



**LIST OF COURSES OFFERED TO INTERNATIONAL STUDENTS
NON-DEGREE PROGRAM
EVEN SEMESTER, ACADEMIC YEAR 2025/2026
Faculty of Nursing - Universitas Indonesia**

Course Name: *Maternal and Newborn Nursing*

Degree	Bachelor
Department/Study Program	Maternity Nursing Department
Type of Class	Regular
Lecturer Name	Dr. Titin Ungsianik, SKp, MBA Prof. Dra. Setyowati, SKp, M.App,Sc. Dr. Imami Nur Rachmawati, SKp, MSc Hayuni Rahmah, SKp, MNS Dr. Ns.Tri Budiati, S.Kep, M.Kep, Sp.Kep.Mat.
Course Structure	Lecture
Course Credits	2 credits of theory
Course Overview	The Maternal and Newborn Nursing Course discusses the concepts of human reproduction. In this subject, students will learn about the reproductive system and processes. At the end of the learning process, students are expected to be able to design nursing care for cases of pregnant women, women in labor, and postpartum women along with their babies immediately after birth up to 40 days of age. Students are also expected to be able to identify risk factors for complications during pregnancy, childbirth, and the postpartum period.
Course Key Words	human reproduction, reproductive systems
Learning Outcome	1. Students are able to plan nursing care for common cases holistically, culturally sensitive, and continuously in efforts that are promotive, preventive, curative, and rehabilitative for the client's system in case simulations. 2. Students are able to plan nursing care for cases of pregnant women, women in labor, postpartum women, and newborns, as well as lactation management according to professional nursing practice standards and cultural sensitivity. 3. Students are able to explain the Family-Centered Maternity Nursing Concept



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	4. Students are able to explain the application of legal and ethical aspects in Maternity Nursing Services. 5. Students are able to explain the anatomy and physiology of the female reproductive organs and systems 6. Students are able to plan nursing care for pregnant women by integrating cultural values and beliefs that influence the client's self-care behavior 7. Students are able to plan nursing care for mothers in labor by integrating cultural values and beliefs that influence the client's self-care behavior 8. Students are able to perform assessments and physical examinations of newborns 9. Students are able to identify risk factors and signs of complications in pregnancy, labor, postpartum, and newborns.
Course Schedule	1. Explanation of the Syllabus 2. - Maternity Nursing Concept - Ethical and legal aspects of maternity nursing - Innovation in nursing services in maternity nursing 3. - Anatomy and physiology of the male and female reproductive systems, including the ovarian and endometrial cycles. - Anatomy of the ovum and spermatozoa, the fertilization process, and embryonic and fetal development. 4. - Anatomy and physiology of pregnancy - Nutrition during pregnancy 5. - Labor and birth process - Normal delivery assistance 6. - Postpartum physiological changes - Postpartum psychosocial adaptation 7. Physical and behavioral adaptation of newborns 8. Mid Semester Test 9. - Antenatal nursing care - Intranatal nursing care - Postnatal nursing care



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	- Newborn nursing care 10. - fetal monitoring - labor documentation 11. partographic recording 12. lactation management 13. Final Semester Test
Textbooks, References, and Supplementary Materials (Maximum 3)	1. Lowdermilk, D.L., Perry, S.E., Cashion, K., Alden, K.R. (2016). Maternity & Women's Health Care, 11th ed. St. Louis: Elsevier Inc. 2. Bear, M., et al. (2017). Maternity Nursing Key Topics Review. St. Louis: Elsevier Inc. 3. Bobak, I.M. & Jensen, M.D. (2005). Maternity and gynecologic care: the nurse and the family. 5th. ed. Saint Louis: CV Mosby Co. 4. Little, K.E. (2019). Introduction to Maternity and Pediatric Nursing, 8th ed. St. Louis: Elsevier Inc. 5. Pilliteri, A. (2003). Maternal & child health nursing: Care of the childbearing and childrearing family. 4th ed. Philadelphia: Lippincott. 6. COI (2009). The Pregnancy Book. Your Complete Guide to: A healthy pregnancy, Labour and childbirth, and the first weeks with your new baby. COI for the Department of Health 7. Kenner, C., Altimier, L.B., Boykova, M.V. (2020). Comprehensive Neonatal Nursing Care, 6th ed. New York: Springer Publishing Company 8. Sakala, C., Corry M.P. (2008). Evidence-Based Maternity Care: What It Is and What It Can Achieve. New York: Milbank Memorial Fund. 9. Unicef (2009). Maternal and Newborn Health. New York: United Nations Children's Fund 10. Ward, S.L., Hisley, S.M. (2009). Maternal-Child Nursing Care. Optimizing Outcomes for Mothers, Children, & Families. Philadelphia: A.A. Davis Company. 11. WHO (2003). Essential Antenatal, Perinatal, and Postpartum Care. WHO Regional Office for Europe..
Grading Component	– Quiz : 20%



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	– Independent assignment sheet: 5% – Assessment form focus group discussion resume: 5% – Assessment form: 15% – Mid Semester Test: 20% – Final Semester Test: 20% – Video Assessment Form: 15%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: – Attend all classes regularly and on time. – Participate actively in discussions and learning activities. – Maintain respectful behavior toward instructors and peers. – Avoid any form of academic dishonesty (e.g., plagiarism, cheating).



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Course Name: *Mental Health and Psychiatric Nursing*

Degree	Bachelor
Department/Study Program	Mental Health Nursing Department
Type of Class	Regular
Lecturer Name	Prof. Achir Yani Prof. Budi Anna Keliat Prof. Herni Susanti Ria Utami Panjaitan, SKp, M.Kep. Yossie Susanti Eka Putri, SKp, MN, Ph.D Ns.Giur Hargiana, S.Kep, M.Kep, Sp.Kep.J
Course Structure	Lecture
Course Credits	2 credits of theory
Course Overview	This course studies the concepts and principles, trends, and issues of mental health and nursing. The focus of this course is to discuss clients as adaptive systems experiencing common mental disorders in Indonesia, along with discussions of the concepts of recovery, rehabilitation, and continuity of care in mental health, the required therapeutic modalities, and the management of mental health nursing services. The learning methods used are question-based learning (QBL), collaborative learning (CL), case or problem based learning (CBL or PBL), and clarification from resource persons through interactive lectures.
Course Key Words	mental disorders, recovery, modality therapy
Learning Outcome	1. Students are able to design a holistic and sustainable nursing care plan in term of promotive, preventive, curative and rehabilitative efforts in the client system by ensuring client safeness in simulation cases 2. Students are able to present trends and issues in mental health nursing, as well as the management of mental health nursing services. 3. Students are able to describe the concepts of recovery, rehabilitation, and continuity of care in mental health nursing, as well as the required therapeutic modalities.



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	4. Students are able to examine mental health nursing theories and concepts in the nursing process for clients diagnosed with mental disorders. 5. Students are able to relate and combine the application of mental health nursing theories and concepts in the nursing process for clients diagnosed with mental disorders. 6. Students are able to design nursing care to resolve problems in clients with mental disorders.
Course Schedule	1. The concept of mental health nursing service management and trends and issues in mental health nursing 2. The concept of mental health nursing service management and trends and issues in mental health nursing 3. Theories and concepts about the concept of recovery, rehabilitation, continuity of care in mental health, TAK modality therapy, environmental therapy (psychopharmacological therapy) 4. Theories and concepts about the concept of recovery, rehabilitation, continuity of care in mental health, TAK modality therapy, environmental therapy (psychopharmacological therapy) 5. Interactive discussion: mental health nursing service management concept 6. Interactive discussion: community mental health nursing 7. Nursing care (assessment, diagnosis, nursing action plan, implementation, and evaluation) and documentation for clients with mental disorders 8. Nursing care (assessment, diagnosis, nursing action plan, implementation, and evaluation) and documentation for clients with mental disorders 9. Strengthening nursing care for mental disorders (low self-esteem, chronic illness, social isolation, self-care deficit), psychopharmacological therapy related to diagnosis 10. Strengthening nursing care for mental disorders (hallucinations, delusions), psychopharmacological therapy related to diagnosis



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Textbooks, References, and Supplementary Materials (Maximum 3)	1. Keliat, B. A, Hamid. A.Y.S., Putri, Y.S.E., Daulima, N.H.C., Wardani, I.Y., Susanti, H., Hargiana, G., & Panjaitan, 2. R.U. (2019). Asuhan keperawatan Jiwa, Jakarta: Penerbit Buku kedokteran : EGC 3. Stuart, G.W (2013). <i>Principles and Practice of Psychiatric Nursing</i>. Eight edition. St. Louis: Mosby Year Book. 4. Varcarolis, E.M. (2013). <i>Essentials of psychiatric mental health nursing: a communication approach to evidence-based care</i>. Second edition. St. Louis: Elsevier Saunders. 5. Videbeck, S. (2013). <i>Psychiatric Mental Health Nursing</i>. Sixth edition. Philadelphia: Lippincott Williams & Wilkins 6. Craven, R.F., Hirnle, C.J. (2007). <i>Fundamental of nursing: Human health and function. Fifth edition</i>. Philadelphia: Lippincott Williams & Wilkins. 7. Kozier, B., Erb., Berman, A.J. & Snyder (2004). <i>Fundamental nursing: Concepts, process and practice. Seventh edition</i>. 8. New Jersey: Pearson Education, Inc. 9. Potter, P.A. & Perry, A.G. (2005). <i>Fundamental of nursing: Concepts, process, and practice</i>. Sixth edition. St. Louis: Mosby Year Book. 10. Missouri Departement of Mental Health (2012). <i>Autism spectrum disorders: guide to evidence-based interventions</i>. Retrieved from www.autismguideliners.dmh.mo.gov 11. Scottish Intercollegiate Guidelines Network (2007). <i>Assessment, diagnosis and clinical interventionsfor children and young people with autism spectrum disorders: a national clinical guideline</i>. Retrieved from www.sign.ac.uk 12. Everly, G.S. & Lating, J.M. (2013). <i>A clinical guide to the treatment of the human stress response</i>. Third Edition. New York: Kluwer Academic Publishing. 13. Tim Pokja SDKI DPP PPNI. (2016). Standar diagnosis keperawatan Indonesia. Edisi 1. Dewan pengurus pusat persatuan perawat nasional Indonesia.
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Grading Component	– Independent assignment report : 10% – Group discussion paper: 15% – Group presentation: 30% – Mid Test: 20% – Final Test: 20% – Self Reflection: 5%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: – Attend all classes regularly and on time. – Participate actively in discussions and learning activities. – Maintain respectful behavior toward instructors and peers. – Avoid any form of academic dishonesty (e.g., plagiarism, cheating).



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Course Name: *Gerontological Nursing*

Degree	Bachelor
Department/Study Program	Community Health Nursing Department
Type of Class	Regular
Lecturer Name	Prof. Junaiti Sahar, SKp, M.App.Sc. Dr. Etty Rekawati, SKp, MKM Ns. Utami Rachmawati, SKp, M.Kep, Sp.Kep.Kom.
Course Structure	Lecture
Course Credits	2 credits of theory
Course Overview	This course provides knowledge and skills for students in providing nursing care for individuals, families, and groups of the elderly. The purpose of this course is the students are expected to be able to compose and have skills in providing nursing care to individuals, families and groups of the elderly. This course focuses on the theories and concepts of aging, physiological and pathological changes in all body systems that occurs in the elderly and fulfilment of basic human needs for oxygenation, circulation, nutritional fluids and elimination in the elderly. This course teaches the construction of nursing care processes for individuals, families and groups of the elderly in hospitals' geriatric ward, nursing homes and families. This subject is compulsory for nursing students who are in regular and extension programs. The method used is the Student Center Active Learning (groups discussion, Collaborative Learning, Questions Based Discussion, and Case Base Discussion).
Course Key Words	theories and concepts of aging, physiological and pathological changes
Learning Outcome	1. Students will be able to design a holistic and continuous nursing care plan for the elderly, encompassing promotive, preventive, curative, and rehabilitative efforts within the client system in simulated cases, in accordance with applicable nursing care guidelines. 2. Students will be able to describe the concept of geriatric nursing and aging theory.



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	3. Students will be able to identify physiological changes across all body systems in the elderly. 4. Students will be able to identify cognitive, affective, and psychosocial changes in the elderly. 5. Students will be able to develop a nursing care plan for an elderly individual to meet basic needs according to NANDA, NOC, and NIC standards in hospitals and nursing homes.
Course Schedule	1. Concept of Gerontological Nursing 2. Theories of Aging 3. Physiological changes in all body systems in the elderly. 4. Cognitive, affective, and psychosocial changes in the elderly. 5. Head-to-toe assessment of all systems in the elderly. 6. Health screening for the elderly using the following formats: Mini Nutrition Assessment (MNA), Katz Index, Barthel Index, Berg Balance Test (BBT), Morse Fall Scale (MFS), and Pittsburgh Sleep Quality Index (PSQI). 7. Psychosocial assessment using the following formats: Mini Mental State Exam (MMSE), Geriatric Depression Scale (GDS), Clinical Dementia Rate (CDR). 8. Determine nursing diagnoses based on the 2021-2023 NANDA standards and/or the Indonesian Nursing Diagnosis Standards (SDKI). 9. Determine evaluation criteria based on the Nursing Outcome Classification (NOC) and/or the Indonesian Nursing Outcome Standards (SLKI). 10. Determine intervention plans based on the Nursing Intervention Classification and/or the Indonesian Nursing Intervention Standards (SIKI).
Textbooks, References, and Supplementary Materials (Maximum 3)	1. Bulechek, G.M., Butcher, H.K., Dochterman, J.M. (2013). <i>Nursing intervention classification (NIC)</i>. 5th ed. United Kingdom: Elsevier Inc 2. Touhy, T.A., Jett, K. (2014). <i>Ebersole and Hess gerontological nursing and healthy aging</i>. 4th ed. St. Louis,



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	Missouri: Mosby, Inc. 3. Miller, C.A. (2012). Nursing for wellness in older adults: theory and practice (6 Ed.). Philadelphia: Lippincott Williams&Wilkin 4. Touhy, T.A., Jett, K. (2016). <i>Ebersole & Hess' toward healthy aging, 9th ed.</i> St. Louis, Missouri: Mosby, Inc. 5. Moorhead, S., Johnson, M., Maas, M. L., et al. (2013). Nursing outcomes classification (NOC) (5th ed.). United Kingdom: Elsevier Inc 6. NANDA International. (2021). Nursing Diagnoses. Definition and Classification ^[1]_{SEP}2021-2023. Oxford : Willey- Blackwell 7. Mauk, K.L. (2014). <i>Gerontological nursing: Competencies for care, third edition.</i> Burlington, MA: Jones & Bartlett Learning 8. Roach, S. (2006). <i>Introductory Gerontological Nursing.</i> Philadelphia : Lippincot.
Grading Component	– Grade report from EMAS: 12% – Independent assignment sheet document in EMAS: 20% – Term paper document in EMAS: 13% – WOC document in EMAS: 10% – Grade report from EMAS: 20% – Grade report from EMAS: 20% – Peer assessment document from EMAS: 5%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	Students are expected to: – Attend all classes regularly and on time. – Participate actively in discussions and learning activities. – Maintain respectful behavior toward instructors and peers. – Avoid any form of academic dishonesty (e.g., plagiarism, cheating).



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Course Name: *Basic Complementary Nursing*

Degree	Bachelor
Department/Study Program	Community Health Nursing Department/ Bachelor of Nursing Study Program
Type of Class	Regular
Lecturer Name	Dr. Widyatuti, M.Kep, Sp.Kep.Kom. Ns. Utami Rachmawati, SKp, M.Kep, Sp.Kep.Kom. (Guest lecture from Department of Health RI)
Course Structure	Lecture
Course Credits	2 credits (1,5 credit of theory; 0,5 credit of practicum)
Course Overview	The Complementary Nursing Therapy course is intended for undergraduate students and is offered in both odd and even semesters. Students are expected to develop concepts and theories underlying complementary nursing therapy, the application of complementary nursing therapy in nursing care, and the theory and practice of self-healing. This course will be useful for students in improving their own health and practicing nursing care in the clinic/field. Learning experiences include collaborative learning, problem-based learning, case studies, interactive lectures, presentations, discussions, and practicums. This course carries two credits (1.5 credits of theory and 0.5 credits of laboratory work). Students must possess cognitive, psychomotor, and affective skills, which are inseparable competencies. Self-health improvement is highly desirable, enabling them to assist clients in improving their own health.
Course Key Words	theories and concepts of aging, physiological and pathological changes
Learning Outcome	1. Able to identify complementary therapies in providing nursing care. 2. When faced with a case that occurs in an individual client system, students are able to develop a nursing care plan as one of the complementary nursing interventions appropriate to the case (self-healing). 3. When faced with a case that occurs in an individual client



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	system, students are able to demonstrate one complementary nursing intervention appropriate to the case (self-healing). 4. Explain the theory, concepts, rules or laws, types, classifications, types of therapy, and the role of nurses in complementary nursing. 5. Explain various types of complementary therapy practices and their relationship to the nursing process. 6. Explain various self-healing actions. 7. Develop a self-healing complementary nursing action plan according to the nursing process that has been studied. 8. Practice one of the self-healing interventions according to the developed plan.
Course Schedule	1. The concept of complementary nursing: definition/understanding, various terms related to complementary nursing 2. Theories underlying complementary nursing 3. Various regulations (laws, regulations, organizations) that serve as references for complementary nursing in Indonesia 4. Various types or classifications of complementary nursing. 5. Various traditional and complementary therapies commonly used by nurses in Indonesia. 6. The role of nurses in complementary therapy. 7. Application of the nursing process in complementary nursing practice. 8. The concept of self-healing. 9. Various types of self-healing in complementary nursing that can be implemented according to the nursing problem. 10. Practicing one type of self-healing according to the nursing problem.
Textbooks, References, and Supplementary Materials (Maximum 3)	1. Berman, A. et all. (2016). <i>Kozier and Erb's fundamental of nursing Australian edition Vol 1</i>. 10th edition. Pearson Australia Group Pty. Ltd. 2. College of Nurses of Ontario (CNO). <i>Practice guideline: complementary therapies</i>. Diakses melalui www.cno.org/globalassets/docs/prac/41021_comptherp



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	ies.pdf. 2014 3. Kramlich, D. Introduction to complementary, alternative, and traditional therapies. (2014). <i>Critical Care Nurses</i>. Vol. 34 (6): 50-56. Doi http://dx.doi.org/10.4037/ccn2014807. 4. NationalCenterforComplementaryandAlternativeMedicine.CAMBasics.Diaksesmelalui https://nccih.nih.gov/sites/nccam.nih.gov/files/D347_05-25-2012.pdf 5. Nies, M. A., & Mc Ewen, (2019). Editor M. Sahar. J., Setiawan, A, Riasmini, N. M., Keperawatan kesehatan komunitas dan keluarga. Elsevier. 6. Permenkes RI No. 1109/MENKES/PER/IX/2007 7. Potter, P.A, Perry A.G., Stockert, P. A., & Hall, A.M. 2019. Fundamental of nursing. 9th edition. St. Louis: Elsevier-Mosby. 8. Snyder, M., Lindquist, R., & Tracy M. F. Editors. (2018). <i>Complementary & Alternative Therapies in Nursing</i>. Eighth edition. New York: Springer Publishing Company. 9. Stanhope, M & Lancaster, J. Editors. (2021). <i>Public health nursing: population-centered health care in the community</i>. 10th edition. USA: Elsevier Inc. 10. Undang-undang Keperawatan No. 38 tahun 2014 pasal 30 11. Windriatmoko, A. (2015). Semua orang bisa self healing. https://www.slideshare.net/agungwindriatmoko/free-ebook-semua-orang-bisa-self-healing. 12. lecturers' publication and research results
Grading Component	Please describe the grading component. – Independent assignment sheet: 10% – Papers plan and demonstration: 10% – peer assessments from 3 friends: 5% – presentations and PowerPoint presentations: 10% – papers: 10% – exam scores: 25%



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	– practice videos: 25% – participation in discussion session: 5%
Other (i.e. Expectations on Classroom Conduct and Decorum etc.)	For example: Students are expected to: – Attend all classes regularly and on time. – Participate actively in discussions and learning activities. – Maintain respectful behavior toward instructors and peers. – Avoid any form of academic dishonesty (e.g., plagiarism, cheating).