

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

Document Code

SEMESTER LEARNING PLAN

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Courses			CODE				Сог	ırse Fa	mily				Crea	dit We	eight	SEI	MESTER		ompilati ate	on
Dietetics Infe	ctious diseases		132110	4067			Con	npulso	ry Stuc	ly Progra	am Si	ubjects	T=2	P=1	ECTS=4.7	7	4		ebruary 1 024	.,
AUTHORIZAT	ION		SP Dev	velope	er						Co	ourse C	luste	r Coo	rdinator	Stu	dy Prog	ram (Coordina	tor
			Cleona	ra Yar	nuar Di	ini, S.C	Gz., M.:	Sc., RI)			eonara .Sc., R.I		ar Din	i, S.Gz.,	Am	Amalia Ruhana, S.P., M.		6.P., M.P	.Н.
Learning model	Case Studies																			
Program	PLO study pro	gram that	is charg	ged to	the c	ourse	Э													
Learning Outcomes	PLO-8	Able to ma	aster the	ter the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.																
(PLO)	PLO-9	Able to ha behave pr			of belie	ef in th	e Almiç	ghty Go	od, be	ethical, d	discip	olined, a	ware	of the	law, have a	social	and cultu	ıral in	sight, an	t
	PLO-11	Able to so scientific l					nutritio	n by ap	plying	scientifi	c thin	nking co	ncept	s and	cutting-edge	appro	aches th	rough	n researc	١,
	Program Object	ctives (PO))																	
	PO - 1		•	· ·	<u> </u>										fectious dise					
	PO - 2	diseases a	according	j to ca	se stu	dies us	sing sta	andardi	zed nu	tritional	care	concep	ts and	l proc		,		rers	of infection	JUS
	PO - 3	1	sponsible	e attitu	de in ir	nplem	enting	standa	rdized	nutrition	al ca	are proc	esses	for va	arious infectio	ous dis	seases			
	PLO-PO Matrix	(
			² .0			0	-	PLO-9			D-11									
			0 0-1	-	PLO	-0	-	FLO-9		FL	J-11									
			0-1	-																
			0-2	-			-													
		F	0-3																	
	PO Matrix at th	PO Matrix at the end of each learning stage (Sub-PO)																		
		Р	.0									Week								
				1	2	3	4	5	6	7	8	9	10	1	1 12	13	14	15	16	
		PO-1																		
		PO-2																		
		PO-3																		
Short Course Description	Understanding a monitoring and e diseases) and nu	evaluation fo	or various	s infec																
References	Main :																			_
References			<u> </u>																	
	 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) 527. Almatser, sunita., Penuntun Diet., 2006., Jakarta: Gramedia Pustaka Utama; Syahmien Moehyi. 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 								109(3);50	19-										
	Supporters:																			
	1. LB Harti Issue 2	, CY Dini, A	Z Fatoni	. Effec	t of N	utrition	ial Sup	port or	n Clinio	cal Outc	omes	s of Inte	ensive	Care	Unit Patients	s. Ame	erta Nutri	tion. 2	2024. Vol	8.
Supporting lecturer	Cleonara Yanuar Lini Anisfatus Sh Satwika Arya Pra Dr. Salma Shafrir	olihah, S.Gz atama, S.Gz	z., M.Sc. ., M.Sc.		ic.															

Week-	Final abilities of each learning stage (Sub-PO)	I	Evaluation	Learnin Student A	Learning, g methods, sssignments, nated time]	Learning materials [References	Assessment Weight (%)
	. ,	Indicator	Criteria & Form	Offline (offline)	Online (online)	1	(-)
(1)	(2) Understand RPS and undertake lecture contracts in Infectious Disease Dietetics	(3) Carrying out a lecture contract in Infectious Disease Dietetics	(4) Form of Assessment : Participatory Activities	(5) Discussion and questions and answers 3 X 50	(6)	(7)	(8) 5%
2	 Explain the pathophysiology, etiology and signs and symptoms of respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure) Able to provide nutritional care for respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure) Able to provide nutritional care according to NCP (nutritional assessment, diagnosis, intervention, monitoring and evaluation) according to case studies 	 Able to explain the pathophysiology, etiology, signs and symptoms of respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory failure) Able to provide nutritional care according to case studies on respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory tract diseases (lung cancer, pneumonia, COPD, pulmonary TB, respiratory tract diseases (ung cancer, pneumonia, COPD, pulmonary TB, respiratory tract diseases Able to carry out nutritional status assessments (nutritional assessments) according to case studies on respiratory tract diseases Able to make a nutritional status in case studies on respiratory tract diseases 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 Able to design educational interventions according to case studies on respiratory tract diseases Able to design educational interventions according to case studies on respiratory tract diseases Able to cester monitoring and evaluation plans according to case studies on respiratory tract diseases 	Criteria: 1.Student attendance and level of student participation/activity during lectures 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. 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 Form of Assessment : Participatory Activities	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		Material: Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri Bibliography: Material: Supariasa, ID, Handyani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta Library: Material: Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center Library:	7%

				0			
3	1.Explain the	1.Able to explain	Criteria:	Learning Method:		Material:	7%
	pathophysiology,	the	1.Student attendance can	Independent		Raymond JL	
	etiology and	pathophysiology,	be added to the level of	assignment		and Morrow	
	signs and	etiology, signs	student	presentation and		K. Krause and	
	symptoms of	and symptoms	participation/activity	skills lab (make a		Mahan's Food	
	upper	of upper	during lectures	sample menu according to case		and The Nutrition Care	
	gastrointestinal	gastrointestinal	Work on case studies	study)		Process 15th	
	diseases	diseases	individually/independently	Discussion and		edition. 2021.	
	(gastritis &	(gastritis &	by students. The	question and		Elsevier:	
	peptic ulcers,	peptic ulcers,	assessment includes	answer		Missouri	
	gastroparesis,	gastroparesis,	students' ability to carry	Clarification lecture		Bibliography:	
	GERD,	GERD,	out assessments (25%),	Learning Model:		(m	
	dyspepsia)	dyspepsia)	diagnose (25%), plan	Cooperative		Material:	
	2.Able to provide nutritional care	2.Able to provide nutritional care	interventions (30%) and plan monitoring and	3 X 50		Supariasa, ID,	
	for upper	according to	evaluation (20%)			Handyani, Dian et al.	
	gastrointestinal	case studies on	according to case studies.			2022. Clinical	
	diseases	upper	3.The written test is carried			Nutrition Care.	
	(gastritis &	gastrointestinal	out during UTS in the			EGC: Medical	
	peptic ulcer,	diseases	form of multiple choice			Book	
	gastroparesis,	(gastritis &	vignette questions (MCQ).			Publishers.	
	GERD,	peptic ulcers,	Students get the			Jakarta	
	dyspepsia)	gastroparesis,	maximum score			Library:	
	3.Able to provide	GERD,	(according to the point			Material:	
	nutritional care	dyspepsia)	value per question) if they			Materiai: Nuraini,	
	according to	3.Able to carry out	answer correctly			Ngadiarti I,	
	NCP (nutritional	nutritional status	Form of Assessment :			Moviana Y.	
	assessment,	assessments	Participatory Activities			2017.	
	diagnosis, intervention,	(nutritional assessments)				Dietetics of	
	monitoring and	according to				Infectious Diseases.	
	evaluation)	case studies on				Indonesian	
	according to	upper				Ministry of	
	case studies	gastrointestinal				Health Human	
		diseases				Resources	
		Able to establish				Education	
		a nutritional				Center	
		diagnosis				Library:	
		according to					
		priority problems according to the					
		according to the					
		nutritional status					
		in case studies					
		of upper					
		gastrointestinal					
		diseases					
		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					
		6.Able to design					
		educational					
		interventions					
		according to					
		case studies on					
		upper					
		gastrointestinal					
		diseases 7.Able to create					
		nonitoring and					
		evaluation plans					
		according to					
		case studies on					
		upper					
		gastrointestinal					
		diseases					
I			1	I	1	1	

			1		1		
4	1.Explain the	1.Able to explain	Criteria:	Learning Method:		Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent		Raymond JL	
	etiology and	pathophysiology,	level of student	assignment		and Morrow	
	signs and	1 1 9 007	participation/activity	presentation and	1	K. Krause and	
	symptoms of	etiology, signs and symptoms	during lectures	skills lab (make a		Mahan's Food	
	upper	of lower	2.Carrying out case studies	sample menu		and The	
			individually/independently	according to case		Nutrition Care	
	gastrointestinal diseases	gastrointestinal	by students. The	study)		Process 15th	
		diseases (Celiac	assessment includes	Discussion and		edition. 2021.	
	(gastritis &	disease, IBD,		question and		Elsevier:	
	peptic ulcers,	Chron's disease,	students' ability to carry	answer		Missouri	
	gastroparesis,	ulcerative colitis,	out assessments (25%),	Clarification lecture		Bibliography:	
	GERD,	constipation,	diagnose (25%), plan	Learning Model:			
	dyspepsia)	diarrhea)	interventions (30%) and	Cooperative		Material:	
	2.Able to provide	2.Able to provide	plan monitoring and	3 X 50		Supariasa, ID,	
	nutritional care	nutritional care	evaluation (20%)			Handyani,	
	for upper	according to	according to case studies.			Dian et al.	
	gastrointestinal	case studies on	3.The written test is carried			2022. Clinical	
	diseases	lower	out during UTS in the			Nutrition Care.	
	(gastritis &	gastrointestinal	form of multiple choice			EGC: Medical Book	
	peptic ulcer,	diseases (Celiac	vignette questions (MCQ).			BOOK Publishers.	
	gastroparesis,	disease, IBD,	Students get the			Jakarta	
	GERD,	Chron's disease,	maximum score			Library:	
	dyspepsia)	ulcerative colitis,	(according to the point				
	3.Able to provide	constipation,	value per question) if they			Material:	
	nutritional care	diarrhea)	answer correctly			Nuraini,	
	according to	3.Able to carry out	Form of Accession			Ngadiarti I,	
	NCP (nutritional	nutritional status	Form of Assessment :			Moviana Y.	
	assessment,	assessments	Participatory Activities			2017.	
	diagnosis,	(nutritional				Dietetics of	
	intervention,	assessments)				Infectious	
	monitoring and	according to				Diseases.	
	evaluation)	case studies on				Indonesian	
	according to	lower				Ministry of	
	case studies	gastrointestinal				Health Human	
		diseases				Resources	
		Able to make a				Education	
		nutritional				Center	
		diagnosis				Library:	
		according to					
		priority problems					
		according to the					
		assessment of					
		nutritional status					
		in case studies					
		of lower					
		gastrointestinal					
		diseases					
		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					
		6.Able to design					
		educational					
		interventions					
		according to					
		case studies on					
		lower					
		gastrointestinal					
		diseases					
		7.Able to create					
		monitoring and					
		evaluation plans					
		according to					
		case studies on					
		lower					
		gastrointestinal					
		diseases					
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5	1.Explain the	1.Able to explain	Criteria:	Learning Method:		Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent		Raymond JL	
	etiology and	pathophysiology,	level of student	assignment		and Morrow	
	signs and	etiology, signs	participation/activity	presentation and		K. Krause and	
	U U		during lectures	skills lab (make a		Mahan's Food	
	symptoms of	and symptoms		sample menu		and The	
	anemia, food	of anemia, food	2.Portfolio assignments are	according to case		Nutrition Care	
	intolerance and	intolerance and	seen from students	study)		Process 15th	
	allergies	allergies	working on case studies	Discussion and		edition. 2021.	
	2.Able to provide	Able to provide	individually/independently.	question and		Elsevier:	
	nutritional care	nutritional care	The assessment includes	answer		Missouri	
	for anemia, food	according to	students' ability to carry	Clarification lecture		Bibliography:	
	intolerance and	case studies on	out assessments (25%),	Learning Model:			
	allergies	anemia,	diagnose (25%), plan	Cooperative		Material:	
	3.Able to provide	intolerance and	interventions (30%) and	3 X 50			
	nutritional care	food allergies	plan monitoring and	3 X 30		Supariasa, ID,	
		3.Able to carry out	evaluation (20%)			Handyani,	
	according to		according to case studies.			Dian et al.	
	NCP (nutritional	nutritional status				2022. Clinical	
	assessment,	assessments	3.The written test is carried			Nutrition Care.	
	diagnosis,	(nutritional	out during UTS in the			EGC: Medical	
	intervention,	assessments)	form of multiple choice			Book	
	monitoring and	according to	vignette questions (MCQ).			Publishers.	
	evaluation)	case studies on	Students get the			Jakarta	
	according to	anemia,	maximum score			Library:	
	case studies	intolerance and	(according to the point			P	
		food allergies	value per question) if they			Material:	
		4.Able to establish	answer correctly			Nuraini,	
		a nutritional				Ngadiarti I,	
		diagnosis	Form of Assessment :			Moviana Y.	
			Participatory Activities			2017.	
		according to				Dietetics of	
		priority problems				Infectious	
		according to the				Diseases.	
		assessment of				Indonesian	
		nutritional status				Ministry of	
		in case studies				Health Human	
		on anemia,				Resources	
		intolerance and				Education	
		food allergies				Center	
		5.Able to design				Library:	
		dietary					
		interventions,					
		namely					
		compiling					
		dietary					
		prescriptions					
		(goals,					
		principles,					
		dietary					
		requirements,					
		calculation of					
		nutritional					
		needs)					
		according to					
		case studies on					
		anemia,					
		,					
		intolerance and					
		food allergies					
		6.Able to design					
		educational					
		interventions					
		according to					
		case studies on					
		anemia,					
		intolerance and					
		food allergies					
		7.Able to create					
		monitoring and					
		evaluation plans					
		according to					
		0					
		case studies on					
		anemia,					
		intolerance and					
		food allergies					
1			1	1	1		

6	Able to provide nutritional care for diseases according to group case studies	Able to provide nutritional care according to case studies in groups	 Criteria: 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). 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 Form of Assessment : Participatory Activities 	Learning Method: Group study Discussion in groups Learning Model: Cooperative 3 X 50	Material: Raymond JL and Morrow K. Krause and Mahan's Food and The Nutrition Care Process 15th edition. 2021. Elsevier: Missouri Bibliography: Material: Supariasa, ID, Handyani, Dian et al. 2022. Clinical Nutrition Care. EGC: Medical Book Publishers. Jakarta Library: Material: Nuraini, Ngadiarti I, Moviana Y. 2017. Dietetics of Infectious Diseases. Indonesian Ministry of Health Human Resources Education Center Library:	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	Criteria: 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%) Form of Assessment : Practical Assessment	Practicum in groups of 3 X 50		8%

pathophysiology, etiology and signs and signs and signs and signs assessments based on antropometry, clinical physical and dietary according to the point value 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 3 × 50 4 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 5 × 50 6 × 50 5 × 50 6 × 50 5 × 50 7 × 50 7 × 50 7 × 50 7 × 50						
vignette questions 3.Able to enforce priority nutritional diagnosis in the form of problems, etiology or sign symptoms according to the vignette questions 4.Able to make decisions about providing dietary interventions according to vignette questions 5.Able to determine the things to be monitored according to the vignette issue	8 MIDTERM EXAM	 etiology and signs and symptoms of diseases of the respiratory tract, upper gastrointestinal tract, lower gastrointestinal tract, anemia, intolerance and food allergies 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 3. Able to enforce priority nutritional diagnosis in the form of problems, etiology or sign symptoms according to the vignette questions 4. Able to make decisions about providing dietary interventions according to vignette questions 5. Able to determine the things to be monitored according to the 	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 Form of Assessment :	Exams/tests 3 X 50		0%
		Vignette isode				

9	1.Explain the	1.Able to explain	Criteria:	Learning Method:	Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent	Raymond JL	
	etiology and	pathophysiology,	level of student	assignment	and Morrow	
	signs and	etiology, signs	participation/activity	presentation and	K. Krause and	
	symptoms of	and symptoms	during lectures	skills lab (make a	Mahan's Food	
	liver and gall	of liver and	2.Work on case studies	sample menu	and The	
	bladder	gallbladder	individually/independently	according to case	Nutrition Care	
	diseases	disease	by students. The	study)	Process 15th	
	2.Able to provide	2.Able to provide	assessment includes	Discussion and	edition. 2021.	
	nutritional care	nutritional care	students' ability to carry	question and	Elsevier:	
	for liver and gall	according to	out assessments (25%),	answer	Missouri	
	bladder	case studies on	diagnose (25%), plan	Clarification lecture	Bibliography:	
	diseases	liver and	interventions (30%) and	Learning Model:	(*************************************	
				Cooperative	Material:	
	3.Able to provide nutritional care	gallbladder diseases	plan monitoring and evaluation (20%)	3 X 50	Supariasa, ID,	
	according to	3.Able to provide	according to case studies.		Handyani,	
			3. The written test is carried		Dian et al. 2022. Clinical	
	NCP (nutritional	nutritional care according to	out during UAS in the		Nutrition Care.	
	assessment,	NCP (nutritional	form of vignette questions		EGC: Medical	
	diagnosis,		with multiple choices		Book	
	intervention,	assessment,			Publishers.	
	monitoring and	diagnosis,	(MCQ). Students get the maximum score		Jakarta	
	evaluation)	intervention,	(according to the point		Library:	
	according to case studies	monitoring and			-	
	case studies	evaluation)	value per question) if they		Material:	
		according to	answer correctly		Nuraini,	
		case studies	Form of Assessment :		Ngadiarti I,	
		4.Able to carry out	Participatory Activities		Moviana Y.	
		nutritional status	·		2017.	
		assessments			Dietetics of	
		(nutritional			Infectious	
		assessments)			Diseases.	
		according to			Indonesian	
		case studies on			Ministry of	
		liver and			Health Human	
		gallbladder			Resources	
		diseases			Education Center	
		5.Able to make a			Library:	
		nutritional			Libialy.	
		diagnosis				
		according to				
		priority problems				
		according to the				
		assessment of				
		nutritional status				
		in case studies				
		of liver and				
		gallbladder				
		disease				
		6.Able to design				
		dietary				
		interventions,				
		namely				
		compiling dictory				
		dietary prescriptions				
		(goals, principles				
		principles, dietary				
		requirements,				
		calculation of				
		nutritional				
		needs)				
		according to				
		case studies on				
		liver and				
		gallbladder				
		diseases				
		7.Able to design				
		educational				
		interventions				
		according to				
		case studies on				
		liver and				
		gallbladder				
		diseases				
		8.Able to create				
		monitoring and				
		evaluation plans				
		according to				
		case studies on				
		liver and				
		gallbladder				
		diseases				
		4.004000				

10	1.Explain the	1.Able to explain	Criteria:	Learning Method:	Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent	Raymond JL	
	etiology and	pathophysiology,	level of student	assignment	and Morrow K. Krause and	
	signs and	etiology, signs	participation/activity	presentation and skills lab (make a	Mahan's Food	
	symptoms of	and symptoms	during lectures	sample menu	and The	
	rheumatoid and	of rheumatoid	2.Work on case studies	according to case	Nutrition Care	
	musculoskeletal	and	individually/independently	study)	Process 15th	
	diseases	musculoskeletal	by students. The	Discussion and	edition. 2021.	
	2.Able to provide	diseases	assessment includes	question and	Elsevier:	
	nutritional care for rheumatism	2.Able to provide nutritional care	students' ability to carry out assessments (25%),	answer	Missouri	
	and	according to	diagnose (25%), plan	Clarification lecture	Bibliography:	
	musculoskeletal	case studies in	interventions (30%) and	Learning Model: Cooperative		
	diseases	rheumatoid and	plan monitoring and	3 X 50	Material:	
	3.Able to provide	musculoskeletal	evaluation (20%)	3 X 30	Supariasa, ID, Handyani,	
	nutritional care	diseases	according to case studies.		Dian et al.	
	according to	3.Able to provide	3. The written test is carried		2022. Clinical	
	NCP (nutritional	nutritional care	out during UAS in the		Nutrition Care.	
	assessment,	according to	form of vignette questions		EGC: Medical	
	diagnosis,	NCP (nutritional	with multiple choices		Book	
	intervention,	assessment,	(MCQ). Students get the		Publishers.	
	monitoring and	diagnosis,	maximum score		Jakarta Library:	
	evaluation)	intervention,	(according to the point		Library.	
	according to	monitoring and	value per question) if they		Material:	
	case studies	evaluation)	answer correctly		Nuraini,	
		according to	Form of Assessment :		Ngadiarti I,	
		case studies	Participatory Activities		Moviana Y.	
		4.Able to carry out nutritional status	,		2017.	
		assessments			Dietetics of	
		(nutritional			Infectious	
1		assessments)			Diseases. Indonesian	
		according to			Ministry of	
		case studies on			Health Human	
		rheumatoid and			Resources	
		musculoskeletal			Education	
		diseases			Center	
1		5.Able to establish			Library:	
		a nutritional				
1		diagnosis				
		according to				
		priority problems				
		according to the				
		assessment of				
		nutritional status				
		in case studies of rheumatoid				
		and				
		musculoskeletal				
		diseases				
		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				
		7.Able to design				
		educational				
		interventions				
		according to				
		case studies in				
		rheumatoid and				
		musculoskeletal				
		diseases 8.Able to create				
		8.Able to create monitoring and				
		evaluation plans				
		according to				
		case studies on				
		rheumatoid				
		arthritis and				
		musculoskeletal				
		diseases				

11 1.Explain the pathophysiology, etiology and signs of symptoms in critical and critical and emergency 1.Able to explain pathophysiology, etiology, signs and symptoms in critical and emergency Criteria: 1.Student attendance and level of student Independent assignment presentation and symptoms in critical and emergency emergency conditions Criteria: 1.Student attendance and level of student Independent assignment presentation and symptoms in critical and emergency	Material: Raymond JL and Morrow K. Krause and	7%
pathophysiology, etiology and signs of pathophysiology, etiology, signs 1.Student attendance and level of student Independent assignment signs of and symptoms participation/activity presentation and skills lab (make a sample menu critical and emergency 2.Work on case studies individually/independend according to case	Raymond JL and Morrow	
etiology, and etiology, signs level of student assignment presentation and symptoms in in critical and during lectures sample menu critical and emergency critical and critical an	and Morrow	
signs of and symptoms participation/activity presentation and symptoms in in critical and during lectures sample menu critical and emergency 2.Work on case studies ample menu according to case		
symptoms in in critical and emergency critica		
critical and emergency 2. Work on case studies sample menu according to case		
critical and emergency 2.Work on case studies according to case	Mahan's Food	
according to case	and The	
	Nutrition Care	
conditions 2 Able to provide by students. The Study)	Process 15th	
	edition. 2021.	
question and	Elsevier:	
nutritional care according to students' ability to carry answer	Missouri	
in critical and case studies in out assessments (25%), Clarification lecture	Bibliography:	
emergency critical and diagnose (25%), plan Learning Model:		
conditions emergency interventions (30%) and Cooperative	Material:	
3.Able to provide conditions plan monitoring and 3 X 50	Supariasa, ID,	
nutritional care 3.Able to provide evaluation (20%)	Handyani,	
according to nutritional care according to case studies.		
	Dian et al.	
	2022. Clinical	
assessment, NCP (nutritional out during UTS in the	Nutrition Care.	
diagnosis, assessment, form of multiple choice	EGC: Medical	
intervention, diagnosis, vignette questions (MCQ).	Book	
monitoring and intervention, Students get the	Publishers.	
evaluation) monitoring and maximum score	Jakarta	
according to evaluation) (according to the point	Library:	
case studies according to value per question) if they		
case studies according to value per question in they	Material:	
	Nuraini.	
4.Able to carry out nutritional status Form of Assessment :	Ngadiarti I,	
Desticientes Anticipa	Moviana Y.	
assessments Participatory Activities	2017.	
(nutritional	Dietetics of	
assessments)	Infectious	
according to	Diseases.	
case studies in		
critical and	Indonesian	
	Ministry of	
emergency	Health Human	
conditions	Resources	
5.Able to establish	Education	
a nutritional	Center	
diagnosis	Library:	
according to	P	
priority problems	Material:	
according to the	Emergency	
	nutrition	
assessment of	Literature:	
nutritional status	Budiharti, Leni	
in case studies	and Cleonara	
in critical and	Yanuar Dini.	
emergency		
conditions	The Influence	
6.Able to design	of Nutritional	
dietary	Support on	
interventions,	Clinical	
	Outcomes in	
namely	ICU Patients	
compiling	at Dr.	
dietary	Hospital.	
prescriptions	Saiful Anwar	
(goals,	(RSSA)	
principles,	Malang.	
dietary	Amerta	
requirements,	Nutrition.	
calculation of	2024.	
ntritional		
needs)		
according to		
case studies in		
critical and		
emergency		
conditions		
7.Able to design		
educational		
interventions		
according to		
case studies in		
critical and		
emergency		
conditions		
8.Able to create		
monitoring and		
evaluation plans		
according to		
case studies in		
critical and		
emergency		
conditions		

12	1.Explain the	1.Able to explain	Criteria:	Learning Method:	Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent	Raymond JL	
			level of student	assignment	and Morrow	
	etiology and	pathophysiology,		presentation and	K. Krause and	
	signs and	etiology, signs	participation/activity	skills lab (make a	Mahan's Food	
	symptoms of	and symptoms	during lectures		and The	
	burn injuries	of burns	Work on case studies	sample menu		
	2.Able to provide	2.Able to provide	individually/independently	according to case	Nutrition Care	
	nutritional care	nutritional care	by students. The	study)	Process 15th	
	for burn injuries	according to	assessment includes	Discussion and	edition. 2021.	
		0		question and	Elsevier:	
	3.Able to provide	case studies in	students' ability to carry	answer	Missouri	
	nutritional care	burn injuries	out assessments (25%),	Clarification lecture	Bibliography:	
	according to	Able to provide	diagnose (25%), plan	Learning Model:		
	NCP (nutritional	nutritional care	interventions (30%) and	Cooperative	Material:	
	assessment,	according to	plan monitoring and	3 X 50	Supariasa, ID,	
	diagnosis,	NCP (nutritional	evaluation (20%)			
	intervention,	assessment,	according to case studies.		Handyani,	
	,				Dian et al.	
	monitoring and	diagnosis,	3.The written test is carried		2022. Clinical	
	evaluation)	intervention,	out during UAS in the		Nutrition Care.	
	according to	monitoring and	form of vignette questions		EGC: Medical	
	case studies	evaluation)	with multiple choices		Book	
		according to	(MCQ). Students get the		Publishers.	
		case studies	maximum score		Jakarta	
					Library:	
		4.Able to carry out	(according to the point		-	
		nutritional status	value per question) if they		Material:	
		assessments	answer correctly			
		(nutritional			Nuraini,	
		assessments)	Form of Assessment :		Ngadiarti I,	
		according to	Participatory Activities		Moviana Y.	
		case studies on			2017.	
					Dietetics of	
		burn injuries			Infectious	
		Able to make a			Diseases.	
		nutritional			Indonesian	
		diagnosis			Ministry of	
		according to			Health Human	
		priority problems			Resources	
		according to the			Education	
		•			Center	
		assessment of				
		nutritional status			Library:	
		in case studies				
		of burn injuries				
		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				
		Able to design				
		educational				
		interventions				
		according to				
		case studies on				
		burn injuries				
		8.Able to create				
		monitoring and				
		evaluation plans				
		according to				
		case studies on				
		burn injury				
			1			
1		conditions				
		conditions				
		conditions				

13	1.Explain the	1.Able to explain	Criteria:	Learning Method:	Material:	7%
	pathophysiology,	the	1.Student attendance and	Independent	Raymond JL	
			level of student	assignment	and Morrow	
	etiology and	pathophysiology,		presentation and	K. Krause and	
	signs and	etiology, signs	participation/activity	skills lab (make a	Mahan's Food	
	symptoms of	and symptoms	during lectures	sample menu	and The	
	HIV/AIDS	of HIV/AIDS	Work on case studies	according to case	Nutrition Care	
	2.Able to provide	2.Able to provide	individually/independently		Process 15th	
	nutritional care	nutritional care	by students. The	study)	edition. 2021.	
	for HIV/AIDS	according to	assessment includes	Discussion and		
	conditions	case studies on	students' ability to carry	question and	Elsevier:	
	3.Able to provide	HIV/AIDS	out assessments (25%),	answer	Missouri	
				Clarification lecture	Bibliography:	
	nutritional care	3.Able to provide	diagnose (25%), plan	Learning Model:	P	
	according to	nutritional care	interventions (30%) and	Cooperative	Material:	
	NCP (nutritional	according to	plan monitoring and	3 X 50	Supariasa, ID,	
	assessment,	NCP (nutritional	evaluation (20%)		Handyani,	
	diagnosis,	assessment,	according to case studies.		Dian et al.	
	intervention,	diagnosis,	The written test is carried		2022. Clinical	
	monitoring and	intervention,	out during UAS in the		Nutrition Care.	
	evaluation)	monitoring and	form of vignette questions		EGC: Medical	
	according to	evaluation)	with multiple choices		Book	
		,			Publishers.	
	case studies	according to	(MCQ). Students get the		Jakarta	
		case studies	maximum score		Library:	
		Able to carry out	(according to the point		Library.	
		nutritional status	value per question) if they			
		assessments	answer correctly		Material:	
		(nutritional			Nuraini,	
		assessments)	Form of Assessment :		Ngadiarti I,	
		according to	Participatory Activities		Moviana Y.	
		case studies on			2017.	
		HIV/AIDS			Dietetics of	
		5.Able to establish			Infectious	
					Diseases.	
		a nutritional			Indonesian	
		diagnosis			Ministry of	
		according to			Health Human	
		priority problems			Resources	
		according to the			Education	
		assessment of			Center	
		nutritional status			Library:	
		in HIV/AIDS			,	
		-				
		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				
		7.Able to design				
		educational				
		interventions				
		according to				
		case studies on				
		HIV/AIDS				
		8.Able to create				
		monitoring and				
		evaluation plans				
1 1		according to				
1 1			1	1		
		case studies on				
		case studies on HIV/AIDS				

14	Able to provide nutritional care for diseases according to group case studies	Able to provide nutritional care according to case studies in groups	 Criteria: 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). 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 Form of Assessment :: Participatory Activities 	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 pear assessment, practicum results (presentation, sensory tests, conformity with diet planning and case studies) and practicum report	Criteria: 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%) Form of Assessment : Practical Assessment	Practicum in groups of 3 X 50		8%
16	FINAL EXAMS	 Able to state the pathophysiology, etiology and signs and symptoms of liver disease, critical emergencies, burns and HIV/AIDS Able to analyze and interpret the results of nutritional status assessments based on anthropometry, biochemistry, clinical physical and dietary according to the vignette questions Able to establish priority nutritional diagnoses in the form of problems, etiology or sign symptoms according to the vignette questions Able to make decisions about providing dietary interventions according to the vignette questions Able to make decisions about providing the vignette questions Able to make decisions about providing the vignette questions Able to make decisions about providing the vignette questions Able to be monitored according to the vignette questions 	Criteria: 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 Form of Assessment : Test	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.
- 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 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.
- Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, 8. 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.