



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 Status Assessment	1321103041	Compulsory Study Program Subjects	T=1 P=0 ECTS=1.59	3	August 23, 2023																																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																		
		Lini Anisfatus Sholihah, S.Gz., M.Sc.	Cleonara Yanuar Dini, S.Gz., Dietisien, M.Sc.	Amalia Ruhana, S.P., M.P.H.																																																		
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.																																																				
	Program Objectives (PO)																																																					
	PO - 1	Students are able to compare nutritional status assessments and growth assessments according to the scientific basis of nutrition correctly																																																				
	PLO-PO Matrix																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>				P.O	PLO-8	PLO-9	PO-1																																													
	P.O	PLO-8	PLO-9																																																			
	PO-1																																																					
	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> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
PO-1																																																						
Short Course Description	This course aims to equip students to be able to understand, demonstrate, and analyze nutritional status assessments in anthropometric, biochemical, physical/clinical, dietary, and ecological aspects in various life cycles by applying good, disciplined, and professional ethics. The learning model is carried out by applying a contextual approach and a case-based method. Student learning experiences will include lectures, group discussions, and practice/performance both in the laboratory and off campus.																																																					
References	Main :																																																					
	<ol style="list-style-type: none"> 1. Gibson R.S. 1993. Nutritional Assesment A Laboratory Manual, 2. Gibson, R.S. 2005. Priciples of Nutritional Assessment. Oxford University Press, Cetakan kedua. New york. 3. Greenfield, H., Southgate, D.A.T. 2003. Food Composition Data. Food and Agriculture Organization of the United Nations. Rome. 4. Hadju V, 2000. DiktatPenentuan Status Gizi, Gizi FKM Unhas, Makassar, 5. Jellife D.B, 1989. Community Nutritional Assesment, 6. Lee R.D et al (ed), Nutritional Assesment, 1995 7. Lohmat et al (ed), Anthropometric Standarization Reference Manual, 1988 8. Supariasa, I Dewa N., Bakri, Bakri., Fajar, Ibnu. 2002. Penilaian Status Gizi. EGC. Jakarta. 9. Satwika, Arya Pratama, dkk. Buku Ajar Penilaian Status Gizi. 2023 																																																					
	Supporters:																																																					
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]	Assesment Weight (%)																																															
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																															

1	<p>1.Students are able to study the RPS for the Nutritional Status Assessment Course and enter into a lecture contract</p> <p>2.Students are able to compare nutritional status assessments and growth assessments according to the scientific basis of nutrition correctly</p>	<p>1.Understand RPS and carry out Lecture Contracts</p> <p>2.Explain nutritional status</p> <p>3.Explain the assessment of nutritional status</p> <p>4.Classify the types of direct and indirect nutritional status assessments</p> <p>5.Explain the purpose of assessing nutritional status</p> <p>6.Explain growth assessment</p> <p>7.Describes growth assessment</p> <p>8.Compare nutritional status and growth assessments</p>	<p>Criteria:</p> <p>1.Compare nutritional status and growth assessments!</p> <p>2.Describe and explain the types of direct and indirect nutritional status assessments!</p> <p>3.Explain the purpose of assessing nutritional status as a promotive, preventive, curative and rehabilitative effort!</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning method: o Direct instruction Student assignment: students make individual summaries of the material (3x60'/week) 3 X 50</p>		5%
2	<p>Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.</p>	<p>1.Explain anthropometry</p> <p>2.Explain anthropometric measurement tools</p> <p>3.Describes the advantages and disadvantages of anthropometric methods in preventive, promotive, curative and rehabilitative efforts</p> <p>4.Explains the measurement of body composition and size using anthropometric methods in the age groups of toddlers, children and pregnant women</p> <p>5.Explain the use of anthropometry to measure nutritional status in the toddler and child age groups</p> <p>6.Compare anthropometric parameters and indices</p> <p>7.Explain the use of anthropometry to measure nutritional status in the age group of pregnant women</p> <p>8.Calculate the z-score value of the BB/U index. TB/U, PB/U, IMT/U, LILA/U, and BB/TB</p> <p>9.Interpret anthropometric data for toddlers, children and pregnant women using applicable standards.</p>	<p>Criteria:</p> <p>1.Describe the advantages and disadvantages of anthropometric measurements to assess nutritional status!</p> <p>2.Explain what is meant by anthropometric indices and parameters!</p> <p>3.Explain the use of anthropometry in the life cycle of pregnant women, babies and toddlers, children, teenagers, adults and the elderly!</p> <p>4.Case study</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Learning form: o Lecture, discussion (TM: 2x50'); o Tutorial (1x50')</p> <p>Learning method: o Direct instruction and case method Student assignment: working on a case study (3x60') 3 X 50</p>	<p>Material: Nutritional Status Assessment Literature: <i>Satwika, Arya Pratama, et al. Textbook for Assessment of Nutritional Status. 2023</i></p> <hr/> <p>Material: Nutritional Assessment Reference: <i>Gibson, RS 2005. Principles of Nutritional Assessment. Oxford University Press, Second printing. New York.</i></p>	5%

3	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietaryly and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Describes the measurement of body composition and body size in the adult and elderly age groups as a preventive, promotive, curative and rehabilitative effort 2.Explains the human body composition model and its use for assessing nutritional status in adults and the elderly. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.How does body composition relate to assessing nutritional status? 2.Describe the appropriate anthropometric parameters to be carried out in the adult and elderly age groups! <p>Form of Assessment : Portfolio Assessment</p>	Lectures, group discussions, questions and answers and reflections 3 X 50		<p>Material: Anthropometrics Literature: Satwika, Arya Pratama, et al. <i>Textbook for Assessment of Nutritional Status. 2023</i></p>	10%
4	evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietaryly and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Explain the assessment of nutritional status using biochemical methods 2.Describes the advantages and disadvantages of biochemical methods for PSG as preventive, promotive, curative and rehabilitative efforts. 3.Analyzing the interpretation of various laboratory examination results to determine nutritional status including albumin, transferrin, prealbumin, blood sugar, electrolytes, hydration status, hemoglobin, cholesterol, vitamin B12, blood lipids, urea, creatinine, SGOT, SGPT, TSH, FT4, serum retinol, and HBA1C. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Explain what is meant by biochemical assessment! 2.Describe what types of biochemical parameters are often used to assess nutritional status and their purposes! 3.Case study <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning methods: o Direct instruction and case method Student assignment: working on case studies (3x60') 3 X 50</p>		<p>Material: Anthropometrics Literature: Satwika, Arya Pratama, et al. <i>Textbook for Assessment of Nutritional Status. 2023</i></p> <hr/> <p>Material: Anthropometry Reference: Gibson, RS 2005. <i>Principles of Nutritional Assessment. Oxford University Press, Second printing. New York.</i></p>	5%
5	evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietaryly and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Explain the assessment of nutritional status using biochemical methods 2.Describes the advantages and disadvantages of biochemical methods for PSG as preventive, promotive, curative and rehabilitative efforts. 3.3. Analyze the interpretation of various laboratory examination results to determine nutritional status including albumin, transferrin, prealbumin, blood sugar, electrolytes, hydration status, hemoglobin, cholesterol, vitamin B12, blood lipids, urea, creatinine, SGOT, SGPT, TSH, FT4, retinol serum, and HBA1C. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Explain what is meant by biochemical assessment! 2.Describe what types of biochemical parameters are often used to assess nutritional status and their purposes! 3.Case study <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning methods: o Direct instruction and case method Student assignment: working on case studies (3x60') 3 X 50</p>		<p>Material: Biochemistry Literature: Satwika, Arya Pratama, et al. <i>Textbook for Assessment of Nutritional Status. 2023</i></p>	5%

6	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Explains the assessment of nutritional status using clinical physical methods 2.Describe the advantages and disadvantages of physical/clinical methods for PSG 3.3. Analyze the interpretation of various physical/clinical examination data to determine nutritional status 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Explain what is meant by assessing nutritional status using physical and clinical methods! 2.Describe the weaknesses and advantages of assessing nutritional status using physical and clinical methods! 3.Case study <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning methods: o Direct instruction and case method Student assignment: working on case studies (3x60') 3 X 50</p>	<p>Material: Clinical Physics References: <i>Satwika, Arya Pratama, et al. Textbook for Assessment of Nutritional Status. 2023</i></p>	5%
7	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Explains the assessment of nutritional status using clinical physical methods 2.Describe the advantages and disadvantages of physical/clinical methods for PSG 3.Analyze the interpretation of various physical/clinical examination data to determine nutritional status 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Explain what is meant by assessing nutritional status using physical and clinical methods! 2.Describe the weaknesses and advantages of assessing nutritional status using physical and clinical methods! 3.Case study <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning methods: o Direct instruction and case method Student assignment: working on case studies (3x60') 3 X 50</p>	<p>Material: Clinical Physics References: <i>Satwika, Arya Pratama, et al. Textbook for Assessment of Nutritional Status. 2023</i></p>	5%
8	UTS		<p>Form of Assessment : Test</p>	3 X 50		10%
9	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1.Explain the theory of food consumption/dietary intake surveys to assess nutritional status 2.Describes various methods of surveying food consumption/dietary intake including food recall, food frequency, food weighing, food inventory, food record. 3.Analyze and design food consumption/dietary intake survey methods based on PSG objectives (4 level objectives) 4.Explains methods for assessing food diversity including household dietary diversity or individual dietary diversity 5.Describes Goldberg's cut-off for evaluating overestimation or underestimation of food consumption data 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Explain what is meant by a food consumption survey to assess a person's nutritional status! 2.Explain the differences in the use of food recall, food frequency, food weighing, and food records! 3.Explain what is meant by the 4 levels of objectives of a food consumption survey! <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, group discussions, questions and answers and reflections 3 X 50</p>	<p>Material: Food Consumption Survey Literature: <i>Satwika, Arya Pratama, et al. Textbook for Assessment of Nutritional Status. 2023</i></p> <hr/> <p>Material: Dietary Assessment Reference: <i>Gibson, RS 2005. Principles of Nutritional Assessment. Oxford University Press, Second printing. New York.</i></p>	5%

10	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1. Estimating the approximate absorption of oil in food 2. Estimate the estimated use of salt in food 3. Applying the Indonesian food composition table (TKPI) to assess food consumption 4. Explain the AKG (RDI), EAR, LL and UP standards in assessing food consumption 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Describe the comparison of AKG, EAR, Lower limit (LL) and Upper Limit (UL) in assessing food consumption! 2. Case study 3. Participation 4. Test (UAS) <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	<p>Learning form: o Lecture, discussion (TM: 3x50'); Learning method: o Direct instruction and case method 3 X 50</p>	3x50		5%
11	Students are able to evaluate nutritional status anthropometrically, biochemically, physically/clinically, dietary and ecologically in individuals and groups as an appropriate preventive, promotive, curative and rehabilitative effort.	<ol style="list-style-type: none"> 1. Understand the function of vital health statistics to assess nutritional status 2. Understand the function of socio-economics, culture and demographics to estimate nutritional status 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Explain the function of vital statistics data to assess the nutritional status of a population! 2. Explain socio-economic, cultural and demographic data to estimate nutritional status! <p>Form of Assessment : Test</p>	<p>Learning form: Lecture, discussion (TM: 3x50'); Learning method: Direct instruction 3 X 50</p>			5%
12	<ol style="list-style-type: none"> 1. Students are able to demonstrate anthropometric, biochemical, physical/clinical, dietary and ecological assessments of nutritional status in various life cycles by applying good, disciplined and professional ethics. 2. Students are able to produce anthropometric, biochemical, physical/clinical, dietary and ecological nutritional status assessment reports on the life cycle systematically and in accordance with the rules of scientific writing. 	<ol style="list-style-type: none"> 1.1. Demonstrate anthropometric measurements of body size in toddlers, adults and the elderly. 2.2. Demonstrate anthropometric measurements of body composition. 3.3. Analyze nutritional status based on anthropometric data 	<p>Form of Assessment : Practical Assessment</p>	<p>Lectures, group discussions, and questions and answers 3 X 50</p>			10%

13	<p>1. Students are able to demonstrate anthropometric, biochemical, physical/clinical, dietary and ecological assessments of nutritional status in various life cycles by applying good, disciplined and professional ethics.</p> <p>2. Students are able to produce anthropometric, biochemical, physical/clinical, dietary and ecological nutritional status assessment reports on the life cycle systematically and in accordance with the rules of scientific writing.</p>	<p>1. Demonstrate simple blood biochemical measurements such as blood glucose, cholesterol, hemoglobin, and uric acid.</p> <p>2. Analyze nutritional status based on biochemical data</p> <p>3. Produce biochemical nutritional status assessment reports systematically, precisely, and in accordance with scientific writing rules.</p>	<p>Form of Assessment : Practical Assessment</p>	<p>Practical 3 X 50</p>			<p>9%</p>
14	<p>1. Students are able to demonstrate anthropometric, biochemical, physical/clinical, dietary and ecological assessments of nutritional status in various life cycles by applying good, disciplined and professional ethics.</p> <p>2. Students are able to produce anthropometric, biochemical, physical/clinical, dietary and ecological nutritional status assessment reports on the life cycle systematically and in accordance with the rules of scientific writing.</p>	<p>1. Demonstrates physical/clinical measurements to peers appropriately and professionally</p> <p>2.1. Demonstrate physical/clinical measurements to peers appropriately and professionally</p> <p>3.3. Produce physical/clinical nutritional status assessment reports systematically, precisely, and in accordance with scientific writing rules.</p>		<p>Performance/ Practicum 3 X 50</p>			<p>5%</p>

15	<p>1. Students are able to demonstrate anthropometric, biochemical, physical/clinical, dietary and ecological assessments of nutritional status in various life cycles by applying good, disciplined and professional ethics.</p> <p>2. Students are able to produce anthropometric, biochemical, physical/clinical, dietary and ecological nutritional status assessment reports on the life cycle systematically and in accordance with the rules of scientific writing.</p>	<p>1.1. Demonstrate physical/clinical measurements to peers appropriately and professionally</p> <p>2.3. Produce physical/clinical nutritional status assessment reports systematically, precisely, and in accordance with scientific writing rules.</p>	<p>Form of Assessment : Practical Assessment</p>	<p>Performance/ Practicum 3 X 50</p>			5%
16	<p>1. Students are able to demonstrate anthropometric, biochemical, physical/clinical, dietary and ecological assessments of nutritional status in various life cycles by applying good, disciplined and professional ethics.</p> <p>2. Students are able to produce anthropometric, biochemical, physical/clinical, dietary and ecological nutritional status assessment reports on the life cycle systematically and in accordance with the rules of scientific writing.</p>		<p>Form of Assessment : Test</p>	<p>UAS 3 X 50</p>			10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14.18%
2.	Portfolio Assessment	24.18%
3.	Practical Assessment	24%
4.	Test	36.68%
		99.04%

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.