



**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
Public Health Science	1321102089	Compulsory Study Program Subjects	T=0	P=2	ECTS=3.18	1	February 1, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dra Veni Indrawati, M.Kes., M.Kes., Fitriana Nugraheni, S.Gz., M.Gizi., Nur Anindya Syamsudi, S.Tr.Keb., Anindya Mar'atus Sholihah., SKM., M.Kes		Dra Veni Indrawati, M.Kes.,			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-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 explain basic concepts of public health																																																																																																																					
	PO - 2 Students are able to analyze socio-cultural links with nutrition and health																																																																																																																					
	PO - 3 Students are able to explain behaviors related to health																																																																																																																					
	PO - 4 Students are able to explain nutritional problems (Triple Burden of Malnutrition)																																																																																																																					
	PO - 5 Students are able to analyze community resource planning effectively, efficiently and sustainably in solving nutrition in the community																																																																																																																					
	PLO-PO Matrix																																																																																																																					
	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-9</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-8	PLO-9	PO-1			PO-2			PO-3			PO-4			PO-5																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																						
<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-4</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-5</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> </tbody> </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																	PO-4																	PO-5																
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Short Course Description	This course discusses public health theory and strategies for improving society through nutritional approaches and behavior change. Activities in this course are carried out through learning experiences through lectures, discussions and assignments.																																																																																																																					

References	Main :						
		<ol style="list-style-type: none"> Peraturan Menteri Kesehatan Republik Indonesia Nomor 23 Tahun 2014 Tentang Upaya Perbaikan Gizi Barth, Margareth M, et al. Public Health Nutrition Rural, Urban, and Global Community-Based Practice. 2021. Dosen dan Ahli Kesehatan Masyarakat Indonesia. Kesehatan Masyarakat: Teori dan Aplikasi. Jakarta: Penerbit EGC. 2019. Adnani, H (2011). Ilmu Kesehatan Masyarakat. Yogyakarta: Nuha Medika 					
	Supporters:	<ol style="list-style-type: none"> Handout Slide PPT 					
Supporting lecturer	Dra. Veni Indrawati, M.Kes. Dra. Rahayu Dewi Soeyono, M.Si. Lini Anisfatus Sholihah, S.Gz., M.Sc. Anindya Mar'atus Sholikhah, S.KM., M.Kes. Nur Anindya Syamsudi, S.Tr.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	Understand RPS and carry out lecture contracts	Carry out a study contract	Criteria: Carry out a study contract Form of Assessment : Participatory Activities	Lecture, Question and Answer, Discussion 2 X 50		Material: RPS and Lecture Contracts References:	0%
2	<ol style="list-style-type: none"> Students are able to explain the concepts of health and illness Students are able to explain the concept/theory of public health Students are able to outline a brief history of the development of public health in the world 	<ol style="list-style-type: none"> Ability to explain public health concepts Ability to describe the history and development of public health in Indonesia Ability to outline public health goals 	Criteria: <ol style="list-style-type: none"> Accuracy in describing in accordance with applicable theory Accuracy in describing the history and development of public health in Indonesia Accuracy in outlining public health goals Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50		Material: Basics of Public Health Science Literature: <i>Lecturers and Indonesian Public Health Experts. Public Health: Theory and Applications. Jakarta: EGC Publishers. 2019.</i>	5%
3	Students are able to explain the theory of health determinants based on experts	Ability to explain the theory of health determinants based on experts	Criteria: Accuracy in describing the theory of health determinants based on experts Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50	Lectures, discussions and questions and answers 2 x 50		5%
4	Students are able to analyze health determinants that can influence disease and health conditions	The ability to describe health determinants can influence disease and health conditions	Criteria: Accuracy in describing health determinants can influence morbidity and health conditions Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50	Lectures, discussions and questions and answers 2 x 50	Material: Health Behavior Literature: <i>Lecturers and Indonesian Public Health Experts. Public Health: Theory and Applications. Jakarta: EGC Publishers. 2019.</i>	5%

5	Students are able to analyze the role of social culture on eating behavior and habits, nutrition and health	Ability to describe the role of social culture on eating behavior and habits, nutrition and health	Criteria: Accuracy in describing the role of socio-culture on eating behavior and habits, nutrition and health Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers. 2 X 50		Material: Socio-Anthropology of Health Literature: <i>Indonesian Public Health Lecturers and Experts. Public Health: Theory and Applications. Jakarta: EGC Publishers. 2019.</i>	5%
6	1.Students are able to explain food taboos and food taboos 2.Students are able to analyze alternative solutions to nutritional problems related to socio-culture	1.Ability to decipher food taboos and dietary restrictions 2.Ability to describe alternative solutions to nutritional problems related to socio-culture	Criteria: 1.Accuracy in outlining food taboos and dietary restrictions 2.Accuracy in describing alternative solutions to nutritional problems related to socio-culture Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers. 2 X 50		Material: Socio-Anthropology of Health Literature: <i>Indonesian Public Health Lecturers and Experts. Public Health: Theory and Applications. Jakarta: EGC Publishers. 2019.</i>	5%
7	1.Students are able to explain the management of the National Health Service System (MSPK). 2.Students are able to explain the stratification of national health services 3.Students are able to explain posyandu and its stratification in national health services	1.Ability to describe National Health Service Management (MSPK). 2.Ability to describe the stratification of national health services 3.Ability to describe posyandu and its stratification in national health services	Criteria: 1.Accuracy in explaining the management of the National Health Service System (MSPK). 2.Accuracy in explaining the stratification of national health services 3.Accuracy in explaining posyandu and its stratification in national health services Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50			5%
8	UTS	Ability to do test questions	Criteria: Accuracy in doing test questions Form of Assessment : Test	Written Test 2 X 50			50%
9	1.Students are able to explain community health centers and their stratification in national health services 2.Students are able to explain hospitals and their stratification in national health services	1.Ability to describe community health centers and their stratification in national health services 2.Ability to describe hospitals and their stratification in national health services	Criteria: 1.Accuracy in explaining community health centers and their stratification in national health services 2.Accuracy in explaining hospitals and their stratification in national health services Form of Assessment : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50			5%

10	<p>1. Students are able to analyze nutritional problems in Indonesia and globally</p> <p>2. Students are able to analyze nutritional problems in groups and communities</p> <p>3. Students are able to analyze indicators of nutritional problems as a public health problem</p> <p>4. Students are able to analyze efforts to prevent and early detect nutritional problems in groups and communities</p>	<p>1. Accuracy in describing nutritional problems in Indonesia and globally</p> <p>2. Accuracy in describing nutritional problems in groups and communities</p> <p>3. Accuracy in describing indicators of nutritional problems as a public health problem</p> <p>4. Accuracy in describing efforts to prevent and early detect nutritional problems in groups and communities</p>	<p>Criteria:</p> <p>1. Ability to analyze nutritional problems in Indonesia and globally</p> <p>2. Ability to analyze nutritional problems in groups and communities</p> <p>3. Ability to analyze indicators of nutritional problems as a public health problem</p> <p>4. Ability to analyze efforts to prevent and early detect nutritional problems in groups and communities</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, discussions and questions and answers 2 X 50</p>			5%
11	<p>Students are able to implement government programs in public health and nutrition</p>	<p>Ability to make efforts to prevent nutritional problems related to government programs in public health and nutrition</p>	<p>Criteria:</p> <p>Accuracy in implementing government programs in public health and nutrition</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, discussions, questions and answers 2 X 50</p>			5%
12	<p>Students are able to explain nutrition and health promotion including supplementation, fortification, MNP, food diversification to improve nutrition in society</p>	<p>Ability to explain nutrition and health promotion including supplementation, fortification, MNP, food diversification to improve nutrition in society</p>	<p>Criteria:</p> <p>Accuracy in explaining nutrition and health promotion including supplementation, fortification, MNP, food diversification to improve nutrition in society</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, questions and answers, discussions 2 X 50</p>			0%
13	<p>Students are able to simulate nutrition and health promotion including Infant and Child Feeding (IYCF), Supplementation, Fortification and Diversification</p>	<p>Ability to promote nutrition and health including Infant and Child Feeding (IYCF), Supplementation, Fortification and Diversification</p>	<p>Criteria:</p> <p>Accuracy in simulating nutrition and health promotion including Infant and Child Feeding (IYCF), Supplementation, Fortification and Diversification</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, questions and answers, discussions 2 X 50</p>			0%
14	<p>Students are able to outline community resource planning (man, money, machine, method, etc.) effectively, efficiently and sustainably in solving nutrition in the community</p>	<p>Ability to describe community resource planning (man, money, machine, method, etc.) effectively, efficiently and sustainably in solving nutrition in the community</p>	<p>Criteria:</p> <p>Accuracy in outlining community resource planning (man, money, machine, method, etc.) effectively, efficiently and sustainably in solving nutrition in the community</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, questions and answers, discussions 2 X 50</p>			0%

15	Students are able to explain the management of various community resources effectively, efficiently and sustainably in solving nutrition in the community	Ability to describe the management of various community resources effectively, efficiently and sustainably in solving nutrition in the community	Criteria: Accuracy in explaining the management of various community resources effectively, efficiently and sustainably in solving nutrition in the community Form of Assessment : Participatory Activities, Tests	Lectures, questions and answers, discussions 2 X 50			0%
16	UAS	Ability to do test questions	Criteria: Accuracy in doing test questions	Written test 2x50			50%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Test	72.5%
		95%

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