



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Anthropology of Health	6920103006		T=3 P=0 ECTS=4.77	4	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator													
	Dr. Agus Machfud Fauzi, M.Si.													
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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	Health anthropology is the study of the influence of cultural elements on people's appreciation of disease and health (Solita Sarwono, 1993). The definition made by Solita is still very narrow because anthropology itself is not limited to only looking at the appreciation of society and the influence of cultural elements only. Anthropology is a broader study than that, as Koentjaraningrat said that anthropology studies humans from physical, social and cultural aspects (1984; 76). The definition of health anthropology proposed by Foster/Anderson is the correct concept because it is embedded in the definition of anthropology as stated by Koentjaraningrat above. According to Foster/Anderson, Health Anthropology examines health and disease problems from two different poles, namely the biological pole and the socio-cultural pole.																
References	Main :																
	<ol style="list-style-type: none"> 1. Paul Benyamin D. 1963. Anthropology Perspectives on Medicine and Public Health Dalam Medicine and Society JA Clausen and R. Strauss, ed The Annual of the American Academy of Political and Social Science. 2. Pearsall, Marion. 1963. Medical Behavioural Science: A Selected Bibliography . Lexington: University of Kentucky Press. 3. Petocz, R. 1987. Konservasi Alam di Papua . Jakarta: Grafiti 4. Sarwono, S. 1993. Sosiologi Kesehatan, Beberapa Konsep Beserta Aplikasinya . Yogyakarta: Gadjah Mada Press. 5. Scotch, Norman A. 1963. Medical Anthropology dalam Biennial Review of Anthropology B.H. Siegel, ed 30-68. Stanford: California. Stanford University Press. 6. Suparlan, Parsudi. 1994. Keanekaragaman Kebudayaan, Strategi Pembangunan dan Transformasi Sosial, dalam Buletin Penduduk dan Pembangunan, Jilid V No. 1-2 , Jakarta: Lembaga Ilmu Pengetahuan Indonesia (LIPI). 7. Suparlan, Parsudi. 1994. The Diversity Of Cultures In Irian Jaya , The Indonesian Quartely, 22:2, 170-182. 8. Tim Peneliti Univesrsitas Cenderawasih. 1991. Laporan Penelitian Penyusunan Peta Sosial Budaya Papua ; Jayapura: Pusat Penelitian Universitas Cenderawasih. 9. Walker, M & Johz Mansoben. 1990. Papua Cultures; An Overview , Buletin Of Papua, 18:1-16. Jayapura: Univ Cenderawasih. 10. Weaver, Thomas. 1967. Medical Anthropology: Trends in Reasearch and Medical Education . University of Georgia Press. 																
	Supporters:																
Supporting lecturer	Drs. Martinus Legowo, M.A. Drs. Fransiscus Xaverius Sri Sadewo, M.Si.																
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 understand the definition of themes and constructs regarding culture, society and institutions as a framework for understanding health	Explains culture, society, and institutions as a framework for understanding health	Criteria: Good=100	With a structured lecture method and 3 X 50 questions and answers			0%
2	Able to understand and describe the meaning of themes and constructions regarding health anthropology: perspectives in schools and communities and citizens	Explaining the anthropology of health: perspectives in schools and communities Explaining identity and citizenship	Criteria: True=100	Discussion and face to face 3 X 50			0%
3	Able to understand and describe the meaning of themes and constructions regarding health anthropology: perspectives in schools and communities and citizens	Explaining the anthropology of health: perspectives in schools and communities Explaining identity and citizenship	Criteria: True=100	Discussion and face to face 3 X 50			0%
4	Able to understand and describe the meaning of themes and constructions regarding health anthropology: perspectives in schools and communities and citizens	Explaining the anthropology of health: perspectives in schools and communities Explaining identity and citizenship	Criteria: True=100	Discussion and face to face 3 X 50			0%
5	Understanding DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE, CULTURAL COMPETENCE IN HEALTH CARE, and CULTURAL SYSTEMS MODELS	Explaining DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE Explaining CULTURAL COMPETENCE IN HEALTH CARE Explaining CULTURAL SYSTEMS MODELS	Criteria: True=100	Discussion and face to face 3 X 50			0%
6	Understanding DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE, CULTURAL COMPETENCE IN HEALTH CARE, and CULTURAL SYSTEMS MODELS	Explaining DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE Explaining CULTURAL COMPETENCE IN HEALTH CARE Explaining CULTURAL SYSTEMS MODELS	Criteria: True=100	Discussion and face to face 3 X 50			0%
7	Understanding DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE, CULTURAL COMPETENCE IN HEALTH CARE, and CULTURAL SYSTEMS MODELS	Explaining DISEASE, ILLNESS, SICKNESS, AND THE SICK ROLE Explaining CULTURAL COMPETENCE IN HEALTH CARE Explaining CULTURAL SYSTEMS MODELS	Criteria: True=100	Discussion and face to face 3 X 50			0%
8	UTS	UTS	Criteria: UTS	UTS 3 X 50			0%
9	Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE	1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE	Criteria: True=100	Discussion and face to face 3 X 50			0%

10	<p>Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE</p>	<ol style="list-style-type: none"> 1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE 	<p>Criteria: True=100</p>	<p>Discussion and face to face 3 X 50</p>		0%
11	<p>Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE</p>	<ol style="list-style-type: none"> 1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE 	<p>Criteria: True=100</p>	<p>Discussion and face to face 3 X 50</p>		0%
12	<p>Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE</p>	<ol style="list-style-type: none"> 1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE 	<p>Criteria: True=100</p>	<p>Discussion and face to face 3 X 50</p>		0%
13	<p>Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE</p>	<ol style="list-style-type: none"> 1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANS CULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE 	<p>Criteria: True=100</p>	<p>Discussion and face to face 3 X 50</p>		0%

14	Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE	1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE	Criteria: True=100	Discussion and face to face 3 X 50			0%
15	Understanding:ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORSTRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGYMEDICAL- ECOLOGICAL APPROACHES TO HEALTHPOLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGYPSYCHOBIOLOGICAL DYNAMICS OF HEALTHTHE SHAMANIC PARADIGM OF ETHNOMEDICINE	1.Explains: ETHNOMEDICAL SYSTEMS AND HEALTH CARE SECTORS 2.TRANSCULTURAL PSYCHIATRY AND INDIGENOUS PSYCHOLOGY 3.MEDICAL- ECOLOGICAL APPROACHES TO HEALTH 4.POLITICAL ECONOMY AND CRITICAL MEDICAL ANTHROPOLOGY 5. PSYCHOBIOLOGICAL DYNAMICS OF HEALTH 6.THE SHAMANIC PARADIGM OF ETHNOMEDICINE	Criteria: True=100	Discussion and face to face 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

