



**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
Communication Studies	1321102013	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	3	July 31, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Lini Anisfatus Sholihah, S.Gz., M.Sc.		Choirul Anna Nur Afifah, S.Pd., M.Sc.			Amalia Ruhana, S.P., M.P.H.	

Learning model	Case Studies																																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																			
	PLO-6 Able to utilize science and technology in self-development and solving 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.																																																																																			
	Program Objectives (PO)																																																																																			
	PO - 1 Students understand the concepts, goals, functions and elements of effective communication and communication intelligently, responsively, caringly and responsibly.																																																																																			
	PO - 2 Students are able to understand the forms, levels, channels and importance of communication in the nutrition profession and its dynamics intelligently, responsively, d																																																																																			
	PO - 3 Students are able to carry out communication planning in conveying health messages.																																																																																			
	PLO-PO Matrix																																																																																			
	<table border="1"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-8</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-6	PLO-8	PLO-9	PO-1				PO-2				PO-3																																																																						
	P.O	PLO-6	PLO-8	PLO-9																																																																																
	PO-1																																																																																			
	PO-2																																																																																			
	PO-3																																																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																																																				
<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">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> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
P.O		Week																																																																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																				
PO-1																																																																																				
PO-2																																																																																				
PO-3																																																																																				

Short Course Description This course discusses the basic concepts of communication science which include understanding, communication functions, communication elements, forms of communication such as verbal and nonverbal communication, levels of communication, variables in communication, and communication models. Through this course, students will also learn the importance of communication in the world of the nutrition profession. Understanding and planning methods for delivering communication messages in solving nutritional problems will also be studied in this course. Learning activities include face-to-face in the form of lectures, group discussions, presentations. Forms of lecture assignments include written tests, preparation of papers and presentations in various forms and media.

References **Main :**

1. Suprpto, Tommy. 2006. Pengantar Teori Komunikasi . Yogyakarta: Medi Pressindo.
2. Mulyana, Deddy. 2007. Ilmu Komunikasi Suatu Pengantar . Bandung: PT Remaja Rosdakarya.
3. Effendy, Onong Ochjana. 2009. Ilmu Komunikasi Teori dan Praktek . Bandung: PT Remaja Rosdakarya.
4. Cornelia, Ediths., Irfanny Anwar, dkk. Persatuan Ahli Gizi Indonesia 2013. Konseling Gizi., Jakarta: Penebar Plus.
5. Hardinsyah, I Dewa Nyoman S, (Editor), 2016. Ilmu Gizi Teori dan Aplikasi. Jakarta: Penerbit Buku Kedokteran.
6. Supriasa, I Dewa Nyoman.2013. Pendidikan dan Konsultasi Gizi. Jakarta: EGC Penerbit Buku Kedokteran.

Supporters:

Supporting lecturer Dra. Rahayu Dewi Soeyono, M.Si.
Lini Anisfatus Sholihah, S.Gz., M.Sc.

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	Understanding RPS and entering into college contracts	Understanding RPS		Carry out a 2 X 50 lecture contract			0%
2	Understand the basic concepts of communication science	1. Explain the meaning of communication 2. Explain the communication process 3. Analyzing communication components 4. Analyze communication models	Form of Assessment : Participatory Activities	- Reading assignments - Lectures - Discussions 4 X 50		Material: Introduction to communication Reader: Mulyana, Deddy. 2007. Communication Science An Introduction. Bandung: PT Teen Rosdakarya.	5%
3	Forms of communication such as verbal and nonverbal communication. Levels of communication include intrapersonal, interpersonal, group, organizational and mass communication. Communication methods include informative, persuasive and instructive communication.	Forms of communication such as verbal and nonverbal communication. Levels of communication include intrapersonal, interpersonal, group, organizational and mass communication. Communication methods include informative, persuasive and instructive communication.	Form of Assessment : Participatory Activities	- Reading assignments - Lectures - Discussions 4 X 50		Material: Introduction to communication References: Suprpto, Tommy. 2006. Introduction to Communication Theory. Yogyakarta: Medi Pressindo.	5%
4	Students are able to identify and explain elements in communication	Communication elements consisting of source, message, channel and receiver.	Form of Assessment : Test	Lectures, discussions, questions and answers.		Material: Communication elements Reader: Suprpto, Tommy. 2006. Introduction to Communication Theory. Yogyakarta: Medi Pressindo. Material: Communication elements Reader: Suprpto, Tommy. 2006. Introduction to Communication Theory. Yogyakarta: Medi Pressindo.	5%

5	Students are able to describe communication models	Communication models consisting of the Laswel model, Schraumn, etc.	Form of Assessment : Test	Lectures and questions and answers 4 X 50		Material: Communication Science Model Literature: <i>Suprpto, Tommy. 2006. Introduction to Communication Theory. Yogyakarta: Medi Pressindo.</i>	5%
6	Students are able to identify and explain communication variables in health services.	Communication variables in health services consist of empathy, control, trust, self-disclosure, and confirmation	Form of Assessment : Participatory Activities	Lectures and questions and answers		Material: Communication variables References: <i>Mulyana, Deddy. 2007. Communication Science An Introduction. Bandung: PT Teen Rosdakarya.</i>	5%
7	Students are able to identify and explain the importance of communication in the nutrition profession in an intelligent, responsive, caring and responsible manner	Communication in the nutrition profession	Form of Assessment : Participatory Activities	- Reading assignments - Lectures - Discussions 2 X 50		Material: Nutrition Communication Literature: <i>Effendy, Onong Ochjana. 2009. Communication Science Theory and Practice. Bandung: PT Teen Rosdakarya.</i>	5%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50			10%
9	Students are able to identify and explain the importance of communication in the nutrition profession in an intelligent, responsive, caring and responsible manner	Communication Dynamics	Form of Assessment : Participatory Activities	- Reading assignments - Lectures - Practice 4 X 50		Material: Professional Communication Literature: <i>Hardinsyah, I Dewa Nyoman S, (Editor), 2016. Nutritional Science Theory and Applications. Jakarta: Medical Book Publishers.</i>	5%
10	Students are able to formulate problems in conveying nutritional and health information in communication science and plan solutions	Barriers/problems in communication and solutions	Form of Assessment : Participatory Activities	lecture and question and answer		Material: Nutrition Communication Reader: <i>Suprpto, Tommy. 2006. Introduction to Communication Theory. Yogyakarta: Medi Pressindo.</i>	5%
11	Students are able to formulate problems in conveying nutritional and health information in communication science and plan solutions	Effective communication	Form of Assessment : Participatory Activities	lecture and question and answer		Material: Effective communication Reader: <i>Mulyana, Deddy. 2007. Communication Science An Introduction. Bandung: PT Teen Rosdakarya.</i>	5%

12	Students are able to understand effective communication intelligently, responsively, caringly and responsibly	The role of IT in communication applications	Form of Assessment : Participatory Activities				5%
13	Students are able to understand the role of information technology in communication applications	Create a nutrition communication project	Criteria: Accuracy and group project planning	In groups, students carry out the following steps : 1) Determine basic questions, 2) create a project design, and 3) prepare a 6 X 50 schedule			10%
14	Students are able to design methods for delivering nutrition and health messages according to procedures and stages using scientific knowledge in communication	In groups, students carry out the following steps: 4) monitor project progress	Form of Assessment : Project Results Assessment / Product Assessment	In groups, students carry out the following steps : 4) monitor project progress			10%
15	Students are able to design methods for delivering nutrition and health messages according to procedures and stages using knowledge of communication science		Form of Assessment : Project Results Assessment / Product Assessment	PjBL: In groups, students carry out the following steps : 5) assess results, and 6) evaluate experience			10%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS 2 X 50			20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Project Results Assessment / Product Assessment	20%
3.	Test	40%
		100%

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.

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.