



**Universitas Negeri Surabaya
Faculty of Sports and Health Sciences
Bachelor of Sports Science Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Nutritional Status Assessment	8920102254		T=1 P=1 ECTS=3.18	6	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Heri Wahyudi, S.Or., M.Pd.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																														
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Short Course Description	This course discusses procedures for organizing food for athletes, providing good quality food, prepared and processed according to health and hygiene requirements, and providing satisfactory service for athletes. Providing food for athletes must go through a series of systems, namely input, process, output, feedback and control.																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 30px;">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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Gregoire MB. 2012. Food Service Organizations: A Managerial and Systems Approach.8 edition. Boston: Prentice Hall; 552 p. 2. RD JP-PPD, Theis M. 2011. Foodservice Management: Principles and Practices. 12 edition. Boston: Prentice Hall; 600 p. 3. Dittmer PR, III JDK. 2008. Principles of Food, Beverage, and Labor Cost Controls. 9th edition. Hoboken, N.J: Wiley; 633 p. 4. Reynolds D, McClusky KW. 2014. Foodservice Management Fundamentals. Hoboken,N.J:Wiley; 418p 5. Sunita Almatsier, 2010. Penuntun Diet. Jakarta. PT. Gramedia Pustaka 6. Kementerian Kesehatan Republik Indonesia, 2013.Pedoman Penyelenggaraan Makanan, Pelayanan Gizi Rumah 7. SakitIrianton Aritonang, 2014. Penyelenggaraan Makanan, Manajemen Sistem Pelayanan Gizi swakelola & Jasa Boga Di Instalasi Gizi Rumah Sakit. Penerbit Leutik 																																				
	Supporters:																																				
Supporting lecturer	Ratna Candra Dewi, S.KM., M.Kes. Yetty Septiani Mustar, S.KM., M.P.H. Anindya Mar'atus Sholikhah, S.KM., 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	Able to analyze the basic concepts of nutritional problems	1.1 Explain the basic concepts of nutritional problems 1.2 Explain nutritional problems in the world 1.3 Explain nutritional problems in Indonesia	Criteria: Grade A if the assignment contains complete material and case examples	Lectures, discussions and questions and answers 2 X 50			0%
2	Able to analyze the selection of nutritional status assessment methods	Explain the terms in nutritional science Explain the types of methods for assessing nutritional status Explain the factors considered in determining nutritional status		Lectures, discussions, questions and answers 2 X 50			0%
3	Able to analyze nutritional status assessments anthropometrically	Explain the meaning of anthropometric assessment of nutritional status. Explain the classification of anthropometric measurements. Explain standard standards for anthropometric measurements. Explain anthropometric measurement techniques. Explain the meaning of anthropometric assessment of nutritional status.		Discussion, Lecture, Assignment 2 X 50			0%
4	Able to analyze nutritional status assessments anthropometrically	Explain the meaning of anthropometric assessment of nutritional status. Explain the classification of anthropometric measurements. Explain standard standards for anthropometric measurements. Explain anthropometric measurement techniques. Explain the meaning of anthropometric assessment of nutritional status.		Discussion, Lecture, Assignment 2 X 50			0%

5	Able to analyze nutritional status assessments anthropometrically	Explain the meaning of anthropometric assessment of nutritional status. Explain the classification of anthropometric measurements. Explain standard standards for anthropometric measurements. Explain anthropometric measurement techniques. Explain the meaning of anthropometric assessment of nutritional status.		Discussion, Lecture, Assignment 2 X 50			0%
6	Able to understand clinical nutritional status assessment	Explain the function of medical history in relation to nutritional status. Explain the function of clinical assessment in relation to nutritional status		Lectures, discussions, assignments 2 X 50			0%
7	Able to understand the biophysical assessment of nutritional status	Explain radiological examinations related to nutrition. Explain physical function tests. Explain cytology tests		Discussions, lectures, assignments 2 X 50			0%
8	UTS			2 X 50			0%
9	Able to understand biochemical assessment of nutritional status	Explain the function of medical history in relation to nutritional status. Explain the function of medical examination and biomarkers		Discussion and assignment 2 X 50			0%
10	Able to understand biochemical assessment of nutritional status	Explain the function of medical history in relation to nutritional status. Explain the function of medical examination and biomarkers		Discussion and assignment 2 X 50			0%
11	Able to understand nutritional status assessment using the food consumption survey method	Explain the basic concepts of nutritional consumption surveys using qualitative and quantitative methods. Explain the advantages and disadvantages of each nutritional consumption survey method. Apply nutritional consumption survey methods in the community		Discussion and assignment 2 X 50			0%

12	Able to understand nutritional status assessment using the food consumption survey method	Explain the basic concepts of nutritional consumption surveys using qualitative and quantitative methods. Explain the advantages and disadvantages of each nutritional consumption survey method. Apply nutritional consumption survey methods in the community		Discussion and assignment 2 X 50			0%
13	Able to understand nutritional status assessment using the food consumption survey method	Explain the basic concepts of nutritional consumption surveys using qualitative and quantitative methods. Explain the advantages and disadvantages of each nutritional consumption survey method. Apply nutritional consumption survey methods in the community		Discussion and assignment 2 X 50			0%
14	Able to analyze nutritional status assessments using vital statistics (measures of health statistics)	Explain techniques for assessing health statistics. Explain crude death rates. Explain birth rates. Explain morbidity rates		Discussions, lectures and assignments 2 X 50			0%
15	Able to analyze nutritional status assessments ecologically	Explaining socio-economic variables Explaining demographic variables Explaining cultural variables Explaining healthy foods for diseases		Discussion and assignment 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.