	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Biology Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Environmental Health	8420502296		T=2	P=0	ECTS=3.18	7	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Rinie Pratiwi Puspitawati, M.Si.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

PLO-11	Able to demonstrate knowledge of biology at the molecular, cell and organism levels and their interactions with the environment

Program Objectives (PO)

PLO-PO Matrix

P.O	PLO-11

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course equips students to better understand the balance between the environment and humans in order to create clean, healthy, comfortable and safe environmental conditions and avoid various diseases.

References

Main :

1. Rowland, A.D. and Cooper, P. 1983. *Environment and Health.* Sydney: Edward Arnlod Publisher Ltd.
Notoatmodjo, S. 2003. *Ilmu Kesehatan Masyarakat.* Jakarta: Rineka Cipta
Slamet, JS. 2002. *Kesehatan Lingkungan.* Yogyakarta: UGM
Miller, GT. 2000. *Living in the Environment: An Introduction to Environmental Science.* California: Wordsworth Publishing Company
Azrul Azwar. 1995. *Pengantar Ilmu Kesehatan Lingkungan.* Jakarta : Mutiara Sumber Widya.
Irawan, DW. 2016. *Prinsip-prinsip Hygiene Sanitasi Makanan Minum di Rumah sakit.* Forum Ilmiah Kesehatan (Forikes)

Supporters:

Supporting lecturer	Prof. Dr. Fida Rachmadiarti, M.Kes.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to explain the concept of environmental health according to experts, the scope of environmental health	1. Able to explain the basic concepts and history of environmental health 2. able to explain ecological and epidemiological approaches to environmental health 3. able to explain the relationship between health and the environment 4. understand the concept of the relationship between humans and environmental health	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lecture. questions and answers 2 X 50			3%
2	Able to identify environmental health problems at local, regional and global levels	Able to identify environmental health problems at local, regional and global levels	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lecture, question and answer 2 X 50			3%

3	Able to understand and be skilled in the principles of organic and inorganic waste management	1. Able to explain the meaning of waste, types of waste and grouping of waste 2. understand and be skilled in the principles and management of organic waste 3. skilled in the principles and management of inorganic waste	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	lecture, question and answer 2 X 50			3%
4	Able to understand and be skilled in the principles of organic and inorganic waste management	1. Able to explain the meaning of waste, types of waste and grouping of waste 2. understand and be skilled in the principles and management of organic waste 3. skilled in the principles and management of inorganic waste	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	lecture, question and answer 2 X 50			3%

5	Able to explain factors related to residential sanitation	1. Be able to explain the type of settlement. 2. able to explain factors related to residential sanitation 3. understand and explain aspects of new settlement planning and their impacts on the environment and health.	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lecture, question and answer 2 X 50			3%
6	Able to explain the principles of hygiene and sanitation in public places related to disease control and prevention	1. able to identify the determinants of public place sanitation 2. able to explain the principles of hygiene and sanitation of public places related to supervision 3. able to explain the principles of public place sanitation related to disease prevention.	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities, Portfolio Assessment	Discussion, lecture 2 X 50			6%

7	Able to explain the principles of healthy housing according to the requirements for healthy homes	1. Able to understand and explain the requirements for a healthy home 2. Able to explain the impact of fulfilling healthy home requirements on health 3. Able to explain the impact of a house that does not meet health requirements.	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 2 X 50			5%
8	UTS		**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Test	2 X 50			20%

9	Able to explain the principles of healthy food processing places	1. Able to explain the condition of food ingredients 2. Able to explain how to store food ingredients 3. Able to explain the food processing process 4. Able to explain how to transport cooked food 5. Able to explain how to store cooked food 6. Able to explain how to serve cooked food	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 2 X 50			3%
10	Able to explain the principles of disease vector control	1. Able to understand rodentia vector control 2. Able to understand insect vector control 3. Able to understand and practice identification and detection of vector and nuisance animal problems.	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 20% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers. 2 X 50			3%

11	Able to explain the principles of disease vector control	1. Able to understand rodentia vector control 2. Able to understand insect vector control 3. Able to understand and practice identification and detection of vector and nuisance animal problems.	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 20% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers. 2 X 50			5%
12	Able to carry out mini research related to environmental health	Able to carry out mini research related to environmental health	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture, discussion, practice 2 X 50			10%

13	Able to carry out mini research related to environmental health	Able to carry out mini research related to environmental health	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lecture, discussion, practice 2 X 50			3%
14	Able to write output articles and mini research	Able to write articles resulting from mini research	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, presentations 2 X 50			5%

15	Able to write output articles and mini research	Able to write articles resulting from mini research	**Criteria:** 1. Practical reports and products are assessed as assignments with a weight of 30% 2. USS weight 20% 3. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20% 4. UAS weight 30% 5. Essay questions are accessed together on USS 6. Performance questions are integrated during learning **Form of Assessment** : Participatory Activities	Lectures, discussions, presentations 2 X 50			0%
16			**Form of Assessment** : Test				20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	3%
4.	Test	40%
		95%

Notes

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