



**Universitas Negeri Surabaya
Vocational Faculty
D4 Culinary Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Culinary Nutrition	99999440602063		T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Lilis Sulandari, S.Pt., M.P.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																
	Program Objectives (PO)																																																																
	PO - 1	Able to have knowledge and culinary arts skills to contribute to the promotion of public health																																																															
	PLO-PO Matrix																																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="15"></td> </tr> <tr> <td>PO-1</td> <td colspan="15"></td> </tr> </table>															P.O																PO-1																																
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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" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">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 style="text-align: center;">✓</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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Short Course Description	This course contains the concept of nutrition which includes: definition, scope, types, functions, various factors that influence it, including the application of balanced nutrition to play a role in professional culinary arts; understanding for nutritional knowledge into culinary practices where food is prepared – processed in line with dietary guidelines and sociocultural norms; as well as providing nutrition education to chefs who have the ability to serve healthy food that contributes to the promotion of public health. Study of scientific principles related to food and its preparation with an emphasis on nutritional concepts in food preparation. An applied approach will demonstrate the principles and methods of food preparation in a food laboratory
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References	Main :	
		<ol style="list-style-type: none"> 1. A Taste of Culinary Nutrition Jenna Saidel Lebowich, MS, RDN Culinary Nutritionist & Owner, Cook Learn Live 2. Marcus Jacqueline B., 2013. Culinary Nutrition: The Science and Practice of Healthy Cooking. Highland Park, Illinois US. Academic Press is an imprint of Elsevier 225 Wyman Street, Waltham, MA 02451, USA The Boulevard, Langford Lane, Kidlington, Oxford, OX5 1GB, UK 3. Pope Culinary. https://klinksculinaryblog.weebly.com/
	Supporters:	
		<ol style="list-style-type: none"> 1. Almatier, Sunita. 2009. Prinsip Dasar Ilmu Gizi. Jakarta: PT. Gramedia Pustaka. 2. Hardinsyah dan Supariasa, I Dewa Nyoman. 2016. Ilmu Gizi, Teori & Aplikasinya. Jakarta: Penerbit Buku Kedokteran EGC 3. Kementerian Kesehatan RI. 2014. Pedoman Gizi Seimbang 4. Moehyi, S. 1992. Penyelenggaraan Makanan Institusi dan Jasa Boga. Penerbit. Bharata. Jakarta

Supporting lecturer	Dr. Ir. Asrul Bahar, M.Pd. Dra. Rahayu Dewi Soeyono, M.Si.
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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 basic concepts of nutrition	<ol style="list-style-type: none"> 1.Explain the meaning of nutrition 2.Explain the scope of nutrition 3.Explain the relationship between nutrition and food 	Criteria: Students get maximum marks if the answer is correct	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50			0%

2	Understand the function and metabolism of carbohydrates in the body	<ol style="list-style-type: none"> 1.Explain the meaning of carbohydrates 2.Explain the types of carbohydrates 3.Explain the function of carbohydrates 4.Explain carbohydrate metabolism in the body 	Criteria: Students get maximum marks if the answer is correct	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50		0%
3	Understand the function and metabolism of proteins in the body	<ol style="list-style-type: none"> 1.Explain the meaning of protein 2.Explain the types of proteins 3.Explain the function of proteins 4.Explain protein metabolism in the body 	Criteria: Students get maximum marks if students can answer correctly	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50		0%
4	Understand the function and metabolism of fat in the body	<ol style="list-style-type: none"> 1.Explain the meaning of fat 2.Explain the types and properties of fat 3.Explain the function of fat 4.Explain fat metabolism in the body 	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%
5	Understand the function and metabolism of vitamins in the body	<ol style="list-style-type: none"> 1.Explain the meaning of vitamins 2.Explain the types of vitamins 3.Explain the function of vitamins 4.Explain the metabolism of vitamins in the body 	Criteria: Students get maximum marks if they can answer correctly	Learning Method: discussion Learning Model: Problem Based Learning 2 X 50		0%
6	Understand the function and metabolism of vitamins in the body	<ol style="list-style-type: none"> 1.Explain the meaning of vitamins 2.Explain the types of vitamins 3.Explain the function of vitamins 4.Explain the metabolism of vitamins in the body 	Criteria: Students get maximum marks if they can answer correctly	Learning Method: discussion Learning Model: Problem Based Learning 2 X 50		0%
7	Understand the function and metabolism of macro and micro minerals in the body	<ol style="list-style-type: none"> 1.Explain the meaning of macro and micro minerals 2.Explain the types of macro and micro minerals 3.Explain the function of macro and micro minerals 4.Explain macro and micro mineral metabolism in the body 	Criteria: Students get maximum marks if they answer correctly Form of Assessment : Practice / Performance	Learning Method: discussion Learning Model: Problem Based Learning 2 X 50		0%

8	Understand the function and metabolism of macro and micro minerals in the body	<ol style="list-style-type: none"> 1.Explain the meaning of macro and micro minerals 2.Explain the types of macro and micro minerals 3.Explain the function of macro and micro minerals 4.Explain macro and micro mineral metabolism in the body 	Criteria: Students get maximum marks if they answer correctly	Learning Method: discussion Learning Model: Problem Based Learning 2 X 50		0%	
9	MIDTERM EXAM			2 X 50		0%	
10	MIDTERM EXAM			2 X 50		0%	
11	MIDTERM EXAM			2 X 50		0%	
12	Understand the nutritional content of food and the body's need for nutrients	<ol style="list-style-type: none"> 1.Explain the nutritional content contained in food ingredients. 2.Explain how to calculate the nutrient content in food ingredients 3.Explains how to calculate oil absorption conversion and cooking ingredient conversion. 	Criteria: Students will get maximum marks if they can answer the questions correctly	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50		0%	
13	Understand the nutritional content of food and the body's need for nutrients	<ol style="list-style-type: none"> 1.Explain the nutritional content contained in food ingredients. 2.Explain how to calculate the nutrient content in food ingredients 3.Explains how to calculate oil absorption conversion and cooking ingredient conversion. 	Criteria: Students will get maximum marks if they can answer the questions correctly Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Learning Method: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50	2 X 50	Material: The Role of Nutrition in the Culinary Field Library: <i>A Taste of Culinary Nutrition</i> Jenna Sidel Lebowich, MS, RDN Culinary Nutritionist & Owner, Cook Learn Live Material: Skills in food processing techniques as an important part of culinary arts and nutrition. Library: <i>Pope Culinary.</i> https://klinksulinaryblog.weebly.com/...	30%
14	<ol style="list-style-type: none"> 1.Understanding Various Culinary Professions 2.Understanding Professional Capacity Expertise in the field of Culinary Nutrition 3.Understanding the Capacity and Ability of Professional Expertise in the field of Culinary Nutrition 	<ol style="list-style-type: none"> 1.Explaining various professional professions in the culinary field 2.Explaining the Role of Professional Expertise in the Field of Culinary Nutrition 3.Explaining the Capacity and Ability of Professional Expertise in the field of Culinary Nutrition 4. 	Criteria: Students will get maximum marks if they can answer the questions correctly Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Learning Model: lecture, discussion and question and answer method Learning Model: Cooperative 2 X 50	2 X 50	Material: The Role of Nutrition in the Culinary Field Library: <i>A Taste of Culinary Nutrition</i> Jenna Sidel Lebowich, MS, RDN Culinary Nutritionist & Owner, Cook Learn Live Material: The role of nutrition, nutrition in the field of culinary studies. Reference: <i>Marcus Jacqueline B., 2013. Culinary Nutrition: The Science and Practice of Healthy Cooking.</i> Highland Park, Illinois US. Academic Press is an imprint of Elsevier 225 Wyman Street, Waltham, MA 02451, USA The Boulevard, Langford Lane, Kidlington, Oxford, OX5 1GB, UK	30%

15	<p>1.Understanding various professional professions in the culinary field</p> <p>2.Understanding the Capacity and Ability of Professional Expertise in the field of Culinary Nutrition</p>	<p>1.Explaining various professional professions in the culinary field</p> <p>2.Explaining the Role of Professional Expertise in the Field of Culinary Nutrition</p> <p>3.Explaining the Capacity and Ability of Professional Expertise in the field of Culinary Nutrition</p> <p>4.</p> <p>5.30</p>	<p>Criteria:</p> <p>1.Students will get maximum marks if they can answer the questions correctly</p> <p>2.35</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	<p>Learning Model: lecture, discussion and question and answer method</p> <p>Learning Model: Cooperative</p> <p>2 X 50</p>	<p>2 X 50</p>	<p>Material: The Role of Nutrition in the Culinary Field</p> <p>Library: <i>A Taste of Culinary Nutrition</i> Jenna Saidel Lebowich, MS, RDN <i>Culinary Nutritionist & Owner, Cook Learn Live</i></p> <hr/> <p>Material: The role of nutrition, nutrition in the field of culinary studies.</p> <p>Reference: <i>Marcus Jacqueline B., 2013. Culinary Nutrition: The Science and Practice of Healthy Cooking.</i> Highland Park, Illinois US. <i>Academic Press is an imprint of Elsevier 225 Wyman Street, Waltham, MA 02451, USA The Boulevard, Langford Lane, Kidlington, Oxford, OX5 1GB, UK</i></p> <hr/> <p>Material: Various Skills Related to Nutrition and Culinary Arts</p> <p>Library: <i>Pope Culinary.</i> https://klinksulinaryblog.weebly.com/...</p>	35%
16	Miss Rahayu Dewi is still in the process of revising	<p>1.Explain how to determine nutritional needs</p> <p>2.Explain the factors that influence nutritional needs</p>	<p>Criteria:</p> <p>Students will get maximum marks if they answer correctly</p>	<p>Learning Method: lecture, discussion and question and answer method</p> <p>Learning Model: Cooperative</p> <p>2 X 50</p>			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	31.67%
2.	Project Results Assessment / Product Assessment	31.67%
3.	Test	31.67%
		95.01%

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** 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.
- 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.