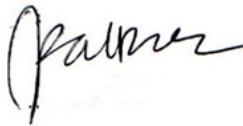


	SEMESTER LEARNING PLAN (RPS)	No of documents: FPTK-UPI-SAP-E0751-22
		Revisions: 01
	THERAPEUTIC DIET	Date: 27 October 2021
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Lecturer	TPK Study Program	Chairman of Culinary Education Study Program


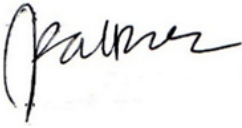


SEMESTER LEARNING PLAN

1. Course Identity

Dept/ Study Program : Culinary Education
 Name of Course : Therapeutic Diet
 Code of Course : BG 404
 Group of Course : Core Skill Course
 SKS Weight : 3 credits
 Level : S-1
 Semester : odds
 Semester : Basic Culinary, Nutrition Science
 Prerequisite :
 Status (mandatory/optional) : 2110 - Dr. Rita Patriasih, S.Pd., M.Si
 Lecturer Name and Code :

2. Course Description

This course is a Study Program Core Expertise Course (MKKIPS) which must be followed by undergraduate students of the Catering Education study program. The implementation of the lecture takes place through the appreciation of the process of discovery or drafting of concepts as a process skill with expository learning experiences, discussions, problem solving and practice. This course explains (1) the basic concepts of Therapeutic Diet, (2) Hospital food standards, (3) Calculating, determining and analyzing energy, protein, carbohydrate and fat requirements, (4) Determining reducing diets, (5) Planning and organizing providing diet for diseases of the digestive tract, heart, blood vessels, diabetes, liver, gallbladder, kidney, urinary tract and low purines, caused by infection, nutritional deficiency, and degenerative is

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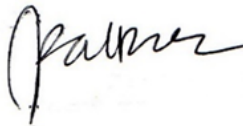


equipped with the principles and requirements of the diet. Learning emphasizes student activities through discussion activities, problem solving, optimizing practicums equipped with literacy through relevant and up-to-date sources. Discussion of the problem is carried out jointly by lecturers and students, ending with the elaboration of the lecture material by the lecturer in charge of the course. Assessment of learning outcomes is carried out through UTS, UAS, structured assignments, skills and attendance tests. ending with the elaboration of the lecture material by the lecturer in charge of the course. Assessment of learning outcomes is carried out through UTS, UAS, structured assignments, skills and attendance tests. ending with the elaboration of the lecture material by the lecturer in charge of the course. Assessment of learning outcomes is carried out through UTS, UAS, structured assignments, skills and attendance tests.

3. Study Program Learning Outcomes (CPPS)

- S Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics;
- P3 Proficient in theoretical concepts of Culinary Arts education
- KU Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding to their area of expertise;
- KK3 Can apply various food processing in accordance with food processing principles
- KK4 Can create innovation and creativity of culinary arts products

4. Course Learning Outcomes (CPMK)


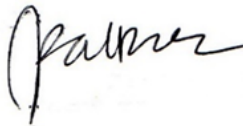


- M1 Understand the basic concepts of therapeutic diet
- M2 Understanding hospital food standards

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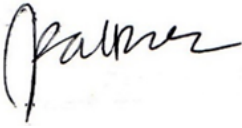


M3 Calculate nutritional status and determine reducing diet
 M4 Calculating the need for energy, protein, carbohydrates and fat .
 M5 Counting food ingredients in exchange
 M6 Organizing diet dishes according to nutritional needs and disease cases

5. Description of Lesson Plan


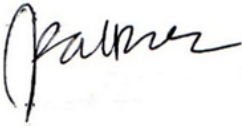


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
1.	Sub CPMK: M1.Understand the basic concepts of Diet Therapy Indicator:	Basic Concepts of Therapeutic Diet: 1. Definition of Therapeutic Diet 2. Use diet	Learning approaches: Conceptual approach: directing students to master	150'	Synchronous - Students and lecturers through zoom explore their perceptions of the concept of therapeutic diet and determine independent study rules	Activities in discussions and oral quizzes at the end of the lecture	Almtsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian.

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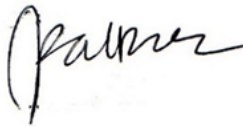


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	1. Able to explain the meaning of therapeutic diet (C1) 2. Able to describe the use of therapeutic diet (C2) 3. Able to examine the factors that affect the state of human nutrition. (C3) 4. Able to form an opinion about the concept of infectious, degenerative and degenerative diseases (A4)	3. Factors that affect nutritional status 4. The concept of infectious, deficient and degenerative diseases	the concept correctly with the aim of avoiding conceptual errors (misconceptions). Lecture Forms: Synchronous Asynchronous Learning methods: - Synchronous: Meeting via zoom - Asynchronous: Self study via SPOT.upi.edu -		- Lecturers deliver RPS to students as a guide learning - Students are asked create whatsapp groups Asynchronous - Students are asked to fill out the initial questionnaire via the google form - Students are asked browse on SPOT.upi.edu to download materials lectures provided in the form of ppt, video, audio, etc - Students conduct self-study and explore more reading materials related to the basic concepts of therapeutic diet.		Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Sitiatava Rizema Putra. Introduction to Nutrition and Dietetic Science. Publisher: D-Medika. 2013

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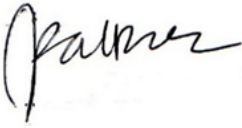


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
2.	Sub CPMK: M2. Understand hospital food standards and exchange meals Indicator 1. Able to explain ordinary food standards (C1) 2. Able to classify hospital food (C3) 3. Able to compare liquid food and food through a pipe (C4) 4. Able to combine exchange food ingredients (C5) 5. Able to form an opinion on the need for exchange food ingredients (A4)	a. Hospital Food Standard b. Grocery Exchange	Learning approaches: Conceptual approach: directing students to master the concept correctly with the aim of avoiding conceptual errors (misconceptions). Lecture Form: Asynchronous Learning methods: - Self study via SPOT.upi.edu - Discussion forums (group discussion)	150'	Asynchronous - Students are asked explore in SPOT.upi.edu for download material regarding hospital food standards and exchange food materials through DKBM which are provided in the form of PPT and links - Students do self study and explore more lots of reading material related to hospital food standards and exchange food materials through DKBM - Students follow discussion forums (groups) on WAG initiated by	Activities in discussions and oral quizzes at the end of the lecture	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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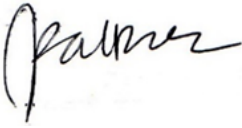


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
					lecturer		
3.	<p>Sub CPMK: M3. Determination of Nutritional Status and Reducing Diet</p> <p>Indicator:</p> <ol style="list-style-type: none"> 1. Able to explain the concept of energy in the body (C1) 2. Able to describe the basic concepts of Nutritional Status through BMI (C2) 3. Able to calculate Nutritional Status (C2) 4. Able to explain the principle of reducing diet (C2) 5. Able to determine Basal Metabolic Rate (C3) 6. Able to diagnose BBI and BMI (C4) 	<p>Determination of Nutritional Status and Reducing Diet:</p> <ol style="list-style-type: none"> a. The concept of energy in the body b. Basic Concepts of Nutritional Status through BMI c. Principles of Reducing Diet d. Principle of Basal Metabolic Rate (BMR) <p>b. Determination of Reducing Diet</p>	<p>Learning approach: Conceptual approach: directing students to master the concept correctly with the aim of avoiding conceptual errors (misconceptions). Lecture Form: Synchronous Asynchronous</p> <p>Learning methods:</p> <ul style="list-style-type: none"> - Synchronous: Gaze at Maya via zoom - Asynchronous: Self study via SPOT.upi.edu 	150'	<p>Synchronous Student together lecturer via zoom explore his perception of the concept of determining nutritional status and reducing diet.</p> <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to watch the learning video about energy through the right. - Students are asked explore in SPOT.upi.edu for download material lectures provided in the form of ppt, video, audio, etc - Students conduct self-study and explore more reading materials related to the 	<p>Activities in discussions and completing tasks to calculate nutritional status</p>	<p>Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.</p>

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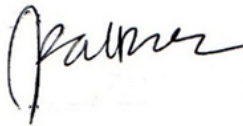


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	7. Able to form opinions about BMI (A4) 8. Able to determine Reducing Diet (P5)				concept of nutritional status and reducing diet		
4.	Sub CPMK: M4. Determination of Energy, Protein, Carbohydrate and Fat Needs Indicator: 1. Able to explain the basic concept of energy demand (C1) 2. Able to describe the factors that affect the need for Energy (C2) 3. Able to count (Cj2) 4. Able to calculate protein requirements (C2) 5. Able to calculate fat requirement (C2)	Determine the need for Energy, Protein, Fat and Carbohydrates a. The basic concept of energy in the body b. Factors that affect Energy requirements c. Calculating Energy requirements 2. Calculating Protein Needs. 3. Calculating fat requirements 4. Calculating Carbohydrate needs	Contextual approach by linking material with real world situations. Lecture method, question and answer, discussion.	150'	Listening to the lecturer's explanation, discussing the concept of E, P, L KH needs and calculating the E, P, L and KH needs respectively.	Activities in discussion and completing tasks calculating the needs of E, P, L and KH	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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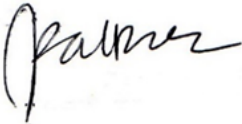


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	6. Able to calculate carbohydrate needs (C2)						
5	Sub CPMK: M5. Counting exchange food ingredients. Indicator: 1. Able to understand Indonesian Food Composition Table 2. Able to understand the recommended daily meal 3. Able to divide daily mealtime 4. Able to calculate daily Calorie Control	Determining Exchange Materials a. Indonesian Food Composition Table b. Daily Meal Suggestion c. Daily Meal Time d. Calorie Control Calculation	Learning approach: Conceptual approach: directing students to master the concept correctly with the aim of avoiding conceptual errors (misconceptions). Lecture Form: Synchronous Asynchronous Learning methods: - Synchronous: Gaze at Maya via zoom - Asynchronous: Self study via SPOT.upi.edu	150'	Synchronous Student together lecturer via zoom explore his perception of the concept of determining the status of exchange foodstuffs Asynchronous - Students are asked to watch the learning video about energy through the right. - Students are asked explore in SPOT.upi.edu for download material lectures provided in the form of ppt, video, audio, etc	Activities in the discussion and completing the task of calculating the exchange food ingredients	

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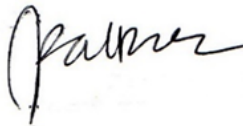


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
					- Students conduct self-study and explore more reading materials related to the concept of exchange food ingredients		
6	Sub CPMK: M5. Holding a Regular Diet, a High Protein High Energy Diet (ETPT) and a Low Energy Diet (DER) Indicator: 1. Able to explain the concept of Underweight (C2) 2. Able to differentiate between regular diet, high energy diet and low energy diet (C2) 3. Able to analyze the purpose of giving Ordinary diet and ETPT (C2)	High Energy and Low Energy Diet a. Underweight Basic Concepts. b. The concept of the Ordinary Diet and the ETPT diet c. The purpose of giving the Ordinary diet and the ETPT diet d. Requirements for the Ordinary diet and the ETPT diet e. Suggested eating a day Ordinary diet and ETPT diet	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to the lecturer's explanation, discussing the concept of underweight and designing the arrangement of dishes for the ETPT diet.	Activities in discussion and completing group assignments designing ETPT diet practice plans	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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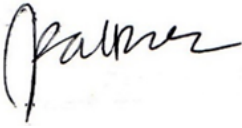


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	4. Able to comply with the requirements of the Ordinary diet and ETPT (A1) 5. Able to adjust eating recommendations with the requirements of the Ordinary diet and ETPT (C3) 6. Able to design Regular & ETPT diet menu (P2) 7. Able to choose food ingredients for Ordinary and ETPT diet (A2) 8. Able to change the exchange unit for Regular and ETPT diet food ingredients (A4) 9. Able to manage the implementation of Regular and ETPT diet dishes (P5)	f. Designing menus for the Regular diet and the ETPT diet g. Manage the administration of the Ordinary diet and the ETPT diet					
7	Sub CPMK: M5. Holding a Regular Diet, a High Protein High Energy Diet	a. The Basic Concept of Overweight b. DER Diet Concept.	Process approach; students are given the opportunity to live the discovery process, develop thinking	150'	Listening to lecturers' explanations, discussing the concept of overweight and	Activities in discussion and completing group	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and

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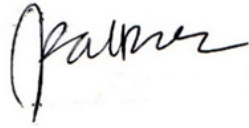


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	(ETPT) and a Low Energy Diet (DER) Indicator: 1. Able to explain the concept of Overweight (C2) 2. Able to analyze the purpose of giving the DER diet (C2) 3. Able to comply with DER dietary requirements (A1) 4. Able to adjust eating recommendations with DER (C3) dietary requirements 5. Able to design menu for DER diet (P2) 6. Able to choose food ingredients for the DER diet (A2) 7. Able to change the DER diet food ingredient exchange unit (A4) 8. Able to manage the administration of DER diet dishes (P5)	c. The purpose of giving the DER diet d. DER diet conditions e. Suggested eating a day on the DER diet f. Designing a menu for the DER diet g. Manage the administration of the DER diet meal	skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments		designing meals for the DER diet.	assignments designing DER diet practice planning	the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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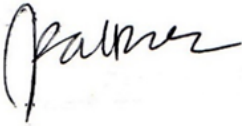


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8	UTS			150'			
9.	Sub CPMK: M7. Organize the Digestive Tract Diet Indicator: 1. Able to explain the concept of digestive tract disease diet (C2) 2. Identify types of digestive tract diseases based on their symptoms (C1) 3. Be able to differentiate between spastic constipation diet and atonic constipation (C2) 4. Able to analyze the purpose of giving digestive tract disease diet (C2)	Gastrointestinal Disease Diet a. Basic concepts of digestive tract disease b. Types of digestive tract diseases c. Selection of food ingredients that may, may not and is recommended for cases of digestive tract disease. d. Menu design for digestive tract disease diet.	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to the lecturer's explanation, discussing the concept of digestive tract disease and designing the arrangement of dishes for the digestive tract diet in groups	Activities in discussion and completing group assignments design planning practice of digestive tract disease diet	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Bhaskar Banrjee. Nutritional Management of Digestive Disorders. Published by Taylor and

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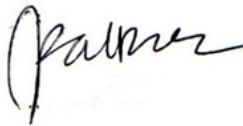


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	5. Able to comply with dietary requirements for digestive tract diseases (A1) 6. Able to adjust eating recommendations with dietary requirements for digestive tract diseases (C3) 7. Able to design menus for digestive tract disease diet (P2) 8. Able to choose food ingredients for digestive tract disease diet (A2) 9. Able to change the unit of exchange of food ingredients for digestive tract disease diet (A4) 10. Able to manage the administration of digestive tract disease diet dishes (P5)						Francis Group. 2010. Q. Ashton Acton. Issues in Eating Disorders, Nutrition, and Digestive Medicine: 2011 Edition. Published by: Scholarly Editions. 2011

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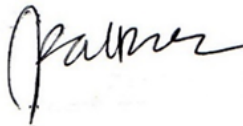


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
10.	Sub CPMK: M8. Organizing a Heart and Blood Vessel Diet Indicator: 1. Able to explain the basic concepts of heart and blood vessel disease (C1) 2. Able to identify blood pressure classification (C1) 3. Able to describe various diseases related to the heart and blood vessels (C2) 4. Able to express symptoms of cholesterol, hypertension and stroke (C2)	Diet for Blood Vessels and Heart Diseases: a. Concept of heart and blood vessel disease. b. Various types of blood vessel disease diet. a. Low salt and low cholesterol diet.	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to the lecturer's explanation, discussing the concept of heart and blood vessel disease.	Activities in discussions and completing group assignments design planning practice of heart and blood vessel disease diet	Almtsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Idea Base. For a Healthy Heart. Publisher: Flex Media Komputindo. 2010 Kay Hersom. Heart Healthy Diet: The Beginners Guide to Eating Heart Smart! Hersom

	SEMESTER LEARNING PLAN (RPS)	No of documents: FPTK-UPI-SAP-E0751-22
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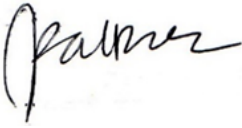


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
							House Publishing. 2013
11	Sub CPMK: M8. Organizing a Heart and Blood Vessel Diet Indicator: 1. Able to describe the purpose of the heart and blood vessel diet (C1) 2. Able to comply with dietary requirements of the heart and blood vessels (A1) 3. Able to apply the recommendation of a heart and blood vessel diet a day (C5) 4. Able to design menus for heart and blood vessel diet (P2) 5. Managing the administration of the heart and blood vessel diet (P5)	Develop a diet plan for hypertension and heart disease. a. The purpose of giving the heart and blood vessel diet b. Requirements for the diet of the heart and blood vessels c. Suggested eating a day diet heart and blood vessels d. Designing a menu for the heart and blood vessel diet e. Manage the administration of the DER diet meal	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to lecturers' explanations and designing meals for the group's diet for heart and blood vessel disease	Activities in discussions and completing group assignments design planning practice of heart and blood vessel disease diet	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Idea Base. For a Healthy Heart. Publisher: Flex Media Komputindo. 2010 Kay Hersom. Heart Healthy Diet: The Beginners Guide

	SEMESTER LEARNING PLAN (RPS)	No of documents: FPTK-UPI-SAP-E0751-22
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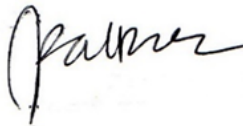


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
							to Eating Heart Smart! Hersom House Publishing. 2013
12	Sub CPMK: M9. Organizing a Diabetes Mellitus (DM) Diet Indicator: 1. Able to explain the basic concepts of DM (C1) 2. Able to identify DM classification (C1) 3. Able to express symptoms of DM (C2) 4. Able to adjust eating recommendations for various types of DM (C3) diet 5. Able to describe the goals of DM diet (C1) 6. Able to comply with dietary requirements of the heart and blood vessels (A1)	Diabetes Mellitus Diet a. The concept of Diabetes Mellitus (DM) b. DM disease classification c. Symptoms of DM d. Suggestions for eating to share the type of diet DM e. DM diet goals f. DM Diet Terms g. Designing a menu for DM h. Managing the administration of the DM diet.	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to lecturers' explanations, discussing the concept of DM disease and designing meals for various types of DM diet in groups	Activities in discussion and completing group assignments designing a DM diet practice plan	Almtsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Emmanuel C Opara., Sam Dagogo Jack. Nutrition and Diabetes: Pathophysiology and Management. CRC Press. 2019

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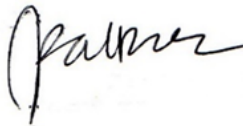


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	7. Designing a menu for the DM diet (P2) 8. Managing the administration of DM diet dishes (P5)						
13	Sub CPMK: M10. Organizing the Liver and Gallbladder Diet Indicator: 1. Able to explain the basic concepts of liver and gallbladder disease (C1) 2. Able to express symptoms of liver and gallbladder disease (C2) 3. Able to compose menus for liver and gallbladder diet (C6) 4. Able to comply with liver and gallbladder dietary requirements (A1)	Liver and gallbladder disease diet a. basic concepts of liver and gallbladder disease b. Symptoms of liver and gallbladder disease c. compose a menu for the liver and gallbladder diet d. liver and gallbladder dietary requirements e. food ingredients for diet for liver and gallbladder disease f. liver and gallbladder diet food exchanger g. Designing a menu for the liver and gallbladder diet	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to the lecturer's explanation, discussing the concept of liver and gallbladder disease and designing the arrangement of dishes for the diet of various liver and gallbladder diseases in groups.	Activities in discussion and completing group assignments design planning practice of liver and gallbladder disease diet	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010. Ronald Ross Watson, Victor R. Preedy. Dietary Interventions in Liver Disease: Foods, Nutrients, and Dietary

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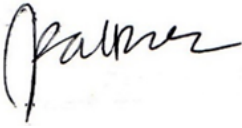


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	5. Selecting foodstuffs for the diet of liver and gallbladder disease (A2) 6. Change the unit of exchange for liver and gallbladder dietary food ingredients (A4) 7. Design a menu for the liver and gallbladder diet (P2). 8. Managing the administration of the liver and gallbladder diet (P5)	h. maintenance of liver and pocket diet dishes					Supplements. Academic Press. 2019.
14	Sub CPMK: M11. Organizing a kidney and urinary tract disease diet Indicator: 1. Able to explain the basic concepts of kidney and urinary tract disease (C1) 2. Able to express symptoms of kidney and urinary tract disease (C2)	Kidney and urinary tract disease diet a. basic concepts of kidney and urinary tract disease b. and urinary tract c. compiling a menu for a kidney and urinary tract diet	Process approach; students are given the opportunity to live the discovery process, develop thinking skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments	150'	Listening to the lecturer's explanation, discussing the concept of kidney and bladder disease as well as designing meals for diets for various kidney and bladder diseases in groups.	Activities in discussion and completing group assignments design planning practice diet for kidney and urinary tract diseases	Almtsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	3. Able to compose menus for kidney and urinary tract diet (C6) 4. Able to comply with kidney and urinary tract dietary requirements (A1) 5. Choosing food for kidney and urinary tract diet (A2) 6. Changing the exchange unit for kidney and urinary diet food ingredients (A4) 7. Designing a menu for a kidney and urinary tract diet (P2) 8. Managing the administration of a kidney and urinary tract diet (P5)	d. kidney and urinary tract dietary requirements e. food ingredients for kidney and urinary tract diet f. kidney and urinary tract food exchange unit g. Designing a menu for a kidney and urinary tract diet h. administration of kidney and urinary tract diet					Bharat V Shah. Kidney Disease and Nutrition – ECAB. Published Mrs. Elsevier. 2011. Hiromichi Suzuki, Paul L. Kimmel. Nutrition and Kidney Disease: A New Era. Published by Carger. 2016
15	Sub CPMK: M 12. Organizing a low-purine disease diet Indicator:	Purine Disease Diet a. basic concept of purine disease	Process approach; students are given the opportunity to live the discovery process, develop thinking	150'	Listening to the lecturer's explanation, discussing the concept of low-purine disease and designing meals for a low-purine diet in groups.	Activities in discussion and completing group assignments	Almatsier, S. Diet Guide. Installation of Nutrition Perjan RSCM and the Association of

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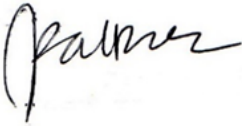


Meeting	Learning Outcome Indicator	Study Modules	Learning Format	time	Learning Experience	Assignment and evaluation	Reference
	1. Able to explain the basic concept of purine disease (C1) 2. Able to express symptoms of purine disease (C2) 3. Able to arrange menu for purine diet (C6) 4. Able to comply with purine diet requirements (A1) 5. Able to choose food ingredients for purine diet (A2) 6. Able to change the unit of exchange of food ingredients for kidney and urinary tract diet (A4) 7. Able to design menu for purine diet (P2) 8. Able to manage the administration of purine diet dishes (P5)	b. purine disease symptoms c. compiling a menu for the purine diet d. dietary requirements e. Choosing food ingredients for the purine diet f. Changing the purine diet food ingredient exchange unit g. Designing a menu for a diet h. Managing the administration of purine diet dishes	skills and train psychomotor. Lectures, questions and answers, small group discussions, group work and experiments			design a low-purine diet practice plan	Indonesian Dietitian. Publisher : PT Gramedia Pustaka Utama. Jakarta. 2010.

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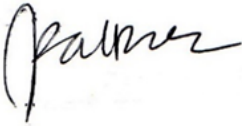


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- Ronald Ross Watson, Victor R. Preedy. Dietary Interventions in Gastrointestinal Diseases: Foods, Nutrients, and Dietary Supplements. Academic Press. 2019.

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Ronald Ross Watson, Victor R. Preedy. Dietary Interventions in Liver Disease: Foods, Nutrients, and Dietary Supplements. Academic Press. 2019.

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