						Document Code
UNESA	**Universitas Negeri Surabaya** **Faculty of Sports and Health Sciences,** **Undergraduate Nutrition Study Program**					

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Standardized Nutritional Care		1321102063		**T=2**	**P=0**	**ECTS=3.18**	4	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Amalia Ruhana, S.P., M.P.H.	

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	Solving nutritional problems carried out by nutritionists in a safe and systematic, safe and quality manner so that it can support the healing and improvement of patient nutrition, which consists of nutritional assessment, nutritional diagnosis, nutritional intervention, monitoring and evaluation.

References	**Main :**
	1. Handayani, D. et al. 2015. Nutrition Care Process (NCP). Graha Ilmu. Yogyakarta 2. Handayani, D., Kusumastuty, I. 2017. Diagnosis Gizi. UB Press. Malang 3. Kementrian Kesehatan. 2014. Pedoman Proses Asuhan Gizi Terstandar (PAGT). Kemenkes. Jakarta
	Supporters:
Supporting lecturer	Prof. Dr. Rita Ismawati, S.Pd., M.Kes. Amalia Ruhana, S.P., M.P.H. 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	Understand the meaning of the Nutrition Care Process (NCP) in general	Explain the meaning of the Nutrition Care Process in general	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50			0%
2	Understanding Nutritional Screening	1. Explain the meaning of Nutrition Screening 2. Nutrition Screening in NCP 3. Explain International Dietetics & Nutrition Terminology (IDNT)	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50			0%
3	Analyzing Nutritional Assessments	1. Explain anthropometric assessment 2. Explain Biochemical assessment 3. Explain Clinical assessment 4. Explain Dietary Assessment 5. Practice assessment cases	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 4 X 50			0%
4	Analyzing Nutritional Assessments	1. Explain anthropometric assessment 2. Explain Biochemical assessment 3. Explain Clinical assessment 4. Explain Dietary Assessment 5. Practice assessment cases	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 4 X 50			0%
5	Analyzing Nutritional Diagnosis	1. Explaining the Domain of Nutritional Problems 2. Explaining the Domains of Nutritional Etiology 3. Explaining Domain Sign Symptoms 4. Nutritional Diagnosis case practice	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 6 X 50			0%
6	Analyzing Nutritional Diagnosis	1. Explaining the Domain of Nutritional Problems 2. Explaining the Domains of Nutritional Etiology 3. Explaining Domain Sign Symptoms 4. Nutritional Diagnosis case practice	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 6 X 50			0%

7	Analyzing Nutritional Diagnosis	1. Explaining the Domain of Nutritional Problems 2. Explaining the Domains of Nutritional Etiology 3. Explaining Domain Sign Symptoms 4. Nutritional Diagnosis case practice	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 6 X 50			0%
8	Midterm exam			2 X 50			0%
9	Analyzing Nutritional Interventions	1. Explain the components of nutritional interventions 2. Explaining the Implementation of Nutritional Interventions 3. Explaining the Domains of Nutrition Intervention strategies 4. Explaining Nutrition Education and Nutrition Counseling 5. Examples of Nutritional Interventions	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 4 X 50			0%
10	Analyzing Nutritional Interventions	1. Explain the components of nutritional interventions 2. Explaining the Implementation of Nutritional Interventions 3. Explaining the Domains of Nutrition Intervention strategies 4. Explaining Nutrition Education and Nutrition Counseling 5. Examples of Nutritional Interventions	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 4 X 50			0%
11	Analyzing Nutrition Monitoring and Evaluation	1. Explaining the Monitoring and Evaluation Domain 2. Examples of monitoring and evaluation	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 2 X 50			0%
12	Analyzing Nutrition Monitoring and Evaluation	1. Explaining the Monitoring and Evaluation Domain 2. Examples of monitoring and evaluation	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 2 X 50			0%
13	able to analyze NCP cases	NCP case analysis	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 2 X 50			0%

14	able to analyze NCP cases	NCP case analysis	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 2 X 50			0%
15	able to analyze NCP cases	NCP case analysis	**Criteria:** Students get maximum marks if they answer correctly	Learning Method: Problem Based Learning 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.