



**Universitas Negeri Surabaya
Faculty of Postgraduate School,
Master of Technology and Vocational Education Study Program**

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|-------------------|------------|---------------|---------------|-----|-----------|----------|------------------|
| Applied Nutrition | 8310103008 | | T=3 | P=0 | ECTS=6.72 | 2 | July 17, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---------------|--------------|----------------------------|----------------------------------|
| | | | Dr. Ir. Achmad Imam Agung, M.Pd. |

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| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|----|----|----|----|----|----|----|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <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> </table> | | | | | | | | | | | | | | | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | This lecture material discusses the concept of nutrition which includes the history of nutritional science, the meaning of nutrition, the function of nutrition, groups of nutrients; the role of nutrition in the life cycle which includes pregnant and breastfeeding mothers, fetuses and babies, toddlers, school age children, teenagers, adults and the elderly; Gzi for: health, intelligence, beauty, fitness and work productivity in individuals, families and society by reviewing accredited and/or reputable journals. The learning approach or method used in this course is lectures, presentations, group discussions, questions and answers and giving assignments in the form of journal studies, observation reports and journal reports. |
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| References | <p>Main :</p> <p>1. [1] Barker, D. 1998 . Mother, Babies, and Health in Later Life. London: Churchill Livingstones [2] Dawiesah, S.D. 1990. Nutrisi dan Kesehatan . Yogyakarta: Pusat Pangan dan Gizi Universtas Gajah Mada [3] Kementrian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional (BAPPENAS). 2011. Rencana Aksi Nasional Pangan dan Gizi 2011-2015 . Jakarta: BAPPENAS [4] Kementrian Kesehatan Republik Indonesia. 2012. Kerangka Kebijakan Gerakan Sadar Gizi dalam Rangka Seribu Hari Pertama Kehidupan (1000 HPK) Jakarta: Kemenkes [5] Mary, C. M (1997). Pocket Guide to Nutrition and Diet Therapy . Tennessee: Mosby Year Book [6] Sediaoetama, A.D (2000). Ilmu Gizi . Jakarta: Dian Rakyat [7] Suhardjo dan Clara M.K (1992). Prinsip-Prinsip Ilmu Gizi . Yogyakarta: Percetakan Kanisius [8] Sunita, A. 2001. Prinsip Dasar Ilmu Gizi . Jakarta: Gramedia Pustaka Utama [9] Syahmien, M. 1997. Pengaturan Makanan dan Diit untuk Penyembuhan Penyakit . Jakarta: Gramedia Pustaka Utama</p> <p>Supporters:</p> |
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| Supporting lecturer | Prof. Dr. Rita Ismawati, S.Pd., M.Kes. |
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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 | Ability to understand nutritional concepts | 1. Describe the history of nutritional science. 2. Describe the meaning of nutrition & nutritional science. 3. Identifying the function of nutrients 4. Grouping nutrients | | Group discussion using cooperative learning, question and answer 3 X 50 | online | | 5% |

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| 2 | Ability to understand nutritional concepts | 1. Describe the history of nutritional science. 2. Describe the meaning of nutrition & nutritional science. 3. Identifying the function of nutrients 4. Grouping nutrients | Criteria: 10 Form of Assessment : Participatory Activities | Group discussion using cooperative learning, question and answer 3 X 50 | | | 5% |
| 3 | Ability to understand nutritional problems | 1. Identify nutritional problems 2. Explain the causes of nutritional problems 3. Explain efforts to overcome nutritional problems | Criteria: 5 Form of Assessment : Participatory Activities | Presentations, group discussions using the Student Teams Achievement Divisions (STAD) method, questions and answers 3 X 50 | | | 5% |
| 4 | Ability to understand the role of nutrition in the life cycle (pregnant women, fetuses and breastfeeding mothers) | 1. Describe consumption patterns and nutritional adequacy figures for pregnant and breastfeeding mothers. 2. Measure the nutritional status of pregnant and breastfeeding mothers. 3. Identify factors that influence the nutritional status of pregnant and breastfeeding mothers. 4. Identify diseases caused by deficiencies and excesses of nutrients commonly experienced by mothers. pregnant and breastfeeding | Criteria: 1.5 2. Presentation, group discussion using the Student Teams Achievement Divisions (STAD) method, questions and answers 3 identification of diseases resulting from deficiencies and the excess of nutrients that can be experienced by Ibuhamil and executing groups of groups using metodestudentteamsachievementDivisions (STAD), Question and Answer, 3 x 50% 5 I and Children of Timbals 3. Measuring the Bayidan Nutrition Status and Toddler Children 4. Identify factors that influence the growth and development of infants and toddlers 5. Identify diseases resulting from deficiencies and excesses of nutrients commonly experienced by infants and toddlers. Group discussions using cooperative learning and question and answer Form of Assessment : Participatory Activities | Group discussions used the Student Teams Achievement Divisions (STAD) method, questions and answers, 3 X 50 | | | 10% |
| 5 | Ability to understand the role of nutrition in the life cycle (infants and toddlers) | 1. Describe the stages of growth and development of babies and toddlers 2. Identify consumption patterns and nutritional adequacy figures for babies and toddlers 3. Measure the nutritional status of babies and toddlers 4. Identify factors that influence the growth and development of babies and toddlers 5. Identify diseases caused by deficiencies and excesses of nutrients commonly experienced by infants and toddlers | Criteria: 50 Form of Assessment : Participatory Activities | Group discussion using cooperative learning, and 3 X 50 questions and answers | | | 5% |

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| 6 | Ability to understand the role of nutrition in the life cycle (school age children) | 1. Describe the growth and development of school-aged children 2. Identify food consumption patterns and nutritional adequacy rates for school-aged children 3. Measure the nutritional status of school-aged children 4. Identify factors that influence the growth and development of school-aged children 5. Explain diseases caused by deficiencies and excesses of nutrients commonly experienced by school-aged children | Form of Assessment : Participatory Activities | Group discussion using cooperative learning, and 3 X 50 questions and answers | online | | 5% |
| 7 | Ability to understand the role of nutrition in the life cycle (adolescents) | 1. Describe food consumption patterns and nutritional adequacy rates for adolescent children 2. Measure the nutritional status of adolescent children 3. Identify factors that influence the growth and development of adolescent children 4. Explain diseases caused by deficiencies and excesses of nutrients commonly experienced by teenagers | Criteria: 10 Form of Assessment : Participatory Activities | Group discussions used the Student Teams Achievement Divisions (STAD) method, questions and answers, 3 X 50 | online | | 10% |
| 8 | Ability to understand the role of nutrition in the life cycle (adults and elderly) | 1. Identify physical and psychological changes in the elderly. 2. Describe consumption patterns and nutritional adequacy rates for adults and the elderly. 3. Identify factors that influence the nutritional status of adults and the elderly. 4. Explains diseases caused by deficiencies and excesses of nutrients commonly experienced by adults and the elderly | Criteria: 10 Form of Assessment : Test | Group discussion using cooperative learning, and 3 X 50 questions and answers | | | 10% |
| 9 | U.S.S | 10 | Criteria: 10 Form of Assessment : Test | 3 X 50 | online | | 10% |
| 10 | Ability to review journals related to life cycle nutrition | Examining the theoretical and empirical concepts of journals related to life cycle nutrition | Criteria: 10 Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | online | | 5% |

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| 11 | Ability to understand the function of nutrition for health | 1. Describe the relationship between health and food and nutrition. 2. Explain the function of nutrition for health | Criteria: 5 Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | | | 5% |
| 12 | Ability to understand the function of nutrition for intelligence | 1. Describe the relationship between intelligence and food and nutrition. 2. Explain the function of nutrition for intelligence | Criteria: 5 Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | | | 5% |
| 13 | Ability to understand the function of nutrition for beauty | 1. Describe the relationship between beauty and food and nutrition. 2. Explain the function of nutrition for beauty | Criteria: 5 Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | | | 5% |
| 14 | Ability to understand the function of nutrition for fitness | 1. Describe the relationship between fitness and food and nutrition. 2. Explain the function of nutrition for fitness | Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | | | 5% |
| 15 | Ability to understand the function of nutrition for work productivity | 1. Describe the relationship between work productivity and food and nutrition. 2. Explain the function of nutrition for work productivity | Form of Assessment : Participatory Activities | Presentations, discussions using 3 X 50 problem-based learning | | | 5% |
| 16 | US | | Form of Assessment : Test | 3 X 50 | | | 10% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 70% |
| 2. | Test | 30% |
| | | 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

