



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																																																																		
MPK-Nutrition Care Program Planning	1321101101	Compulsory Study Program Subjects	T=1	P=0	ECTS=1.59	6	March 1, 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 plan patient nutritional interventions (Nutrition Intervention Planning) in a clinical setting in a hospital.																																																																							
	PO - 2	Students are able to plan monitoring and evaluation of patient nutritional care in clinical settings in hospitals.																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-9</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</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> </tr> </table>						P.O	PLO-8	PLO-9					PO-1							PO-2																																																			
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PO-2																																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="width: 100%; text-align: center;"> <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> <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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-2																																																																									
Short Course Description	This course discusses planning patient nutrition care services in clinical settings, namely in hospitals. This clinical nutrition care planning includes 1) planning nutritional interventions and 2) planning monitoring and evaluation of care. In this course, students gain learning experience through clinical internship activities in hospitals with various rotations, namely internal medicine, pediatrics, surgery, obstetrics and outpatient (polynutrition).																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> 1. Supariasa, I Dewa Nyoman dan Handayani, Dian. Asuhan Gizi Klinik. Jakarta: Penerbit Kedokteran EGC. 2. Suharyati. Penuntun Diet dan Terapi Gizi : Persatuan Ahli Gizi Indonesia dan Asosiasi Dietisien Indonesia. 2019. Jakarta: Penerbit Kedokteran EGC. 3. Penuntun Diet Anak. 2014. Jakarta: Penerbit FKUI. 4. Handayani, Dian dan Inggit Kusumastuty. 2020. Diagnosis Gizi. Malang: Penerbit UB Pers. 																																																																								
	Supporters:																																																																								
Supporting lecturer	Lini Anisfatus Sholihah, S.Gz., M.Sc.																																																																								
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	Students are able to examine the process of screening and assessing nutritional status for patients as a basis for planning nutritional services.	1. Students' accuracy in reviewing the process of screening and assessing nutritional status in patients in various conditions at the hospital. 2. Students demonstrated the process of screening and assessing nutritional status for patients in various conditions at the hospital.	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Students review the process of screening and assessing nutritional status in patients in various conditions at the hospital. Students demonstrate the process of screening and assessing nutritional status for patients in various conditions at the hospital. 1x50			5%
2	Students are able to formulate nutritional diagnoses according to terminology and based on nutritional assessment and screening data	The student's accuracy in formulating a nutritional diagnosis is appropriate to the case given	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment, Practice / Performance	Case study 1x50		Material: Nutritional diagnosis Bibliography: <i>Handayani, Dian and Inggit Kusumastuty. 2020. Nutrition Diagnosis. Malang: UB Press Publishers.</i>	5%
3	Students are able to formulate nutritional intervention plans (diet and nutritional education) as well as create monitoring and evaluation plans for nutritional care services	Students' accuracy in making diet intervention plans, behavior change intervention plans through various nutritional education methods (counseling or counseling), and monitoring and evaluation plans for nutritional care for patients.	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment, Practice / Performance	Case Study on campus 1x50		Material: Monev Library: <i>Handayani, Dian and Inggit Kusumastuty. 2020. Nutrition Diagnosis. Malang: UB Press Publishers.</i>	5%

4	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in the internal medicine stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the internal medicine stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in the internal medicine stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the internal medicine stage in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the internal medicine stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the internal medicine stage.</p> <p>3. The accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education, for hospital patients in the internal medicine stage.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients in the internal medicine stage.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice in Hospital patients		<p>Material: Diet for Diabetes Mellitus patients Reference: <i>Supriasa, I Dewa Nyoman and Handayani, Dian. Clinical Nutrition Care. Jakarta: EGC Medical Publishers.</i></p>	5%
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5	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in the internal medicine stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the internal medicine stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in the internal medicine stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the internal medicine stage in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the internal medicine stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the internal medicine stage.</p> <p>3. The accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education, for hospital patients in the internal medicine stage.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients in the internal medicine stage.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice in Hospital patients		<p>Material: Diet for Diabetes Mellitus patients</p> <p>Reference: <i>Supriasa, I Dewa Nyoman and Handayani, Dian. Clinical Nutrition Care. Jakarta: EGC Medical Publishers.</i></p>	10%
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6	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients at the children's stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the pediatric stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients at the children's stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients at the children's station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients at the pediatric station.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses in accordance with terminology based on screening and assessment data on hospital patients at the children's stage.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients at the pediatric stage.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients at the pediatric station.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients		<p>Material: Nutritional care for pediatric patients</p> <p>Reference: <i>Children's Diet Guide. 2014. Jakarta: FKUI Publisher.</i></p>	10%
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7	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients at the children's stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the pediatric stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients at the children's stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients at the children's station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients at the pediatric station.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses in accordance with terminology based on screening and assessment data on hospital patients at the children's stage.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients at the pediatric stage.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients at the pediatric station.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients		<p>Material: Nutritional care for pediatric patients</p> <p>Reference: <i>Children's Diet Guide. 2014. Jakarta: FKUI Publisher.</i></p>	10%
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8	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients at the children's stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the pediatric stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients at the children's stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients at the children's station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the surgical stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the surgical stage.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in the surgical stage.</p> <p>4. Students' accuracy and professionalism in formulating monitoring and evaluation plans for nutritional care services for hospital patients in the surgical stage.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients		<p>Material: Nutritional care for surgical patients.</p> <p>Reference: <i>Suharyati. Diet and Nutritional Therapy Guide: Association of Indonesian Nutritionists and Association of Indonesian Dietitians. 2019. Jakarta: EGC Medical Publishers.</i></p>	10%
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9	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients at the children's stage in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients at the pediatric stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients at the children's stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients at the children's station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the surgical stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the surgical stage.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in the surgical stage.</p> <p>4. Students' accuracy and professionalism in formulating monitoring and evaluation plans for nutritional care services for hospital patients in the surgical stage.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients			10%
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10	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in the obstetrics and gyn stage professionally.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the obsgyn stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in the obstetrics and gynecology stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the obsgyn station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the obstetrics and gyn stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the obsgyn station.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in the obsgyn station.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients at the obsgyn station.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients		<p>Material: Nutritional care for obstetrician patients.</p> <p>Reference: <i>Suharyati. Diet and Nutritional Therapy Guide: Association of Indonesian Nutritionists and Association of Indonesian Dietitians. 2019. Jakarta: EGC Medical Publishers.</i></p>	10%
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11	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in the obstetrics and gyn stage professionally.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the obsgyn stage in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in the obstetrics and gynecology stage in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the obsgyn station in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in the obstetrics and gyn stage.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in the obsgyn station.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in the obsgyn station.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for hospital patients at the obsgyn station.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients		<p>Material: Nutritional care for obstetrician patients.</p> <p>Reference: <i>Suharyati. Diet and Nutritional Therapy Guide: Association of Indonesian Nutritionists and Association of Indonesian Dietitians. 2019. Jakarta: EGC Medical Publishers.</i></p>	10%
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12	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the outpatient nutrition clinic in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in outpatient nutrition clinics.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in outpatient nutrition clinics.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in outpatient nutrition clinics.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for outpatient nutrition clinic DDI Hospital patients.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	<p>Practice on 1x50 Hospital patients</p>		<p>Material: Clinical nutritional care</p> <p>References: <i>Supriasa, I Dewa Nyoman and Handayani, Dian. Clinical Nutrition Care. Jakarta: EGC Medical Publishers.</i></p>	5%
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13	<p>1. Students are able to carry out nutritional screening and assessments on hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>2. Students are able to formulate nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>3. Students are able to formulate nutritional intervention plans, both diet and nutritional education, for hospital patients in outpatient nutrition clinics in a professional manner.</p> <p>4. Students are able to formulate a monitoring and evaluation plan for nutritional care services for hospital patients in the outpatient nutrition clinic in a professional manner.</p>	<p>1. Accuracy and professionalism of students in carrying out nutritional screening and assessments on hospital patients in outpatient nutrition clinics.</p> <p>2. Students' accuracy and professionalism in formulating nutritional diagnoses according to terminology based on screening and assessment data on hospital patients in outpatient nutrition clinics.</p> <p>3. Accuracy and professionalism of students in formulating nutritional intervention plans, both diet and nutritional education for hospital patients in outpatient nutrition clinics.</p> <p>4. Accuracy and professionalism of students in formulating monitoring and evaluation plans for nutritional care services for outpatient nutrition clinic DDI Hospital patients.</p>	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Practice on 1x50 Hospital patients			5%
14	Students are able to present the results of patient nutritional care planning at the hospital.	Students' accuracy in presenting performance presentations and answering questions during question and answer discussions.	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Test</p>	Demonstration presentation and 1x50 question and answer discussion			5%
15	Students are able to present the results of patient nutritional care planning at the hospital.	Students' accuracy in presenting performance presentations and answering questions during question and answer discussions.	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Test</p>	Test questions and answers. 1x50			10%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Portfolio Assessment	47.5%
3.	Practice / Performance	50%
4.	Test	15%
		100%

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** 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.
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.