



**Universitas Negeri Surabaya  
Faculty of Sports and Health Sciences,  
Undergraduate Nutrition Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Advanced Culinary	1321103031	Compulsory Study Program Subjects	T=1 P=0 ECTS=1.59	4	July 17, 2024																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																	
		Dra. Veni Indrawati, M.Kes	Dra. Veni Indrawati, M.Kes	Amalia Ruhana, S.P., M.P.H.																																	
<b>Learning model</b>	Project Based Learning																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	This course is a course that provides students with an understanding of the basic concepts of culinary nutrition which include: special patient food menu processing, bakery pastry and continental food menu patterns. Apart from that, students will also get an overview and understanding of food management in accordance with hospital diet principles and standards for various disease conditions whether given orally, enterally and parenterally. In this course students are given guidance in preparing a daily menu based on various dietary principles.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Caserani, Kinton.1982. Understanding Cooking . Hongkong: Wing King Tong</li> <li>2. Gisslen, Wayne. 1983. Professional Cooking . Canada: John Wilrey &amp; Sons/Harvey Lang, Jennifer. 1988. Larousse Gastronomique . New York Publishers, Inc.</li> <li>3. Kotschevar, H Lendal, Withrow, Diane. 2007. Management By Menu . American: John Wiley &amp; Sons</li> <li>4. Lau Sackett, Jeclyn Pestka . 2011. Profesional Garde Manger A Globe Perspective . Consulting Author Wyne Gislen. Hobokan, New Jersey: John Wiley &amp; Sonc, Inc</li> <li>5. Pauli, Eugen.1989. Classical Cooking The Modern Way . New York: Van Nostrand Reinhold</li> <li>6. Mahan, L. Kathleen., Raymond, Janice L. 2017. Krause's Food and the Nutrition Care Process 14t edition. Elsevier. St. Louis, Missouri.</li> <li>7. Almatsier, Sunita. Prinsip Dasar Ilmu Gizi. PT. Gramedia Pustaka Utama. Jakarta. 2001</li> <li>8. Persatuan Ahli Gizi Indonesia. 2009. Tabel Komposisi Pangan Indonesia. PT. Elex Media Komputindo. Jakarta</li> </ol> <b>Supporters:</b>																																				
<b>Supporting lecturer</b>	Dra. Veni Indrawati, M.Kes. Prof. Dr. Rita Ismawati, S.Pd., M.Kes. Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc. Wildan Alfira Gusrianto, M.Gz.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	1.Understanding Semester Learning Plans in Advanced Culinary MK 2.Explain the basic concepts of western/European food	1.Explain the meaning of western/European food 2.Explain the types of western/European food appetizers 3.Explains the main course types of western/European food 4.Explain the types of western/European food deserts	<b>Criteria:</b> 1.Can explain the meaning of western/European food correctly 2.Can explain types of western/European food appetizers 3.Can explain the main course types of western/European food <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers 2 X 50			0%
2	Understand western dishes regarding main course and dessert	1. Explain the meaning of the main course 2. Identify the components of the main course 3. Describe the complementary main course 4. Explain the presentation of the main course 5. Explain the meaning of dessert 6 explain the dessert ingredients 7... Classify the types of dessert	<b>Criteria:</b> 1.Question number 1 has a weight of 5 if answered correctly 2.Question number 2 has a weight of 10 if answered correctly 3.Question number 3 has a weight of 15 if answered correctly 4.Question number 4 has a weight of 5 if answered correctly 5.Question number 5 has a weight of 15 if answered correctly <b>Form of Assessment :</b> Participatory Activities	Cooperative, lecture, discussion, question and answer, giving assignments, 2 X 50			0%
3	Understand the basic concepts of continental cakes	1. explain the definition of bakery and pastry 2. Identify the types of dough 3. Explain the characteristics of each dough	<b>Criteria:</b> 1.Question number 1 has a weight of 10 if answered correctly 2.Question number 2 has a weight of 15 if answered correctly 3.Question number 3 has a weight of 10 if answered correctly 4.Question number 4 has a weight of 15 if answered correctly	Cooperative, discussion, question and answer, giving assignments 2 X 50			0%
4	Understand the basic concept of cake	1. Explain the meaning of cake 2. Classify the types of cake 3. Describe cake components 4. Explain cake making techniques 5. Describe the cake making process	<b>Criteria:</b> 1.Question number 1 has a weight of 10 if answered correctly 2.Question number 2 has a weight of 10 if answered correctly 3.Question number 3 has a weight of 10 if answered correctly 4.Question number 4 has a weight of 20 if answered correctly	Cooperative, discussion, question and answer, giving Concept of cake 1. Definition of cake 2. Classification of cake 3. Cake components 4. Cake making techniques 5. Cake making process Task 2 X 50			0%
5	Students are able to understand biscuits and batters	1. Explain the meaning of biscuits and batters. 2. Classify the types of biscuits and batters. 3. Explain the techniques for making biscuits and batters. 4. Explain the procedure for making biscuits and batter	<b>Criteria:</b> 1.Question number 1 has a weight of 10 if answered correctly 2.Question number 2 has a weight of 10 if answered correctly 3.Question number 3 has a weight of 30 if answered correctly	Cooperative, discussion, question and answer, giving assignments 2 X 50			0%
6	Designing recipes, European menus, appetizers, main courses and desserts	1. Explain the procedures for making the types of appetizers, 2. Explain the procedures for making the types of main courses 3. Explain the procedures for making the types of desserts 4. make plans for appetizers, main courses and desserts	<b>Criteria:</b> 1.1. Question number 1 has a weight of 10 if answered correctly 2.2. Question number 2 has a weight of 10 if answered correctly 3.3. Question number 3v has a weight of 30 if answered correctly 4..	Direct learning, demonstrations, giving assignments 2 X 50			0%

7	Skilled in preparing and serving appetizers, main courses, accompaniments and desserts	1. Explain the procedures for making appetizers, main courses and accompaniments and desserts 2. Skilled in making appetizer products, main courses and accompaniments as well as desserts 3. Evaluate the finished products of appetizers, main courses and accompaniments and desserts	<b>Criteria:</b> Full marks are obtained when making appetizer products, main course and dessert properly	Direct learning, demonstrations, giving assignments 2 X 50			0%
8	MIDTERM EXAM			2 X 50			0%
9	Able to understand the form of hospital food	1. Explain Oral Nutrition 2. Explain Modification of hospital diet 3. Explain Types of Diet Consistency according to Hospital Standards 4. Explain Ordinary Food 5. Explain Soft and Strain Food 6. Explain Liquid Food: clear liquid, full liquid, thick liquid	<b>Criteria:</b> 1.Question number 1 with a weight of 10 if answered correctly 2.Question number 2 with a weight of 10 if answered correctly 3.Question number 3 with a weight of 10 if answered correctly 4.Question number 4 with a weight of 10 if answered correctly 5.Question number 5 with a weight of 10 if answered correctly	1. Lecture 2. Discussion 3. Question and answer. 2 X 50			0%
10	Able to understand enteral and parenteral	1. Explain the definition of enteral feeding 2. Explain the route of nasoenteral feeding 3. Explain the indications for enteral feeding 4. Explain the method of giving enteral feeding 5. Identify types and characteristics of enteral formulas 6. Make hospital and commercial enteral formulas 7. Explain the definition of parenteral feeding 8. Explaining the indications and contraindications for parenteral nutrition. 9. Explaining the route of providing parenteral nutrition. 10. Mentioning types of parenteral nutrition. 11. Calculating parenteral nutrition needs (macro and micro nutrients) 12. Determining the osmolality of parenteral nutrition.	<b>Criteria:</b> 1.Question number 1 carries 10 marks if answered correctly 2.Question number 2 carries a value of 15c if answered correctly 3.Question number 3 carries 15 marks if answered correctly 4.Question number 4 carries 15 marks if answered correctly 5.Question number 5 carries 15 marks if answered correctly 6.Question number 6 carries 15 marks if answered correctly 7.Question number 7 carries 15 marks if answered correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment 2 X 50			0%
11	able to understand a high energy, high protein diet	1. Explain the definition of the TKTP diet 2. Outline the benefits of the TKTP diet 3. Explain the criteria for patients on the TKTP diet 4. Explain the prescriptions for the TKTP diet 5. State sources of foods high in energy and protein 6. Strategies to increase the value of energy and protein in the patient's diet 7. Compile an example of a TKTP menu	<b>Criteria:</b> 1.This question has 10 marks if answered correctly 2.This question has 15 points if answered correctly 3.This question has 15 points if answered correctly 4.This question has 15 points if answered correctly 5.This question has 15 points if answered correctly 6.This question has 15 marks if answered correctly 7.This question has 15 points if answered correctly	Lectures, discussions, questions and answers, giving assignments 2 X 50			0%

12	Able to Understand Low "Nutrient" Diet (1): Low fat diet, low sodium, low potassium	1. 1. Low fat diet: definition, food sources of fat, fat requirements in VLFD and LFD, LFD strategy 2. Low sodium diet: definition, food sources of sodium, daily sodium requirements 3. Low potassium diet: definition, food sources of potassium, daily potassium requirements	<b>Criteria:</b> 1.Question number 1 has a value of 10 if answered correctly 2.Question number 2 has a value of 20 if answered correctly 3.Question number 3 has a value of 20 if answered correctly	Lectures, discussions, questions and answers, . 2 X 50			0%
13	Able to understand Low "Nutrient" Diet (2): Protein, purine, GI Low purine diet: definition, food sources of purine, indications for a purine diet, requirements for a purine diet, examples of a low purine diet	1. Explaining Low protein diet: function of protein, indications for a low protein diet, requirements for a protein diet, food ingredients, examples of a low protein diet 2. Explaining Low GI: indications for a low GI diet, requirements for a low GI diet, examples of a low protein diet, glycemic load	<b>Criteria:</b> 1.Question number 1 carries a value of 25 if answered correctly 2.Question number 2 carries a value of 25 if answered correctly	1. Lecture 2. Discussion 3. Question and answer 4. Assignment 2 X 50			0%
14							0%
15	Able to understand diet preparation for laboratory examinations	1. Explain fasting before medical/lab examination. 2. Explain the preparatory diet before a blood sugar test/glucose tolerance test 3. Explain the preparatory diet for the examination: low residue vs low fiber 4. Explain the preparatory diet for endoscopy	<b>Criteria:</b> 1.Question no, number 1 with a weight of 15 points if answered correctly 2.Question no. 2 carries a weight of 15 if answered correctly 3.Question no. 3 carries a weight of 10 if answered correctly 4.Question no. 4 has a weight of 10 if answered correctly	Lectures, discussions, questions and answers, 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

