



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 of Non-Communicable Diseases	1321103068	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-8	Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.
PLO-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.
PLO-11	Able to solve problems in the field of nutrition by applying scientific thinking concepts and cutting-edge approaches through research, scientific literacy and publications.

Program Objectives (PO)

PO - 1	Mastering knowledge about the principles of standardized nutritional care processes for various non-communicable diseases
PO - 2	Able to carry out nutritional assessments, diagnoses and interventions for sufferers of non-communicable diseases using standardized nutritional care concepts and procedures and have a responsible attitude in implementing standardized nutritional care processes for various non-communicable diseases

PLO-PO Matrix

	P.O	PLO-8	PLO-9	PLO-11
	PO-1			
	PO-2			

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

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																
	PO-2																

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 non-communicable diseases, namely degenerative diseases.

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 Moehyi. 1997. Pengaturan Makanan dan Diit Untuk Penyembuhan Penyakit. Jakarta: Gramedia Pustaka Utama
- Suryani I, Isdiany N, Kusumayanti GAD. 2017. Dietetik Penyakit Tidak Menular. Pusat Pendidikan Sumberdaya Kesehatan Kemenkes RI
- Dewa Nyoman Supriasa I, Handayani D. 2019. Asuhan Gizi Klinik. Jakarta: EGC

Supporters:

- Penerapan Konsumsi Susu Untuk Meningkatkan Kesehatan Pasien Diabetes Melitus Tipe 1 Melalui Pemberdayaan Ikadar

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	<p>1.Understand RPS and carry out lecture contracts</p> <p>2.Explain the pathophysiology, etiology, signs and symptoms and nutritional care of obesity</p>	<p>1.Carrying out lecture contracts, lecture mechanisms and assessments</p> <p>2.Understand the pathophysiology, etiology, signs and symptoms in pediatric and adult obese patients, as well as weight management</p> <p>3.Understanding nutritional care for obese patients in adults and children</p>	<p>Criteria:</p> <p>1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures</p> <p>2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades.</p> <p>3.Students get maximum marks if they answer questions correctly on UTS</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case Study Presentation (50'), Face to Face Lecture, Discussion and Questions and Answers (100') Learning Model: Cooperative 3 X 50</p>		<p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care for obese patients in children, adults, and weight management. References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care for obese patients in children, adults, and weight management. Reference: Stanfield, Peggy and Hui, YH 2010. Nutrition and Diet Therapy. USA: Jones and Bartlett Publishers.</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care for obese patients in children, adults, and weight management. References: Suryani I, Isdiany N, Kusumayanti GAD. 2017. Dietetics of Non-Communicable Diseases. Indonesian Ministry of Health Health Resources Education Center</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care for obese patients in children, adults, and weight management. Reference: Dewa Nyoman Supriasa I, Handayani D. 2019. Clinical Nutrition Care. Jakarta: EGC</p>	7%
2	<p>Explain the pathophysiology, etiology, signs and symptoms, and nutritional care in diabetes mellitus</p>	<p>1.Understanding the pathophysiology, etiology, signs and symptoms of type 1 diabetes mellitus (1st DM)</p> <p>2.Understanding the pathophysiology, etiology, signs and symptoms of type 2 diabetes mellitus (2DM)</p> <p>3.Understanding nutritional care for DMT 1 and DMT 2</p>	<p>Criteria:</p> <p>1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures</p> <p>2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades</p> <p>3.Students get maximum marks if they answer questions correctly on UTS</p> <p>Form of Assessment : Portfolio Assessment</p>	<p>Case study presentation (50'); Lectures, Discussions and Questions and Answers (100') 3 X 50</p>		<p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in diabetes mellitus patients (T1DM and 2DM) References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in diabetes mellitus patients (T1DM and 2DM) References: Stanfield, Peggy and Hui, YH 2010. Nutrition and Diet Therapy. USA: Jones and Bartlett Publishers.</p>	0%

3	Explain the pathophysiology, etiology, signs and symptoms, and nutritional care in diabetes mellitus	<ol style="list-style-type: none"> 1.Understanding the pathophysiology, etiology, signs and symptoms of type 1 diabetes mellitus (1st DM) 2.Understanding the pathophysiology, etiology, signs and symptoms of type 2 diabetes mellitus (2DM) 3.Understanding nutritional care for DMT 1 and DMT 2 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50'); Lectures, Discussions and Questions and Answers (100') 3 X 50		<p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in cancer. References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in cancer Reference: Stanfield, Peggy and Hui, YH 2010. Nutrition and Diet Therapy. USA: Jones and Bartlett Publishers.</p>	0%
4	<ol style="list-style-type: none"> 1.Explain the pathophysiology, etiology, signs and symptoms of heart and blood vessel disease 2.Understand and be able to design standardized nutritional care for patients with heart and blood vessel diseases 	<ol style="list-style-type: none"> 1.Understand the pathophysiology, etiology, signs and symptoms of heart and blood vessel disease 2.Understand and be able to design standardized nutritional care for patients with heart and blood vessel diseases 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3.Students get maximum marks if they answer questions correctly on UTS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50'); lectures, discussions and questions and answers (100') 3 X 50		<p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in heart and blood vessel diseases. References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p> <p>Material: Pathophysiology, etiology, signs and symptoms, and nutritional care in heart and blood vessel diseases. Reference: Stanfield, Peggy and Hui, YH 2010. Nutrition and Diet Therapy. USA: Jones and Bartlett Publishers.</p>	0%
5	<ol style="list-style-type: none"> 1.Explains pathophysiology, etiology, signs and symptoms, kidney stones and acute kidney injury 2.Understand and be able to design standardized nutritional care for patients with kidney stones and acute kidney injury 	<ol style="list-style-type: none"> 1.Explains pathophysiology, etiology, signs and symptoms, kidney stones and acute kidney injury 2.Understand and be able to design standardized nutritional care for patients with kidney stones and acute kidney injury 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3.Students get maximum marks if they answer questions correctly on UTS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50'); Lectures, Discussions and Questions and Answers (100') 3 X 50		<p>Material: • Pathophysiology, etiology, sign symptoms of Kidney Stones • Nutritional Care/NCP for Kidney Stone patients • Pathophysiology, etiology, sign symptoms of Acute Kidney Injury (AKI) • Nutritional Care/NCP for Acute Kidney Injury (AKI) patients References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p>	0%

6	Students can practice nutritional care for obesity, diabetes mellitus, cancer, heart and blood vessel disease	Carrying out nutritional care practices, designing menus and implementing menu designs in case studies of obesity, diabetes mellitus, cancer, heart and blood vessel and kidney disease	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students will get maximum marks if they can work together well in a team, the practicum results are in accordance with the assessment criteria including suitability of menu design to the needs of case study patients, suitability of menu design and implementation in practicum, suitability in sensory testing (including taste, color combination, aroma etc.) 2. Practical report according to the format <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Learning Method: Independent Practicum (170') 3 X 50		<p>Material: Diet in patients with obesity, DM, cancer, heart disease, blood vessels, kidneys. Reference: <i>Almatser, Sunita., Penuntun Diet., 2006., Jakarta: Gramedia Pustaka Utama;</i></p>	0%
7	Students can report on nutritional care practices for obesity, diabetes mellitus, cancer, heart and blood vessels, and kidneys	Carrying out nutritional care practices for obesity, diabetes mellitus, cancer, heart and blood vessels and kidneys	<p>Criteria:</p> <p>Students will get maximum marks if they can report/present practicum results correctly according to the guidelines and seen from the level of participation during the discussion</p> <p>Form of Assessment : Participatory Activities</p>	Case study nutritional care presentation (revised) (50') Food processing presentation (video) (50') Discussion and Questions and Answers (50') 3 X 50		<p>Material: Nutritional care for obesity, diabetes mellitus, cancer, heart and blood vessels and kidneys References: <i>Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</i></p>	7%
8	MIDTERM EXAM	Students answer questions correctly	<p>Criteria:</p> <p>Students get maximum marks if they answer questions correctly on UTS</p> <p>Form of Assessment : Test</p>	3 X 50			25%
9	Explain the pathophysiology, etiology, signs and symptoms and nutritional care of kidney disease	Understanding the pathophysiology, etiology, signs and symptoms of chronic kidney disease (CKD) - Understanding nutritional care in chronic kidney disease (CKD) - Understanding the pathophysiology, etiology, signs and symptoms of End Stage Renal Disease (ESRD) - Understanding nutritional care in ESRD non-hemodialysis 9. Understand nutritional care for hemodialysis ESRD disease 10. Understand nutritional care for ESRD disease with continuous ambulatory peritoneal dialysis (CAPD)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2. Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3. Students get the maximum score if they answer questions correctly on the UAS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50') Face to Face Lecture, Discussion and Questions and Answers (100') 3 X 50		<p>Material: • Pathophysiology, etiology, sign symptoms of Chronic Kidney Disease (CKD) • Nutritional Care/NCP in Chronic Kidney Disease (CKD) patients • Pathophysiology, etiology, sign symptoms of End Stage Renal Disease (ESRD) • Nutritional Care/NCP in ESRD patients non-Hemodialysis • Nutritional Care/NCP in ESRD patients Hemodialysis • Nutritional Care/NCP in ESRD patients with CAPD References: <i>Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</i></p>	7%

10	Explains pathophysiology, etiology, signs and symptoms, and nutritional care in surgical cases	<ol style="list-style-type: none"> 1.Understanding body metabolism in digestive and non-digestive surgery 2.Understanding nutritional care for pre-post digestive and non-digestive surgery patients 3.Understand nutritional care for ileostomy and colostomy patients 4.Understand the differences between pediatric and adult surgery, as well as dumping syndrome 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3.Students get the maximum score if they answer questions correctly on the UAS <p>Form of Assessment : Participatory Activities</p>	=Case study presentation (50') Face-to-face lecture, discussion and Q&A (100') 3 X 50		<p>Material: • Body metabolism during digestive and non-digestive surgery • Nutritional care/NCP for patients pre-post digestive and non-digestive surgery • Nutritional care/NCP for patients with ileostomy/colonostomy • Difference between pediatric surgery and adult surgery, • Dumping syndrome</p> <p>References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p>	0%
11	Explains pathophysiology, etiology, signs and symptoms, and nutritional care in cases of pregnancy complications	<ol style="list-style-type: none"> 1. Understand the pathophysiology, etiology, signs and symptoms of hyperemesis gravidarum 2. Understand nutritional care for hyperemesis gravidarum 3. Understand the pathophysiology, etiology, signs and symptoms of hypertension in pregnancy: chronic hypertension, pre-eclampsia/eclampsia 4. Understand nutritional care for hypertension in pregnancy: hypertension chronic, pre-eclampsia/eclampsia 5. Understand the pathophysiology, etiology, signs and symptoms of gestational DM 6. Understand nutritional care in gestational DM 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2.Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3.Students get the maximum score if they answer questions correctly on the UAS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50')Face to Face Lecture, Discussion and Questions and Answers (100') 3 X 50		<p>Material: • Pathophysiology, etiology, sign symptoms of Hyperemesis gravidarum • Nutritional care/NCP in patients with Hyperemesis gravidarum • Pathophysiology, etiology, sign symptoms of hypertension in pregnancy: chronic hypertension, pre-eclampsia/eclampsia • Nutritional care/NCP in patients with hypertension in pregnancy : chronic hypertension, pre-eclampsia/eclampsia • Pathophysiology, etiology, sign symptoms of Gestational DM • Nutritional Care/NCP in patients with Gestational DM</p> <p>References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p>	7%

12	Explains pathophysiology, etiology, signs and symptoms, and nutritional care in neurological diseases	<ol style="list-style-type: none"> 1. Understand the pathophysiology, etiology, signs and symptoms of stroke and dysphagia 2. Understanding nutritional care in stroke and dysphagia 3. Understand the pathophysiology, etiology, signs and symptoms of epilepsy 4. Understanding nutritional care in epilepsy 5. Understand the pathophysiology, etiology, signs and symptoms of Alzheimer's disease 6. Understanding nutritional care in Alzheimer's disease 7. Understand the pathophysiology, etiology, signs and symptoms of dementia 8. Understanding nutritional care in dementia 9. Understand the pathophysiology, etiology, signs and symptoms of Parkinson's disease 10. Understanding nutritional care in Parkinson's disease 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2. Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3. Students get the maximum score if they answer questions correctly on the UAS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50') Face to Face Lecture, Discussion and Questions and Answers (100') 3 X 50		<p>Material:</p> <ul style="list-style-type: none"> • Pathophysiology, etiology, sign symptoms of stroke and dysphagia • Nutritional care/NCP in patients with stroke and dysphagia • Pathophysiology, etiology, sign symptoms of epilepsy • Nutritional care/NCP in patients with epilepsy • Pathophysiology, etiology, sign symptoms of Alzheimer's disease • Nutritional Care/NCP in patients with Alzheimer's disease • Pathophysiology, etiology, sign symptoms of dementia • Nutritional Care/NCP in patients with dementia • Pathophysiology, etiology, sign symptoms of Parkinson's • Nutritional Care/NCP in patients with Parkinson's <p>References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p>	0%
13	Explain the pathophysiology, etiology, signs and symptoms and nutritional care in pediatric cases	<ol style="list-style-type: none"> 1. Understand the pathophysiology, etiology, signs and symptoms of LBW, malnutrition and stunting 2. Understanding nutritional care for LBW, Malnutrition and Stunting 3. Understanding the pathophysiology, etiology, signs and symptoms of autism 4. Understanding nutritional care in Autism 5. Understand the pathophysiology, etiology, signs and symptoms of cerebral palsy 6. Understanding nutritional care in cerebral palsy 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participatory activities are seen from the percentage of student attendance and can be added to the level of student participation/activity during lectures 2. Case study assignments are completed individually/independently by students and discussed later with the group. 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. The grade for this assignment is the average of the individual and group grades 3. Students get the maximum score if they answer questions correctly on the UAS <p>Form of Assessment : Participatory Activities</p>	Case study presentation (50') Face to Face Lecture, Discussion and Questions and Answers (100') 3 X 50		<p>Material:</p> <ul style="list-style-type: none"> • Pathophysiology, etiology, signs of LBW symptoms, Malnutrition and Stunting • Nutritional Care/NCP in LBW, Malnutrition and Stunting • Pathophysiology, etiology, signs of symptoms of Autism • Nutritional Care/NCP in Autism • Pathophysiology, etiology, signs of cerebral symptoms palsy • Nutrition Care/NCP in cerebral palsy <p>References: Mahan, KL and S escot-Stump. Krause's. 2012. Food, Nutrition and Diet Therapy. Philadelphia : WB Saunders Co. Ed 11.</p>	5%
14	Students can practice nutritional care for obesity, diabetes mellitus, cancer, heart and blood vessel disease	<ol style="list-style-type: none"> 1. Practical nutrition care for kidney disease 2. Practical nutrition care in surgical cases 3. Practical nutrition care for pregnancy complications 4. Practical nutrition care for neurological diseases 5. Practical nutrition care in pediatric cases 	<p>Criteria:</p> <p>Students will get maximum marks if they can answer the questions correctly</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Independent practicum (150') 3 X 50			5%

15	Carrying out nutritional care practicum for kidney disease, surgery, pregnancy complications, neurology, and pediatric cases	1. Presentation of the results of nutritional care practicum for kidney disease 2. Presentation of the results of nutritional care practicum in surgical cases 3. Presentation of the results of nutritional care practicum for pregnancy complications 4. Presentation of the results of nutritional care practicum for neurological diseases 5. Presentation of the results of nutritional care practicum in pediatric cases	Criteria: Students will get maximum marks if they can report/present practicum results correctly according to the guidelines and seen from the level of participation during the discussion Form of Assessment : Participatory Activities	Learning Method: Case study nutritional care presentation (revised) (50') Food processing process presentation (video) (50') Discussion and Questions and Answers (50') 3 X 50			7%
16	FINAL EXAMS	Students get the maximum score if they answer questions correctly on the UAS	Criteria: Students get the maximum score if they answer questions correctly on the UAS Form of Assessment : Test	3 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	42,5%
2.	Test	57,5%
		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** 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.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.