



**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
Nutritional Diagnosis	1321102079	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Wildan Alfira Gusrianto, M.Gz.		Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.			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-6	Able to utilize science and technology in self-development and solving nutritional problems.																																																																																																		
	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 have knowledge about the Nutrition Care Process																																																																																																		
	PO - 2	Students have the ability to carry out nutritional screening, nutritional assessment, nutritional diagnosis, nutritional intervention, nutritional monitoring and evaluation carefully and thoroughly																																																																																																		
	PO - 3	Students have a caring attitude towards standardized nutritional care for patients																																																																																																		
	PLO-PO Matrix																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-8</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> </table>			P.O	PLO-6	PLO-8	PLO-9	PO-1				PO-2				PO-3																																																																																			
	P.O	PLO-6	PLO-8	PLO-9																																																																																																
	PO-1																																																																																																			
	PO-2																																																																																																			
PO-3																																																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																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																
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																																																																																																				

Short Course Description This course aims to provide students with knowledge and skills in formulating nutritional diagnoses in a safe and systematic, safe and quality manner so that they can support the recovery and improvement of patient nutrition. In this course, nutritional screening, nutritional assessment, nutritional diagnosis, nutritional intervention, nutritional monitoring and evaluation will be discussed.

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. Kementerian Kesehatan. 2014. Pedoman Proses Asuhan Gizi Terstandar (PAGT). Kemenkes. Jakarta
4. Academy of Nutrition and Dietetics. 2017. Abridged Nutrition Care Process Terminology (NCPT) Reference Manual: Standardized Terminology for the Nutrition Care Process
5. Academy of Nutrition and Dietetics. 2013. International Dietetics and Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process

Supporters:

Supporting lecturer
 Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.
 Desty Muzarofatus Sholikhah, S.K.M., M.Kes.
 Lini Anisfatus Sholihah, S.Gz., M.Sc.
 Wildan Alfira Gusrianto, M.Gz.
 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	1. Carry out a lecture contract and understand the RPS 2. Explain the Nutrition Care Process (NCP).	Explain the meaning of the Nutrition Care Process in general	Criteria: Students get maximum marks if they answer correctly Form of Assessment : Participatory Activities, Tests	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50		Material: Nutritional Diagnosis References: <i>Handayani, D., Kusumastuty, I. 2017. Nutritional Diagnosis. UB Press. Poor</i>	5%
2	Explaining Nutritional Screening	1.1. Explain the meaning of Nutritional Screening correctly 2.2. Able to use International Dietetics & Nutrition Terminology (IDNT) in making proper gizi care	Criteria: Students get maximum marks if they answer correctly Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50			5%
3	Analyzing Nutritional Assessments	1.1. Explain anthropometric assessment correctly 2.2. Explain the Biochemical assessment correctly 3.3. Explain the clinical assessment correctly 4.4. Explain the Dietary Assessment correctly 5.5. Practice assessment cases appropriately	Criteria: Students get maximum marks if they answer correctly Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Learning Method: Problem Based Learning 4 X 50		Material: Nutritional Assessment Literature: <i>Handayani, D. et al. 2015. Nutrition Care Process (NCP). Science House. Yogyakarta</i>	5%

4	Analyzing Nutritional Assessments	<ol style="list-style-type: none"> 1.1. Explain anthropometric assessment correctly 2.2. Explain the Biochemical assessment correctly 3.3. Explain the clinical assessment correctly 4.4. Explain the Dietary Assessment correctly 5.5. Practice assessment cases appropriately 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 4 X 50		<p>Material: Nutritional Assessment Literature: <i>Handayani, D. et al. 2015. Nutrition Care Process (NCP). Science House. Yogyakarta</i></p>	5%
5	Analyzing Nutritional Diagnosis	<ol style="list-style-type: none"> 1.Explaining the Domain of Nutritional Problems 2.Explaining the Domains of Nutritional Etiology 3.Explaining Domain Sign Symptoms 4.Nutritional Diagnosis case practice 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 6 X 50		<p>Material: Terminology of nutritional diagnosis. Library: <i>Academy of Nutrition and Dietetics. 2013. International Dietetics and Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process</i></p>	5%
6	Analyzing Nutritional Diagnosis	<ol style="list-style-type: none"> 1.Explaining the Domain of Nutritional Problems 2.Explaining the Domains of Nutritional Etiology 3.Explaining Domain Sign Symptoms 4.Nutritional Diagnosis case practice 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 6 X 50		<p>Material: Terminology of nutritional diagnosis. Library: <i>Academy of Nutrition and Dietetics. 2013. International Dietetics and Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process</i></p>	5%
7	Analyzing Nutritional Diagnosis	<ol style="list-style-type: none"> 1.Explaining the Domain of Nutritional Problems 2.Explaining the Domains of Nutritional Etiology 3.Explaining Domain Sign Symptoms 4.Nutritional Diagnosis case practice 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 6 X 50		<p>Material: Diagnosis Literature: <i>Handayani, D., Kusumastuty, I. 2017. Nutritional Diagnosis. UB Press. Poor</i></p>	5%
8	Midterm exam		<p>Form of Assessment : Test</p>	2 X 50			20%

9	Analyzing Nutritional Interventions	<ol style="list-style-type: none"> 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 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 4 X 50			5%
10	Analyzing Nutritional Interventions	<ol style="list-style-type: none"> 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 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 4 X 50		<p>Material: Nutritional Interventions References: <i>Handayani, D., Kusumastuty, I. 2017. Nutritional Diagnosis. UB Press. Poor</i></p>	5%
11	Analyzing Nutrition Monitoring and Evaluation	<ol style="list-style-type: none"> 1.Explain the Monitoring and Evaluation Domain correctly 2.Examples of monitoring and evaluation 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Tests</p>	Learning Method: Problem Based Learning 2 X 50		<p>Material: Nutritional monitoring and intervention References: <i>Handayani, D. et al. 2015. Nutrition Care Process (NCP). Science House. Yogyakarta</i></p>	5%
12	Analyzing Nutrition Monitoring and Evaluation	<ol style="list-style-type: none"> 1.Explaining the Monitoring and Evaluation Domain 2.Examples of monitoring and evaluation 	<p>Criteria: Students get maximum marks if they answer correctly</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Learning Method: Problem Based Learning 2 X 50		<p>Material: Nutritional Care Literature: <i>Handayani, D., Kusumastuty, I. 2017. Nutritional Diagnosis. UB Press. Poor</i></p>	5%

13	able to analyze NCP cases	NCP case analysis	Criteria: Students get maximum marks if they answer correctly Form of Assessment : Portfolio Assessment	Learning Method: Problem Based Learning 2 X 50		Material: NCP Library: <i>Academy of Nutrition and Dietetics. 2013. International Dietetics and Nutrition Terminology (IDNT) Reference Manual: Standardized Language for the Nutrition Care Process</i>	5%
14	able to analyze NCP cases	NCP case analysis	Criteria: Students get maximum marks if they answer correctly Form of Assessment : Portfolio Assessment	Learning Method: Problem Based Learning 2 X 50			5%
15	able to analyze NCP cases	NCP case analysis	Criteria: Students get maximum marks if they answer correctly Form of Assessment : Portfolio Assessment, Test	Learning Method: Problem Based Learning 2 X 50		Material: NCP References: <i>Handayani, D. et al. 2015. Nutrition Care Process (NCP). Science House. Yogyakarta</i>	5%
16			Form of Assessment : Test	Doing UAS			10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	19.2%
2.	Portfolio Assessment	27.53%
3.	Practical Assessment	1.67%
4.	Test	51.7%
		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** 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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.