### A. DETAILS OF COURSE

<p>| | | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course Name</td>
<td>Management and Prevention of Cardiovascular Disease and Stroke</td>
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<tr>
<td>2.</td>
<td>Course Code</td>
<td>KME426</td>
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<td>3.</td>
<td>Credits (SKS)</td>
<td>2 (two) SKS</td>
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<td>4.</td>
<td>Semester / Term</td>
<td>VI (sixth)</td>
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<tr>
<td>5.</td>
<td>Study Program</td>
<td>Bachelor of Public Health</td>
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<tr>
<td>6.</td>
<td>Graduate Learning Outcomes</td>
<td>After completing this course, students are expected to be able to compile programs in prevention and mitigation of heart disease and stroke.</td>
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<tr>
<td>7.</td>
<td>Course Learning Outcomes</td>
<td>After completing this course, students fulfill the learning outcomes as follows:</td>
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<tr>
<td></td>
<td></td>
<td>LO.1. conducting a study and analysis of the situation (analytical/assessment skills)</td>
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<td></td>
<td></td>
<td>1. correctly defining the problem</td>
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<td></td>
<td></td>
<td>1.2. determining the usefulness and limitations of data</td>
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<td>1.3. using ethical principles in collecting data and information</td>
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<td>1.4. making relevant inferences from quantitative and qualitative data</td>
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<td></td>
<td>1.5. taking and interpreting data and information related to risks and the environment</td>
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<td>1.6. applying the process of data collection and information technology applications</td>
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<td>LO.2. developing and designing health policies and programs (policy development/program planning skills)</td>
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<td>2.1. collecting, summarizing, and interpreting information about various health issues</td>
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<td>2.2. deciding on actions that are appropriate to the problem at hand</td>
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<td>LO.3. communicating effectively (communication skills)</td>
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<td>3.1. communicating through written, oral, or other methods</td>
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<td>3.2. leading and participating in groups to formulate specific public health issues</td>
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<td>3.3. using media, technology, and networks to disseminate information</td>
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<td>3.4. presenting accurate information about demographics, statistics, programs, and science to the professional community</td>
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</tbody>
</table>
● Evaluation of this document is needed every year

LO.5. able to carry out community empowerment (community empowerment)
5.1. able to identify and maintain relationships with various stakeholders
5.2. identifying potentials and resources that exist in the community

LO.6. having mastery of public health science (public health science skills)
6.1. identifying the obligations of individuals and organizations in the context of essential public health services and basic functions
6.2. defining, assessing, and understanding health status in the population, health determinants and diseases, and factors that contribute to health promotion and disease prevention
6.3. applying Public Health Sciences, including social and behavioral sciences, chronic diseases, infections, and accidents
6.4. applying Public Health Sciences, including social and behavioral sciences, chronic diseases, infections, and accidents
6.5. identifying limitations of research and the importance of observation and interconnection (interrelationship)

8. Course Description
This course covers the theory of prevention and control of heart disease and stroke, including risk factors for heart disease and stroke, health financing (direct and indirect costs) and burden of disease, early detection, prevention and management of heart disease and stroke and efforts to improve quality of life in stroke patients or rehabilitation. In addition, the prevention and mitigation of heart disease and stroke from nutritional and sports aspects, the role of stakeholders (government, parliament, civil society) and health promotion efforts in the prevention and control of heart disease and stroke. The learning process is carried out with an integration approach inter-professional education. The learning process is carried out through lectures, discussions, practices, assignments in the form of projects and seminars.

9. Course Prerequisites (if any)
Basic Epidemiology; Epidemiology of Non Communicable Disease

10. Instructor
Dr. Santi Martini, dr., M.Kes

11. Teaching Assistants

B. TEACHING PROGRAM
### Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)

<table>
<thead>
<tr>
<th>Week</th>
<th>Study Materials</th>
<th>Teaching Methods</th>
<th>Additional Materials for Learning</th>
<th>Meeting Time</th>
<th>Course Objectives</th>
<th>Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills)</th>
<th>Mark / Grade / Percentage (%)</th>
<th>Reference Number</th>
</tr>
</thead>
</table>
| 1    | Students are able to explain the magnitude of the problem of heart disease and stroke | 1. Magnitude of the problem:  
a. Size of the problem  
b. Health impact  
c. Economic impact  
2. Natural history of heart disease and stroke:  
a. Prepatogenetic period  
b. Pathogenesis period  
3. Preventive efforts:  
a. Primary prevention  
b. Secondary prevention | 1. Lectures  
2. Discussions | LCD, Whiteboard, and Laptop | 2x30 minutes | 1. Discipline  
2. Communication | No. 1, 10 |
### SEMESTER LEARNING PLAN

**SLP**

**Prepared by** (Person in Charge)

**Examined by** (Head of Bachelor Program / Head of Department)

**Approved by** Vice Dean I

**Document Registration Number** 01/S1Kesmas/RPS/2019

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**Faculty of Public Health**

**Valid on Semester** (odd/even) / **Academic Year** Even Semester

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<tr>
<th>Week</th>
<th>Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)</th>
<th>Study Materials</th>
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<tbody>
<tr>
<td>1</td>
<td>c. Tertiary prevention</td>
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<td>Students are able to explain the magnitude of the problem of heart disease and stroke</td>
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<td>1. Magnitude of the problem:</td>
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<td>a. Size of the problem</td>
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<td>b. Health impact</td>
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<td>c. Economic impact</td>
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<td>2. Natural history of heart disease and stroke:</td>
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<td>a. Prepatogenetic period</td>
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<td>b. Pathogenesis period</td>
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<td>3. Preventive efforts:</td>
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<td></td>
<td>a. Primary prevention</td>
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<td></td>
<td>1. Lectures</td>
<td>LCD, Whiteboard, and Laptop</td>
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<td>2x50 minutes</td>
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<td>2. Discussions</td>
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</table>

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No. 1, 10
### SEMESTER LEARNING PLAN

**Prepared by**: Dr. Santi Martini, dr., M.Kes  
**Examined by**: Dr. Diah Indriani, S.Si., M.Si  
**Approved by**: Dr. Santi Martini, dr., M.Kes

**Document Registration Number**: 01/S1Kesmas/RPS/2019

**Faculty of Public Health**  
**Valid on**: Even Semester  
**Semester (odd/even)**:  
**Academic Year**:  

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<thead>
<tr>
<th>Week</th>
<th>Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)</th>
<th>Study Materials</th>
<th>Teaching Methods</th>
<th>Additional Materials for Learning</th>
<th>Meeting Time</th>
<th>Course Objectives</th>
<th>Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills)</th>
<th>Mark / Grade / Percentage (%)</th>
<th>Reference Number (nomor)</th>
</tr>
</thead>
</table>
| 1    | b. Secondary prevention  
c. Tertiary prevention  
1. Direct financing:  
a. Definition of direct costs  
b. Direct cost components  
c. Direct cost measurement  
2. Indirect financing:  
a. Definition of indirect costs  
b. Indirect cost components  
c. Indirect cost measurement | LCD and Laptop | 1. Lectures 2. Discussionss | 2x50 minutes | 1. Discipline  
2. Communication | 2, 3, 7 |
| 3    | Students are able to explain the economic impact of heart disease and stroke | | | | | No. 2, 3, 7 |
### Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)

<table>
<thead>
<tr>
<th>Week</th>
<th>Study Materials</th>
<th>Teaching Methods</th>
<th>Additional Materials for Learning</th>
<th>Meeting Time</th>
<th>Course Objectives</th>
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<th>Reference Number Ref. (nomor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students are able to explain the economic impact of heart disease and stroke</td>
<td>1. Direct financing: a. Definition of direct costs b. Direct cost components c. Direct cost measurement</td>
<td>Lectures, Discussion</td>
<td>LCD and Laptop</td>
<td>2x50 minutes</td>
<td>1. Discipline 2. Communication</td>
<td></td>
<td>No. 2, 3, 7</td>
</tr>
<tr>
<td>5</td>
<td>Students are able to explain health promotion efforts in the prevention and mitigation of heart disease and stroke</td>
<td>1. Health promotion strategies: a. Advocacy b. Empowerment c. Atmosphere-building</td>
<td>Lectures, Discussion, Practical exercises, Presentation</td>
<td>LCD and Laptop</td>
<td>2 x 50 minutes</td>
<td>1. Discipline 2. Communication</td>
<td></td>
<td>No. 1, 4, 5, 6</td>
</tr>
</tbody>
</table>
### SEMESTER LEARNING PLAN

**Prepared by**: (Person in Charge)  
**Examined by**: (Head of Bachelor Program / Head of Department)  
**Approved by**: Vice Dean I  

**SLP**  
**Revision Date**: January 1st, 2019  
**Faculty of Public Health**  
**Valid on**: Semester (odd/even) / Academic Year  
**Even Semester**

**Document Registration Number**: 01/S1Kesmas/RPS/2019

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<td>1</td>
<td>2. Forms of health promotion: a. Education b. Goals</td>
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</table>
| 6    | Students are able to explain health promotion efforts in the prevention and mitigation of heart disease and stroke  
b. Empowerment  
c. Atmosphere-building  
2. Forms of health promotion: a. Education  
b. Goals  
1. Lectures  
2. Discussions  
3. Practical exercises  
4. Presentation  
1. Discipline  
2. Communication  | Lectures  
Discussionss  
Practical exercises  
Presentation  
LCD and Laptop  
2 x 50 minutes  | 1. Discipline  
2. Communication  | No. 1, 4, 5, 6 | 10 |  |
| 7    | Students are able to explain the role of stakeholders in the prevention and mitigation of heart disease and stroke  
1. Types of stakeholders: a. Government  
b. Parliament  
c. Civil society  
d. Media  
1. Lectures  
2. Discussions  
3. Presentation  
1. Discipline  
2. Communication  
3. Confidence  
4. Teamwork  | Lectures  
Discussionss  
Presentation  
LCD and Laptop  
2 x 50 minutes  | 1. Discipline  
2. Communication  
3. Confidence  
4. Teamwork  | No. 1, 8, 9, 10 |  |

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Dr. Santi Martini, dr., M.Kes  
Dr. Diah Indriani, S.Si., M.Si  
Dr. Santi Martini, dr., M.Kes

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Dr. Santi Martini, dr., M.Kes  
Dr. Diah Indriani, S.Si., M.Si

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Dr. Santi Martini, dr., M.Kes
### SEMESTER LEARNING PLAN

**Prepared by:**
(Person in Charge)

**Examined by:**
(Head of Bachelor Program / Head of Department)

**Approved by:**
Vice Dean I

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**Faculty of Public Health**

**Valid on:**
Semester (odd/even) / Academic Year

- Even Semester

**Revision Date:**
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Faculty of Public Health
Valid on Semester (odd/even) / Academic Year
Even Semester

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| Week | Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P) | Study Materials | Teaching Methods | Additional Materials for Learning | Meeting Time | Course Objectives | Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills) | Mark / Grade / Percent age (%) | Reference Number Ref. (nomor) |
|------|----------------------------------------------------------------------------------------------------------------|
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</table>

**FINAL TERM EXAMINATION**

### C. REQUIRED TEXTS / REFERENCES / ESSENTIAL READINGS

**Required Readings:**

1. A Public Health Action Plan to prevent Heart Disease and Stroke, U.S. Department of Health and Human Services Centers for Disease Control and Prevention
3. The cost effectiveness of an early transition from hospital to nursing home for stroke patients: design of a comparative study, BMC Public Health 2010, 10:279
6. Health in the post-2015 development agenda: need for a social determinants of health approach. Joint statement of the UN Platform on Social Determinants of Health