
 Universitas Airlangga	<b>SEMESTER LEARNING PLAN</b>		<b>Prepared by</b>	<b>Examined by</b>	<b>Approved by</b>	<b>Document Registration Number</b>
	<b>SLP</b>		<b>(Person in Charge)</b>	<b>(Head of Bachelor Program / Head of Department)</b>	<b>Vice Dean I</b>	01/S1Kesmas/RPS/2019
	<b>Revision - Date</b>	<b>January 1<sup>st</sup>, 2019</b>	Siti Rahayu Nadhiroh, S.KM, M.Kes	Dr. Diah Indriani, S.Si., M.Si	Dr. Santi Martini, dr., M.Kes	
<b>Valid on Semester (odd/even) / Academic Year</b>	<b>Even Semester</b>					
<b>Faculty of Public Health</b>			(sign)	(sign)	(sign)	

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## A. DETAILS OF COURSE


<b>1. Course Name</b>	Nutrition Education
<b>2. Course Code</b>	EDM401
<b>3. Credits (SKS)</b>	3 (three) SKS
<b>4. Semester / Term</b>	VI (sixth)
<b>5. Study Program</b>	Bachelor of Public Health
<b>6. Student Learning Achievement</b>	After attending the course actively, students are expected to be able to understand the link between research, theory and practice in nutrition education, nutrition education design procedures based on theory and implementing nutrition education.
<b>7. Course Learning Achievement</b>	<ol style="list-style-type: none"> <li>1. Initiate written, oral and other types of communication</li> <li>2. Lead and participate in group to formulate specific public health issues</li> <li>3. Use media, technology, and network to disseminate information</li> <li>4. Decide relevant communication acts</li> <li>5. Present accurate information on demography, statistic, and scientific program to professional people</li> <li>6. Use group dynamic process to improve people's participation</li> <li>7. Describe private party's role in providing health service to people</li> <li>8. Inform program policy and resources to public</li> <li>9. Use group dynamic proses to improve people's role</li> </ol>
<b>8. Course Outline</b>	This course discusses the relationship of research, theory and practice (issues in nutrition education, determinants of diet and food choices, theoretical and research basis), theoretical nutrition education design procedures (steps 1-6), implementation of nutrition education (working with diverse populations best practice, public policy and ethics).
<b>9. Course Prerequisites (if any)</b>	None
<b>10. Instructor</b>	Siti Rahayu Nadhiroh, S.KM, M.Kes
<b>11. Teaching Assistants</b>	Siti Rahayu Nadhiroh, S.KM, M.Kes Lailatul Muniroh, S.KM, M.Kes Triska Susila Nindya, S.KM, MPH (Nutrition) Dini Ririn Andrias, S.KM, M.Sc Ira Nurmala, S.KM, MPH, Ph.D

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## B. TEACHING PROGRAM

Week	Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)	Study Materials	Teaching Methods	Additional Materials for Learning	Meeting Time	Course Objectives	Criteria and Indicator of Evaluation / Measurable Learning Outcome ( <i>hard dan soft skills</i> )	Mark / Grade / Percentage (%)	Reference Number  Ref. (nomor)
1	2	3	4	5	6	7	8	9	10
1	Students are able to explain problems in nutrition education	1. Problems in nutrition education: <ol style="list-style-type: none"> <li>Preface</li> <li>Importance of nutrition education</li> <li>Role and function of nutritional educators</li> <li>Context of nutrition education in promoting nutrition and public health</li> </ol> 2. Overview of diet option determinants and food:	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1 (Chapter 1 and 2)

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1	2	3	4	5	6	7	8	9	10
		a. Determinant related to food b. Determinant related to people c. Socio and environmental determinant d. Economic determinant e. Information rea f. Implication of nutrition education g. Implication of competence and expertise of nutrition education							

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1	2	3	4	5	6	7	8	9	10
2	Students are able to facilitate why and how an action is done	1. Focus on behaviour, action and nutritional practice education: <ol style="list-style-type: none"> <li>a. Understand determinants of changes in attitude and behavior</li> <li>b. Understand various influences on behavior</li> </ol> 2. Devise strategies for nutrition education: <ol style="list-style-type: none"> <li>a. Outline linking behavioural theory and education</li> </ol>	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communicati on skill 2. Teamwork		Required 1 (Chapter 3)

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<b>Week</b>	<b>Skills expected at the end of each learning phase (Sub-Course Achievement) (C, A, P)</b>	<b>Study Materials</b>	<b>Teaching Methods</b>	<b>Additional Materials for Learning</b>	<b>Meeting Time</b>	<b>Course Objectives</b>	<b>Criteria and Indicator of Evaluation / Measurable Learning Outcome (hard dan soft skills)</b>	<b>Mark / Grade / Percentage (%)</b>	<b>Reference Number Ref. (nomor)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
		b. Logical approach in nutrition education planning							
3	Students are able to explain basic theory and research	1. Increase awareness and motivation: a. Motivation for change in health behavior b. Health Belief Model c. Theory of behavior d. Interpret theory of behaviour in nutrition education strategies	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1 (Chapter 4, 5, 6)

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1	2	3	4	5	6	7	8	9	10
		2. Facilitate capacity to take action: <ol style="list-style-type: none"> <li>a. Understanding on action mediator and procedure of behavioural change</li> <li>b. Sosio-cognitive theory</li> <li>c. Self-regulation/self-efficacy models</li> <li>d. Food-related personal policy</li> <li>e. Transtheoretical and change stages</li> </ol>							

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1	2	3	4	5	6	7	8	9	10
		f. Translate behaviour theory into strategies facilitating into decision-making 3. Encourage motivation in different situations: a. Interpersonal domain b. Situational change on organization c. Activity on community level d. Strategies for improving encouragement							

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1	2	3	4	5	6	7	8	9	10
		and situational policy for action or behavioral change							
4	Students are able to explain design procedure of theory-based nutrition education	Analyze food-related and health issues which become the focus on behavioural change program: a. Identify issue and health needs b. Identify behavior and habits that contribute to health problems c. Determine objective of behavioural change as program focus	1. Lectures 2. Discussions 3. Presentations	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1 (Chapter 7)



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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
5	Students are able to explain design procedure of theory-based nutrition education	Identify potential mediator potential in the formulation of program objective and action: a. Social and cultural aspects affecting perception and attitude b. Relevant individual and community's strength c. Potential mediator with relevant party d. Factors of policy and environment e. Other characteristics and	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communicati on skill 2. Teamwork		Require d : 1 (Chapte r 8)

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1	2	3	4	5	6	7	8	9	10
		consideration of resources for program in giving intervention							
6	Students are able to choose theory, education philosophy, and program's components	Choose theory, education philosophy, and program's components: a. Choose a theory or model b. Explain nutrition education philosophy for program c. Link program perspective on nutrition content and use of learning materials from	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required : 1 (Chapter 9)

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1	2	3	4	5	6	7	8	9	10
		different resources d. Link need with approach as nutrition educator e. Choose component and program channel							
7	Students are able to translate behavioral theory into learning objective and strategy menterjemahkan teori	1. Translate behavioral theory into strategy and motivation for education: a. Set objective of nutrition education into action targets or behavior b. Write education program's	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required : 1 (10-13)

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1	2	3	4	5	6	7	8	9	10
		objective into action targets or behavior 2. Translate behavioral theory into educational strategy: a. Improve motivation for action b. Facilitate capacity to make decision c. Formulate strategy to encourage motivation from surrounding to action							
MID-TERM TEST									

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1	2	3	4	5	6	7	8	9	10
8	Students are able to plan evaluation of theory-based nutrition education	Plan evaluation of theory-based nutrition education: a. Definition of evaluation b. Type of evaluation c. Planning of evaluation process d. Planning of evaluation output	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required: 1 (Chapter 14)
9	Students are able to implement nutrition education	Implementation of nutrition education: a. Communicate effectively in group situation b. Other channels for nutrition education outside group	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1 (Chapter 15 and 16)

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1	2	3	4	5	6	7	8	9	10
10	Students are able to work with diverse population	Work with diverse population: a. Work with child, teenager and adult b. Work with groups of various cultures c. Illiterate audience	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communicati on skill 2. Teamwork		Required 1 (Chapter 17)
11	Students are able to explain best practice, public policy, and ethic	Best practice, public policy, and ethic: a. Ethic in nutrition education b. Participation with group coalition c. Nutrition advocacy and education	1. Lectures 2. Discussions	LCD and Whiteboard.	2x50 minutes		1. Communicati on skill 2. Teamwork		Required 1 (Chapter 18)

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1	2	3	4	5	6	7	8	9	10
		d. Educate policy maker in government							
12	Students are able to study nutrition-related problems	Study nutrition-related problems	1. Discussions 2. Presentations	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1
13.	Students are able to study nutrition-related problems	Study nutrition-related problems	1. Discussions 2. Presentations	LCD and Whiteboard.	2x50 minutes		1. Communication skill 2. Teamwork		Required 1
FINAL TERM TEST									

### C. REQUIRED TEXTS / REFERENCES / ESSENTIAL READINGS

#### Required Reading :

1. Contento, Isobel R. 2011. Nutrition Education: Linking research, theory, and practice. Sudbury: Jones and Bartlett Publisher, LLC