

MODULE HANDBOOK

PUBLIC HEALTH STUDY PROGRAMME



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

FACULTY OF HEALTH SCIENCES
UIN SYARIF HIDAYATULLAH JAKARTA
2025

SEMESTER 1

Module designation	Biomedical 1
Semester(s) in which the module is taught	I
Person responsible for the module	Meliana Sari, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, self directed learning, structured activities, quiz
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	Discusses the parts of the body and their functions. Starting from the structure of the body, the constituent components of cells, tissues, organs and organ systems. The discussion of body structure is grouped into six large groups: First, support and movement systems (skeleton, integument, regulatory, integration and control systems (nerves, brain, endocrine), transport and body fluid systems (heart, blood and immune system), energy production system , maintenance and changes in the environment (respiration, digestion, urine, acid base balance) and finally the development system (reproduction).All of this is discussed from a public health perspective and is linked to verses from the Koran in the health sector.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Betts, J. Gordon., Desaix, P., Jhonson. E., et all. (2013). Anatomy & Physiology. OpenStax. Rice University. Diunduh dari https://openstax.org/details/books/anatomy-and-physiology. 2. Rohen., J., Et all. 2011. Colour Atlas of Anatomy: A Photographic Study of The Human Body 7th Edition. Germany 3. Scanlon, Valerie.C. 2007. Essentials of Anatomy and Physiology 5th Edition. Philadelphia: F.A David Company. 4. Tortora, Gerald J. 2009. Principles of Anatomy and Physiology. United States of America : Wiley. 5. Pearce, Evelyn C. 2011. Anatomy and Physiology for Paramedics. Jakarta: Gramedia.

Module designation	Islam-Based Mental Health
Semester(s) in which the module is taught	I
Person responsible for the module	Dr. Ratri Ciptaningtyas
Language	Indonesian and English
Relation to curriculum	Compulsory
Teaching methods	Case Study, discovery learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours \approx 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p>
Content	<p>This course aims to equip students to study various basic psychological theories, behavioral theoretical models and research results in the field of psychology related to health problems. Discusses the concept of psychology as a science to examine individual behavior related to health and the relationship between psychology and public health, human psychological functions, lifestyle, stress and its relationship to health, adaptation to <i>serious illness (coping)</i>, patterns of health service use and compliance. Furthermore, through this lecture, students are expected to be able to emphasize the biopsychosocial model approach (social, emotional, behavioral, biological, social and spiritual) in understanding the factors that influence health, exploring problem topics and the application of health psychology in Indonesia in the context of health service institutions, communities and society.</p> <p>The level of student learning success is assessed by their level of mastery of the material as reflected in the assessment of learning outcomes, ability to apply knowledge, and their performance during the lecture process.</p>
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Udayana University Health Psychology Teaching Materials. 2016. Psychology Study Program, Faculty of Medicine, Udayana University. https://simdos.unud.ac.id/uploads/file_pendidikan_1_dir/305b3d834afe1217b78fbae725163108.pdf 2. Fitrianah, RD. 2018. Emotional Balance and Human Mental Health from a Religious Psychology Perspective. Shi'ar vol. 18 No. 1. https://ejournal.iainbengkulu.ac.id/index.php/syiar/article/view/

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	3. Stephens, C. 2008. Health Promotion: A psychosocial Approach (Health Psychology) 1st ed. McGraw Hill
	4. Yuniar, W.P., Khomsan, A., Dewi, M., et al. 2020. Relationship between Nutritional Behavior and Clean and Healthy Living Behavior (PHBS) and the Nutritional Status of Baduta in Cirebon Regency. Amerta Nutr. https://e-journal.unair.ac.id/AMNT/article/view/17997
	5. Videos about healthy behavior from: https://youtu.be/dSHxrS7I2yk https://youtu.be/buxuOrO8eOM

Module designation	Public Health Science
Semester(s) in which the module is taught	I
Person responsible for the module	Catur Rosidati, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 35 \text{ h}$ • Structured activities and Self study: $(3 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 89,60 \text{ h}$ • Exam: $(3 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5 \text{ h}$ Total = 129,6 hours
Credit points	3 Credit Hours \approx 5,04 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>CPL 02 : Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies</p>
Content	This course studies the definition of Health, public health, development of public health science, determinants of health, prevention efforts in realizing public health, interdisciplinary science that supports public health science, the national health system in realizing public health.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Theodore H. Tulchinsky The New of Public Health, Second Edition,2009 2. Artikel Jurnal "Mandating immunity in the Ottoman Empire: A history of public health and compulsory vaccination", Emine O. Evered, Kyle T. Evered, 2020 3. Essensial of Public Health Services, WHO, 2020 4. Artikel Jurnal "Preventing Unintentional Injuries in the Home Using the Health Impact Pyramid" Karin A. Mack, PhD1 , Karen D. Liller, PhD2 , Grant Baldwin, PhD, MPH1 , and David Sleet, PhD, 2015

Module designation	Basic Of Health Administration and Policy
Semester(s) in which the module is taught	1
Person responsible for the module	Fajar Ariyanti, SKM, M.Kes, Ph.D and Riastuti Kusumawardhani, SKM, MKK, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours \approx 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>CPL 02 : Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies</p>
Content	This course discusses the concepts and basics of administration and policy and their application in the field health. Apart from that, this lecture also discusses management, health systems and organizations as well its application in the health system in Indonesia
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Kent Buse, Nick Mays, Gill Walt, Understanding Public Health: Making Health Policy, Open University Press, Year: 2005. 2. WHO Health System Report, 2000 3. Kemenkes RI, Sistem Kesehatan Nasional 4. Fran Braum. Governing for Health Advancing Health and Equity through Policy and Advocacy, 2019 5. Sara E willensky. Essentials of Health Policy and Law (Essential Public Health), 2019 6. WHO, Monitoring the building blocks of health systems: a handbook of indicators and their measurement strategies, 2010 7. WHO, Building health systems resilience for universal health coverage and health security during the COVID-19 pandemic and beyond: WHO position paper. Geneva: World Health Organization; 2021 8. Irene Papanicolas, Dheepa Rajan, Marina Karanikolos, Agnes Soucat, Josep Figueras: Health system performance assessment: a framework for policy analysis, World Health Organization 2022

Module designation	Socio-Anthropology of Health
Semester(s) in which the module is taught	I
Person responsible for the module	Dr. M. Farid Hamzens, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,8 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.3 \text{ h}$ • Total = 87,13 hours
Credit points	2 Credit Hours \approx 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p>
Content	Provide knowledge and understanding of the basic concepts of anthropology, sociology, health anthropology, health sociology, the relationship between social facts and health and disease, western and non-western medical systems, culture and nutrition, culture and reproductive health as knowledge that underlies social and community perspectives in public health. The indicator of achievement in this course is understanding the basic theories and concepts in Health Anthropology and Health Sociology as basic knowledge of socio-cultural, community and behavioral perspectives in public health science.
Examination forms	Essay test
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Albrecht, Gary L., dkk, (2000), The Handbook of Social Studies in Health and Medicine, SAGE, New Delhi. 2. Doob Christopher Bates, (1985), Sociology: An Introduction, New York, CBS College. 3. Foster/Anderson, Trans. Swasono, Meutia F. Hatta (2005), Anthropology of Health, UI Press, Jakarta. 4. Gabe, Jonathan, dkk, (2004), Key Concepts in Medical Sociology, Sage Public, London 5. Henslin, James M., (2006), Sociology with a Down to Earth Approach, Erlangga, Jakarta 6. Johnson, Thomas M., & Carolyn, F. Sargent, ed., (1990), Medical Anthropology: Contemporary Theory and Method, Praeger, New York. 7. Logan, Michael H., (1978), Health and The Human Condition; Perspectives on Medical Anthropology, Dexbury Press, California 8. Ritzer, George, (1980) Dual Paradigm Sociology, Rajawali, Jakarta.

	<ul style="list-style-type: none">9. Siafuddin, A. Fedyani, (2005) Contemporary Anthropology; A Critical Introduction to Paradigms, Kencana, Jakarta10. Solita Sarwono, (1993), Sociology of Health; Several Concepts and Applications, Gadjah Mada Press, Yogyakarta11. White, Kevin, (2011), Introduction to the Sociology of Health and Disease, Rajawali Press, Jakarta
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Module designation	Population Science
Semester(s) in which the module is taught	1
Person responsible for the module	Catur Rosidati, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities, self directed learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours \approx 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course will discuss population theories, factors that influence population dynamics, namely fertility, mortality, migration, measures that describe population structure, description of various forms of population pyramids, demographic transition relation to the epidemiological transition.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Mather, Mark et all, ,2021, An Introduction to Demography, Population Reference Bureau. 2. Hoque, Ghee, et all, 2017, Applied Demography and Public Health in the 21st Century, Springer. 3. Tim Penulis Lembaga Demografi UI, 2013, Dasar-dasar Demografi, Penerbit Salemba Empat, Jakarta. 4. Rusli, Said, 2012, Pengantar Ilmu Kependudukan, LP3ES. 5. Bongaarts, 2009, Human population growth and the demographic transition, rstb.royalsocietypublishing.org. 6. Canning, 2011, The causes and consequences of demographic transition, Population Studies, Vol. 65, No. 3, 2011, pp. 353_361, Roudledge taylor and Francis Group.

Module designation	Islamic Studies
Semester(s) in which the module is taught	1
Person responsible for the module	Ahmad Jaelani, M.Sc
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(4 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 46,6 \text{ h}$ • Structured activities and Self study: $(4 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 119,5 \text{ h}$ • Exam: $(4 \times 50 \text{ min}) / 60 \text{ min} \times 2 \text{ times} = 6,66 \text{ h}$ • Total = 172,76 hours
Credit points	4 Credit Hours $\approx 6,72 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course studies the definition of Health Jurisprudence, the concept of health according to the Messenger of Allah, the development of Islamic health science, medication that can break the fast, the law on medication that is haram, the law on family planning (KB) in Islam, vaccinations from the perspective of Islamic jurisprudence, food, drink and sports from an Islamic perspective, the relationship of prayer and dhikr to health, the world of health and problems of interaction between the opposite sex, the role of individuals, society and the state in health.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Harun Nasution, <i>Islam Ditinjau dari Berbagai Aspeknya</i> Jilid II; 2. Abuddin Nata, <i>Studi Islam Komprehensif</i>, 3. Abuddin Nata, <i>Metodologi Studi Islam</i>; 4. Nasruddin Razak, Dienul Islam; Abdul Mujib, dkk, <i>Wawasan dan Kawasan Studi Islam</i>; 5. Fazlur Rahman, Islam; 6. Mahmud Syaltout, <i>al-Islam Aqidagh wa Syari'ah</i>; 7. John Renard, <i>Seven Doors to Islam</i>.

Module designation	Qiraah and Worship Practice
Semester(s) in which the module is taught	I
Person responsible for the module	Nunung Komalasari, M.Pd
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Practical, direct instruction, demonstration & presentation
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> Practical : $(2 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 79,3 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,8 \text{ h}$ Exam: $(2 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 11,3 \text{ h}$ Total = 151,4 hours
Credit points	2 Credit Hours $\approx 5,78 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p> <p>LO 6 : Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p> <p>LO 07 : Apply disaster management principles in public health through an Islamic and professional practice-based approach.</p>
Content	Qiraah Practicum which includes discussion on the pronunciation of hijaiyah letters with fashih according to the correct makhraj, fluency in reading and writing the Al-Quran, application of the science of recitation in reading the Al-Quran, memorizing short suras (juz 'amma) and selected suras (Yasin, Al-Waqiah, Al-Mulk, Ar-Rahman).
Examination forms	Oral Test
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> Kajian Ilmu Tajwid, Marwan Hadidi, M.Pd.I., 2020 Standar Tajwid Bacaan Al Qur'an; Terjemah Fathul Manaan, Maftuh Basthul Birri. Penerbit Madrasah Murottalil Qur'an, Lirboyo, 2000

SEMESTER 2

Module designation	Biomedical 2
Semester(s) in which the module is taught	2
Person responsible for the module	Izza Hananingtyas, SKM., M.Kes
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, self directed learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course discusses types of bacteria, viruses, fungi and parasites as well as the diseases they cause and is closely related to public health. Understand the prevention and control of diseases caused by bacteria, viruses, fungi and parasites.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Betts, J. Gordon., Desaix, P., Jhonsen. E., et all. (2013). Anatomy & Physiology. OpenStax. Rice University. Diunduh dari https://openstax.org/details/books/anatomy-and-physiology. 2. Rohen., J., Et all. 2011. Colour Atlas of Anatomy: A Photographic Study of The Human Body 7th Edition. Germany 3. Scanlon, Valerie.C. 2007. Essentials of Anatomy and Physiology 5th Edition. Philadelphia: F.A David Company. 4. Tortora, Gerald J. 2009. Principles of Anatomy and Physiology. United States of America : Wiley. 5. Pearce, Evelyn C. 2011. Anatomy and Physiology for Paramedics. Jakarta: Gramedia.

Module designation	Basic Epidemiology
Semester(s) in which the module is taught	2
Person responsible for the module	Prof. Hoirun Nisa, SKM, MKes, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, case study, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module Objectives / intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course is a mandatory course that provides the ability to master the meaning (definition), use, figures and development of epidemiology. In this course, students will identify and discuss knowledge about the concept and natural history of disease, actions to prevent and control health problems/diseases in society, measures of disease frequency, morbidity and mortality statistics, strategies for observing the development and spread of health problems, and study design. epidemiology to estimate and determine the determinants of health problems. Students are also trained in skills in screening for health problems/diseases.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Hand out/lecture module on the basics of epidemiology given by the instructor. Mausner, J.S., & Kramer, S. Epidemiology. An introductory Text, WB. Saunders Co. Philadelphia, 1985. Additional References: Mac Mahon. B. & Trichopoulos, D. Epidemiology. Principles and Methods, 2nd edition, Little, Brown and Co. Boston, 1996I Page R.M., Cole G.E & Timmreck T.C. Basic Epidemiological Methods and Biostatistics. A Practical Guidebook. Jones and Barlett Publisher. Boston. 1995 Jekel, J.F., Elmore J.G., & D.L. Katz. Epidemiology, Biostatistics and Preventive Medicine. WB saunders Co. Philadelphia

Module designation	Basic Environmental Health
Code Course	KES 2005
Semester(s) in which the module is taught	3
Person responsible for the module	Dewi Utami Iriani, MKes, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, small group discussion, case study
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course, students understand the theory of Environmental Health, the sciences related to it, environmental health paradigms and epidemiology, disease vectors and reservoirs, water, air, land and food, city sanitation, housing.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Soedomo, Moestikahadi. 2001. Air Pollution. Bandung. ITB Bandung 2. Azwar, Azrul. 1996. Introduction to Environmental Health Science. Jakarta. PT Mutiara. Source Widya. 3. Santoso, Iman. 2015. Sanitary Inspection of Public Places. Yogyakarta. Goshen Publishing 4. Sucipto, Cecep Dani. 2012. Waste Recycling Processing Technology. Yogyakarta. Goshen Publishing 5. Darmono, 2001. Environment and Pollution in Relation to Metal Compound Toxicology. Jakarta. UI Press 6. Sumantri, Arif. 2000. Environmental Health. Jakarta. Prenada Media Group. 7. Yassi, A. 2001. Basic Environmental Health. New York. Oxford University Press 8. Slamet, July Soemirat. 2000. Environmental Health. Yogyakarta : Gadjah Mada University Press 9. Mukono, H.J. 2000. Basic Principles of Environmental Health. Surabaya: Airlangga University Press 10. Sastrawijaya, A. Tresna. 2000. Environmental Pollution. Jakarta : Rineka Cipta Padang

Module designation	Basics Health Promotion
Semester(s) in which the module is taught	2
Person responsible for the module	Dr. M. Farid Hamzens, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	Students have knowledge, understanding and skills about the basics of how health promotion and education is carried out in a planned manner to shape healthy behavior in society. The indicator of achievement in this course is knowing and understanding the basic concepts/theories about health behavior and health education and being able to implement them by making health promotion/education plans for the formation of healthy behavior and change in society/community.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Albert Bandura, 1971, Social Learning Theory, General Learning Press, New York. 2. Anastasia Snelling, 2014, Introduction to Health Promotion, Jossey-Bass Awley Brand 3. Everett M. Rogers, 1983, Difusion of Inovation, Macmillan Publishing co.Inc. 4. Glanz, Karen et, Al. 1996. Health Behavior and Health Education; Theory , Research and Practice. Second EditionJossey- Bass Publishers San Francisco 5. Greene, Wolter and Simon Bruce, 1984. Introduction to Health Education. Waveland Press, Nc 6. Green Lewrence. 1980. Health Education Planning, A Diagnostic Approach. Polo Alto Mayfield. Co. 7. Icek Ajzen, 2012, The Theory of Planned Behavior, from; P.A.M Lange A. W. Kruglanski, Eds (2012), Hand Book of Theories of Social Psihology, SAGE, London, UK. 8. Jennie Naido, Jane Wills, 2010, Developing Practice for Public Health and Health Promotion, Elsavier 9. Lawrence W. Green, 1991, Health Promotion Planning An Educational and Environmental Approach, Mayfield Publishing Company. 10. Liza Cragg, Maggie Davies, Wendy Macdowell, 2013, Health Promotion Theory, McGraw-Hill Education

Module designation	Health Ethics and Law
Semester(s) in which the module is taught	2
Person responsible for the module	Dela Aristi, M.K.M
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities, self directed learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> ● Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ ● Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ ● Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ ● Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies</p> <p>LO 5 : Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p>
Content	This course studies basic theories and concepts regarding ethics, health law, human rights and health rights, health legislation in Indonesia, public health professional codes of ethics, and health research ethics. Apart from that, it is also studied regarding the application of regulations and legislation in the field of public health.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 75% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Bertens.K. (2011). Etika Cetakan Kesebelas. Jakarta. Gramedia Pustaka Utama. 2. Notoatmodjo, Soekidjo. (2010). Etika & Hukum Kesehatan. Jakarta: Rineka Cipta. 3. Sadi Is, Muhammad. (2015). Etika dan Hukum Kesehatan, Teori dan Aplikasinya di Indonesia. Jakarta: Kencana. 4. Siswati, Sri. (2015). Etika dan Hukum Kesehatan Dalam Perspektif Undang-Undang Kesehatan. Jakarta: Rajawali Pers. 5. Aflanie, Iwan. 2022. Etika Hukum dan Kesehatan. Jakarta: Rajawali Pers. 6. Gostin, Lawrence O. dan Lindsay F. Wiley. 2016. Public Health Law: Power, Duty, Restraint 3rd edition. California: University of California Press. 7. Gostin, L. O. (2003). Public health ethics: tradition, profession, and values. <i>Acta bioethica</i>, 9(2), 177-188. 8. Bayer, R., Gostin, L. O., Jennings, B., & Steinbock, B. (Eds.). (2006). Public health ethics: theory, policy, and practice. Oxford university press.

Module designation	Health Organization and Management
Semester(s) in which the module is taught	2
Person responsible for the module	Baequni, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities, self directed learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> ● Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,33 \text{ h}$ ● Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60,80 \text{ h}$ ● Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ ● Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3,36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module Objectives / intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies</p> <p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p> <p>LO 5: Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values</p>
Content	This course introduces students to the fundamental concepts and principles of organization and management in the health sector. The course covers managerial functions such as planning, organizing, leading, and controlling within health organizations. Students will explore organizational structures, leadership, decision-making, and resource management in the context of public health systems and healthcare facilities. Upon completion, students are expected to apply basic management principles to analyze organizational and managerial issues in health services
Examination forms	Written and Practice Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Gramedia 1998 David F.R. Konsep Manajemen Strategis Edisi Bhs Indonesia PT. Indeks Kelompok Gramedia, Jakarta, 2004 2. Hunger, Wheelen, Manajemen Strategis, Andi, Yogyakarta, 2001. 3. Rangkuti, Analisa SWOT Teknik membedah Kasus Bisnis, PT Gramedia Pustaka Utama, Jakarta, 2004. 4. Solusi Pengambilan Keputusan Strategis Untuk Organisasi Publik dan Organisasi Nonprofit, Grasindo, 1996.

	<ul style="list-style-type: none">5. Siagian,Sondang, Manajemen Strategik,Bumi Aksara,Nov. 1998.6. Duncan, Suryne, Ginter, Strategic Managemen of Health Care Organizations, second Edition, Blackwell Business, 1995.7. Tripomo; Udan, Manajemen Strategic, Penerbit Rekayasa Sains,
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Module designation	Biostatistics
Semester(s) in which the module is taught	2
Person responsible for the module	Dr. Yuli Amran, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Lectures and practice
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 35 \text{ h}$ • Structured activities and Self study: $(3 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 89,60 \text{ h}$ • Exam: $(3 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5 \text{ h}$ <p>Total = 129,6 hours</p>
Credit points	3 Credit Hours $\approx 5,04 \text{ ECTS}$
Required and recommended prerequisites for joining the module	Basics of public health
Module Objectives / intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	In this course students are expected to understand basic statistical concepts, probability concepts, sampling distribution, estimation, processing and analysis of statistical data descriptively and inferentially.
Examination forms	Written and Practice Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Priyohastono, Sutanto & Sabri, Luknis (2010). Health Statistics, Fifth Printing. Jakarta: PT Raja Grafindo Persada. 2. J Gravetter, Frederick & B Wallnau, Larry. (2014). Introduction to Social Statistics (Statistics For The Behavioral Sciences), 8th Edition, Jakarta: Salemba Empat. 3. Budiato, Eko. (2002). Biostatistics for Medicine and Public Health. Jakarta: EGC.A. 4. Lameshow S, Hosmer DW, Klar J, Lwanga SK. Adequacy of Sample Size in Health Studies. Translated Edition. Yogyakarta: Gadjah Mada University Press.

Module designation	Pancasila
Semester(s) in which the module is taught	2
Person responsible for the module	DR. Haniah Hanafie, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, presentation
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	Pancasila Course (<i>Civic Education</i>) is one of the courses that all UIN Syarif Hidayatullah Jakarta students must take, which substantively covers the four basic national consensuses: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika. Through a student-centered learning approach (<i>Student Centered Learning</i>). The learning process for this course is oriented as an effort to make Pancasila a source of values, character and inspiration for national and state life in Indonesia and as an effort to actualize Pancasila values in all aspects of national and state life.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Materi Ajar Mata Kuliah Pendidikan Pancasila , Direktorat Pembelajaran Dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2013 2. A. Ubaedillah Pendidikan Kewarganegaraan: Pancasila, Demokrasi, dan Pencegahan Korupsi Jakarta: Prenada Media, 2015. 3. A. Ubaedillah dan Abd. Rozak, Pendidikan Kewarganegaraan: Pancasila, Demokrasi, dan Masyarakat Madani. Jakarta: Prenada Media, 2015. 4. Ketut Rindjin, Pendidikan Pancasila Untuk Perguruan Tinggi. CV Prima Grafika 2012 5. Kaelan dan Achmad Zubaedi, Pendidikan Kewarganegaraan. Paradigma Yogyakarta. 2010 6. Abdul Aziz Wahab dan Sapriya. Pendidikan Kewarganegaraan. Alfabeta. 2011 7. Syahrial Syarbaini, Pancasila Di Perguruan Tinggi. Galia Indonesia

Module designation	Indonesian Language
Semester(s) in which the module is taught	2
Person responsible for the module	Yang Yang Merdiyatna, M.Pd
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 35 \text{ h}$ • Structured activities and Self study: $(3 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 89,60 \text{ h}$ • Exam: $(3 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5 \text{ h}$ Total = 129,6 hours
Credit points	3 Credit Hours \approx 5,04 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 03: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.
Content	This course discusses the scientific basics of Indonesian for scientific writing. In the Indonesian language course, there are aspects of Indonesianism, Islam and Pancasila. In particular, Indonesian language courses interpret rules language that can be applied in writing scientific papers. The material in it, such as: Speaking in Presentations Scientific, History and Development of Language, EYD, Diction, Sentences, Paragraphs, Scientific Ethics, Essays, Writing Popular Articles, Citation Techniques, Bibliography, and more
Examination forms	Written Test
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Alwi, Hasan. Dkk. 2003. Tata Bahasa Baku Bahasa Indonesia. Balai Pustaka. 2. Arifin, E. Zainal dan S. Amran Tasai. 2006. Cermat Berbahasa Indonesia. Jakarta: Akademika Pressido. 3. Akhadiah, Sabarti dan Sakura Ridwan. 1993. Pembinaan Kemampuan Menulis bahasa Indonesia. Jakarta: Airlangga. 4. Aziz, Firman. Dkk. Taktis Berbahasa Indonesia Di Perguruan Tinggi. Bandung: asasupi. 5. Chaer, Abdul. 2013. Pembinaan Bahasa Indonesia. Rineka Cipta. 6. Finoza, Lamuddin. 2001. Komposisi Bahasa Indonesia. Jakarta : Diksi Insan Mulia. 7. Keraf, Gorys. 1997. Kompisisi. Bandung: Nusa Indah. 8. Kosasih, E. 2021. Bahasa Indonesia. Jakarta: Erlangga. 9. Kosasih, E. Bahasa Indonesia Berbasis Kepenulisan Karya Ilmiah dan Jurnal. Bandung: Tursina. 10. Nurjamal, Daeng. Dkk. 2013. Terampil Berbahasa: Menyusun Karya Tulis Akademik, Memandu Acara, (MC-Moderator), dan Menulis Surat. 11. Gani, Ramlan A dan Mahmudah Fitriyah Z.A. 2010. Disiplin Berbahasa Indonesia. Jakarta : PTIK Press. 12. Wijayanti, Sri Hapsari, dkk. 2015. Bahasa Indonesia Penulisan dan Penyajian Karya Ilmiah. Depok: Rajagrafindo Persada. 13. Widyamartaya, Al. dan Veronica Sudiati. 2000. Dasar-Dasar Menulis Karya Ilmiah. Jakarta: PT Grasindo.

SEMESTER 3

Module designation	Biomedical 3
Semester(s) in which the module is taught	3
Person responsible for the module	Meliana Sari, SKM., MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Flipped learning & discussion-based learning, structured activities, quiz
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	Biomedical 1 and Biomedical 2
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course discusses the basic concepts of pathology, the process of changes in the structure & function of human body tissues/organs and the body's response to these changes. The discussion of pathology also emphasizes the concept of disease and its prevention. In this course, damage or abnormalities to body organs and their mechanisms are also discussed.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Kumar, Vinay. 2013. Robbins Basic Pathology 9th Edition. Philadelphia: Elsavier Saunders. 2. Mohan, Harsh. 2010. Textbook of Pathology 6th Edition. India: Jaypee Brother Medical Publishers. 3. Sattar, Husain A. 2013. Fundamentals of Pathology 2013 Edition. Accessed from: https://medschoolandmascara.files.wordpress.com/2017/01/fundamentals-of-pathology-pathoma.pdf. 4. Cheng, Liang. 2002. Essentials of Anatomic Pathology. New Jersey: Humaha Press. 5. Crum, Christopher P. et all. 2016. Gynecologic and Obstetric Pathology: High Yield Pathology. Philadelphia: Elsevier. 6. Monif, G; Baker, David. 2004. Infectious Disease in Obstetrics and Gynecology Fifth Edition. New York: The Parthenon Publishing Group.

Module designation	Epidemiology of Infectious Disease
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Minsarnawati, S.KM, M. Kes
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative course, discussions based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the Module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	Infectious disease epidemiology course is one of the courses that is generally taught in the commonly taught in Public Health or Medicine study programs with a course focuses on understanding the spread, prevention, and control of in the population. This course aims to provide an understanding of principles of epidemiology applied specifically in the study of infectious diseases. Students will learn the basic concepts of epidemiology, including the understanding of infectious diseases, epidemiologic research methods, and the use of epidemiologic data in the analysis of infectious diseases, risk factors and control of infectious diseases in the population. in the analysis of infectious diseases, risk factors and protective factors associated with the the spread of infectious diseases, and strategies for control and prevention of infectious diseases as well as research techniques in infectious diseases. and research techniques in infectious diseases..
Examination forms	Written test (multiple choice and essay)
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Gordis, L. (2013). Epidemiology. Elsevier Health Sciences. Nelson, K. E., Williams, C. M., & Graham, N. M. (2014). Infectious Disease Epidemiology: Theory and Practice. Jones & Bartlett Learning. Rothman, K. J., Greenland, S., & Lash, T. L. (2012). Modern Epidemiology. Lippincott Williams & Wilkins. Last, J. M., & Wallace, R. B. (2013). Maxcy-Rosenau-Last Public Health & Preventive Medicine. McGraw-Hill Education. Giesecke, J. (2017). Modern Infectious Disease Epidemiology. CRC Press. Porta, M. (2014). A Dictionary of Epidemiology. Oxford University Press. Sudomo, M., & Hadisaputro, S. (2013). Epidemiologi Penyakit Infeksi. Jakarta: Penerbit Buku Kedokteran EGC. Widjanarko, B., & Sidabaloek, C. M. (2012). Dasar-dasar Epidemiologi Kesehatan Masyarakat. Jakarta: Rajawali Pers. Tjandra, Y., & Handajani, R. (2012). Epidemiologi Dasar. Jakarta: Salemba Medika. Kusnanto, H., & Susilo, A. (2019). Epidemiologi Penyakit Menular. Yogyakarta: Nuha Medika.

Module designation	Epidemiology of Non-Communicable Disease
Semester(s) in which the module is taught	3
Person responsible for the module	Hoirun Nisa, SKM, MKes, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative course, discussions based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course is a mandatory course that provides the ability to master the application of epidemiological principles in explaining non-communicable diseases. This course also discusses the distribution, risk factors and prevention strategies for non-communicable diseases.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Hand out/lecture module on epidemiology of non-communicable diseases given by the instructor. 2. Kodim Nasrin et al. Collection of Lecture Materials for the Epidemiology of Non-Communicable Diseases. FKM UI. 3. Mac Mahon, B. & Trichopoulos, D. Epidemiology. Principles and Methods, 2nd edition, Little, Brown and Co. Boston, 1996 4. Page R.M., Cole G.E & Timmreck T.C. Basic Epidemiological Methods and Biostatistics. A Practical Guidebook. Jones and Barlett Publisher. Boston. 1995 5. Jekel, J.F., Elmore, J.G., & D.L. Katz. Epidemiology, Biostatistics and Preventive Medicine. WB saunders Co. Philadelphia

Module designation	Environmental Quality Analysis
Semester(s) in which the module is taught	3
Person responsible for the module	Dewi Utami Iriani, Ph.D
Language	Indonesian and English
Relation to curriculum	Compulsory course
Teaching methods	Project based learning, small group discussion, simulation and demonstration
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	In this course, students understand the principles of instruments and measurement of environmental quality, conduct environmental sampling (water, air, food, soil, vector), take measurements and interpret the measurement results, make a report on the quality of the environment at a location.
Examination forms	Written examination (Multiple choice)
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Emma P. Popek. Sampling and Analysis of Environmental Chemical Pollutants. A Complete Guide. AP Unknown, 2009. Sediment Source Control Handbook And Adaptive to approach to restoration of Disturbed Areas. A Sierra Business Council Publication Morris B Jacobs. 1951. The Chemical Analysis of Food and Food Products. VNRMc.Graw Hill. Harvard Format Citation Guide. How to Cite Sources in Harvard Citation Format Mendelely Center for Development, Education and Training of the Indonesian Institute of Sciences. (2019). Scientific presentation techniques.

Module designation	Basic Occupational Safety and Health
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Iting Shofwati, ST, MKKK
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussions based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course discusses the concept and scope of occupational health and safety, legal aspects, hazards and their control, risk management, personal protective equipment, occupational accidents and occupational diseases, occupational health and safety management systems and occupational health and safety programs in the workplace such as industrial hygiene, occupational health, occupational health surveillance, fire and STD prevention, ergonomics, and occupational health and safety promotion. In addition to discussing theory, in this course students also measure the office work environment and practice using personal protective equipment.
Examination forms	Written examination (essay)
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Indonesian Ministry of Health. Minister of Health Regulation No. 48 of 2016 concerning Office Occupational Safety and Health Standards 2016. Indonesian Ministry of Health. Minister of Health Regulation No. 70 of 2016 concerning Health Standards and Requirements for Industrial Work Environments. Jakarta: Ministry of Health; 2016. Ministry of Manpower. Minister of Manpower Regulation No. 5 of 2018 concerning Occupational Safety and Health in the Work Environment 2018. Reese, C. D. (2017). Occupational Safety and Health: Fundamental Principles and Philosophies (Second ed.). Boca Raton: CRC Press. Brauer, R. L. (2016). Safety and Health for Engineers (Third ed.). New Jersey: A John Wiley & Sons, Inc. Tweedy, J. T. (2014). Introduction to Hazard Control Management: A Vital Organizational Function. Boca Raton: CRC Press. Schneid, T. D. (2014). Workplace Safety and Health: Assessing Current Practices and Promoting Change in the Profession. Boca Raton: CRC Press. Keller's, J. J. (2014). 5-Minute Workplace Safety Talks United States of America: J.J. Keller & Associates, Inc.

	<ul style="list-style-type: none">9. Speegle, M. (2013). Safety, Health, and Environmental Concepts for the Process Industry (Second ed.). United States of America: Delmar Cengage Learning.10. Backhouse, J. (2013). Essential Health & Safety Study Skill. New York: Routledge.11. HaSPA (Health and Safety Professionals Alliance). (2012). The Core Body of Knowledge for Generalist OHS Professionals. Tullamarine, VIC: Safety Institute of Australia.
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Module designation	Basic Reproductive and Family Health
Code Course	FKM 2133
Semester(s) in which the module is taught	3
Person responsible for the module	Narila Mutia Nasir, SKM, MKM, Ph.D
Language	Indonesian and English
Relation to curriculum	Compulsory course
Teaching methods	Small Group Discussion and Case Study
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies</p> <p>LO 6 : Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p>
Content	This course studies reproductive health concepts and issues globally, the reasons for needing attention to reproductive health issues, topics and issues of concern in reproductive health throughout the life cycle such as maternal and newborn health, contraceptive methods, adolescent reproductive health, advanced reproductive health age, concepts of gender and sexuality, violence against women, sexual violence against children, abortion, sexually transmitted infections, HIV/AIDS, infertility and reproductive tract diseases, as well as the concept of reproductive health in Islam and Kespro in disaster situations. After taking this course, students are expected to be able to explain the concept of reproductive health and analyze one of the production health problems in society.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> UNFPA, Accelerating The Promise ICPD 25, 2019 UN, Report of the International Conference on Population and Development, 1995 Ida Prijatni and Sri Rahayu, Reproductive Health and Family Planning, Indonesian Ministry of Health, 2016 Jose RL Batubara, Adolescent Development, Sari Pediatrics, vol 12 no. 1, June 2010 Indonesian Ministry of Health Pusdatin, Information on Adolescent Reproductive Health Situation, 2014 Indonesian Ministry of Health, Guidelines for Antenatal, Childbirth, Postpartum and Newborn Services in the Era of Adaptation to New Habits. Second Revision, 2020 UNFPA and Indonesian Ministry of Health, Guidelines for Implementing Minimum Initial Service Packages (MISP) for Reproductive Health in Health Crisis, 2017 Indonesian Ministry of Health, Guidelines for Integrated Reproductive Health Services, 2015 Heather Boonstra. Islam, Women and Family Planning: A

	<p>Primer. The Guttmacher Report on Public Policy, December 2001</p> <p>10. Noura Alamair et al. Factor Influencing Sexual and reproductive health of Muslim women: A systematic review. <i>Reproductive Health</i> 17:33</p> <p>11. Rahmah Hida Nurrizka. Health of both mother and child. <i>RajaGrafindo</i>, 2019</p> <p>12. CDC, Sexual Transmitted Disease (STDs). https://www.cdc.gov/std/default.htm</p> <p>13. CDC, HIV. https://www.cdc.gov/hiv/default.html</p> <p>14. Indonesian Ministry of Health. Implementation of Elderly Health Services at Community Health Centers, 2017</p> <p>Judith E. Brown. Nutrition throughout Lifecycle. <i>Wadsworth</i>, 2011</p>
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Module designation	Basic Nutrition
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Febrianti, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Cooperative learning, information search
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course prepares students to conduct an analysis of the nutritional situation in primary health care work areas the importance of planning and evaluating nutrition and health programs by the primary health service unit. Before can do it, students must have sufficient basic knowledge to carry out nutritional situation analysis, and basic knowledge regarding nutrition programs at community health centers.
Examination forms	Written and oral exams
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Buttriss , JL , Welch , AA , Kearney , JM , Lanham , SA . (editors). New Public Health Nutrition. 2nd ed. 2018. John Wiley & Sons, Inc . 2. https://www.litbang.kemkes.go.id/laporan-riset-kesehatan-dasar-riskesdas/, https://pusdatin.kemkes.go.id/ 3. Robert D. Lee, David C. Nieman. Nutritional assessment .6th ed. 2013. Mc-Graw Hill. 4. Brown,J.E,et.al. Nutrition through the life cycle. 4th ed.2011. 5. Relevant and trustworthy journal articles 6. Indonesian Ministry of Health. Guidelines for Balanced Nutrition. 2014 7. WHO Physical Activity Recommendation 8. http://hukor.kemkes.go.id/uploads/produk_hukum/PMK_No_28_Th_2019_ttg_Angka_Kecukupan_Gizi_Yang_Dianjurkan_Untuk_Masyarakat_Indonesia.pdf 9. https://www.panganku.org/id-ID/beranda Directorate General of Public Health, Ministry of Health of the Republic of Indonesia. Proceedings: WNPG 2019. Sinar Harapan Library.

Module designation	Basic Nutrition Practice
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Febrianti, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Cooperative learning, information search, practicum, filed practice
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> Practical : $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 45,3 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} \times 2 \text{ times} = 30,4 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5,67 \text{ h}$ Total = 81,4 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course prepares students to conduct an analysis of the nutritional situation in primary health care work areas the importance of planning and evaluating nutrition and health programs by the primary health service unit. Before can do it, students must have sufficient basic knowledge to carry out nutritional situation analysis, and basic knowledge regarding nutrition programs at community health centers.
Examination forms	Practical exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> Buttriss , JL , Welch , AA , Kearney , JM , Lanham , SA . (editors). New Public Health Nutrition. 2nd ed. 2018. John Wiley & Sons, Inc . https://www.litbang.kemkes.go.id/laporan-riset-kesehatan-dasar-risksdas/, https://pusdatin.kemkes.go.id/ Robert D. Lee, David C. Nieman. Nutritional assessment .6th ed. 2013. Mc-Graw Hill. Brown,J.E,et.al. Nutrition through the life cycle. 4th ed.2011. Relevant and trustworthy journal articles Indonesian Ministry of Health. Guidelines for Balanced Nutrition. 2014 WHO Physical Activity Recommendation http://hukor.kemkes.go.id/uploads/produk_hukum/PMK_No_28_Th_2019_ttg_Angka_Kecukupan_Gizi_Yang_Dianjurkan_Untuk_Masyarakat_Indonesia.pdf https://www.panganku.org/id-ID/beranda Directorate General of Public Health, Ministry of Health of the Republic of Indonesia. Proceedings: WNPG 2019. Sinar Harapan Library.

Module designation	Food and Nutrition Ecology
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Ratri Ciptaningtyas, M.H.S
Language	Indonesian and English
Relation to curriculum	Compulsory course
Teaching methods	Cooperative learning, information search
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	This course examines the ecological relationships between food systems, nutrition, health, and the environment. It emphasizes the interaction between biological, social, cultural, economic, and environmental factors that influence food availability, dietary patterns, nutritional status, and public health outcomes. Students will explore sustainable food systems, food security, nutrition transitions, and ecological challenges affecting nutrition at individual, community, and population levels.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. World Health Organization (WHO). Nutrition in the Context of Sustainable Development 2. FAO. Sustainable Food Systems: Concept and Framework 3. UNICEF. The State of Food Security and Nutrition in the World 4. Gibney, M. J. et al. Public Health Nutrition

Module designation	Data Management and Analysis Practice
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Yuli Amran, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Practicums, discussion based learning
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> Practical : $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 45,3 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 30,4 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5,67 \text{ h}$ Total = 81,4 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	Data analysis data management courses study basic data management techniques, data collection and processing techniques, data transformation and analysis as well as data presentation and interpretation.
Examination forms	Practical exam
Study and examination requirements	<ol style="list-style-type: none"> 4. Minimum lecture attendance of 80% 5. Completed structured academic assignment 6. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	Amran, Yuli and Rosad, Milza N, Management and Data Analysis Lecture Module.

Module designation	Civic Education
Semester(s) in which the module is taught	3
Person responsible for the module	M. Iqbal Nurmansyah, M.Sc and Syairul Bahar, M.Pd
Language	Indonesian
Relation to curriculum	Compusory course
Teaching methods	Collaborative learning & discussion-based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies
Content	The Civic Education course is one of the courses must be followed by all UIN Syarif Hidayatullah Jakarta students, substantively has 3 (three) main material coverage (core materials), namely Democracy, Human Rights and Civil Society (Civil Society).
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Ubaedillah. Pancasila, Demokrasi, dan Pencegahan Korupsi. Jakarta: Prenada, 2015. 2. Abdillah, Masykuri, Demokrasi di Persimpangan Makna: Respon Intelektual Muslim Indonesia terhadap Konsep demokrasi (1966-1993), Yogyakarta: Tiara Wacana, 1999. 3. Abdullah, Rozali, Perkembangan HAM dan Keberadaan Peradilan di Indonesia, Jakarta: Ghalia Indonesia, 2002. 4. An-Naim, Abdurrahim Ahmed, Dekonstruksi Syari'ah, Yogyakarta: LKiS, 2001. 5. Azra, Azyumardi, Menuju Masyarakat Madani, Bandung: PT. Remaja Rosdakarya, 1999 cet. ke-1. 6. Bahar, Safroeddin, Konteks Kenegaraan Hak Asasi Manusia, Jakarta: Pustaka Sinar Harapan, 2002. 7. Baehr, Peter (et.al), Instrumen Internasional Pokok Hak-Hak Asasi Manusia, Jakarta: Yayasan Obor Indonesia, 2001. 8. Buchori, Mochtar, Peranan Pendidikan dalam Pembentukan Pendidikan Budaya Politik di Indonesia, dalam buku Menggagas Paradigma Baru Pendidikan: Demokratisasi, Otonomi, Civil Society, Globalisasi, Kanisius, Yogyakarta, 2000.

Module designation	English Language
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Ratri Ciptaningtyas
Language	Indonesia
Relation to curriculum	Compulsory course
Teaching methods	Cooperatif learning, brainstroming, small group activity, refelction, discussion
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 35 \text{ h}$ Structured activities and Self study: $(3 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 89,60 \text{ h}$ Exam: $(3 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5 \text{ h}$ Total = 129,6 hours
Credit points	3 Credit Hours $\approx 5,04 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	LO 03: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.
Content	This course focuses on two English language skills writing and speaking in an academic context. The general instruction objective of this course is that students are expected to be able to express ideas by having the skills to write a complete paragraph and presentation skills in accordance with the paragraphs that have been written using paragraphs that have been written by using English that is acceptable and coherent with language elements that are correct and appropriate to the context. Especially for writing skills, students are expected to understand the principle of complete sentences. Students are also expected to be able to present ideas in writing in the form of a narrative review with an arrangement of introductory, method, results and discussion, conclusion and recommendation which are combined into a complete article, recommendations that are combined into a complete article.
Examination forms	Written and oral examination
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Fazio, Gene et.al. (1990). Practicing Paragraphs. Chicago: Hold, Rinehart, and Winston, Inc. Greene, Anne E. (2013). Writing Science in Plain English. Chicago: The University of Chicago. Harlington, David and LeBeau, C. (2008). Speaking Speech. Japan: Macmillan House. Jordan, R.R. (1999). Academic Writing Course. New York: Longman. LeBeau, C. & Harrington, D. (2003). Getting Ready for Speech: A Beginner Guide to Public Speaking. Oregon: Language Solution, Inc. Kusmayanti, Ima N. (2014). Basic English for ICT Engineering Students. Bandung: Language Center Telkom University. Kusmayanti, Ima N. (2012). Communicative English for ICT Engineering Students. Bandung: Dewa Ruchi. Kusmayanti, Ima N. (2010). English for Academic Writing. Bandung: Institut Teknologi Telkom. McCharthy, M, & O'Dell F. (2013). Academic Vocabulary in Use. 8 th Edition. Cambridge: Cambridge University Press. Kusmayanti, Ima N. (2010). English for Academic Writing. Bandung: Institut Teknologi Telkom. Oshima, A. & Hogue, Ann. (2005). Writing Academic English. New York: Longman.

	<p>12. Powell, Mark. (2010). <i>Dynamic Presentations</i>. Cambridge: Cambridge University Press.</p> <p>13. Powell, Mark. (2002). <i>Presenting in English: How to Give Successful Presentations</i>. Boston: Thomson.</p> <p>14. Reinhart, Susan M. (2013). <i>Giving Academic Presentation</i>. 2nd Edition. Michigan: The University of Michigan.</p> <p>15. Reynold, Garr. (2008). <i>Presentationzen: Simple Ideas on Presentation Design and Delivery</i>. California: New Riders.</p> <p>16. Sari, Florita D. (2004). <i>From Sentence to Essay</i>. Bandung: STT Telkom 17. Various online articles</p>
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SEMESTER 4

Module designation	Public Health Surveillance
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. Minsarnawati, SKM, M.Kes
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussion base learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	The Public Health Surveillance course is one of the courses taught in the Public Health study programme. in the Public Health study programme which aims to provide understanding of the principles, methods, and practices of surveillance in the context of public health. public health context. In this course, students will learn the basic concepts of basic concepts of public health surveillance, including the definition of surveillance, the purpose of surveillance, and its role in monitoring, understanding, and practising surveillance. its role in monitoring, understanding, and controlling health problems in populations. population. Students will also learn the various types of data and data sources used in surveillance, as well as surveillance techniques. and data sources used in surveillance, as well as techniques for collecting, analysing, interpreting and reporting surveillance data.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Last, J. M. (Ed.). (2001). A Dictionary of Epidemiology (4th ed.). Oxford University Press. 2. Teutsch, S. M., & Churchill, R. E. (Eds.). (2000). Principles and Practice of Public Health Surveillance (2nd ed.). Oxford University Press. 3. Lee, L. M., & Teutsch, S. M. (Eds.). (2010). Principles & Practice of Public Health Surveillance (3rd ed.). Oxford University Press. 4. Gregg, M. B. (Ed.). (2010). Field Epidemiology. Oxford University Press. 5. Centers for Disease Control and Prevention (CDC). (2012). Updated Guidelines for Evaluating Public Health Surveillance Systems: Recommendations from the Guidelines Working Group. MMWR. Recommendations and Reports, 61(RR-3), 1-32.

	<ul style="list-style-type: none">6. World Health Organization (WHO). (2012). Communicable Disease Surveillance and Response Systems: Guide to Monitoring and Evaluating. WHO.7. Kementerian Kesehatan Republik Indonesia. (2012). Pedoman Surveilans Penyakit Menular. Jakarta: Kementerian Kesehatan RI.8. Mochammad Hatta, I. Gede Putu Darma Putra, dan Andrias Tri Susilo (2019).9. Surveilans Kesehatan Masyarakat. Jakarta: PT RajaGrafindo Persada.10. Mulyanto dan Hari Basuki Notobroto (2019). Metodologi Surveilans Kesehatan Masyarakat. Yogyakarta: Deepublish.11. Kusnanto, H. (2016). Surveilans Kesehatan Masyarakat: Teori dan Praktik. Yogyakarta: Pustaka Baru Press.
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Module designation	Public Health Surveillance Practice
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. Minsarnawati, SKM, M.Kes
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Presentations, discussions, assignment exercises, practice
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practical: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39.67 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 30.40 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,74 hours
Credit points	1 Credit Hours $\approx 2.89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p>
Content	This course is a mandatory course that emphasizes theoretical understanding of public health surveillance. In this course, students will practice analyzing surveillance data, making surveillance proposals and making surveillance reports. The assessment method used is assessment of learning outcomes in the form of UTS, UAS, and Formative, namely process and product assessments which include: assessment of discussion activity processes, and assignments, both group and independent.
Examination forms	Oral examination (Presentation of Surveillance and UAS Data Analysis Results Presentation of Practical Reports)
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Hand out/lecture module on public health survey given by the instructors. Teutsch, M.T., Churchill, R.E., Principles and Practice of Public Health Surveillance, Oxford University Press, New York – Oxford, 2000 Eylenbosch, W.J., Noah, N.D., Surveillance in Health and Disease, Oxford University Press, Oxford-New York, 1988. WHO Recommended Surveillance Standards, 1997. Guidelines for Evaluating Surveillance Systems, CDC Atlanta, GA, 1988. Principles of Epidemiology : Disease Surveillance, Training and Laboratory Program Office, CDCAtlanta, GA.

Module designation	Health Information System
Semester(s) in which the module is taught	4
Person responsible for the module	Catur Rosidati, MKM.
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussion based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 5: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p>
Content	This course studies the meaning and characteristics Health information systems, the urgency of Health Information Systems in health management and services, Health Information System components according to Health Metric Network, WHO (resources, indicators, data sources, data management, information and information dissemination), forms of Health Information Systems (National Health Information System, Health Information System Regional, Community Health Center Information System, Hospital Information System, Medical Record Information System), designing indicators for health programs, assessing the success of information systems, designing Health Information System performance assessments using Helath Metric Network tools.
Examination forms	Written Examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 75% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Framework and Standards for Country Health Information Systems, Second Edition, WHO, 2008 2. Braa Jorn, Sundararaman T, Sahay Sundeep, Public health Informatics, Oxford University Press, 2017 3. Carroll Patrick, et all, Public Health Informatics and Information Systems, Springer, New York, 2003

Module designation	Health Communication
Semester(s) in which the module is taught	4
Person responsible for the module	Dela Aristi, M.KM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussions based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 3: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p>
Content	This course studies knowledge about the basics of communication, principles and ethics of communication in Islam, health communication concepts, effective presentations and health communication applications such as counseling, public relations, BCC strategies and health education activities.
Examination forms	Written and project examination.
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Liliweri, Hello. Basics of Health Communication. 2. Notoatmodjo, Soekidjo. 2010. Health Promotion Theory & Application. Bineka Cipta Publishers. 3. Schiavo, Renata. Health Communication from Theory to Practice. 4. Bensley, Robert J and Brookins-Fisher, Jodi. Public Health Education Methods Edition 2. Medical Book Publishers. 5. Notoatmodjo, Soekidjo. 2012. Health Promotion and Health Behavior. Bineka Cipta Publishers. 6. Adha, Kholifatul. Easy Guide to Public Speaking. 7. Indonesian Ministry of Health. 2018. Communication Strategy Guidelines: Behavior Change in Accelerating Stunting Prevention in Indonesia. 8. Indonesian Ministry of Health. 2010. Guidelines for Adolescent Health Counseling Techniques for Health Workers.

Module designation	Industrial Hygiene
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. Itting Shofwati, ST.MKKK
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Lectures/lectures, discussions
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 55 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 58,67 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 85,33 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	Fundamental of Occupational Health and Safety
Module objectives/learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course discusses the Basic Concepts of HI which include activities for anticipating, recognizing, evaluating and controlling various occupational health hazards that exist in the workplace. Occupational health hazards discussed in this course include noise, extreme hot and cold temperatures, vibration, ionizing and non-ionizing radiation, chemistry, biology, ergonomics and psychosocial hazards.
Examination forms	Written exam (multiple choice, essay, case study)
Study and examination requirements	30% formative assessment + 30% mid-term exam + 40% final exam = final grade for the course
Reading list	<ol style="list-style-type: none"> 1. Clarke, S. and Cooper, C. L. (2003) Managing the risk of workplace stress: Health and safety hazards, Managing the Risk of Workplace Stress: Health and Safety Hazards. doi: 10.4324/9780203644362. 2. Glendon, A. I., Clarke, S. G. and Mckenna, E. F. (2006) Human Safety and Risk Management. 2nd Editio, Journal of Chemical Information and Modeling. 2nd Editio. Taylor & Francis. doi: 10.1017/CBO9781107415324.004. 3. Gunawan, D. F. A. and Waluyo, D. (2015) Risk Based Behavioral Safety. Jakarta: PT. GraPlatform Pustaka Utama. 4. Simpson, G., Horberry, T. and Joy, J. (2009) Understanding Human Error in Mine Safety, Misadventures in Health Care: Inside Stories. UK: MPG Group Books. doi: 10.4324/9781410609038-8. 5. Stanton, N. and Young, M. S. (2003) A Guide To Methodology in Ergonomics. Taylor & Francis. 6. Syafei, Yani, Prof. Dr, I. H. M., Sumerli, Chevy Herli, D. I. H. and Susilowati, Etty , H. (2018) Konsep Ergonomi Dalam Desain Produk Konsep & Metoda. Bandung: Alfabeta CV. 7. Wiegmann, D.A. and Shappell, S. A. (2003) 'a Human Error Approach To Aviation Accident Analysis, The Human Factor Analysis and Clasification System', p. 161.

Module designation	Gender, Sexual Health, and Family Health
Semester(s) in which the module is taught	4
Person responsible for the module	Narila Mutia Nasir, SKM, MKM, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Small Group Discussion and Case Study
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 6: Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p>
Content	This course studies reproductive health concepts and issues globally, the reasons for needing attention to reproductive health issues, topics and issues of concern in reproductive health throughout the life cycle such as maternal and newborn health, contraceptive methods, adolescent reproductive health, advanced reproductive health age, concepts of gender and sexuality, violence against women, sexual violence against children, abortion, sexually transmitted infections, HIV/AIDS, infertility and reproductive tract diseases, as well as the concept of reproductive health in Islam and Kespro in disaster situations. After taking this course, students are expected to be able to explain the concept of reproductive health and analyze one of the production health problems in society.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> UNFPA, Accelerating The Promise ICPD 25, 2019 UN, Report of the International Conference on Population and Development, 1995 Ida Prijatni and Sri Rahayu, Reproductive Health and Family Planning, Indonesian Ministry of Health, 2016 Jose RL Batubara, Adolescent Development, Sari Pediatrics, vol 12 no. 1, June 2010 Indonesian Ministry of Health Pusdatin, Information on Adolescent Reproductive Health Situation, 2014 Indonesian Ministry of Health, Guidelines for Antenatal, Childbirth, Postpartum and Newborn Services in the Era of Adaptation to New Habits. Second Revision, 2020 UNFPA and Indonesian Ministry of Health, Guidelines for Implementing Minimum Initial Service Packages (MISP) for Reproductive Health in Health Crisis, 2017 Indonesian Ministry of Health, Guidelines for Integrated

	<p>Reproductive Health Services, 2015</p> <p>9. Heather Boonstra. Islam, Women and Family Planning: A Primer. The Guttmacher Report on Public Policy, December 2001</p> <p>10. Noura Alamair et al. Factor Influencing Sexual and reproductive health of Muslim women: A systematic review. Reproductive Health 17:33</p> <p>11. Rahmah Hida Nurrizka. Health of both mother and child. RajaGrafindo, 2019</p> <p>12. CDC, Sexual Transmitted Disease (STDs). https://www.cdc.gov/std/default.htm</p> <p>13. CDC, HIV. https://www.cdc.gov/hiv/default.html</p> <p>14. Indonesian Ministry of Health. Implementation of Elderly Health Services at Community Health Centers, 2017</p> <p>a. Judith E. Brown. Nutrition throughout Lifecycle. Wadsworth, 2011</p>
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Module designation	Health Planning and Evaluation
Semester(s) in which the module is taught	4
Person responsible for the module	Riastuti Kusuma Wardhani, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussion based learning, quiz, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(1 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 11.8 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 1 \text{ times} = 30.40.80 \text{ h}$ Exam: $(1 \times 50 \text{ min}) \times 1 \text{ times} / 60 \text{ min} = 1.80 \text{ h}$ Total = 43,23 hours
Credit points	1 Credit Hours $\approx 1.68 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p> <p>LO 6: Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p>
Content	This course explains the concept of planning and evaluation of health service development, the purpose and importance of planning and evaluation, explains the benefits of planning and evaluation, types of planning and evaluation, steps to carry out planning and evaluation in health programmes and describes the process of planning and evaluating health programmes. The achievement indicator of this course is to be able to determine the appropriate planning and evaluation methods in health programmes. Furthermore, at the end of the lecture students create a mini project to carry out various stages in health programme planning and design appropriate evaluation methods to be able to evaluate the health programme that has been designed.
Examination forms	Written exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Schmets G, Rajan D, Kadandale S, editors. Strategizing national health in the 21st century: a handbook. Geneva: World Health Organization; 2016. Joanna Hayden, Introduction to Public Health Program Planning, World Headquarters, Jones & Bartlett Learning, 2022. Lawrence W. Green, Andrea Carlson Gielen, et. al, Health Program Planning, Implementation, and Evaluation, 2022, Oxford University Press Health Policy and Planning Program Journal Jurnal Kebijakan Kesehatan Indonesia Jurnal Manajemen Kesehatan

Module designation	Public Health Nutrition
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. Febrianti, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Cooperative learning, information search, practicum, filed practice
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	
Content	This course prepares students to conduct an analysis of the nutritional situation in primary health care work areas the importance of planning and evaluating nutrition and health programs by the primary health service unit. Before can do it, students must have sufficient basic knowledge to carry out nutritional situation analysis, and basic knowledge regarding nutrition programs at community health centers.
Examination forms	Written and oral exams
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Buttriss , JL , Welch , AA , Kearney , JM , Lanham , SA . (editors). New Public Health Nutrition. 2nd ed. 2018. John Wiley & Sons, Inc . 2. https://www.litbang.kemkes.go.id/laporan-riset-kesehatan-dasar-risksdas/, https://pusdatin.kemkes.go.id/ 3. Robert D. Lee, David C. Nieman. Nutritional assessment .6th ed. 2013. Mc-Graw Hill. 4. Brown,J.E,et.al. Nutrition through the life cycle. 4th ed.2011. 5. Relevant and trustworthy journal articles 6. Indonesian Ministry of Health. Guidelines for Balanced Nutrition. 2014 7. WHO Physical Activity Recommendation 8. http://hukor.kemkes.go.id/uploads/produk_hukum/PMK_No_28_Th_2019_ttg_Angka_Kecukupan_Gizi_Yang_Dianjurkan_Untuk_Masyarakat_Indonesia.pdf 9. https://www.panganku.org/id-ID/beranda Directorate General of Public Health, Ministry of Health of the Republic of Indonesia. Proceedings: WNPG 2019. Sinar Harapan Library.

Module designation	Community Development and Empowerment
Semester(s) in which the module is taught	4
Person responsible for the module	Yustiyani, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative course, discussions based learning, structured activities
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 3: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p> <p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p>
Content	In this course, students discuss the concept of community, local culture, community behavior, aspects of community potential, the concept of community organizing and development, the concept of Community Development and Organizing planning (PPM), various methods of implementing PPM and evaluating PPM implementation. Indicators of achievement in this course are being able to evaluate the implementation of PPM to intervene in health problems by government and non-government institutions/institutions and being able to design PPM programs to solve public health problems.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 70% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Community Empowerment as an effort to Empower the Community, Isbandi Rukminto Adi, Rajagrafindo Persada. Health Empowerment in the Health Sector, Endang Sutisna Sulaeman, Gadjah Mada University Press Health Communication, Triloka H. Putri and Achmad Fanani, Merkid Press Jogjakarta. Community Organization and Development, Dr. Sarlito Wirawan Sarwono, Drs. Subyakto Atmsiswojo, dr. Adi Sasongko, Public Health Publishing Agency, FKM UI.

Module designation	Health Advocacy Practice
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. M. Farid Hamzens, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Presentations, discussions, assignment exercises, practice
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practical: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39.67 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} \times 2 \text{ times} = 30.40 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,74 hours
Credit points	1 Credit Hours $\approx 2.89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p> <p>LO 7: Apply disaster management principles in public health through an Islamic and professional practice-based approach.</p>
Content	Students have knowledge, understanding and skills about the basics of how health promotion and education is carried out in a planned manner to shape healthy behavior in society. The indicator of achievement in this course is knowing and understanding the basic concepts/theories about health behavior and health education and being able to implement them by making health promotion/education plans for the formation of healthy behavior and change in society/community.
Examination forms	Written Exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Albert Bandura, 1971, Social Learning Theory, General Learning Press, New York. Anastasia Snelling, 2014, Introduction to Health Promotion, Jossey-Bass Awley Brand Everett M. Rogers, 1983, Diffusion of Innovation, Macmillan Publishing co.Inc. Glanz, Karen et, Al. 1996. Health Behavior and Health Education; Theory , Research and Practice. Second EditionJossey- Bass Publishers San Francisco Greene, Wolter and Simon Bruce, 1984. Introduction to Health Education. Waveland Press, Nc Green Lawrence. 1980. Health Education Planning, A Diagnostic Approach. Palo Alto Mayfield Co. Icek Ajzen, 2012, The Theory of Planned Behavior, from; P.A.M Lange A. W. Kruglanski, Eds (2012), Hand Book of Theories of Social Psychology, SAGE, London, UK. Jennie Naidoo, Jane Wills, 2010, Developing Practice for Public Health and Health Promotion, Elsavier

	<p>9. Lawrence W. Green, 1991, Health Promotion Planning An Educational and Environmental Approach, Mayfield Publishing Company.</p> <p>10. Liza Cragg, Maggie Davies, Wendy Macdowell, 2013, Health Promotion Theory, McGraw-Hill Education</p>
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Module designation	Islam and Knowledge
Semester(s) in which the module is taught	4
Person responsible for the module	Dr. M. Farid Hamzens, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learneng, discussion base learning, case study
Workload (incl. contact hours, self- study hours)	<ul style="list-style-type: none"> • Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23,3 \text{ h}$ • Structured activities and Self study: $(3 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 3 \text{ times} = 59,73 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3,33 \text{ h}$ • Total = 144, 8 hours
Credit points	3 Credit Hours $\approx 5,04 \text{ ECTS}$
Required and recommended prerequisites for joining the module	Islamic Studies I, Islamic Studies II, Introduction to Public Health
Module objectives/intended learning outcomes	LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	This course develops students' insight into the study of science and Islamic knowledge through an integrative paradigm. Indicators of achievement in this course are that students are able to explain the framework of scientific thinking in the perspective of ontology, epistemology and axiology as well as the impact and implementation in the scientific field, are able to carry out scientific arguments on the presentation of data provided, demonstrate knowledge of the basics of Islamic science in relation to themes developed by each field of expertise and students are able to understand the model of integration of science, religion and Indonesianism irrespective scientific fields.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Bakhtiar, Proverbs, Themes of Islamic Philosophy, (Jakarta: UIN Jakarta Press, 2005), cet. I. 2. Husaini, Adian, (ed), Philosophy of Science from Western and Islamic Perspectives, (Jakarta:Gema Insani, 2013), cet. I. 3. Kartanegara, Mulyadi, Integration of Science in a Holistic Reconstruction, (Bandung: Arasy Mizan and UIN Jakarta Press, 1426 H./2005 M.) 4. Mujib, Abdul, Fithrah & Islamic Personality A Psychological Approach, (Jakarta: Darul Falah, 1423 H./2000 M.) 5. Nasution, Harun Islam Viewed from Various Aspects, Volume , (Jakarta: UI Press, 1979), cet. I. 6. Nata, Abuddin, Comprehensive Islamic Studies, (Jakarta: Prenada Media Group, 2011), cet. I. 7. Nata, Abuddin, et al., Integration of Religious and General Sciences, (Jakarta: UIN Jakarta Press, 2003), cet. I. 8. Rasyidi, H.M. Philosophy of Religion, (Jakarta: Bulan Bintang, 1965), cet. I. 9. Rosyada, Dede, Islam and Science, (Jakarta: RM Book, 2016), cet. I. 10. Shihab, M. Quraish, Wawasan al-Qur'an, (Bandung: Mizan,

	1996 H./1416 H.), print. III. "Grounding" Al-Qur'an's Function of Revelation in Life, (Bandung: Mizan, 1413 H./1992 AD), cet. II.
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SEMESTER 5

Module designation	Geographic Information Systems Practice
Semester(s) in which the module is taught	5
Person responsible for the module	Meliana Sari, SKM., MKM
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Project based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ <p>Total = 75,21 hours</p>
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes CPL apakah masuk? Atau hanya CPM	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 5: Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p>
Content	This course explores the use of Geographic Information Systems (GIS) in the field of public health, utilizing GPS as a data input tool, and practical map creation using Quantum GIS software. Additionally, the course covers spatial epidemiology.
Examination forms	Multiple choice written exam
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Wilkinson, Paul. 2006, Environmental Epidemiology, Open University Press, Berkshire Committee on Environmental Epidemiology and Commission on Life Sciences. 1997. Environmental Epidemiology. Washington: National Academy Press. United States Environmental Protection Agency. 1999. Environmental Epidemiology: A Textbook on Study Methods and Public Health Applications Preliminary Edition. United States: World Health Organization Muray, Virginia et all. 2013. Essentials of Environmental Epidemiology for Health Protection A Handbook for field professionals. United Kingdom: Oxford University Press. Daud, Anwar. 2013. Perspektif Analisis Risiko Lingkungan dan Kesehatan. Jogjakarta: Smart Writing.

Module designation	Disaster Management and Health Crisis
Semester(s) in which the module is taught	5
Person responsible for the module	Dewi Utami Iriani, MKes, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussion-based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Lecture (class): $(1 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 11,67 \text{ h}$ Structured activities and Self study: $(1 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 30,40 \text{ h}$ Exam: $(1 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 1.67 \text{ h}$ Total = 43,74 hours
Credit points	1 Credit Hours $\approx 1.68 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>CPL 02 : Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies</p> <p>CPL 07 : Apply disaster management principles in public health through an Islamic and professional practice-based approach.</p>
Content	In this course, students understand disaster theory, disaster risk assessment, reduction, disaster vulnerability, disaster stages starting from pre-disaster, disaster and post-disaster, assessment of temporary shelter locations, fulfillment of basic needs (WASH, health care, health services and information systems). Apart from that, students also understand surveillance and rapid assessment in disaster situations, leadership and cross-sectoral collaboration, the role of Health officers and Interprofessional collaboration, and community resilience.
Examination forms	Multiple choice written exam
Study and examination requirements	<ol style="list-style-type: none"> 4. Minimum lecture attendance of 80% 5. Completed structured academic assignment 6. Not commit acts of fraud such as cheating or other acts of fraud

Reading List	<ol style="list-style-type: none"> 1. https://bnpb.go.id./ 2. Republic of Indonesia State Secretariat. (2007). Law of the Republic of Indonesia no. 24 of 2007 concerning Disaster Management 3. Republic of Indonesia State Secretariat. (2008). Republic of Indonesia Government Regulation No. 21 of 2008 concerning the Implementation of Disaster Management. 4. National Disaster Management Agency. (2011). Guide to Contingency Planning for Facing Disasters (II edition). Jakarta: BNPB 5. Wisner, B. & Adams, J. (Eds). (2002). Environmental Health in Emergencies and Disasters: A Practical Guide. Geneva: WHO 6. Hanquet, G. (Ed). Refugee Health An Approach to Emergency Situations. Medesins Sans Fronties 7. Landesman, YL. (2006). Public Health Management of Disasters: The Pocket Guide. Washington, DC: American Public Health Association 8. American Health, Organization. (2000) Natural Disasters; Protecting the Public's Health. Washington, DC: PAHO 9. Connolly, M.A. (2005). Communicable Disease Control in Emergencies A Field Manual. Dublin: WHO 10. BNPB. (2008). Regulation of the Head of the National Disaster Management Agency No 7/2008: Guidelines for Procedures for Providing Assistance to Fulfill Basic Needs 7 11. Oxfarm International 2008. Sheltering People after Disaster: Lessons from Tsunami. Humanitarian Field Studies. 12. Paton, D and Johnston, DM. 2006. Disaster Resilience. An Integrated Approach. Charles C Thomas Publisher. USA
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Module designation	Digital Health Technology
Semester(s) in which the module is taught	5
Person responsible for the module	Catur Rosidati, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Lecturer, Case-based learning, Group discussions, Project-based learning, Demonstrations of digital health applications, E-learning and independent study
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>CPL 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>CPL 2 : Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies</p>
Content	In this course, students understand the fundamental concepts and applications of digital health technology in public health systems, including digital health ecosystems, health information systems, electronic health records, mobile health (mHealth), telemedicine, and digital surveillance. The course emphasizes the use of digital tools for disease monitoring, data management, public health planning, and decision-making, while also addressing ethical, legal, and social issues such as data privacy, security, equity, and governance. In addition, students explore leadership and cross-sectoral collaboration in digital health implementation, the roles of public health professionals and interprofessional teams, and the application of digital innovations to strengthen community-based health services and system resilience through selected national and global case studies.
Examination forms	Multiple choice written exam, Group project and report, Oral presentation
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud

Reading List	<ol style="list-style-type: none">1. World Health Organization. <i>WHO Guideline: Recommendations on Digital Interventions for Health System Strengthening</i>. 2019.2. WHO. <i>Global Strategy on Digital Health 2020–2025</i>. 2021.3. Agarwal S, et al. Digital health and health systems of the future. <i>Global Health: Science and Practice</i>.4. Selected peer-reviewed international journals and current reports related to digital health technology.
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Module designation	Health Leadership and Administrator
Semester(s) in which the module is taught	5
Person responsible for the module	Fajar Ariyanti, SKM, MKM, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Lecturer, Case-based learning, Group discussions, Project-based learning, Demonstrations of digital health applications, E-learning and independent study
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>CPL 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>CPL 5 : Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p>
Content	In this course, students understand the fundamental concepts and applications of digital health technology in public health systems, including digital health ecosystems, health information systems, electronic health records, mobile health (mHealth), telemedicine, and digital surveillance. The course emphasizes the use of digital tools for disease monitoring, data management, public health planning, and decision-making, while also addressing ethical, legal, and social issues such as data privacy, security, equity, and governance. In addition, students explore leadership and cross-sectoral collaboration in digital health implementation, the roles of public health professionals and interprofessional teams, and the application of digital innovations to strengthen community-based health services and system resilience through selected national and global case studies.
Examination forms	Multiple choice written exam, Group project and report, Oral presentation
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud

Reading List	<ol style="list-style-type: none">1. Northouse PG. <i>Leadership: Theory and Practice</i>. 9th ed. Thousand Oaks: Sage Publications; 2022.2. Shortell SM, Kaluzny AD. <i>Health Care Management: Organization Design and Behavior</i>. 7th ed. Clifton Park: Delmar Cengage Learning; 2021.3. Buchbinder SB, Shanks NH. <i>Introduction to Health Care Management</i>. 4th ed. Burlington: Jones & Bartlett Learning; 2021.
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Module designation	Group Dynamics Practice
Semester(s) in which the module is taught	5
Person responsible for the module	Dela Aristi, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,21 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	CPL 03: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.
Content	In this course, students understand and apply the principles of group dynamics in academic, professional, and community-based settings. The course focuses on the formation and development of groups, roles and norms, communication patterns, leadership styles, conflict management, and decision-making processes within groups. Through experiential learning and practical exercises, students practice facilitating group discussions, teamwork, and collaborative problem-solving, while reflecting on group behavior, interpersonal interactions, and ethical conduct. The course also emphasizes self-awareness, emotional intelligence, and effective participation in diverse and multidisciplinary teams.
Examination forms	Continuous assessment
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Forsyth DR. <i>Group Dynamics</i>. 7th ed. Boston: Cengage Learning; 2019. Johnson DW, Johnson FP. <i>Joining Together: Group Theory and Group Skills</i>. 12th ed. Boston: Pearson Education; 2020.

Module designation	Health Economics and Financing
Semester(s) in which the module is taught	5
Person responsible for the module	Riastuti Kusumawardani, SKM, MKM, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Lecturer, Case-based learning, Group discussions, Project-based learning, Demonstrations of digital health applications, E-learning and independent study
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(2 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 23.33 \text{ h}$ • Structured activities and Self study: $(2 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 60.80 \text{ h}$ • Exam: $(2 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 3.33 \text{ h}$ • Total = 87,46 hours
Credit points	2 Credit Hours $\approx 3.36 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>CPL 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>CPL 6 : Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p>
Content	In this course, students understand the fundamental principles of health economics and health care financing , including concepts of supply and demand in health services, efficiency, equity, and economic evaluation in health care. The course covers health financing mechanisms such as taxation, social health insurance, private insurance, and out-of-pocket payments, as well as provider payment systems and cost-containment strategies. Students also analyze economic aspects of health policy, priority setting, and resource allocation, supported by case studies from national and global health systems to strengthen analytical and decision-making skills in public health financing.
Examination forms	Written assessment and Continuous Assessment
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading List	<ol style="list-style-type: none"> 1. Morris S, Devlin N, Parkin D, Spencer A. <i>Economic Analysis in Health Care</i>. 3rd ed. Chichester: Wiley Blackwell; 2012. 2. McPake B, Normand C, Smith S, Nolan A. <i>Health Economics: An International Perspective</i>. 2nd ed. London: Routledge; 2020. 3. Folland S, Goodman AC, Stano M. <i>The Economics of Health and Health Care</i>. 8th ed. New York: Routledge; 2017.

	<ol style="list-style-type: none">4. World Health Organization. <i>Health Financing for Universal Coverage</i>. Geneva: WHO; 2010.5. World Health Organization. <i>Global Health Expenditure Database and Financing Frameworks</i>. Geneva: WHO.
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Module designation	Rapid Survey Practice
Semester(s) in which the module is taught	5
Person responsible for the module	Dr. Minsarnawati, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,21 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	CPL 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	In this course, students acquire practical skills in conducting rapid surveys for public health assessment and decision-making. The course covers the principles of rapid assessment, survey design, sampling techniques, development of data collection instruments, and ethical considerations in field data collection. Students practice data collection using structured questionnaires, basic data management, and rapid data analysis to generate timely information for public health interventions. Emphasis is placed on teamwork, communication with communities, and the interpretation of findings to support evidence-based public health planning.
Examination forms	Continuous assessment
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> World Health Organization. <i>Rapid Assessment Methods for Health and Nutrition</i>. Geneva: WHO. UNICEF. <i>Rapid Assessment Methodology: A Guide for Field Practitioners</i>. New York: UNICEF

Module designation	Sample Design Practice
Semester(s) in which the module is taught	5
Person responsible for the module	Dr. Yuli Amran, SKM, MKM
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,21 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	CPL 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.
Content	In this course, students understand the principles and methods of sample design in public health and social research. The course covers concepts of populations and samples, probability and non-probability sampling techniques, sample size determination, sampling frames, and sources of sampling bias. Students learn to select appropriate sampling strategies for different research objectives and field conditions, and to justify sampling decisions based on methodological rigor, feasibility, and ethical considerations. Practical exercises are used to strengthen students' ability to design samples for surveys and community-based studies.
Examination forms	Continuous assessment
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> Lohr SL. <i>Sampling: Design and Analysis</i>. 2nd ed. Boston: Brooks/Cole Cengage Learning; 2010. Levy PS, Lemeshow S. <i>Sampling of Populations: Methods and Applications</i>. 4th ed. Hoboken: Wiley; 2008.

SEMESTER 6

Module designation	Arabic Language
Semester(s) in which the module is taught	6
Person responsible for the module	Maulana, M.Ag
Language	Arabic
Relation to curriculum	Compulsory course
Teaching methods	Cooperative learning, text based instruction
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> • Lecture (class): $(3 \times 50 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 35 \text{ h}$ • Structured activities and Self study: $(3 \times 57 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 89.6 \text{ h}$ • Exam: $(3 \times 50 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5 \text{ h}$ • Total = 87,46 hours
Credit points	3 Credit Hours $\approx 5,04 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	LO 1: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies
Content	This course is designed to develop students' ability to carry out simple conversations, read Arabic texts with harakat, and write simple sentences in Arabic with the theme of creed, worship, and morals.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Hidayat,D.(2004).Bahasa Arab Qur'ani (Jilid1,2,3), Semarang & Jakarta: Karya Toha Putra dan Yayasan Bina Masyarakat Qur'ani 2. Lembaga Bahasa IAIN Jakarta (1991). Al-'Arabiyyah bi al-Namadzij, Jakarta: PT Bulan Bintang.

Module designation	Disaster Management Practicum and Health Crisis Practice
Semester(s) in which the module is taught	6
Person responsible for the module	Dewi Utami Iriani, MKes, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5.67 \text{ h}$ Total = 75,21 hours
Credit points	1 Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>CPL 02 : Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies</p> <p>CPL 07 : Apply disaster management principles in public health through an Islamic and professional practice-based approach.</p>
Content	This course learns how to identify disaster vulnerabilities and dangers, create disaster mapping, disaster risk in each area, develop activity plans to form community readiness to face disasters, make recommendations for disaster mitigation, disaster response emergency organization plans, disaster evacuation shelter management plans, plans health surveillance, plans for controlling infectious diseases, plans for creating a disaster management information system, plans for preparing logistics and basic needs of refugees, disaster health services.
Examination forms	Oral test
Study and examination requirements	<ol style="list-style-type: none"> Minimum lecture attendance of 80% Completed structured academic assignment Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> WHO, UNHCR, ISDR. 1992. Environmental Health I Emergencies and Disasters. Wisner & Adams (edited) Cutter, S.L, Burton, C.G., Emrich C.T. 2010. Disaster Resilience Indicators for Benchmarking Baseline Conditions. Journal of Homeland Security and Emergency Management. Volume 7 Issue 1 Defining Disaster Resilience: A DFID Approach Paper. UK Aid Disaster Management Management Module Flood Disaster Management Training. 2017. Center for Water Resources and Construction Education and Training. PUPR. The Sphere Handbook.2018. Humanitarian Charter and Minimum Standards in Humanitarian Response

Module designation	Islamic Public Health Practice
Semester(s) in which the module is taught	6
Person responsible for the module	Dr. M. Farid Hamzens, M.Si
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Collaborative learning, discussion based learning, structured activities
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(2 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 39,67 \text{ h}$ Structured activities and Self study: $(21 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 5,67 \text{ h}$ Total = 75,21 hours
Credit points	2 Credit Hours \approx 5,78 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	LO 3 : Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.
Content	This course discusses the theoretical framework and conceptual framework for research on the integration of Public Health Sciences in general and/or within the scope of the Public Health Sciences specialization with Islamic Sciences based on the ontology and epistemology of science.
Examination forms	Written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed structured academic assignment 3. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Public Health Textbooks and Public Health Journals 2. Kitab Tafsir 3. Kitab Fiqh 4. Classical Islamic and Health Books (Ar-Razi, Ibn Sina, etc.) and Modern. 5. Books and/or journals that are relevant to the chosen topic

Module designation	Profession Seminar
Semester(s) in which the module is taught	6
Person responsible for the module	Raihana Nadra Alkaff, MMA, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project-based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(2 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 79,34 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 11,33 \text{ h}$ <p>Total = 75, 21 hours</p>
Credit points	2 Credit Hours \approx 5,78 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<ol style="list-style-type: none"> LO1 : Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies. LO 3 : Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies. LO 5 : Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values
Content	This course discusses health issues relevant to the students' field of study, conducts research, and publishes the research findings through a seminar organized by inviting participants from within and outside the university
Examination forms	Project based research
Study and examination requirements	-
Reading list	Profession Seminar Guidelines

SEMESTER 7

Module designation	Research Methodology
Semester(s) in which the module is taught	7
Person responsible for the module	Narila Mutia Nasir, MKM, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(2 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 79,34 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} \times 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 11,33 \text{ h}$
Credit points	3 Credit Hours $\approx 8,67 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies</p> <p>LO 3: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p> <p>LO 5: Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values</p>
Content	This course discusses the process of systematically developing research proposals, both quantitative and qualitative, based on the concept of scientific research. In addition, students prepare proposals addressing public health issues that have been studied and cited based on scholarly references. They also develop a research framework, determine the research design, data collection methods, and appropriate data analysis. In this course, scientific research concepts and elements found in research proposals will be applied. The achievement indicator for this course is that students are able to prepare a research proposal ready for examination and to be used as a final assignment. The methods used include lectures, discussions, presentations, and assignments based on literature studies.
Examination forms	Multiple choice, proposal presentation
Study and examination requirements	<ul style="list-style-type: none"> 30% formative assessments (formative 1, 2, 3) 30% mid-term exam 40% final exam (in the form of a research proposal)
Reading list	<ul style="list-style-type: none"> Adik Wibowo. Metodologi Penelitian Praktis Bidang Kesehatan. RajaGrafindo, 2018. M. Sopiyudin Dahlan. Besar Sampel dalam penelitian Kedokteran dan Kesehatan. Epidemiologi Indonesia, 2019. W. Alex Edmonds dan Thomas D. Kennedy. An Applied Guide to Research Designs, Quantitative, Qualitative, and Mixed Method, SAGE publication, 2017. Sutanto PH. Analisis Data Pada Bidang Kesehatan, Raja Grafindo, 2018. Lyn Richard. Handling Qualitative Data, a practical guide, SAGE Publication, 2009.

Module designation	Entrepreneurship
Semester(s) in which the module is taught	7
Person responsible for the module	DR. Minsarnawati, MKes
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project-based learning
Workload (incl. contact hours, self-study hours)	<ul style="list-style-type: none"> Practicum: $(1 \times 170 \text{ min} \times 14 \text{ wks}) / 60 \text{ min} = 79,34 \text{ h}$ Structured activities and Self study: $(1 \times 56 \text{ min} \times 16 \text{ wks}) / 60 \text{ min} * 2 \text{ times} = 29,87 \text{ h}$ Exam: $(1 \times 170 \text{ min}) \times 2 \text{ times} / 60 \text{ min} = 11,33 \text{ h}$
Credit points	Credit Hours $\approx 2,89 \text{ ECTS}$
Required and recommended prerequisites for joining the module	-
Module objectives/learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies</p> <p>LO 3 : Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p>
Content	This course in entrepreneurship for public health students can include an introduction to the concepts and role of health entrepreneurship, identifying business opportunities from various community health problems, designing business models and plans (including innovative health products and services), managing teams and human resources, developing marketing and communication strategies based on health education, managing finance and business sustainability, understanding ethics and health business regulations, strengthening social entrepreneurship focused on public health impact, and concluding with practical projects or expos in which students design, implement, and present the health entrepreneurship products or services they have developed.
Examination forms	Project Base Learning
Study and examination requirements	-
Reading list	<p>Becker, E. R., Chahine, T., & Shegog, R. (2019). Public health entrepreneurship: A novel path for training future public health professionals. <i>Frontiers in Public Health</i>, 7, 89.</p> <p>Fakultas Ilmu Kesehatan Universitas Ibn Khaldun Bogor. (t.t.). SKM 120 – <i>Kewirausahaan Kesehatan (Rencana Pembelajaran Semester)</i>. Program Studi Kesehatan Masyarakat, FIKES UIKA Bogor.</p> <p>Public Health Entrepreneurship in Indonesia: What is next? (2025). <i>Kesmas: Jurnal Kesehatan Masyarakat Indonesia</i>.</p> <p>Chahine, T. (2023). <i>Public health entrepreneurship</i>. Routledge.</p>

Module designation	Field Learning Experience 1
Semester(s) in which the module is taught	7
Person responsible for the module	Dela Aristi, M.K.M
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project-based learning
Workload (incl. contact hours, self-study hours)	Structured activities and Self study: (2 x 150 min x 22 wks) / 60 min = 110 h
Credit points	2 Credit Hours ≈ 5,78 ECTS
Required and recommended prerequisites for joining the module	Field Learning Experience 1
Module objectives/learning outcomes	<ol style="list-style-type: none"> 1. LO 1 : Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies 2. LO 3: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies. 3. LO 5 : Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values 4. LO 6 : Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).
Content	Field Learning Experience 1 course is one of the courses that aims to provide experience to students in intervening to solve public health problems based on evidence-based.
Examination forms	Create a report, Oral presentation and written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Students participating in PBL must be present during the PBL implementation time (debriefing and practice in the community) at least 80% attendance, unless illness is proven with a doctor's certificate. 2. Students participating in PBL are prohibited from acting and behaving criminally, no ethical and immoral (including smoking in public places) that can Defame the alma mater and personal. 3. During the implementation of PBL in the community, students are prohibited from participating in activities with political parties, both for mass mobilization and political activities Other 4. Students are prohibited from leaving the PBL location without the permission of the Insurer Lecturer Answer. 5. Students participating in PBL must dress neatly, modestly and cover their aurat and wear shoes during debriefing lectures and during practice in the community. 6. Students are required to wear alma mater attributes when carrying out activities in community. 7. Students participating in PBL are required to do and carry out tasks on time according to a predetermined schedule.
Reading list	Field Learning Experience Guidelines

Module designation	Field Learning Experience 2
Semester(s) in which the module is taught	7
Person responsible for the module	Dela Aristi, M.K.M
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Project-based learning
Workload (incl. contact hours, self-study hours)	Structured activities and Self study: (3 x 150 min x 22 wks) / 60 min = 165 h
Credit points	3 Credit Hours ≈ 8,67 ECTS
Required and recommended prerequisites for joining the module	Field Learning Experience 2
Module objectives/learning outcomes	<p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p> <p>LO 3 : Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p> <p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p> <p>LO 5 : Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p> <p>LO 6 : Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p>
Content	Field Learning Experience 2 course is one of the courses that aims to provide experience to students in intervening to solve public health problems based on evidence-based.
Examination forms	Create a report, Oral presentation and written examination
Study and examination requirements	<ol style="list-style-type: none"> 1. Students participating in PBL must be present during the PBL implementation time (debriefing and practice in the community) at least 80% attendance, unless illness is proven with a doctor's certificate. 2. Students participating in PBL are prohibited from acting and behaving criminally, no ethical and immoral (including smoking in public places) that can Defame the alma mater and personal. 3. During the implementation of PBL in the community, students are prohibited from participating in activities with political parties, both for mass mobilization and political activities Other 4. Students are prohibited from leaving the PBL location without the permission of the Insurer Lecturer Answer. 5. Students participating in PBL must dress neatly, modestly and cover their aurat and wear shoes during debriefing lectures and during practice in the community. 6. Students are required to wear alma mater attributes when

	carrying out activities in community. 7. Students participating in PBL are required to do and carry out tasks on time according to a predetermined schedule.
Reading list	Field Learning Experience Guidelines

Module designation	Internship
Semester(s) in which the module is Taught	7
Person responsible for the module	Raihana Nadra Alkaff, MMA, PhD
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Field work
Workload (incl. contact hours, self-study hours)	Structured activities and Self study: (3 x 150 min x 22 wks) / 60 min * 2 times = 165 h
Credit points	3 credit hours = 8,67 ECTS
Required and recommended prerequisites for joining the module	115 credit hours have been taken, including Field Learning Practicum 1 and 2
Module objectives/ learning outcomes	<ol style="list-style-type: none"> 1. Able to identify internship institutions to gain knowledge and work practice experience 2. Able to apply the knowledge and skills gained so that they can prepare themselves to work. 3. Able to write a clear and concise report on the results of knowledge and work practice experience. 4. Able to communicate effectively in accordance with Islamic ethics 5. Able to understand the planning, implementation, implementation and evaluation of health programs by taking into account Islamic values and local culture.
Content	The Internship course is a compulsory course for the Public Health undergraduate study program. Internship is an intra-curricular activity that requires students to observe and practice work in agencies, institutions, or companies for a certain period equivalent to 3 field credits. This course aims to provide opportunities for students to gain practical knowledge and experience as well as apply the knowledge and skills gained during college so that they can better prepare themselves for work. After the internship, students are required to make an internship report in accordance with the internship report guidelines.
Examination forms	<p>Assessment consist of</p> <ol style="list-style-type: none"> 1. Professional behavior (30%) 2. Ethics (25%) 3. Presentation (25%) 4. Report (20%)
Study and examination requirements	<ol style="list-style-type: none"> 1. Attendance in field /institution 100 % 2. Internship Presentation Exam 3. Total score not less than 60
Reading list	Internship Guidance Book. 2018. Program Studi Kesehatan Masyarakat. FIKES UIN Jakarta

SEMESTER 8

Module designation	Thesis
Semester(s) in which the module is taught	8
Person responsible for the module	Team Teaching
Language	Indonesian
Relation to curriculum	Compulsory course
Teaching methods	Discovery Learning Project
Workload (incl. contact hours, self-study hours)	Structured activities and Self study: (6 x 150 min x 22 wks) / 60 min * 2 times = 330 h
Credit points	6 credit hours = 17.34 ECTS
Required and recommended prerequisites for joining the module	Have taken a minimum of 138 credits
Module objectives/intended learning outcomes	<p>LO 1: Conduct assessments and situation analyses in public health at the primary healthcare level through an interdisciplinary approach that incorporates Islamic values as a basis for digital technology-based studies.</p> <p>LO 2: Implement health policies in the form of health program management (policy development and program planning), including human and financial resource management in public health at the primary healthcare level, through an interdisciplinary approach that integrates Islamic values as a foundation for studies.</p> <p>LO 3: Practice effective communication (communication skills) appropriate for promotive and preventive public health activities, taking into account local cultural contexts and incorporating Islamic values as a basis for digital technology-based studies.</p> <p>LO 4: Implement community empowerment (community dimensions of practice) in promotive and preventive public health initiatives, considering local culture as a form of Islamic outreach (<i>dakwah</i>) and applying entrepreneurial management principles (entrepreneurial skills).</p> <p>LO 5: Apply leadership and systems thinking (leadership and systems thinking/total systems skills) in public health at the primary healthcare level through an interdisciplinary approach grounded in Islamic values.</p> <p>LO 6: Apply principles of equity in public health services as an embodiment of <i>akhlaq al-karimah</i> (noble character).</p> <p>LO 7: Apply disaster management principles in public health through an Islamic and professional practice-based approach.</p>
Content	A thesis is a scientific work written by a student at the end of their study period at the Public Health Study Program, Faculty of Health Sciences, Syarif Hidayatullah State Islamic University, Jakarta under the guidance of a predetermined supervisor. The thesis is part of an assignment to achieve a Bachelor of Public Health (SKM) degree. The thesis must be prepared according to procedures and based on research data. It is hoped that writing scientific work can demonstrate students' reasoning abilities systematically and continuously in identifying important health problems in society.

Study and examination requirements	<p>The assessment weights for each stage of the exam are as follows:</p> <p>Seminar Proposal: 30% of the total final score for the thesis Seminar Results: 30% of the total final score for the thesis</p> <p>Thesis Examination: 40% of the total final score for the thesis</p> <p>The examining team gives thesis trial scores according to the level of ability achieved by the examinee in writing thesis and mastery of thesis material. The applicable value provisions are as follows:</p> <p>A = 80-100 = Very Good</p> <p>B = 70-79 = Good</p> <p>C = 60-69 = Fair / Moderate</p> <p>D = 0-59 = Poor / NOT PASS</p> <p>1. Seminar Proposal</p> <p>a) Proposal Seminar Registration Requirements</p> <p>Students can register for a proposal seminar by filling in the Google Form for submitting a proposal seminar and uploading the registration requirements for a thesis proposal seminar which consist of:</p> <ol style="list-style-type: none"> 1) Guidance proof sheet 2) GPA that has been verified by the Study Program 3) Thesis proposal that has been signed by the Thesis Supervisor <p>b) Students who have received a proposal seminar schedule, are required to send a thesis proposal that has been signed by the supervisor accompanied by an invitation letter to the supervisor and all examiners no later than 3 days before the date of the proposal seminar.</p> <p>2. Results Seminar</p> <p>a) Results Seminar Registration Requirements</p> <p>Students can register for the seminar results by filling in the Google Form for seminar registration results and uploading the following seminar registration requirements:</p> <ol style="list-style-type: none"> i. Guidance proof sheet ii. Letter of Ethics Approval from the Ethics Committee or proof that you have submitted an ethics letter to the faculty ethics committee. <p>The thesis that has been signed by the thesis supervisor</p> <p>b) The thesis that has been signed by the supervisor is submitted to the supervisor and examiner accompanied by a letter inviting the examiner no later than 3 days before the results seminar date.</p> <p>3. Thesis Trial</p> <p>a) Thesis Trial Registration Requirements</p> <p>Students can register for the thesis trial by filling in the Google thesis trial registration form and uploading the following requirements:</p> <ol style="list-style-type: none"> i. Proof of Thesis Guidance ii. Evidence of checking the similarity of thesis manuscripts in CHAPTERS 1, 2, 4, 6 and 7 with a maximum similarity level of 30% iii. Thesis that has been signed by the supervisor iv. Stamped Statement of Authenticity (FORM 18) v. Publication Statement Letter (FORM 19) vi. Proof of Free Fee Information vii. GPA signed by the Head of Study Program / Secretary of Study Program with a minimum of 140 credits and having passed all subjects compulsory and elective course viii. TOEFL certificate with a minimum score of 450 and TOAFL with a minimum score of 375 which has been validated by the UIN Language Center Syarif Hidayatullah Jakarta ix. High school diploma/equivalent x. Evidence of Implementation of Academic Guidance <p>b) Thesis trial participants must submit a thesis that has been signed by their supervisor to the supervisor and examiner accompanied by a letter inviting the supervisor and examiner no late than 3 days before the thesis trial date.</p>
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Reading List	<ol style="list-style-type: none">1. Adik Wibowo (2014.).Practical research methodology: health sector. Jakarta :: Rajawali Press,.2. Otong Setiawan DJ.Guidelines for Writing Theses, Theses, Dissertations Publisher Yrama Widya. 20183. Malik Saepudin.Principles of epidemiology.Trans Info Media. 2021
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