



**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>																																	
<b>Monitoring and Evaluation</b>	1321103086		T=3 P=0 ECTS=4.77	7	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Amalia Ruhana, S.P., M.P.H.																																	
<b>Learning model</b>	<b>Project Based Learning</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table>					P.O																															
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Implementation of knowledge in the field of Community Nutrition which is a supervised activity into real settings in the community in the form of monitoring and evaluating nutrition programs.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Arisman. MB. 2009. Gizi dalam Daur Kehidupan edisi 2. EGC. Jakarta 3. Gibson, RS. 2005. Principles of Nutritional Assessment 2ndEdition. Oxford University Press 4. SharlinJ. , Edelstein S. 2015. Gizi dalam Daur Kehidupan. EGC. Jakarta 5. Suhardjo. 2002. Perencanaan Pangan dan Gizi. Bumi Aksara. Jakarta																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Rita Ismawati, S.Pd., M.Kes. Satwika Arya Pratama, S.Gz., M.Sc.																																					
<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>																																	
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																															

1	Able to understand the main nutritional problems (malnutrition) in society	<ol style="list-style-type: none"> <li>1.Explain the meaning of nutritional problems (malnutrition)</li> <li>2.Explain the classification of nutritional problems</li> <li>3.Identify factors that cause nutritional problems</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 -10	<ol style="list-style-type: none"> <li>1. Lecture,</li> <li>2. Group discussion,</li> <li>3. Question and answer and 4. Reflection</li> </ol> 3 X 50			0%
2	Able to understand diseases caused by malnutrition (undernutrition and overnutrition)	<ol style="list-style-type: none"> <li>1.Explain diseases caused by malnutrition (PEM, Anemia, KVA, and IDD)</li> <li>2.Explain diseases caused by overnutrition (Obesity, DM, CHD, Hypertension)</li> </ol>	<b>Criteria:</b> The assessment item value is 0 - 10	Cooperative learning 3 X 50			0%
3	Able to understand the Basic Guidelines for Balanced Nutrition	<ol style="list-style-type: none"> <li>1.Explain the meaning of food guidelines</li> <li>2.Describes the history of food guidelines in Indonesia</li> <li>3.Explain the contents of the basic guidelines for balanced nutrition</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 - 10	<ol style="list-style-type: none"> <li>1. Lecture;</li> <li>2. Group discussion,</li> <li>3. Question and answer</li> <li>4. Reflection</li> </ol> 6 X 50			0%
4							0%
5	Able to analyze the iodine content in salt and dangerous food additives in food/food ingredients	<ol style="list-style-type: none"> <li>1.Explain the test procedures for iodine and dangerous food additives</li> <li>2.Prepare practicum planning</li> <li>3.Analyzing practical results</li> <li>4.Prepare practical reports</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 - 10	Direct learning 3 X 50			0%
6	Able to understand methods of assessing nutritional status	<ol style="list-style-type: none"> <li>1.Explain the purpose of assessing nutritional status</li> <li>2.Explain the classification of nutritional status assessment methods</li> </ol>	<b>Criteria:</b> Value each item 0 - 10	Lecture; Group discussion; Question and answer and reflection 6 X 50			0%
7							0%
8							0%

9	Able to understand assessing nutritional status anthropometrically	<ol style="list-style-type: none"> <li>1.Explain tools/instruments for measuring anthropometry</li> <li>2.Describes the procedure for assessing Gzi status anthropometrically</li> <li>3.Explains indices and reference standards in anthropometric assessments</li> <li>4.Explain the criteria for anthropometric nutritional status</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 - 10	Lecture; Group discussion; Question and answer and direct learning 6 X 50			0%
10							0%
11	Able to understand the assessment of nutritional status based on food consumption	<ol style="list-style-type: none"> <li>1.- Explain the purpose of assessing nutritional status based on food consumption - Classify nutritional status assessment based on food consumption Explain the types of nutritional status assessment based on food consumption</li> <li>2.Explain the instrument for assessing nutritional status based on food consumption</li> <li>3.Explain the procedure for assessing nutritional status based on food consumption</li> <li>4.Interpret the results of nutritional status assessments based on food consumption</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 - 10	1. Lecture, 2. Group discussion, 3. Question and answer and 4. Reflection 9 X 50			0%
12							0%
13							0%

14	Able to provide nutritional counseling	<ol style="list-style-type: none"> <li>1.Explain the meaning of nutritional counseling</li> <li>2.Explain the purpose of nutrition education</li> <li>3.Explain the goals and methods of nutrition education</li> <li>4.Explain nutritional counseling procedures</li> <li>5.Explain indicators of the success of extension</li> <li>6.Prepare proposals for nutrition education</li> <li>7.Carrying out nutritional education to the community</li> <li>8.Prepare reports on nutrition education activities</li> </ol>	<b>Criteria:</b> The value of each assessment item is 0 - 10	Lectures; group discussions; questions and answers and learning based on problems 9 X 50			0%
15							0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

**Notes**

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.