	Universitas Negeri Surabaya **Faculty of Sports and Health Sciences,** **Undergraduate Nutrition Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Nutritional Epidemiology	1321102019	Compulsory Study Program Subjects	**T=0**	**P=0**	**ECTS=0**	3	August 16, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.
	PLO-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.
	Program Objectives (PO)	
	PO - 1	Students are able to understand the concept of nutritional epidemiology including knowledge of the meaning of epidemiology, the causes of disease
	PO - 2	Students are able to explain the concept of descriptive epidemiology
	PO - 3	Students are able to explain the concept of analytical epidemiology
	PO - 4	Students are able to design nutritional screening and surveillance
	PLO-PO Matrix	

P.O	PLO-8	PLO-9
PO-1		
PO-2		
PO-3		
PO-4		

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Conduct studies and provide an understanding of the meaning of epidemiology, causes of disease, epidemiological measurements and variables, screening, outbreak investigations and epidemiological surveillance. The assessment of nutritional problems is viewed from an epidemiological aspect based on the results of a review of research articles. Learning is carried out by applying a scientific approach. The learning model applies case studies. Learning activities include face-to-face in the form of lectures, group discussions, observations, presentations. Forms of lecture assignments include written tests, article reviews, and presentations.	
References	**Main :**	

1. Azhar Azrul. 1999. Pengantar Epidemiologi. Jakarta: Binarupa Aksara.
2. Bustan, MN. 2006. Pengantar Epidemiologi . Jakarta: Rineka Cipta.
3. Noor, Nur Nasry. 2006. Epidemiologi Penyakit Menular . Jakarta: Rineka Cipta
4. Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.

Supporters:

	1. Handout Slide PPT
Supporting lecturer	Choirul Anna Nur Afifah, S.Pd., M.Si. Junaidi Budi Prihanto, S.KM., M.KM., Ph.D. dr. Nieke Andina Wijaya, M.Biomed., Sp.KK dr. Rizky Patria Nevangga, M.Or. Lini Anisfatus Sholihah, S.Gz., M.Sc. Nur Anindya Syamsudi, STr.Keb.,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	Students understand the RPS and carry out a learning contract	Explain the meaning of epidemiology; Explain the history of the development of epidemiology; Explain the uses of epidemiology	**Criteria:** **Form of Assessment** : Participatory Activities	Lectures, questions and answers. 2 X 50	Lectures, questions and answers. 2 x 50	**Material:** Introduction to Epidemiology Lectures **Reader:** *Azhar Azrul. 1999. Introduction to Epidemiology. Jakarta: Binarupa Aksara.*	0%
2	Students are able to explain the concept of nutritional epidemiology including the meaning, scope, history, objectives and benefits of epidemiology	Describes the concept of nutritional epidemiology including the precise meaning, scope, history, objectives and benefits of epidemiology	**Criteria:** 1. Accuracy in describing the concept of nutritional epidemiology includes the meaning, scope, history, objectives and benefits of epidemiology 2. Participate in discussions and questions and answers **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and questions and answers. 2 X 50	Lectures, discussions and questions and answers. 2 x 50	**Material:** Introduction to Epidemiology **References:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.* **Material:** Epidemiology Concepts **Bibliography:** *Bustan, MN. 2006. Introduction to Epidemiology. Jakarta: Rineka Cipta.*	5%
3	Students are able to explain the theory of the causes of disease	Students explain the theory of the causes of disease correctly	**Criteria:** 1. Accuracy in explaining the theory of disease causes 2. Active in discussions and questions and answers **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers. 2 X 50		**Material:** Introduction to Epidemiology **References:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	5%

4	Students are able to describe the scientific history of disease and apply it to disease prevention approaches	1. Describe the scientific history of the disease accurately. 2. Identify examples of efforts to prevent disease, severity/disability, and death of a disease from its natural history.	**Criteria:** 1. Students describe the scientific history of the disease accurately. 2. Students create a portfolio regarding the scientific history of a disease using reading sources from scientific journals or other trusted sources by utilizing IT and then identify efforts that can be made to prevent disease, severity/disability, and death of a disease from its natural history in a systematic and precise manner. 3. Student activity in discussions and questions and answers **Form of Assessment** : Portfolio Assessment	1. Lectures, group discussions and questions and answers. 2. Discovery learning 2 X 50	1. Lectures, group discussions and questions and answers. 2. Discovery learning 2 x 50	**Material:** Infectious Diseases **References:** *Noor, Nur Nasry. 2006. Epidemiology of Infectious Diseases. Jakarta: Rineka Cipta*	8%
5	Students are able to describe the scientific history of disease and apply it to disease prevention approaches	1. Describe the scientific history of the disease accurately. 2. Analyze examples of disease prevention efforts, severity/disability, and mortality of a disease from its natural history.	**Criteria:** 1. Accuracy, neatness, suitability and sharpness of portfolio assignment analysis 2. Student activity in discussions and questions and answers **Form of Assessment** : Portfolio Assessment	1. Lectures, group discussions and questions and answers. 2. Discovery learning 2 X 50	1. Lectures, group discussions and questions and answers. 2. Discovery learning 2 x 50	**Material:** Infectious Diseases **References:** *Noor, Nur Nasry. 2006. Epidemiology of Infectious Diseases. Jakarta: Rineka Cipta*	8%
6	Students are able to explain outbreaks and outline outbreak investigations	1. Able to explain the outbreak correctly 2. Be able to outline an outbreak investigation	**Criteria:** 1. Accuracy in outlining outbreaks and outbreak investigations 2. Student activity in discussions and questions and answers **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers. 2 X 50		**Material:** Outbreaks and outbreak investigations **Reader:** *Azhar Azrul. 1999. Introduction to Epidemiology. Jakarta: Binarupa Aksara.*	0%
7	Able to explain the frequency of disease	1. Explain the frequency of disease 2. Explain the meaning and use of disease frequency 3. Explaining Rate Explaining Ratio and proportion 4. Explain data sources in epidemiology 5. Explain birth cohorts 6. Explaining Cohort Analysis and life tables	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, reflections, using zoom and whats-up 2 X 50		**Material:** Descriptive Epidemiology **Bibliography:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	0%
8	Midterm exam		**Form of Assessment** : Test	UTS uses google-form 2 X 50			14%

9	Be able to describe the design of epidemiological studies	1. Explain the design of epidemiological studies 2. Explain observational studies 3. Explain experimental/clinical trial design studies	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, reflections, using Google Classroom 2 X 50		**Material:** Analytic Epidemiology **Bibliography:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	5%
10	Able to explain the concept of descriptive epidemiology (person, place, and time)	1. Applying calculations in descriptive epidemiology includes understanding the principles of calculations including absolute numbers, proportions, ratios and rates. 2. Calculate prevalence and incidence	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, reflections, using Google Classroom 2 X 50		**Material:** Analytic Epidemiology **Bibliography:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	5%
11	Able to explain screening	Explain the concept of screening	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, reflections, using 2 X 50 zoom		**Material:** Nutritional screening **Reference:** *PPT Slide Handout*	0%
12	Able to explain surveillance in epidemiology	1. Explain the meaning of surveillance 2. Explain the surveillance system 3. Outline the objectives and benefits of surveillance	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lectures, group discussions and questions and answers using Google Classroom and Zoom 2 X 50		**Material:** Surveillance **Bibliography:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	5%
13	Able to explain the concept of analytical epidemiology	1. outlines the concept of analytical epidemiology 2. analyzing observational analytical epidemiological study designs including cross-sectional, cohort, and case control 3. analyzing experimental analytical epidemiological study designs including quasi-experimental, randomized controlled trials	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lectures, group discussions and questions and answers using Google Classroom and Zoom 2 X 50		**Material:** Surveillance **Bibliography:** *Webb, Penny. Chris Bain. 2015. Essential Epidemiology An Introduction for Students and Health Professionals. Cambridge University Press.*	5%
14	able to design giz screening and surveillance	1. outlines the concept of nutritional screening and surveillance 2. designing nutritional screening and surveillance	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, group discussions, questions and answers using 2 X 50 zoom		**Material:** Extraordinary Outbreak **Reference:** *PPT Slide Handout*	5%

15	Able to explain outbreaks/KLB	1. Explain the meaning of epidemic 2. Explain the indicators of an outbreak 3. Explain the method for investigating outbreaks/KLB	**Criteria:** If the answer is correct, score 10 **Form of Assessment** : Participatory Activities, Tests	Lectures, group discussions, questions and answers using 2 X 50 zoom		**Material:** Extraordinary Outbreak **Reference:** *PPT Slide Handout*	5%
16	UAS		**Form of Assessment** : Test				30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	16%
4.	Test	49%
		100%

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.