



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
Nutrition Counseling	1321102038	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	3	February 6, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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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-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.

Program Objectives (PO)

PO - 1	Students summarize the concepts, goals, ethics and techniques of nutritional counseling as a nutritional intervention
PO - 2	Able to dig up information, analyze problems, provide services, and plan monitoring and evaluation of nutritional counseling to resolve individual/client nutritional problems responsibly
PO - 3	Students are able to apply nutritional counseling skills and steps
PO - 4	Students are able to act as good counselors, collaborate and communicate honestly with clients

PLO-PO Matrix

	P.O	PLO-8	PLO-9
	PO-1		
	PO-2		
	PO-3		
	PO-4		

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																

Short Course Description This course discusses a series of various activities in the two-way communication process that instill and improve understanding, perception, attitude and behavior to help clients/patients identify, recognize and overcome nutritional problems experienced with various approaches that are adapted to the characteristics of nutritional service aspects. promotive, preventive, curative and rehabilitative. The topic in this lecture is, understanding the concept of counseling, approaches and methods used to explore problems, causes and alternative solutions to nutritional problems between clients and counselors. Learning activities are carried out through lectures, discussions and practical learning experiences by discussing components, types of services and media, principles, techniques and processes of nutritional consultation; psychosocial nutritional behavior and techniques for motivating clients

References Main :

		<ol style="list-style-type: none"> Hardinsyah., dan I Dewa Nyoman S. dkk Ilmu Gizi Teori & Aplikasi. 2017. Jakarta. EGC Waryana dan Agus Wijanarka. 2013. Buku Ajar Dasar-dasar Ilmu Komunikasi Gizi. Yogyakarta. Fitramaya; Gable, Judy. Counselling Skills for Dietitians. Blackwell Publishing: 2007 Kemenkes RI. Bahan Ajar Konseling Gizi. Jakarta: 2018. 					
		Supporters:					
		<ol style="list-style-type: none"> Maspiyah, dkk. Pengembangan model konseling online dengan media berbasis online Modul Konseling Gizi 					
Supporting lecturer		Dra. Rahayu Dewi Soeyono, M.Si. Desty Muzarofatus Sholikhah, S.K.M., M.Kes. Lini Anisfatus Sholihah, S.Gz., M.Sc. Fitriana Nugraheni, M.Gizi. Nur Anindya Syamsudi, STr.Keb.,M.Kes					
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	<ol style="list-style-type: none"> Students understand RPS and tuition contracts. Understanding the RPS for the Nutrition Counseling Course Carry out a study contract 	<ol style="list-style-type: none"> Students enter into a study contract Students understand RPS 		lecture and question and answer 2 X 50			0%
2	Students are able to summarize the concepts, goals and ethics in nutritional counseling	<ol style="list-style-type: none"> 1.1. Accuracy in summarizing the concept or meaning of nutritional counseling and being able to differentiate nutritional counseling from other nutritional interventions. 2.2. Accuracy in concluding the purpose of nutritional counseling. 3.3. Accuracy in understanding basic ethics in conducting nutritional counseling with clients/patients which includes: <ol style="list-style-type: none"> Provide accurate (reliable) information to clients; Maintain confidentiality of client information; Respect the client's right to make decisions. Prioritize client interests. Do not do anything that endangers the client Fair by not discriminating clients based on any entity. 	Criteria: Portfolio assessment rubric Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures, discussions and questions and answers 2 X 50	Independent assignment 1 x 50	Material: Nutrition Counseling Bibliography: <i>Position of the American Dietetic Association and Dietitians of Canada. Journal of the American Dietetic Association. March 2009. 109(3);509-527.</i> Material: Nutritional Intervention Library: Hardinsyah., and I Dewa Nyoman S. et al. <i>Nutritional Science Theory & Application. 2017. Jakarta. EGC</i> Material: Counseling Bibliography: Gable, Judy. <i>Counseling Skills for Dietitians. Blackwell Publishing: 2007</i>	5%

3	Students are able to conclude theories that apply in nutritional counseling	Accuracy in concluding and analyzing nutritional counseling approaches based on theory 1. Cognitive-Behavioral Theory 2. Health Belief Model 3. Social Learning Theory 4. Transtheoretical Model/Stages of Change	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers 2 X 50	Individual independent assignment 1 x 50	Material: Counseling models References: <i>Maspiyah, et al.</i> <i>Development of an online counseling model with online-based media</i>	5%
4	Students are able to display listening and learning skills in nutritional counseling	1.1. Accuracy in demonstrating listening skills and studying nonverbal communication, asking open questions, responding that shows attention, saying things again, empathizing, and avoiding judgmental words. 2.2. Accuracy in demonstrating listening and learning skills in the form of nonverbal communication, asking open questions, responding that shows attention, saying things again, empathizing, and avoiding judgmental words.	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture and roleplay (simulation) 2 X 50	Independent assignment 1 x 50	Material: Nonverbal communication Reference: <i>Gable, Judy. Counseling Skills for Dietitians. Blackwell Publishing: 2007</i>	5%
5	Students are able to display listening and learning skills in nutritional counseling	1.1. Accuracy in demonstrating listening skills and studying nonverbal communication, asking open questions, responding that shows attention, saying things again, empathizing, and avoiding judgmental words. 2.2. Accuracy in demonstrating listening and learning skills in the form of nonverbal communication, asking open questions, responding that shows attention, saying things again, empathizing, and avoiding judgmental words.	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture and roleplay (simulation) 2 X 50	Independent assignment 1 x 50	Material: Nonverbal communication Reference: <i>Gable, Judy. Counseling Skills for Dietitians. Blackwell Publishing: 2007</i>	5%

6	Students are able to display skills to build confidence and provide support in nutritional counseling	1.1. Accuracy in demonstrating skills builds confidence and provides support. 2.2. Accuracy in demonstrating skills to build confidence and provide support.	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment	Lecture, simulation (roleplay) 2 X 50	Independent assignment 1 x 50	Material: Skills to build self-confidence and provide support in nutritional counseling. Reference: <i>Indonesian Ministry of Health. Nutrition Counseling Teaching Materials. Jakarta: 2018.</i>	5%
7	Students are able to display skills to build confidence and provide support in nutritional counseling	1.1. Accuracy in demonstrating skills builds confidence and provides support. 2.2. Accuracy in demonstrating skills to build confidence and provide support.	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Lecture, simulation (roleplay) 2 X 50	Independent assignment 1 x 50	Material: Skills to build self-confidence and provide support in nutritional counseling. Reference: <i>Indonesian Ministry of Health. Nutrition Counseling Teaching Materials. Jakarta: 2018.</i>	5%
8	MIDTERM EXAM		Form of Assessment : Test	Summative exam 2 X 50			10%
9	Students are able to summarize the steps for nutritional counseling in the Standardized Nutrition Care Process (PAGT).	Accuracy in understanding and concluding nutritional counseling steps in PAGT	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment	2 X 50		Material: Counseling Skills Bibliography: <i>Gable, Judy. Counseling Skills for Dietitians. Blackwell Publishing: 2007</i>	5%
10	Students are able to analyze obstacles and find solutions in nutritional counseling.	1.1. Accuracy in analyzing obstacles in nutritional counseling 2.2. Accuracy in analyzing obstacles and solving solutions in nutritional counseling	Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and lectures 2 X 50	Independent assignment 1 x 50	Material: Counseling Barriers Reference: <i>Gable, Judy. Counseling Skills for Dietitians. Blackwell Publishing: 2007</i>	5%
11	Students are able to plan nutritional counseling to solve nutritional problems in the life cycle	1.1. Students' accuracy in planning nutritional counseling activities in the life cycle of pregnant women and breastfeeding mothers 2.2. Accuracy in preparing group projects	Criteria: Assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> • Lecture (TM 1x50') • PjBL (1x50'): Syntax: 1. Lecturer explains learning objectives, requirements needed to complete projects, poses problems, forms groups based on life cycles, and motivates students. 2 X 50	<ul style="list-style-type: none"> • Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	10%

12	Students are able to plan nutritional counseling to solve nutritional problems in the life cycle	1.1. Students' accuracy in planning nutritional counseling activities in the life cycle of babies and toddlers 2.2. Accuracy in setting goals, solving problems, organizing projects, and gathering information.	Criteria: Assessment rubric	<ul style="list-style-type: none"> Lecture (TM 1x50') PjBL (1 x 50') Syntax: Lecturers help students in setting goals, organizing and designing problem solutions based on literature. 2 X 50	<ul style="list-style-type: none"> Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	10%
13	Students are able to plan nutritional counseling to solve nutritional problems in the life cycle	1.1. Students' accuracy in planning nutritional counseling activities in the adolescent life cycle 2.2. Accuracy in resolving project-related problems	Criteria: Assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Lecture (TM 1x50') PjBL (1 x 50') Syntax: Lecturers help students in setting goals, organizing, and designing problem solutions based on literature. 2 X 50	<ul style="list-style-type: none"> Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	5%
14	Students are able to plan nutritional counseling to solve nutritional problems in the life cycle	1.1. Students' accuracy in planning nutritional counseling activities in the adult life cycle 2.2. Accuracy in resolving project-related problems	Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Lecture (TM 1x50') PjBL (1 x 50') Syntax: Discuss the feasibility of projects that have been implemented and carry out self-reflection 2 X 50	<ul style="list-style-type: none"> Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	5%
15	Students are able to carry out the capacity of novice counselors with clients/patients for various cases of nutritional problems based on nutritional care and problems	Students' accuracy in planning nutritional counseling activities in the adult life cycle	Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Lecture (TM 1x50') PjBL (1 x 50') Syntax: Discuss the feasibility of projects that have been implemented and carry out self-reflection 2 X 50	<ul style="list-style-type: none"> Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	15%
16	Students are able to carry out the capacity of novice counselors with clients/patients for various cases of nutritional problems based on nutritional care and problems	1. Students' accuracy in planning nutritional counseling activities in the adult life cycle	Criteria: Assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Lecture (TM 1x50') PjBL (1 x 50') Syntax: Discuss the feasibility of projects that have been implemented and carry out self-reflection 2 X 50	<ul style="list-style-type: none"> Independent assignment 1 x 50 	Material: Nutritional Counseling for Adults and Pregnant Women Reference: <i>Nutritional Counseling Module</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	20%
4.	Test	10%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.