Fever			✓																																		
	22	Lab Case Study 3 Basic Immunology			✓																																		
	23	Lab Case Study 3 Continue on High Fever Case Study and Discussion												✓																									
Deskripsi Singkat Mata Kuliah	This course will introduce the students to disease outbreaks, particularly on infectious diseases. Understanding how it was started, spread and detected and how epidemiologists investigate and respond in order to control them. During the course, students will be guided to explore outbreaks and the systems and processes that support outbreak detection, investigation and response through a combination of lectures, case studies, discussions, popular media analyses and a fictional in-class outbreak. A systematic approach in investigating a disease outbreak to ensure that investigation proceeds without missing important steps along the way will be the main focus within this course.																																						
Bahan Kajian/Materi Pembelajaran																																							
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> <th>CPMK 4</th> <th>CPMK 5</th> <th>CPMK n</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Komponen Penilaian	Persentase	CPMK 1	CPMK 2	CPMK 3	CPMK 4	CPMK 5	CPMK n																							
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<p>Regular grades are awarded for this course (A, B, C, D, E)</p> <p>Student grades will be based on:</p> <p>A ≥ 90%</p> <p>B ≥ 80%</p>																																							

	<p>C ≥ 70%</p> <p>D ≥ 60%</p> <p>E ≤ 60%</p> <p>Homework assignment 30%</p> <p>Tutorial works activity 30%</p> <p>Final examination 40%</p>			
Daftar Bahan dan Referensi	<p>The textbook for this course is</p> <ul style="list-style-type: none"> <li>• Gregg M, Epidemiologi Lapangan, Ed 3<sup>rd</sup> : Terjemahan Bahasa Indonesia;</li> <li>☒ Mark S.D, Outbreak Investigation Around the World,</li> <li>☒ David L. Heyman, Ed 18<sup>th</sup> atau Edisi Terjemahan, Control of Communible Disease Manual, Washington DC: APHA 2014</li> <li>☒ Gordis L, Epidemiology, 3<sup>rd</sup> Ed. Philadelphia, PA. Elsevier Saunders: 2004. Update edition is preferable</li> </ul>			
Nama Dosen Pengampu ( <i>Team Teaching</i> )	<p>dr.Riris Andono Ahmad, MPH, PhD</p> <p>dr.Citra Indriani, MPH</p> <p>dr.Risalia Reni A, MPH</p> <p>drg.Th. Baning Rahayujati, M.Kes</p>			
<b>Otorisasi</b>	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>









**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