



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										
MPK-Nutritional Care Services	1321105103	Compulsory Study Program Subjects	T=5	P=0	ECTS=7.95	6	July 17, 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., RD			Amalia Ruhana, S.P., M.P.H.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-8	Able to master the scientific basis of nutrition, food, biomedicine, humanities and public health sciences.															
	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	Able to implement intervention and monitoring and evaluation plans for patients in the internal medicine room															
	PO - 2	Able to implement intervention plans and monitoring and evaluation on patients in the surgical room															
	PO - 3	Able to implement intervention plans and monitoring and evaluation for patients in the children's room															
	PO - 4	Able to implement intervention and monitoring and evaluation plans for patients in the obstetrician's room															
	PO - 5	Able to implement intervention and monitoring and evaluation plans for patients in the nutrition clinic															
	PLO-PO Matrix																
			P.O	PLO-8	PLO-11												
			PO-1														
			PO-2														
			PO-3														
			PO-4														
		PO-5															
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																
	PO-3																
	PO-4																
	PO-5																
Short Course Description	This is a course where students undertake an internship/internship in a hospital to provide nutritional care services in a clinical setting for inpatients, namely patients in internal medicine, pediatric, surgical and obstetrics wards. Apart from that, it also provides nutritional care services for outpatients/nutrition polyclinics																
References	Main :																
	1. I Dewa Nyoman Supariasa, Dian Handayani dkk. 2019. Asuhan Gizi Klinik. Jakarta: EGC Penerbit Buku Kedokteran																
	2. Raymond, J.L and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier																
	Supporters:																

	1. Sri Nasar, Y Endang, Julia S dkk. 2020. Buku Saku Pencegahan dan Penatalaksanaan Gizi Buruk pada Balita di Layanan Rawat Jalan bagi Tenaga Kesehatan. Jakarta:Kementerian Kesehatan RI						
Supporting lecturer	Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.						
Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>1.Able to implement dietary intervention plans in diabetes mellitus patients (type 1, type 2, gestational)</p> <p>2.Able to implement educational intervention plans for diabetes mellitus patients (type 1, type 2, gestational)</p> <p>3.Able to implement monitoring and evaluation plans in diabetes mellitus patients (type 1, type 2, gestational)</p> <p>4.Able to follow up monitoring and evaluation results in diabetes mellitus patients</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of diet administration, education, monitoring and evaluation and follow-up in patients with diabetes mellitus		<p>Material: Nutritional care in diabetes mellitus</p> <p>Reference: / <i>Dewa Nyoman Supriasa, Dian Handayani et al. 2019. Clinical Nutrition Care. Jakarta: EGC Medical Book Publishers</i></p> <p>Material: MNT for diabetes mellitus</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%
2	<p>1.Able to implement dietary intervention plans in heart and blood vessel patients (myocardial infarction, heart failure, hypertension)</p> <p>2.Able to implement educational intervention plans for heart and blood vessel patients (myocardial infarction, heart failure, hypertension)</p> <p>3.Able to implement monitoring and evaluation plans in heart and blood vessel patients (myocardial infarction, heart failure, hypertension)</p> <p>4.Able to follow up monitoring and evaluation results on heart and blood vessel patients (myocardial infarction, heart failure, hypertension)</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up on patients with heart and blood vessels		<p>Material: Nutritional care for heart, blood vessel and kidney diseases</p> <p>References: / <i>Dewa Nyoman Supriasa, Dian Handayani et al. 2019. Clinical Nutrition Care. Jakarta: EGC Medical Book Publishers</i></p> <p>Material: MNT for CVD</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%

3	<p>1. Able to implement a diet intervention plan in kidney failure patients (acute, chronic with HD, chronic non-HD)</p> <p>2. Able to implement educational intervention plans for kidney failure patients (acute, chronic with HD, chronic non-HD)</p> <p>3. Able to implement monitoring and evaluation plans in kidney failure patients (acute, chronic with HD, chronic non-HD)</p> <p>4. Able to follow up monitoring and evaluation results in kidney failure patients (acute, chronic with HD, chronic non-HD)</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of diet administration, education, monitoring and evaluation and follow-up in patients with kidney failure		<p>Material: Nutritional care for kidney failure patients References: / Dewa Nyoman Supariasa, Dian Handayani et al. 2019. <i>Clinical Nutrition Care</i>. Jakarta: EGC Medical Book Publishers</p> <hr/> <p>Material: MNT for kidney disease References: Raymond, JL and Morrow, K. 2021. <i>Krause and Mahan's Food and The Nutrition Care Process 15th edition</i>. Missouri: Elsevier</p>	0%
4	<p>1. Able to implement dietary intervention plans in patients with respiratory disorders (pneumonia, TB, COPD)</p> <p>2. Able to implement educational intervention plans for patients with respiratory disorders (pneumonia, TB, COPD)</p> <p>3. Able to implement monitoring and evaluation plans for patients with respiratory disorders (pneumonia, TB, COPD)</p> <p>4. Able to follow up monitoring and evaluation results in patients with respiratory disorders (pneumonia, TB, COPD)</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up to patients with respiratory tract disorders (pneumonia, TB, COPD)		<p>Material: Nutritional care for kidney failure patients References: / Dewa Nyoman Supariasa, Dian Handayani et al. 2019. <i>Clinical Nutrition Care</i>. Jakarta: EGC Medical Book Publishers</p> <hr/> <p>Material: MNT for kidney disease References: Raymond, JL and Morrow, K. 2021. <i>Krause and Mahan's Food and The Nutrition Care Process 15th edition</i>. Missouri: Elsevier</p>	0%
5	<p>1. Able to implement dietary intervention plans in patients with liver and gallbladder disorders (hepatitis, liver cirrhosis, cholelithiasis)</p> <p>2. Able to implement educational intervention plans for patients with liver and gallbladder disorders (hepatitis, liver cirrhosis, cholelithiasis)</p> <p>3. Able to implement monitoring and evaluation plans in patients with liver and gallbladder disorders (hepatitis, liver cirrhosis, cholelithiasis)</p> <p>4. Able to follow up monitoring and evaluation results in patients with liver and gallbladder disorders (hepatitis, liver cirrhosis, cholelithiasis)</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, evaluation and follow-up to patients with liver and gallbladder disorders (hepatitis, liver cirrhosis, cholelithiasis)		<p>Material: Nutritional care for patients with liver and gallbladder disorders References: / Dewa Nyoman Supariasa, Dian Handayani et al. 2019. <i>Clinical Nutrition Care</i>. Jakarta: EGC Medical Book Publishers</p> <hr/> <p>Material: MNT for liver disease References: Raymond, JL and Morrow, K. 2021. <i>Krause and Mahan's Food and The Nutrition Care Process 15th edition</i>. Missouri: Elsevier</p>	0%

6	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with lower digestive tract disorders (typus, ulcerative colitis) 2. Able to implement educational intervention plans for patients with lower digestive tract disorders (typus, ulcerative colitis) 3. Able to implement monitoring and evaluation plans in patients with lower digestive tract disorders (typus, ulcerative colitis) 4. Able to follow up monitoring and evaluation results in patients with lower digestive tract disorders (typus, ulcerative colitis) 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up in patients with lower digestive tract disorders (typus, ulcerative colitis)		<p>Material: Nutritional care for lower gastrointestinal disease (thypus) References: / Dewa Nyoman Supriasa, Dian Handayani et al. 2019. <i>Clinical Nutrition Care</i>. Jakarta: EGC Medical Book Publishers</p> <hr/> <p>Material: MNT for ulcerative colitis References: Raymond, JL and Morrow, K. 2021. <i>Krause and Mahan's Food and The Nutrition Care Process 15th edition</i>. Missouri: Elsevier</p>	0%
7	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with malnutrition and malnutrition 2. Able to implement educational intervention plans for patients with malnutrition and malnutrition 3. Able to implement monitoring and evaluation plans for patients with malnutrition and malnutrition 4. Able to follow up on monitoring and evaluation results on patients with malnutrition and malnutrition 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up in patients with lower digestive tract disorders (typus, ulcerative colitis)		<p>Material: Management of Malnutrition References: Sri Nasar, Y Endang, Julia S et al. 2020. <i>Handbook of Prevention and Management of Malnutrition in Toddlers in Outpatient Services for Health Workers</i>. Jakarta: Indonesian Ministry of Health</p>	0%
8	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with pre-eclampsia/eclampsia 2. Able to implement educational intervention plans for patients with pre-eclampsia/eclampsia 3. Able to implement monitoring and evaluation plans in patients with pre-eclampsia/eclampsia 4. Able to follow up monitoring and evaluation results in patients with pre-eclampsia/eclampsia 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of diet administration, education, monitoring and evaluation and follow-up in patients with pre-eclampsia/eclampsia		<p>Material: Nutritional care for patients with pre-eclampsia and eclampsia References: Raymond, JL and Morrow, K. 2021. <i>Krause and Mahan's Food and The Nutrition Care Process 15th edition</i>. Missouri: Elsevier</p>	0%

9	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with cancer 2. Able to implement educational intervention plans for patients with cancer 3. Able to implement monitoring and evaluation plans in patients with cancer 4. Able to follow up monitoring and evaluation results in patients with cancer 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up to patients with cancer		<p>Material: MNT for cancer patients</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%
10	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with non-digestive surgery 2. Able to implement educational intervention plans for patients with non-digestive surgery 3. Able to implement monitoring and evaluation plans for patients with non-digestive surgery 4. Able to follow up on monitoring and evaluation results on patients with non-digestive surgery 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up to patients with non-digestive surgery		<p>Material: MNT for peri-operation</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%
11	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with digestive surgery 2. Able to implement educational intervention plans for patients with digestive surgery 3. Able to implement monitoring and evaluation plans for patients with digestive surgery 4. Able to follow up monitoring and evaluation results on patients with digestive surgery 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up to patients undergoing digestive surgery		<p>Material: MNT for peri-operation</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%

12	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with thyroid, adrenal and other endocrine disorders (PCOS, hypothyroid, hyperthyroid) 2. Able to implement educational intervention plans for patients with thyroid, adrenal and other endocrine disorders (PCOS, hypothyroidism, hyperthyroidism) 3. Able to implement monitoring and evaluation plans in patients with thyroid, adrenal and other endocrine disorders (PCOS, hypothyroidism, hyperthyroidism) 4. Able to follow up monitoring and evaluation results in patients with thyroid, adrenal and other endocrine disorders (PCOS, hypothyroidism, hyperthyroidism) 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up in patients with thyroid, adrenal and other endocrine disorders (PCOS, hypothyroidism, hyperthyroidism)		<p>Material: MNT for thyroid, adrenal and endocrine</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%
13	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with rheumatic and musculoskeletal disorders (gout, arthritis, SLE) 2. Able to implement educational intervention plans for patients with rheumatic and musculoskeletal disorders (gout, arthritis, SLE) 3. Able to implement monitoring and evaluation plans in patients with rheumatic and musculoskeletal disorders (gout, arthritis, SLE) 4. Able to follow up monitoring and evaluation results in patients with rheumatic and musculoskeletal disorders (gout, arthritis, SLE) 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of providing diet, education, monitoring and evaluation and follow-up to patients with rheumatic and musculoskeletal disorders (gout, arthritis, SLE)		<p>Material: MNT for rheumatic and musculoskeletal disease</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%
14	<ol style="list-style-type: none"> 1. Able to implement dietary intervention plans in patients with stroke and dysphagia 2. Able to implement educational intervention plans for patients with stroke and dysphagia 3. Able to implement monitoring and evaluation plans in patients with stroke and dysphagia 4. Able to follow up monitoring and evaluation results in patients with stroke and dysphagia 	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of diet administration, education, monitoring and evaluation and follow-up in patients with stroke and dysphagia		<p>Material: MNT for neurologic disorders</p> <p>References: <i>Raymond, JL and Morrow, K. 2021. Krause and Mahan's Food and The Nutrition Care Process 15th edition. Missouri: Elsevier</i></p>	0%

15	<p>1. Able to implement dietary intervention plans in patients with enteral and parenteral nutrition</p> <p>2. Able to implement educational intervention plans for patients on enteral and parenteral nutrition</p> <p>3. Able to implement monitoring and evaluation plans for patients on enteral and parenteral nutrition</p> <p>4. Able to follow up on monitoring and evaluation results on patients on enteral and parenteral nutrition</p>	According to the assessment rubric in the clinical nutrition internship handbook	<p>Criteria: According to the assessment rubric in the clinical nutrition internship handbook</p> <p>Form of Assessment : Practice / Performance</p>	Practice/performance of diet administration, education, monitoring and evaluation and follow-up in patients with stroke and dysphagia			0%
16	Able to explain the process of nutritional care to patients in a clinical setting	Students get maximum marks if they can correctly answer nutritional care for patients in the internal medicine, pediatric, obstetrician and surgical wards.	<p>Form of Assessment : Test</p>	Comprehensive oral exam			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.