



**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
Dietetics Infectious diseases	1321104067	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	4	February 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Cleonara Yanuar Dini, S.Gz., M.Sc., RD		Cleonara Yanuar Dini, S.Gz., M.Sc., R.D.			Amalia Ruhana, S.P., M.P.H. M.Sc., R.D.	

<b>Learning model</b>	Case Studies																																																																																			
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																			
	<b>PLO-8</b>   Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.																																																																																			
	<b>PLO-9</b>   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.																																																																																			
	<b>PLO-11</b>   Able to solve problems in the field of nutrition by applying scientific thinking concepts and cutting-edge approaches through research, scientific literacy and publications.																																																																																			
	<b>Program Objectives (PO)</b>																																																																																			
	<b>PO - 1</b>   Have knowledge of the principles of standardized nutritional care processes for various infectious diseases																																																																																			
	<b>PO - 2</b>   Able to carry out assessment, diagnosis, nutritional intervention and monitoring and evaluation (ADIME) for sufferers of infectious diseases according to case studies using standardized nutritional care concepts and procedures																																																																																			
	<b>PO - 3</b>   Have a responsible attitude in implementing standardized nutritional care processes for various infectious diseases																																																																																			
	<b>PLO-PO Matrix</b>																																																																																			
	<table border="1"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> <td>PLO-11</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-8	PLO-9	PLO-11	PO-1				PO-2				PO-3																																																																						
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																				
<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																
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**Short Course Description** | Understanding and studying the principles of nutritional care (Nutrition Care Process/NCP): assessment, diagnosis, intervention and nutritional monitoring and evaluation for various infectious diseases, namely infectious diseases (including digestive, liver and gallbladder, respiratory and tropical diseases) and nutritional deficiencies.

**References**

**Main :**

- Stanfield, Peggy and Hui, Y.H. 2010. Nutrition and Diet Therapy. USA: Jones and Bartlett Publishers.
- Mahan, K.L and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co.Ed 11.
- Position of the American Dietetic Association and Dietitians of Canada. Journal of the American Dietetic Association. March 2009. 109(3);509-527.
- Almatser, sunita., Penuntun Diet., 2006., Jakarta: Gramedia Pustaka Utama;
- Syahmien Moehy. 1997. Pengaturan Makanan dan Diit Untuk Penyembuhan Penyakit. Jakarta: Gramedia Pustaka Utama
- Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetika Penyakit Infeksi. Pusat Pendidikan Sumber Daya Manusia Kemenkes RI. Jakarta
- Hardinsyah, M., & Supariasa, I. D. N. 2016. Ilmu gizi teori dan aplikasi. Jakarta: Penerbit Buku Kedokteran EGC

**Supporters:**

- LB Harti, CY Dini, AZ Fatoni. Effect of Nutritional Support on Clinical Outcomes of Intensive Care Unit Patients. Amerta Nutrition. 2024. Vol 8. Issue 2

**Supporting lecturer** | Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.  
Lini Anisfatus Sholihah, S.Gz., M.Sc.  
Satwika Arya Pratama, S.Gz., M.Sc.  
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	Understand RPS and undertake lecture contracts in Infectious Disease Dietetics	Carrying out a lecture contract in Infectious Disease Dietetics	<b>Form of Assessment :</b> Participatory Activities	Discussion and questions and answers 3 X 50			5%
2	<p>1.Explain the pathophysiology, etiology and signs and symptoms of respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure)</p> <p>2.Able to provide nutritional care for respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure)</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure)</p> <p>2.Able to provide nutritional care according to case studies on respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure)</p> <p>3.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on respiratory tract diseases</p> <p>4.Able to make a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of respiratory tract diseases</p> <p>5.Able to design dietary interventions, namely preparing diet prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on respiratory tract diseases</p> <p>6.Able to design educational interventions according to case studies on respiratory tract diseases</p> <p>7.Able to create monitoring and evaluation plans according to case studies on respiratory tract diseases</p>	<p><b>Criteria:</b></p> <p>1.Student attendance and level of student participation/activity during lectures</p> <p>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</p> <p>3.The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%

3	<p>1.Explain the pathophysiology, etiology and signs and symptoms of upper gastrointestinal diseases (gastritis &amp; peptic ulcers, gastroparesis, GERD, dyspepsia)</p> <p>2.Able to provide nutritional care for upper gastrointestinal diseases (gastritis &amp; peptic ulcer, gastroparesis, GERD, dyspepsia)</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of upper gastrointestinal diseases (gastritis &amp; peptic ulcers, gastroparesis, GERD, dyspepsia)</p> <p>2.Able to provide nutritional care according to case studies on upper gastrointestinal diseases (gastritis &amp; peptic ulcers, gastroparesis, GERD, dyspepsia)</p> <p>3.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on upper gastrointestinal diseases</p> <p>4.Able to establish a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of upper gastrointestinal diseases</p> <p>5.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on upper gastrointestinal diseases</p> <p>6.Able to design educational interventions according to case studies on upper gastrointestinal diseases</p> <p>7.Able to create monitoring and evaluation plans according to case studies on upper gastrointestinal diseases</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance can be added to the level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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4	<p>1.Explain the pathophysiology, etiology and signs and symptoms of upper gastrointestinal diseases (gastritis &amp; peptic ulcers, gastroparesis, GERD, dyspepsia)</p> <p>2.Able to provide nutritional care for upper gastrointestinal diseases (gastritis &amp; peptic ulcer, gastroparesis, GERD, dyspepsia)</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of lower gastrointestinal diseases (Celiac disease, IBD, Chron's disease, ulcerative colitis, constipation, diarrhea)</p> <p>2.Able to provide nutritional care according to case studies on lower gastrointestinal diseases (Celiac disease, IBD, Chron's disease, ulcerative colitis, constipation, diarrhea)</p> <p>3.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on lower gastrointestinal diseases</p> <p>4.Able to make a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of lower gastrointestinal diseases</p> <p>5.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on lower gastrointestinal diseases</p> <p>6.Able to design educational interventions according to case studies on lower gastrointestinal diseases</p> <p>7.Able to create monitoring and evaluation plans according to case studies on lower gastrointestinal diseases</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Carrying out case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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5	<p>1.Explain the pathophysiology, etiology and signs and symptoms of anemia, food intolerance and allergies</p> <p>2.Able to provide nutritional care for anemia, food intolerance and allergies</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of anemia, food intolerance and allergies</p> <p>2.Able to provide nutritional care according to case studies on anemia, intolerance and food allergies</p> <p>3.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on anemia, intolerance and food allergies</p> <p>4.Able to establish a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies on anemia, intolerance and food allergies</p> <p>5.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on anemia, intolerance and food allergies</p> <p>6.Able to design educational interventions according to case studies on anemia, intolerance and food allergies</p> <p>7.Able to create monitoring and evaluation plans according to case studies on anemia, intolerance and food allergies</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Portfolio assignments are seen from students working on case studies individually/independently. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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6	Able to provide nutritional care for diseases according to group case studies	Able to provide nutritional care according to case studies in groups	<p><b>Criteria:</b></p> <p>1.Participatory activities are seen from the presence of students in group discussion activities and added to the level of participation, contribution and activeness of students during discussions as assessed by group friends (peer assessment).</p> <p>2.Work on case studies that are discussed with the group. The assessment includes the ability of students as a group to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies. The group assignment assessment adds the contribution of members in the group to the peer assessment value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Group study Discussion in groups</p> <p>Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handyani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	8%
7	Able to implement dietary intervention plans in cooking menus according to group case studies	Practical assessment is seen based on attendance during practicum, contribution of members in the group during practicum through peer assessment, practicum results (presentation, sensory tests, conformity with diet planning and case studies) and practicum report	<p><b>Criteria:</b> Students will get maximum marks if they attend the practicum (20%), contribute actively during the practicum for the group (30%), match the results of the practicum with planning (30%), and have appropriate practicum reports (20%)</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Practicum in groups of 3 X 50			8%

8	MIDTERM EXAM	<p>1. Able to state the pathophysiology, etiology and signs and symptoms of diseases of the respiratory tract, upper gastrointestinal tract, lower gastrointestinal tract, anemia, intolerance and food allergies</p> <p>2. Able to analyze and interpret the results of nutritional status assessments based on anthropometry, biochemistry, clinical physical and dietary according to the vignette questions</p> <p>3. Able to enforce priority nutritional diagnosis in the form of problems, etiology or sign symptoms according to the vignette questions</p> <p>4. Able to make decisions about providing dietary interventions according to vignette questions</p> <p>5. Able to determine the things to be monitored according to the vignette issue</p>	<p><b>Criteria:</b> The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</p> <p><b>Form of Assessment :</b> Test</p>	Exams/tests 3 X 50			0%
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9	<p>1.Explain the pathophysiology, etiology and signs and symptoms of liver and gall bladder diseases</p> <p>2.Able to provide nutritional care for liver and gall bladder diseases</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of liver and gallbladder disease</p> <p>2.Able to provide nutritional care according to case studies on liver and gallbladder diseases</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p> <p>4.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on liver and gallbladder diseases</p> <p>5.Able to make a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of liver and gallbladder disease</p> <p>6.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on liver and gallbladder diseases</p> <p>7.Able to design educational interventions according to case studies on liver and gallbladder diseases</p> <p>8.Able to create monitoring and evaluation plans according to case studies on liver and gallbladder diseases</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UAS in the form of vignette questions with multiple choices (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>	<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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10	<p>1.Explain the pathophysiology, etiology and signs and symptoms of rheumatoid and musculoskeletal diseases</p> <p>2.Able to provide nutritional care for rheumatism and musculoskeletal diseases</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of rheumatoid and musculoskeletal diseases</p> <p>2.Able to provide nutritional care according to case studies in rheumatoid and musculoskeletal diseases</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p> <p>4.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on rheumatoid and musculoskeletal diseases</p> <p>5.Able to establish a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of rheumatoid and musculoskeletal diseases</p> <p>6.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies in rheumatoid and musculoskeletal diseases</p> <p>7.Able to design educational interventions according to case studies in rheumatoid and musculoskeletal diseases</p> <p>8.Able to create monitoring and evaluation plans according to case studies on rheumatoid arthritis and musculoskeletal diseases</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UAS in the form of vignette questions with multiple choices (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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11	<p>1.Explain the pathophysiology, etiology and signs of symptoms in critical and emergency conditions</p> <p>2.Able to provide nutritional care in critical and emergency conditions</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain pathophysiology, etiology, signs and symptoms in critical and emergency conditions</p> <p>2.Able to provide nutritional care according to case studies in critical and emergency conditions</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p> <p>4.Able to carry out nutritional status assessments (nutritional assessments) according to case studies in critical and emergency conditions</p> <p>5.Able to establish a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies in critical and emergency conditions</p> <p>6.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies in critical and emergency conditions</p> <p>7.Able to design educational interventions according to case studies in critical and emergency conditions</p> <p>8.Able to create monitoring and evaluation plans according to case studies in critical and emergency conditions</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UTS in the form of multiple choice vignette questions (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handyani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p> <p><b>Material:</b> Emergency nutrition</p> <p><b>Literature:</b> <i>Budiharti, Leni and Cleonara Yanuar Dini. The Influence of Nutritional Support on Clinical Outcomes in ICU Patients at Dr. Hospital. Saiful Anwar (RSSA) Malang. Amerta Nutrition. 2024.</i></p>	7%
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12	<p>1.Explain the pathophysiology, etiology and signs and symptoms of burn injuries</p> <p>2.Able to provide nutritional care for burn injuries</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of burns</p> <p>2.Able to provide nutritional care according to case studies in burn injuries</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p> <p>4.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on burn injuries</p> <p>5.Able to make a nutritional diagnosis according to priority problems according to the assessment of nutritional status in case studies of burn injuries</p> <p>6.Able to create a diet intervention plan, namely compiling a diet prescription (goals, principles, diet requirements, calculation of nutritional needs) according to case studies in burn injury conditions</p> <p>7.Able to design educational interventions according to case studies on burn injuries</p> <p>8.Able to create monitoring and evaluation plans according to case studies on burn injury conditions</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UAS in the form of vignette questions with multiple choices (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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13	<p>1.Explain the pathophysiology, etiology and signs and symptoms of HIV/AIDS</p> <p>2.Able to provide nutritional care for HIV/AIDS conditions</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p>	<p>1.Able to explain the pathophysiology, etiology, signs and symptoms of HIV/AIDS</p> <p>2.Able to provide nutritional care according to case studies on HIV/AIDS</p> <p>3.Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies</p> <p>4.Able to carry out nutritional status assessments (nutritional assessments) according to case studies on HIV/AIDS</p> <p>5.Able to establish a nutritional diagnosis according to priority problems according to the assessment of nutritional status in HIV/AIDS</p> <p>6.Able to design dietary interventions, namely compiling dietary prescriptions (goals, principles, dietary requirements, calculation of nutritional needs) according to case studies on HIV/AIDS</p> <p>7.Able to design educational interventions according to case studies on HIV/AIDS</p> <p>8.Able to create monitoring and evaluation plans according to case studies on HIV/AIDS</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student attendance and level of student participation/activity during lectures</li> <li>2.Work on case studies individually/independently by students. The assessment includes students' ability to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies.</li> <li>3.The written test is carried out during UAS in the form of vignette questions with multiple choices (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Method: Independent assignment presentation and skills lab (make a sample menu according to case study) Discussion and question and answer Clarification lecture Learning Model: Cooperative 3 X 50</p>		<p><b>Material:</b> Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri</p> <p><b>Bibliography:</b></p> <p><b>Material:</b> Supariasa, ID, Handayani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta</p> <p><b>Library:</b></p> <p><b>Material:</b> Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center</p> <p><b>Library:</b></p>	7%
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14	Able to provide nutritional care for diseases according to group case studies	Able to provide nutritional care according to case studies in groups	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participatory activities are seen from the presence of students in group discussion activities and added to the level of participation, contribution and activeness of students during discussions as assessed by group friends (peer assessment).</li> <li>2.Work on case studies that are discussed with the group. The assessment includes the ability of students as a group to carry out assessments (25%), diagnose (25%), plan interventions (30%) and plan monitoring and evaluation (20%) according to case studies. The group assignment assessment adds the contribution of members in the group to the peer assessment value</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Group discussion Learning Model: Cooperative 3 X 50			8%
15	Able to implement dietary intervention plans in cooking menus according to group case studies	Practical assessment is seen based on attendance during practicum, contribution of members in the group during practicum through peer assessment, practicum results (presentation, sensory tests, conformity with diet planning and case studies) and practicum report	<p><b>Criteria:</b></p> <p>Students will get maximum marks if they attend the practicum (20%), contribute actively during the practicum for the group (30%), match the results of the practicum with planning (30%), and have appropriate practicum reports (20%)</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Practicum in groups of 3 X 50			8%
16	FINAL EXAMS	<ol style="list-style-type: none"> <li>1.Able to state the pathophysiology, etiology and signs and symptoms of liver disease, gallbladder disease, critical emergencies, burns and HIV/AIDS</li> <li>2.Able to analyze and interpret the results of nutritional status assessments based on anthropometry, biochemistry, clinical physical and dietary according to the vignette questions</li> <li>3.Able to establish priority nutritional diagnoses in the form of problems, etiology or sign symptoms according to the vignette questions</li> <li>4.Able to make decisions about providing dietary interventions according to vignette questions</li> <li>5.Able to determine the things to be monitored according to the vignette issue</li> </ol>	<p><b>Criteria:</b></p> <p>The written test is carried out during UAS in the form of vignette questions with multiple choices (MCQ). Students get the maximum score (according to the point value per question) if they answer correctly</p> <p><b>Form of Assessment :</b> Test</p>	Examination/Writing Test 3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	84%
2.	Practical Assessment	16%
		100%

#### 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.