



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Health Bioethics	1321102039	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	4	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
PLO-5	Able to communicate effectively with clients, the community and work partners to deal with nutritional problems.
PLO-8	Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.
PLO-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.
PLO-11	Able to solve problems in the field of nutrition by applying scientific thinking concepts and cutting-edge approaches through research, scientific literacy and publications.
Program Objectives (PO)	
PO - 1	Know the concept of bioethics as well as the history and development of nutritional science
PO - 2	Know the basics of ethics, norms, profession and professionalism as a basis for understanding the role of prospective professionals
PO - 3	Knowing about the levels of nutrition education, the competency achievements of graduates at each level, as a basis for knowing the competency limits possessed by each professional candidate
PO - 4	Know the Nutrition Professional Standards, Competencies, Roles and Authorities of Nutritionists
PO - 5	Know the ethical boundaries, morals and integrity that must be possessed by students who are preparing to become professionals
PO - 6	Know ethical and regulatory issues related to nutritionist work practices, health services and research in the field of nutrition
PO - 7	Know the code of ethics for the nutrition profession in Indonesia and internationally
PO - 8	Knowing human rights as a basis for respecting equality in health services
PO - 9	Understand the development of the nutritionist profession in Indonesia

PLO-PO Matrix

		P.O	PLO-5	PLO-8	PLO-9	PLO-11
	PO-1					
	PO-2					
	PO-3					
	PO-4					
	PO-5					
	PO-6					
	PO-7					
	PO-8					
	PO-9					

PO Matrix at the end of each learning stage (Sub-PO)

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Short Course Description This course provides a foundation for professional behavior as a nutrition profession, so it requires an introduction to the concept of ethics, the code of ethics for nutritionists, nutrition as a profession and attitudes of professionalism, educational level and competency of nutritionists at each level as a basis for being able to behave professionally, roles and functions. and the authority of nutritionists, as well as the types of professional organizations that nutrition graduates can join as part of professionalism. In this regard, it is necessary to first understand integrity and professionalism as a student, which underlies the formation of ethics and morals when you take part in your profession. Students also gain knowledge about the authority and development of the nutrition profession internationally, along with the professional organizations that oversee it

References

Main :

1. Edelman, Carole Lium, and Mandle, Carol Lynn. 1998. Health Promotion Throughout The Lifespan Fourth Edition. Mosby – Year Book. St. Louis, Missouri.
2. Husted, Gladys.L., and Husted James H. 1995. Ethical Decision Making In Nursing Second Edition. Mosby – Year Book. Pennsylvania.
3. Kozier, Erb, Oliverly. 1991. Fundamentals Of Nursing : Concepts, Process & Practicess. Fourth Ed. Addison-Wesley. California.
4. Poerdjawayatna. 1996. Etika Filsafat Tingkah laku. Rineka Cipta. Jakarta.
5. PERMENKES NO. 647 Tahun 2000.
6. Sultz, Harry. A., and Young, Kristina. M, 1999. Health Care USA : Understanding Its Organization and Delivery Second Edition. An Aspen Publication. Gaithersburg Maryland.

Supporters:

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 Dr. Salma Shafrina Aulia, S.Gz., M.Si.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Explain the concept and scope of bioethics 2.Explain ethical and moral principles 3.explains ethical and moral principles and their application in the scope of nutrition	1.Able to explain the concept of bioethics 2.Be able to explain the definition of bioethics 3.Able to explain the scope of bioethics	Criteria: 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Students get maximum marks if they answer questions correctly on UTS Form of Assessment : Participatory Activities	Face-to-face lectures, discussions and questions and answers 2 X 50			5%

2	<ol style="list-style-type: none"> 1.Able to explain the principles of Human Rights (HAM) and their relationship to the health profession 2.Able to explain methods in human rights 3.Able to explain human rights and obligations and the role and competence of a health worker 4.Able to explain human rights and obligations and the role and competence of a nutritionist 	<p>Able to explain the meaning of human rights, human rights approach methods in relation to the competence of health workers and nutritionists</p>	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and questions and answers 2 X 50</p>			5%
3	<p>Explain the ethical and legal aspects of health services</p>	<ol style="list-style-type: none"> 1.Understand ethics in health services 2.Understand the legal aspects of health services 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures/discussions 2.The results of the review article were assessed according to the guidelines 3.Students get maximum marks if they answer questions correctly on UTS <p>Form of Assessment : Participatory Activities</p>	<p>Journal discussion group assignment related to ethics and legal aspects in nutrition services, discussion and question and answer 2 X 50</p>			5%
4	<p>Explain the application of ethics in interactive communication</p>	<ol style="list-style-type: none"> 1.Understand the basic concepts of communication 2.Understand basic communication ethics 3.Understand ethical principles in communication 4.Understand mass communication ethics 5.Identify examples of applications in interactive communication 6.Apply interactive communication ethics 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Students get maximum marks if they answer questions correctly on UTS <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions and questions and answers 2 X 50</p>			5%

5	Explains education and collaboration between professions	<ol style="list-style-type: none"> 1. Describe interprofessional ethics 2. Describe personality development 3. Describe ethics in professional organizations 4. Describes personality development in professional organizations 5. Explaining the urgency of collaboration between professions 6. Describes forms of collaboration between health workers 7. Describes forms of collaboration between health workers and non-health workers 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	lectures, discussions and questions and answers 2 X 50			5%
6	Explains the application of ethics in social media and tele-health	<ol style="list-style-type: none"> 1. Describe the concept of social media 2. Describe the methods used in social media 3. Describe the concept of tele-health 4. Describe the methods used in tele-health 5. Outlining the application of ethics in social media and tele-health 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			5%
7	Explains self and personality development as a prospective professional	<ol style="list-style-type: none"> 1. Explains the principles of self and personality development according to ethical aspects and norms 2. Describes methods of self and personality development according to ethical aspects and norms 3. Describes how to develop self and personality in the knowledge, attitudes and behavior of a professional according to ethics and norms 4. Describes examples of applications in self-development and personality as a professional 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			5%
8	MIDTERM EXAM		<p>Form of Assessment : Test</p>	Essay writing and MCQ exam 2 X 50			0%

9	Explain the educational levels, competencies and professional standards of Nutritionists	<ol style="list-style-type: none"> 1.Explain the levels of education in the field of nutrition 2.Explain the differences in competency between graduates of each level of education in the field of nutrition 3.Explain the professional standards of nutritionists 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			10%
10	Explain the role, function and authority of a nutritionist	<ol style="list-style-type: none"> 1.Explain the role of a nutritionist 2.Explain the function of a nutritionist 3.Explain the authority of a nutritionist 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			10%
11	Explaining the Code of Ethics for the Nutrition Profession, Professional Organizations and Regulations for the Nutrition Profession in Indonesia (PERSAGI)	<ol style="list-style-type: none"> 1.Understanding the code of ethics for the nutrition profession in Indonesia 2.Understanding professional nutrition organizations in Indonesia 3.Understand the regulations of the nutrition profession in Indonesia 	<p>Criteria: Students get maximum marks if they answer questions correctly</p>	Lectures, discussions and questions and answers 2 X 50			5%
12	Understanding the International Nutrition Professional Code of Ethics	<ol style="list-style-type: none"> 1.Understand the code of ethics for the nutrition profession that applies in several countries around the world 2.Understand several nutritional professional organizations in several countries around the world 3.Understand the regulations of the nutrition profession in several countries in the world 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			5%
13	Explaining Ethical Issues in Nutritionist Work Practices	<ol style="list-style-type: none"> 1.Explains issues related to ethics in the work practices of nutritionists 2.Explains how to deal with issues related to ethics in the work practices of nutritionists 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50			10%
14	Explaining Ethical Issues in Research in the Field of Nutrition	<ol style="list-style-type: none"> 1.Explain ethical issues in research in the field of nutrition 2.Explains how to prevent and deal with issues related to ethics in research in the field of nutrition 	<p>Criteria: Students get maximum marks if they answer questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Objective test 2 X 50			15%

15	Able to explain Ethics, Morals, Integrity and Preparation as a Prospective Nutritionist	1.Explain the importance of ethics, morals and integrity as a student/prospective nutritionist 2.Explain examples of ethics, morals and integrity as a prospective nutritionist student 3.Explains how to build ethics, morals and integrity as a student/potential nutritionist	Criteria: Students get maximum marks if they answer questions correctly Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers 2 X 50			10%
16	Final exams		Form of Assessment : Test	2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	95%
		95%

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.