

**Appendix C.7.2 Module Description: Basic of Health
Promotion and Education**

Module name	Course Module
Module level, if applicable	Bachelor of Science in Public Health
Code, if applicable	145K1722
Subtitle, if applicable	-
Course, if applicable	Basic of Health Promotion and Education
Semester(s) in which the module is taught	II
Person responsible for the module	Prof. Dr. dr. H. Muh. Syafar, M.S
Lecturer	<ol style="list-style-type: none"> 1. Prof. Dr. dr. H. Muh. Syafar, M.S 2. Dr. Ridwan M. Thaha, M.Sc. 3. Sudirman Nasir, S.Ked. MWH, Ph.D 4. Muhammad Rachmat, S.KM, M.Kes. 5. Nasrah, S.KM, M.Kes. 6. Rizky Chaeraty Syam
Language	Indonesian Language [Bahasa Indonesia]
Relation to Curriculum	This course is a compulsory course and offered in the 2 th semester.
Type of teaching, contact hours	<p>Mata kuliah disajikan dalam bentuk kuliah dengan metode</p> <ol style="list-style-type: none"> 1. Ceramah 2. Diskusi kelompok, 3. Jigsaw, 4. Gallery walk, 5. Penugasan kelompok dan presentasi kelompok. <p>The class size for lecture is approximately 50 students, Contact hours for lecture is 35 hours, assignments is 42 hours, and clinical fieldwork is 46.7 hours.</p>
Workload	<p>For this course, students are required to meet a minimum of 165.67 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> - 35 hours for lecture, - 42 hours for structured assignments, - 42 hours for private study, - 46.67 hours for clinical fieldwork.
Credit points	2 credit points
Requirements according to the examination regulations	Kehadiran, sikap dan perilaku selama proses perkuliahan dan berdasarkan rubrik penilaian tatap muka
Recommended prerequisites	Tidak ada

Module objectives/intended learning outcomes	<p>Setelah mengikuti mata kuliah Dasar Promosi Kesehatan dan Ilmu Perilaku selama satu semester, mahasiswa mampu bekerja secara mandiri dan berkelompok menggunakan konsep teoretis dan aplikasi promosi dan perilaku kesehatan secara terukur dan bertanggung jawab. Dengan Sub Capaian Pembelajaran Mata Kuliah (Sub-CPMK) sebagai berikut:</p> <ol style="list-style-type: none"> 1. Mahasiswa mampu menjelaskan sejarah dan perkembangan promosi kesehatan di Indonesia 2. Mahasiswa mampu menjelaskan komitmen global untuk promosi kesehatan 3. Mahasiswa mampu menjelaskan konsep promosi dan perilaku kesehatan 4. Mahasiswa mampu membedakan tingkatan pencegahan 5. Mahasiswa mampu membedakan teori-teori perilaku kesehatan 6. Mahasiswa mampu mengidentifikasi program promosi kesehatan di Indonesia dalam beragam setting
Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> - Sejarah dan perkembangan promosi kesehatan di Indonesia - Komitmen global untuk promosi kesehatan dari Ottawa hingga Shanghai - Konsep sehat – sakit dan keterkaitan antara kesehatan dan perilaku - Konsep promosi kesehatan (pengertian, tujuan, ruang lingkup, strategi, dan sasaran) - Pergeseran pendidikan kesehatan ke promosi kesehatan - Tingkatan pencegahan (level prevention) - Metode promosi kesehatan - Teori perilaku kesehatan level individu (intrapersonal level): (<i>Health Belief Model, Theory of Planned Behavior and Theory of Reasoned Action, Transtheoretical Model and Stages of Change</i>) - Teori perilaku kesehatan level antar-individu (interpersonal level): (<i>Social Cognitive Theory, Social Network and Social Support Theory</i>) - Teori promosi kesehatan level populasi: (<i>Communication Theory, Diffusion of innovations model, Community mobilization</i>) - Model dan konsep pengembangan program promosi kesehatan: (<i>PRECEDE - PROCEED model, Multilevel approach to community health (MATCH) model, Intervention mapping, Community readiness model, Social marketing</i>) - Aplikasi program promosi kesehatan di rumah dan di sekolah - Aplikasi program promosi kesehatan di pelayanan kesehatan dan di tempat kerja - Aplikasi program promosi kesehatan di komunitas
Forms of Assessment	<p>Penilaian Umum (Non-test)</p> <ul style="list-style-type: none"> - Kehadiran, Keaktifan, Kesopanan dan Kerapian (10%) <p>Penilaian Khusus (Test)</p> <ul style="list-style-type: none"> - Quiz, Tugas individu/kelompok, Ujian (70%) <p>Penilaian presentasi kelompok</p> <ul style="list-style-type: none"> - Makalah, Keaktifan, Kerja sama kelompok, Kemampuan menyampaikan gagasan dan tata krama diskusi (kesopanan, etika forum, komunikasi efektif) (10%) <p>Penilaian presentasi kelompok</p> <ul style="list-style-type: none"> - Powerpoint, Kemampuan presentasi, Kerjasama dan Keaktifan (10%)

<p>Study and examination requirements and forms of examination</p>	<p>Study and examination requirements: Hadir tepat waktu dalam proses perkuliahan Menunjukkan aktivitas positif dalam proses perkuliahan Menunjukkan sikap dan perilaku positif dalam proses perkuliahan Menunjukkan penampilan rapi dan sopan dalam proses perkuliahan Menunjukkan kemampuan menyampaikan ide atau gagasan dalam proses diskusi Form of examination: Written exam: essai test Oral exam : Presentation</p>
<p>Media employed</p>	<p>Flipchart, Video and PowerPoint Presentation.</p>
<p>Reading list</p>	<ol style="list-style-type: none"> 1. Depkes RI. Perkembangan dan Tantangan Masa Depan Promosi Kesehatan di Indonesia. 2009 2. Depkes RI. Promosi Kesehatan Komitmen Global dari Ottawa-Jakarta-Shanghai Menuju Rakyat Sehat. FKM. UI. Jakarta. 2017 3. Fertman CI, Allensworth DD, editors. Health promotion programs: from theory to practice. John Wiley & Sons; 2016 Nov 7. 4. McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs: A primer. San Francisco, CA: Pearson/Benjamin Cummings; 2013. 5. Rayner M, Wickramasinghe K, Mendis S, McColl K, editors. An introduction to population-level prevention of non-communicable diseases. Oxford University Press; 2017. 6. Glanz K, Rimer BK, Viswanath K, editors. Health behavior: Theory, research, and practice. John Wiley & Sons; 2015 Jul 1. 7. Cragg L, Nutland W. Health promotion practice. McGraw-Hill Education; 2015. 8. Reynolds AJ, Rolnick AJ, Temple JA, editors. Health and Education in Early Childhood. Cambridge University Press; 2014. 9. Anastasia Snelling, editor. Introduction to Health Promotion. Jossey-Bass; 2014. 10. Korin MR, editor. Health Promotion for Children and Adolescents. Springer; 2016 Aug 11.

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Basic of Health Promotion and Education

Code : 145K1722

Semester : II

1. Person responsible for the module : Prof. Dr. dr. H. Muh. Syafar, M.S

Lecturers : 1. Dr. Ridwan M. Thaha, M.Sc.

2. Sudirman Nasir, S.Ked. MWH, Ph.D

3. Muhammad Rachmat, S.KM, M.Kes.

4. Nasrah, S.KM, M.Kes.

5. Rizky Chaeraty Syam

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Mahasiswa mampu menjelaskan tentang sejarah dan perkembangan promosi kesehatan di Indonesia	CLO1: Mahasiswa mampu menjelaskan sejarah dan perkembangan promosi kesehatan di Indonesia	BM: Mahasiswa membaca pustaka utama 1 dan menuliskan ringkasan dari referensi yang telah dibaca PT: Peserta kuliah mendaftar di SIKOLA dan mengerjakan tugas kemudian di submit di SIKOLA <i>Metode:</i> Diskusi	- Rubric for oral presentation - Rubric for Paper/Essay
Mahasiswa mampu menjelaskan komitmen global untuk promosi kesehatan dari Ottawa hingga Shanghai	CLO2: Mahasiswa mampu menjelaskan komitmen global untuk promosi kesehatan	BM: Mahasiswa membaca pustaka utama 2 dan menuliskan ringkasan dari referensi yang telah dibaca PT: Peserta kuliah mengerjakan tugas kemudian di submit di SIKOLA <i>Metode:</i> Jigsaw	- Rubric for Paper/Essay

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Mahasiswa mampu menjelaskan konsep sehat – sakit dan keterkaitan antara kesehatan dan perilaku, mampu menjelaskan konsep promosi kesehatan (pengertian, tujuan, ruang lingkup, strategi, dan sasaran)</p>	<p>CLO3: Mahasiswa mampu menjelaskan konsep promosi dan perilaku kesehatan</p>	<p>BM: Mahasiswa membaca pustaka utama 3,4,5 kemudian menuliskan ringkasan dari referensi yang telah dibaca</p> <p>PT: Peserta kuliah mengerjakan tugas kemudian di submit di SIKOLA</p> <p><i>Metode:</i> Small group Discussion</p>	<ul style="list-style-type: none"> - Rubric for Paper/Essay - Rubric for oral presentation
<p>Mahasiswa mampu membedakan konsep promosi kesehatan dengan pendidikan kesehatan, mampu membedakan tingkatan pencegahan (level prevention), mampu menguraikan metode yang digunakan dalam promosi kesehatan</p>	<p>CLO4: Mahasiswa mampu membedakan tingkatan pencegahan.</p>	<p>BM: Mahasiswa membaca pustaka utama 4 5 6, kemudian menuliskan ringkasan dari referensi yang telah dibaca</p> <p>PT: Peserta kuliah mengerjakan tugas 6 kemudian di submit di SIKOLA</p> <p><i>Metode:</i> Small group Discussion</p>	<ul style="list-style-type: none"> - Rubric for Paper/Essay - Rubric for oral presentation
<p>Mahasiswa mampu membedakan Teori perilaku kesehatan level individu (<i>intrapersonal level</i>): (<i>Health Belief Model, Theory of Planned Behavior and Theory of Reasoned Action, Transtheoretical Model and Stages of Change</i>). Mahasiswa mampu membedakan model dan konsep pengembangan program promosi kesehatan (<i>PRECEDE - PROCEED model, Multilevel approach to community health (MATCH) model, Intervention mapping, Community readiness model, Social</i></p>	<p>CLO5: Mahasiswa mampu membedakan teori-teori perilaku kesehatan</p>	<p>BM: Mahasiswa mencari artikel hasil penelitian yang menggunakan kerangka teori perilaku kesehatan level antar-individu, level populasi, kemudian menuliskan ringkasan artikel tersebut Mahasiswa mencari artikel hasil penelitian yang menggunakan kerangka model dan konsep pengembangan program promosi kesehatan, kemudian menuliskan ringkasan artikel tersebut</p> <p>PT: Peserta kuliah mengerjakan tugas kemudian di submit di SIKOLA</p>	<ul style="list-style-type: none"> - Rubric for Paper/Essay - Rubric for oral presentation

marketing)		<i>Metode:</i> Gallery walk	
Mahasiswa mampu mengidentifikasi program promosi kesehatan di rumah, sekolah, pelayanan kesehatan, tempat kerja dan di komunitas	CLO6: Mahasiswa mampu mengidentifikasi program promosi kesehatan di Indonesia dalam beragam setting	<p>BM: Mahasiswa menyusun makalah kelompok tentang program promosi kesehatan di rumah,sekolah, pelayanan kesehatan, tempat kerja dan komunitas, kemudian menyiapkan bahan presentasinya dalam bentuk powerpoint.</p> <p>PT: Peserta kuliah mengerjakan tugas kemudian di submit di SIKOLA</p> <p><i>Metode:</i> Presentasi kelompok</p>	<ul style="list-style-type: none"> - Rubric for Paper/Essay - Rubric for oral presentation

Example of Written Test Exam

1. A head nurse is supervising the nurse in the ward. Currently, they have arrived at the stage of agreeing the supervision implementation schedule and the patients who will be involved in the activity. **(CLO1)**
What is the management function that is being carried out by the head nurse and the implementing nurse?

 - A. *Planning*
 - B. *Organizing*
 - C. *Actuating*
 - D. *Controlling*
 - E. *Evaluating*
2. A nurse in the operating room is a nurse who has just graduated from a nursing degree. During work, the nurse considers many policies that are less strict are applied by the head nurse such as making official schedules. The nurse often gives opinions during regular meetings in the room. The head nurse did not like the nurse and delegated a lot of work. What is the cause of the ineffectiveness of the delegation? **(CLO2)**

 - A. Under delegation
 - B. Over delegation
 - C. Improper delegation
 - D. Errors in the time of assignment, the right person
 - E. Assignments given and reasons of delegation are just based on like/dislike factors
3. Occupancy Rate (BOR) in a digestive surgery ward with 25 beds was 87% last year. A Head nurse will conduct a patient safety survey. He will be assisted by 10 nursing nurses and conduct a pre-conference to discuss indicators of patient safety that they must prepare and have to do.
What is one of the patient safety indicators that the team must prepare and study to improve the quality of nursing care? **(CLO3)**

 - A. Patient satisfaction
 - B. Patient comfort
 - C. Errors in drug administration
 - D. New patient admission
 - E. Discharge planning for each patient
4. An associate nurse feels uncomfortable with the leadership pattern of the team leader. According to him, the performance of the team leader is good, it's just that the relationship between humans is shown to make it uncomfortable if you have to communicate long. What is the most appropriate action taken by the nurse? **(CLO4)**

 - A. Ask for input from a teammate about the actions he should do

- B. Avoid meeting with the team leader unless forced
 - C. Discuss the matter with the head of the room
 - D. Convey the problem to the team leader
 - E. Conduct self-evaluation
5. An executive nurse complained about the lame division of patients by primary nurses. The nurse felt she was always burdened to the patients with partial dependency levels which were always more than other team members. The primary nurse said this was done because he believed the nurse could solve it well. What should the nurse do? (CLO5)
- A. Improve work performance
 - B. Convey complaints to primary nurses
 - C. Report problem to the head of room
 - D. Receive trust which given by primary nurse
 - E. Request to primary nurse to be able to act more justly
6. Cempaka room is a room with implementation of MPKP plans in providing nursing care. The head nurse was an educated Ners with experience. What is the MPKP level in the room? (CLO5)
- A. Beginner
 - B. Level I
 - C. Level II
 - D. Level III
 - E. Level IV

