
 <b>Universitas Airlangga</b>	<b>SEMESTER LEARNING PLAN</b>		<b>Prepared by</b>	<b>Examined by</b>	<b>Approved by</b>	<b>Document Registration Number</b>
	<b>SLP</b>		<b>(Person in Charge)</b>	<b>(Head of Bachelor Program / Head of Department)</b>	<b>Vice Dean I</b>	01/S1Kesmas/RPS/2019
			<b>Revision - Date</b>	<b>January 1st, 2019</b>	Ira Nurmala, S.KM., M.PH., Ph.D.	
<b>Faculty of Public Health</b>	<b>Valid on Semester (odd/even) / Academic Year</b>	<b>Even Semester</b>	(sign)	(sign)	(sign)	

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## A. DETAILS OF COURSE

<b>1. Course Name</b>	Health Psychology
<b>2. Course Code</b>	PSC 304
<b>3. Credits (SKS)</b>	2 (two) SKS
<b>4. Semester / Term</b>	VI (sixth)
<b>5. Study Program</b>	Bachelor of Public Health
<b>6. Student Learning Achievement</b>	At the end of the course, students are expected to be able to comprehend and apply the concept of health psychology in the society
<b>7. Course Learning Achievement</b>	<ol style="list-style-type: none"> <li>1. Decide the appropriate communicative action</li> <li>2. Use the right method to interact sensitively, effectively, and professionally with people from different backgrounds</li> <li>3. Develop and adapt various approaches to overcome Public Health issues related to cultural distinctions</li> <li>4. Understand the dynamics that contributes to the cultural diversity (attitude)</li> <li>5. Understand the importance of diverse Public Health workers (attitude)</li> <li>6. Combine various strategies to interact with people from various backgrounds</li> <li>7. Use group dynamic process to improve the contribution of community</li> <li>8. Apply basic skills of human relationship in the management of organization, staff motivation, and conflict resolution</li> </ol>
<b>8. Course Description</b>	<p>This course discusses various concepts in psychology related to public health, among others:</p> <p>Psychology of health</p> <ol style="list-style-type: none"> <li>1. History of Psychology of Health Development</li> <li>2. Psychology of Health</li> <li>3. Definition, Sources, theories related to stress</li> <li>4. Approaches and Stress Management in Public Health</li> <li>5. Behavioral Determinant Cognitive Social Approach</li> <li>6. Compliance Behavior</li> <li>7. Process of Seeking Help</li> <li>8. Personality</li> <li>9. Behavioral Pattern</li> </ol>


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	10. Health Status Measurement 11. Current issues in public health
9. Course Prerequisites (if any)	None
10. Instructor	Ira Nurmala., S.KM., M.PH., Ph.D
11. Teaching Assistants	Dr. Mohammad zainal fatah, drs., MS., M.Kes (MZF) Muthmainah, S.KM., M.Kes (MUT)


## B. TEACHING PROGRAM

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 ( <i>hard dan soft skills</i> )	Mark / Grade / Percentage (%)	Reference Number  Ref. (nomor)
1	2	3	4	5	6	7	8	9	10
1	Students are able to comprehend the importance of the history of psychology in public health	History of health psychology: Course contract, Explanation of course mechanism (delivery, assignment, assessment, conclusion) with Student Centered	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		

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<b>Week</b>	<b>Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)</b>	<b>Study Materials</b>	<b>Teaching Methods</b>	<b>Additional Materials for Learning</b>	<b>Meeting Time</b>	<b>Course Objectives</b>	<b>Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills)</b>	<b>Mark / Grade / Percentage (%)</b>	<b>Reference Number Ref. (nomor)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
		Learning (SCL) concept. Scope of history of psychology and health psychology							
2	Students are able to comprehend the relevance of psychology and health	Study and area of health psychology: 1. Scope of public health a. Relevance of health psychology b. Definition of psychology in public health	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
3	Students are able to comprehend the Definition,	Stress Management: 1. Definition of stress	Lectures Discussions	LCD, Power Point file,	2 x 50 minutes		Be able to listen, ask, critically think, argue and		

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	sources, and theories related to stress	<ol style="list-style-type: none"> <li>a. Definition of stress</li> <li>b. Types of stress</li> </ol> <ol style="list-style-type: none"> <li>2. Sources of stress <ol style="list-style-type: none"> <li>a. Factors that cause stress</li> <li>b. The arise of stress</li> </ol> </li> <li>3. Stress theory</li> </ol>		and Whiteboard			appreciate the opinion. Be able to be involved and initiate the discussion.		
4	Students are able to comprehend Approaches and Stress Management in Public Health	Approaches and Stress Management: <ol style="list-style-type: none"> <li>1. Coping stress</li> <li>2. Stress Management</li> </ol>	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and		

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<b>Week</b>	<b>Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)</b>	<b>Study Materials</b>	<b>Teaching Methods</b>	<b>Additional Materials for Learning</b>	<b>Meeting Time</b>	<b>Course Objectives</b>	<b>Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills)</b>	<b>Mark / Grade / Percentage (%)</b>	<b>Reference Number Ref. (nomor)</b>
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							initiate the discussion.		
5	Students are able to comprehend the concept of konsep Behavioral Determinant Cognitive Social Approach	Behavioral Determinant Cognitive Social Approach: 1. Definition of social cognitive 2. Faktors that determine behavior 3. Social cognitive approach	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
6	Students are able to comprehend Compliance Behavior	Compliance Behavior: 1. Factors that influence compliance	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion.		

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
		2. Compliance theory					Be able to be involved and initiate the discussion.		
7	Students are able to comprehend the Process of Seeking Help	Process of Seeking Help: 1. Types of help search 2. Factors that influence the selection of health service site	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
<b>MID TERM EXAMINATION</b>									

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
8	Students are able to comprehend the concept of Personality	Various concepts of Personality: 1. Types of personality 2. How personality affects health 3. Big 5 personality	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
9	Students are able to comprehend Behavioral Pattern	Behavioral Pattern: 1. Definition of behavior 2. How behavior is formed 3. Behavioral Pattern	Presentations Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		

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10	Students are able to comprehend how to Measure Health Status	Pengukuran kesehatan: 1. Definition of health according to WHO and Laws 2. Definition measurement 3. Types of health measurement	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
11	Students are able to comprehend how to Measure Health Status	Variety and types of health measurement: 1. Physical health measurement 2. Mental health measurement	Lectures Discussions Practice	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and		



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		3. Social health measurement					initiate the discussion.		
12	Students are able to comprehend the Current Issues of psychology in public health	Current issue: 1. Discuss current issues related to public health a. Analysis of current issue b. What causes it 2. Solution and resolution	Lectures Discussions	LCD, Power Point file, and Whiteboard	2 x 50 minutes		Be able to listen, ask, critically think, argue and appreciate the opinion. Be able to be involved and initiate the discussion.		
13.	Students are able to comprehend the Current	Current issue: 1. Discuss current issues	Lectures Discussions	LCD, Power Point file,	2 x 50 minutes		Be able to listen, ask, critically think, argue and		

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	Issues of psychology in public health	related to public health a. Analysis of current issue b. What causes it 2. Solution and resolution		and Whiteboard			appreciate the opinion. Be able to be involved and initiate the discussion.		
FINAL TERM EXAMINATION									

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