



**LIST OF COURSES OFFERED TO INTERNATIONAL STUDENTS
NON-DEGREE PROGRAM
ODD SEMESTER, ACADEMIC YEAR 2026/2027
Faculty of Public Health - Universitas Indonesia**

Course Name: Environment and Global Health

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| Degree | Master |
| Department/Study Program | Public Health Sciences |
| Type of Class | Regular |
| Lecturer Name | Dr. Budi Hartono, SSI, MKM |
| Course Structure | Lecture |
| Course Credits | 2 |
| Course Overview | Environment and Global Health is a course that studies the phenomenon of environmental changes, both physical, social, and cultural due to human activities on the global order and the impact on health in society. Lectures are carried out using a combination of Collaborative Learning and Problem Based Learning methods through an active learning method approach in class, literature study, and case assignments. |
| Course Key Words | Environment, global health, public health |
| Learning Outcome | Students are able to apply public health sciences including epidemiology, biostatistics, environmental and social health sciences and health behavior, occupational health and safety, health administration and policy, in order to play a role as a researcher, academic, and manager of second-level public health services. |
| Course Schedule | <p>Week 1. Introduction to Environment and Global Health</p> <p>Week 2. Biodiversity and Environmental Damage</p> <p>Week 3. Environmental Risk Analysis and Communication</p> <p>Week 4. Global Environmental Pollution Risk Factors</p> <p>Week 5. Impact of Climate Change on the Environment and Health</p> <p>Week 6. Environment and health due to disasters and wars in the modern era (modern war)</p> <p>Week 7. Environmental and health sustainability from technological, industrial, economic and trade activities and changes in consumerism patterns</p> <p>Week 8. Midterm Examination</p> |



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| | <p>Week 9. Current Issues of Infectious Diseases at the Global Level</p> <p>Week 10. Current Issues of Non-Communicable Diseases at the Global Level</p> <p>Week 11. Food Security and Globalization</p> <p>Week 12. Communication strategies for social and behavioral change related to environmental change</p> <p>Week 13. Health Diplomacy and Health Politics in the Global Era</p> <p>Week 14. Interprofessional & Interdisciplinary Healthcare in the Global Community</p> <p>Week 15. Guest Lecture on Environment and Global Health</p> <p>Week 16. Final-term Examination</p> |
| Textbooks, References, and Supplementary Materials (Maximum 3) | <ol style="list-style-type: none"> 1. Robert H Friis (2019), Essential of Environmental Health, Third Edition: Department of Health Sciences, California States University 2. Wolfgang Ahrens, Iris Pigeot (2014), Handbook of Epidemiology, Second Edition: Department of Epidemiological Methods and Etiologic Research Leibniz Institute for Prevention Research and Epidemiology – BIPS Bremen, Germany 3. Andrew Langley (2012), Environmental Health Risk Assessment: Australian Centre for Human Health Risk Assessment (ACHHRA) |
| Grading Component | <ul style="list-style-type: none"> - Midterm Examination: 20% - Final-term Examination: 20% - Group Assignments: 30% - Participation: 30% |
| Other (i.e. Expectations on Classroom Conduct and Decorum etc.) | <p>Students are expected to:</p> <ul style="list-style-type: none"> - 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: Intermediate Biostatistics

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|--------------------------|---|
| Degree | Master |
| Department/Study Program | Public Health Sciences |
| Type of Class | Regular |
| Lecturer Name | Prof. Dr. dr. Sabarinah B. Prasetyo, MSc |
| Course Structure | Lecture |
| Course Credits | 3 |
| Course Overview | This course equips students with intermediate-level quantitative skills to analyze public health issues and explore research-driven solutions. It combines lectures, interactive discussions, and group-based case learning. Key topics include descriptive and inferential biostatistics, along with advanced techniques such as multiple linear regression, analysis of variance, and multiple logistic regression. The course is delivered in English. |
| Course Key Words | Biostatistics, statistics |
| Learning Outcome | By the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Interpret and apply descriptive and inferential statistical methods to analyze public health data. 2. Construct and interpret multiple linear and logistic regression models. 3. Conduct and evaluate analysis of variance (ANOVA) for comparing group means in various public health contexts. 4. Collaborate effectively in groups to analyze real-world public health case studies using appropriate statistical methods. 5. Communicate statistical findings clearly, both in written and verbal forms, for public health audiences and policymakers. 6. Understand the assumptions and limitations of various statistical models and select appropriate methods based on research questions and data types. |



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| Course Schedule | <p>Week 1. Scope of biostatistics and understanding of variables and data</p> <p>Week 2. Descriptive statistics and data presentation</p> <p>Week 3. Probability, permutation, combination</p> <p>Week 4. Distribution of probability</p> <p>Week 5. Inferential Statistic: estimation</p> <p>Week 6. Review</p> <p>Week 7. Mid-term Examination</p> <p>Week 8. Inferential statistic: hypothesis testing</p> <p>Week 9. Cross-tabulation</p> <p>Week 10. Sampling</p> <p>Week 11. Data exploration and Statistical Error</p> <p>Week 12. Linear regression analysis</p> <p>Week 13. Logistic regression analysis</p> <p>Week 14. Analysis of variance</p> <p>Week 15. Presentation of the results of analysis</p> <p>Week 16. Final-term Examination</p> |
| Textbooks, References, and Supplementary Materials (Maximum 3) | <ol style="list-style-type: none"> 1. Rosner, Bernard. Fundamental of Biostatistics. Eight Edition. USA: Cengage Learning. 2016. 2. Pagano, Robert. Understanding Statistics in the behavioral Sciences. 10th ed. Wadsworth, Cengage. 2013. 3. Rumsay, Deborah. Intermediate Statistics for Dummies. Indianapolis, Indiana, USA: Wiley Publishing Inc. 2007. |
| Grading Component | <ul style="list-style-type: none"> - Case-based group work 1: 12.5% - Case-based group work 2: 12.5% - Case-based group work 3: 12.5% - Case-based group work 4: 12.5% - Mid-term examination: 20% - Final-term examination: 30% |
| Other (i.e. Expectations on Classroom Conduct and Decorum etc.) | <p>Students are expected to:</p> <ul style="list-style-type: none"> - Attend all classes regularly and punctually, as consistent attendance is essential for mastering statistical concepts and participating in discussions. - Participate actively in lectures, group assignments, and case-based learning activities, contributing meaningfully to |



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| | <p>collaborative analysis and peer learning.</p> <ul style="list-style-type: none">- Complete homework and group work assignments on time, as these are key components of the course evaluation (contributing 50% of the total grade).- Prepare for and take part in both mid-term and final examinations, which assess understanding of statistical theory and application.- Engage respectfully and professionally with peers and facilitators during discussions, presentations, and group activities.- Demonstrate curiosity and initiative in learning inferential statistical methods and applying methods to real-world public health data. |
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Course Name: Intermediate Epidemiology

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|--------------------------|--|
| Degree | Master |
| Department/Study Program | Public Health Sciences |
| Type of Class | Regular |
| Lecturer Name | Prof. drg. Nurhayati Adnan Prihartono, MSc, ScD |
| Course Structure | Lecture |
| Course Credits | 3 |
| Course Overview | This course is designed to enable students to understand the concepts and methods of epidemiology and their application in describing the distribution of diseases, injuries, and mortality, as well as identifying their causes in order to address public health problems. |
| Course Key Words | Epidemiology, disease, public health |
| Learning Outcome | Students are able to apply epidemiological concepts and methods in efforts to control disease, injury and death in accordance with epidemiological principles |
| Course Schedule | <p>Week 1. Introduction; Epidemiological Strategy and Causal Concepts</p> <p>Week 2. Natural History of Disease and Spectrum of Prevention; Measurement to Describe Disease Occurrences</p> <p>Week 3. Measurement to Describe Diseases Associations and Potential Effects</p> <p>Week 4. Exercise: Measure of Diseases Frequency, Associations and Potential Impact</p> <p>Week 5. Standardizations</p> <p>Week 6. Screening For Diseases</p> <p>Week 7. Exercise: Screening For Diseases</p> <p>Week 8. Mid-term Examination</p> <p>Week 9. Epidemiological Study Design: Descriptive And Cross-Sectional Studies</p> <p>Week 10. Experimental Study</p> <p>Week 11. Cohort Study</p> <p>Week 12. Case-Control Study</p> |



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| | <p>Week 13. Exercise: Epidemiological Study Design</p> <p>Week 14. Diseases Surveillances</p> <p>Week 15. Outbreak Investigations</p> <p>Week 16. Final Examination</p> |
| Textbooks, References, and Supplementary Materials (Maximum 3) | <ol style="list-style-type: none"> 1. Gerstman, B Burt (2003) Epidemiology Kept Simple an Introduction to Traditional and Modern Epidemiology (2nd Ed). Wiley-Liss, Inc. New Jersey. USA 2. Rothman, Kenneth J (2012) Epidemiology an Introduction (2nd Ed). Oxford University Press. USA |
| Grading Component | <ul style="list-style-type: none"> - Mid-term examinations: 30% - Final-term examinations: 45% - Assignment: 25% |
| Other (i.e. Expectations on Classroom Conduct and Decorum etc.) | <p>Students are expected to:</p> <ul style="list-style-type: none"> - 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: Intermediate Health Promotion

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|--------------------------|--|
| Degree | Master |
| Department/Study Program | Public Health Sciences |
| Type of Class | Regular |
| Lecturer Name | Dr. dra. Rita Damayanti, MSPH |
| Course Structure | Lecture |
| Course Credits | 2 |
| Course Overview | <p>This course studies health promotion programs in various settings. The discussion starts from models, approaches, strategies and methods in health promotion; ethical issues in health promotion; behavioral theories and health promotion strategies in changing behavior; and problem-solving cycles in health promotion programs. The lectures of this faculty's compulsory courses are implemented using the Student Centered Active Learning (SCAL) approach. Students are encouraged to study independently first through pretest assignments and individual summary assignments, so that during the lecture session students can share their initial knowledge through presentation methods and encourage interactive discussions with all students and lecturers. The learning method with lectures and questions and answers is still used in several learning sessions.</p> |
| Course Key Words | Health promotion, communication, education, behavior |
| Learning Outcome | <p>Students are able to:</p> <ul style="list-style-type: none"> • explain the basic concepts and methods of public health, • connect knowledge of concepts/theories and skills/techniques related to health promotion advocacy, public policy, and budgets related to health issues focused on health promotion, • communicate the results of their work to the community and stakeholders in second-level public health services |
| Course Schedule | <p>Week 1. Public Health Applications and Health Promotion Week 2. History, concept and philosophy of health promotion Week 3. Public health and health promotion priorities Week 4. Planning and implementing health promotion</p> |



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| | <p>Week 5. Strategies in public health and health promotion</p> <p>Week 6. Health promotion in worksite</p> <p>Week 7. Application of theory in health promotion (1)</p> <p>Week 8. Application of theory in health promotion (2)</p> <p>Week 9. Health promoting hospital</p> <p>Week 10. Methods in health promotion (1)</p> <p>Week 11. Methods in health promotion (2)</p> <p>Week 12. Methods in health promotion (3)</p> <p>Week 13. Health promoting school</p> <p>Week 14. Health promotion in various settings (1)</p> <p>Week 15. Health promotion in various settings (2)</p> <p>Week 16. Final-term examination</p> |
| Textbooks, References, and Supplementary Materials (Maximum 3) | <ol style="list-style-type: none"> 1. Naidoo, Jennie and Jane Wills. <i>Developing Practice for Public Health and Health Promotion</i>. Bailliere Tindall: 2010. 2. Cragg, Liza, Maggie Davies, Wendy Macdowal. <i>Understanding Public Health: Health Promotion Theory (2nd edition)</i>. McGraw-Hill England: 2013 3. Nutland Will and Liza Cragg. <i>Understanding Public Health: Health Promotion Practice (2nd edition)</i>. McGraw-Hill England: 2015 |
| Grading Component | <ul style="list-style-type: none"> - Pre-test: 15% - Individual assignment: 15% - Group paper assignment: 30% - Final-term examination: 40% |
| Other (i.e. Expectations on Classroom Conduct and Decorum etc.) | <p>Students are expected to:</p> <ul style="list-style-type: none"> - 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: Strategic Leadership and Systems Thinking

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|--------------------------|--|
| Degree | Master |
| Department/Study Program | Public Health Sciences |
| Type of Class | Regular |
| Lecturer Name | Prof. dr. Purnawan Junadi, MPH, Ph.D |
| Course Structure | Lecture |
| Course Credits | 2 |
| Course Overview | <p>The course under discussion herein sets out to explore the pressing issues and the function and position of strategic leadership and system thinking in the transition to decentralisation, with a particular focus on the health sector. The objective of this course is to introduce strategic leadership and system thinking as a novel approach to addressing health issues. The initial topics discussed are strategic leadership models, system thinking, and mental models. The purpose of these models is to assist students in developing the ability to identify problems systematically and comprehensively, and to avoid getting stuck in partial and symptomatic approaches. The subsequent half of the course has been meticulously designed to assist students in mastering the application of the learning organisation approach and system thinking in their respective institutions. The Theory of Constraints will be introduced to identify the weakest link, root cause, and core problem. The ensuing discourse on root cause analysis will delineate between the root cause of a problem and its mere symptoms and undesirable effects, thereby identifying the core problem as a constraint and the weakest link.</p> |
| Course Key Words | Organization, systems thinking, strategic leadership |
| Learning Outcome | Students are able to apply the learning organization and systems thinking approach in the health sector. |
| Course Schedule | <p>Week 1. Strategic Leadership and System Thinking in Health</p> <p>Week 2. System Thinking</p> <p>Week 3. Mental Model I</p> <p>Week 4. Shared Vision</p> |



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| | <p>Week 5. Personal Mastery</p> <p>Week 6. Team Learning</p> <p>Week 7. Seven Blindness & System Laws</p> <p>Week 8. Mid-term Examination</p> <p>Week 9. Mental Model II & Dialogue</p> <p>Week 10. Archetype</p> <p>Week 11. TOC</p> <p>Week 12. RCA I</p> <p>Week 13. RCA II</p> <p>Week 14. Capita Selecta</p> <p>Week 15. Implementasi learning and knowledge management</p> <p>Week 16. Final-term Examination</p> |
| Textbooks, References, and Supplementary Materials (Maximum 3) | <ol style="list-style-type: none"> 1. Dettmer, H. Williams. Goldratt's Theory of Constraint, A System Approach to Continuous Improvement. ASQ Quality Press. Milwaukee-Wisconsin, 1997. 2. Osborne, David & Plastic, Peter. Cutting Bureaucracy-Five Strategies Towards Entrepreneurial Governance (Revised Edition). PPM Publisher, Jakarta, 2000. 3. Senge, Peter M. The Fifth Discipline, The Art & Practice of The Learning Organization. Random House Business Books, London, 1990. |
| Grading Component | <ul style="list-style-type: none"> - Attendance and engagement: 20% - Individual Assignment: 20% - Group assignments and presentations: 20% - Middle course Exam: 20% - Final-term Examination: 20% |
| Other (i.e. Expectations on Classroom Conduct and Decorum etc.) | <p>Students are expected to:</p> <ul style="list-style-type: none"> - 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). |

