

Institut Pertanian Bogor * University of Wisconsin

GRADUATE EDUCATION PROJECT



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Report No. 15

ROACH

REPORT OF SHORT-TERM CONSULTANT
ON
COMMUNITY NUTRITION AND FAMILY RESOURCES
TO
INSTITUT PERTANIAN BOGOR (IPB)

BY

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ACKNOWLEDGMENTS

The USAID IPB-UW Graduate Education Project provides a unique opportunity for individuals to become immersed in an unfamiliar culture. I wish to express my gratitude to the IPB Administration, Dr. John Murdock as Project Director, and Mrs. Fatma Rahardjo for making this experience possible. Not only do I feel that I have made a contribution toward the academic development of the Community Nutrition and Family Resources Department, but I also feel that IPB and GMSK in particular have made a tremendous contribution toward my personal growth and development.

I sincerely appreciate the efforts put forth by the faculty members who participated in the Child Development Seminar which I conducted. In particular, I wish to commend Ibu Emmy Karsin and Ibu Sri Rihati Kusno for their determination and thoroughness in completing their independent research projects.

In addition, I wish to thank Ibu Hartanti Santoso and Ibu Suprihatin Guhardja for their assistance and willingness to take on additional responsibilities and make adaptations in the family-related courses. I must also acknowledge the tireless assistance of Ibu Ratna Megawangi in accompanying me on visits to villages in the process of furthering my own understanding of child-rearing practices in Indonesia. Discussions during my six-month consultancy with Pak Suhardjo, Department Head and Pak Khumaidi have taught me a great deal about the educational process and curricular development. Finally, I wish to express my personal appreciation to Diane Barrett and Jeri Pigott for their abilities to work together with me in order to accomplish our set goals. One could not ask for a more cooperative group of staff members. The friendships which I have developed in Indonesia will continue throughout my lifetime.

Table of Contents

| | <u>Page</u> |
|--|-------------|
| I. Duration of Consultant's Visit..... | 1 |
| II. Objectives of Visit..... | 1 |
| III. Consultant's Activities..... | 1 |
| A. S ₂ Curriculum..... | 1 |
| Departmental Identity..... | 2 |
| Overall Curricular Changes..... | 3 |
| Specific Course Changes..... | 4 |
| B. Staff Development..... | 6 |
| Develop and Teach Course on Nutrition and Child Development..... | 6 |
| Counterpart Training in Child Development Course..... | 6 |
| Supervise Faculty Research Projects..... | 7 |
| Strengthen Family-Related S ₁ Courses..... | 8 |
| Prepare for Staff Training in Child Development Course..... | 9 |
| C. Research..... | 11 |
| IV. Recommendations for Research..... | 13 |
| V. Recommendations for the Curriculum..... | 14 |
| VI. IPB Links with the University of Wisconsin..... | 15 |

Appendices

| | |
|---|----|
| A. S ₂ Curriculum..... | 16 |
| B. Nutrition and Child Deveopment Course Syllabus..... | 18 |
| C. GMSK Faculty..... | 20 |
| D. Revised S ₁ Course Outline for IKK 213..... | 21 |
| E. Revised S ₁ Course Outline for IKK 331..... | 24 |
| F. Research Framework for GMSK..... | 26 |

I. Duration of Consultant's Visit

The consultant left the United States on August 16, 1982, arrived in Indonesia on August 18, and left Indonesia on January 19, 1983.

II. Objectives of Visit

The objectives of the visit as defined by the Department of Community Nutrition and Family Resources (Gizi Masyarakat dan Sumberdaya Keluarga or GMSK), Institut Pertanian Bogor (IPB) were:

- A. Development of a two-year S_2 curriculum (Master's degree equivalent) on Community Nutrition and Family Resources.
- B. General staff development particularly through the preparation of lecture notes and teaching of a graduate level course on Nutrition and Child Development as well as reviewing courses in Family Resources being taught at the S_1 level (Bachelor's degree equivalent) and providing assistance in strengthening them as a foundation for the S_2 level program.
- C. Encouragement of staff and student research as a priority for the development of Department GMSK.

III. Consultant's Activities

A. S_2 Curriculum (See Appendix A)

The consultant worked with the staff of GMSK and two other project associates, Diane Barrett and Jeralyn Pigott on the preparation of the final proposal for the S_2 curriculum. Previous contributions initially by Dr. Celia Jean Weidemann and later by Dr. Nancy Johnson, in addition to considerable staff input, provided a strong framework upon which to build. Staff capabilities were carefully assessed and expectations of the possible backgrounds of incoming S_2 students were determined. For complete descriptions of these as well as an informative history of the department, the reader is advised to refer to the August 1982 project report of the consultant, Diane Barrett. More specifically, course syllabi of courses recommended for the S_2 degree were assessed for completeness and overlap; meetings were held between the consultants and course instructors both within and outside of

Department GMSK; and additional relevant courses from related departments were evaluated and considered. During the time of the consultant's visit, the following revisions occurred in the proposed S₂ curriculum which will be presented to IPB in January 1983:

1. Development of new departmental identity

Frequent discussions with staff members were held to determine the program strengths and limitations as well as to clarify the overall objectives of GMSK as a unique department. It was again confirmed that the needs of rural families would form the foundation of the instructional curriculum. As stated in Celia Jean Weidemann's report "the mission of the Department should be to promote economic and social development in the rural areas through emphasizing knowledge, skills, and attitudes related to production, consumption, and management of human and material resources." For the present time, the program emphasis will be on community nutrition although several courses in the family resources area will also be required. Without additional staff training, it is simply not possible to offer separate S₂ degrees in the two disciplines.

Examination of the August 1982 version of the proposed S₂ curriculum revealed that 57% of the required courses were offered by the Community Nutrition and Family Resources Department whereas 43% of the courses were offered by other departments. In the process of determining its own identity, a reanalysis of the department strengths and objectives indicated that a higher percentage of coursework should and could be provided by GMSK. Therefore, it was decided that only those courses which the staff of GMSK was not qualified to teach and which were still necessary for the adequate training of students would be required outside of the department. Only three courses met these requirements: Statistics, Methodology of Social Research, and Physiology and Biochemistry of Nutrition. Students could, if they so desired, elect to take two additional courses outside of the department in order to fulfill their credit requirements. Thus the final breakdown of credits in the proposed curriculum includes between 61% and 76% of the courses within the department as compared with a total of between 24% and 39% of the courses outside of the Department GMSK.

2. Overall curricular changes

a. Principles of nutrition

It was decided that students who lack a general knowledge about nutrition would be required to enroll in a special 0-credit course as a prerequisite to acceptance in the graduate program. This course covering the basic Principles of Nutrition would be offered during the summer prior to the first semester of the graduate program. It would be team taught by several of the lecturers and senior lecturers in the Department GMSK. Provision of this course would serve to equalize the students' background to the extent that graduate courses would not need to cover basic information at the introductory level. Some students may be entering GMSK from nutrition-related fields but lack the fundamental knowledge of nutrition that is necessary to begin a graduate program. This course will help to compensate these students.

b. Opportunity for electives

In the original curriculum, all students were required to follow the same schedule of courses. In the revised curriculum the first and fourth semesters are still fixed but both the second and the third semesters include the opportunity for one elective each. The notion of electives was introduced in order to:

1. Permit additional flexibility in the S_2 curriculum.
2. Accomodate students of different educational backgrounds.
3. Adapt more easily to student personal interests and aspirations.

At the present time the electives are limited to a choice between two alternatives rather than a complete freedom of choice. During the second and third semesters a student may decide either to take a course offered by the department or to go outside to the Department of Rural Sociology. Depending on the student's background and interests, either Nutrition and Child Development or Demography would be taken during the second semester. Similarly, the student would choose between Family Health and the Environment or Basic Principles of Planning and Policy of Rural Development for the third semester elective.

c. Total curricular credits

The previous curriculum consisted of a total of 44 credits. The current version requires only 41 credits. Since other departments at IPB require between 36 and 48 credits in their S_2 curricula, it was

felt that a total of 41 credits was still comfortably within this range. It was decided that the first semester should include only three rather than four separate courses because of the additional burden involved with field work experience.

3. Specific course changes

Following a careful review of the previously proposed curriculum, several changes were initiated:

a. The course on the Methodology of Social Research which is taught by Pak Sayogyo in the Department of Rural Sociology will be offered during the second semester rather than the third semester as previously expected. This change was welcomed by GMSK since it permits students to begin work on their research proposals at an earlier point in the program. However, this change forced the department to reschedule several other courses in order to conform to the new schedule.

b. It was determined that the course, Family Sociology, taught by Ibu Pujiwati Sayogyo in the Department of Rural Sociology would no longer be a requirement for the S_2 degree in the Department of Community Nutrition and Family Resources. This decision was based on the realization that an additional course in the Rural Sociology Department, SPD 521, was a necessary prerequisite for the Family Sociology course. Although the course might be particularly relevant for those students who emphasize the Family Resources component of the S_2 degree, it was agreed that it was not possible to require the addition of yet another course outside of the GMSK department as part of the graduate degree. It is quite conceivable, however, that both the prerequisite course and the Family Sociology course might become a part of the curriculum at a later date when the faculty members in the Family Resources focus of the program have become more fully trained.

c. The Family Economics course is considered to be highly important for the training of nutritionists working in the community. It had previously been suggested that some of the course content overlapped somewhat in what would have been taught in the Family Sociology course. Since students will not be taking the Family Sociology course it was decided that the Family Economics course should be taken for three credits rather than two credits. Thus the importance of improving rural life will again be emphasized within the family context. Ibu Suprihatin Guhardja will be gathering information and developing this course during a one-month visit to the United States in March-April 1983.

d. Because Community Nutrition is the fundamental core of the graduate program, the consultants felt that more emphasis should be placed on the Community Nutrition course. It was decided to:

1. Emphasize the community component of the course by including some field work experience in the villages of the social laboratory surrounding Darmaga.
2. Increase the number of credits from three to four in order to provide a greater opportunity for students to work in the villages.
3. Offer the course in the first semester of the graduate program so that the students immediately become aware of the needs of the rural people. This course would be the foundation for much of the later nutrition course work.

e. Nutrition and Child Development will be taught by Ibu Hartanti Santoso, a senior lecturer in the Department GMSK. Ibu Hartanti has regularly attended the lectures given by the consultant during the past semester of 1982. The consultant has provided a complete set of lecture notes as well as considerable reference materials for this course. The consultant has also explicitly discussed details of the outline and the course content with Ibu Hartanti. Thus Ibu Hartanti will hold primary responsibility for the child development emphasis of the course. In order to more fully teach the nutrition components of the course, Dr. Husaini from the Center for Research Development in Nutrition has agreed to teach five two-hour lectures dealing with the physical and nutritional needs of children during five developmental periods.

f. In order to strengthen the research component of the graduate program, a new course, Nutrition Research Methodology was recommended and instituted. It was felt that the previous curriculum separated the function of knowledge from research. Thus when scheduling changes made it possible for the Methodology of Social Research course to be offered during the second semester rather than the third semester, it became necessary to introduce an additional course emphasizing research. The Nutrition Research Methodology course would be designed to:

1. Provide continuity by encouraging student projects during the semester following the development of a proposal and prior to actual data collection. The inclusion of this course gives the student additional opportunities to improve and refine the proposed research.

2. Develop skills for critically analyzing research studies reported in established Nutrition and Family related journals. Examination of research design and methodology as well as criticisms of research results and their interpretation will be emphasized. Students will be required to read studies in Indonesian as well as in English and discuss the implications of the findings for future research.
3. In addition to encouraging students to critically examine the fundamental components of published research, discussions will focus on the proposed research of the students themselves. The opportunity for students to contribute ideas and suggest alternative methodologies to their peers will provide a new perspective for research. Not only will students learn to critically examine research, they will also learn to accept constructive criticisms from their peers regarding their own research goals.
4. Introduce students to members of the community who are actively involved in conducting research. Staff of the Nutrition Research Development Center will be invited to outline their own research questions and their attempts to answer these questions. This seminar would permit students to ask questions and work cooperatively to suggest solutions to research problems. In addition, the students who will later be working in the community, will have been introduced to some of the people who may share similar research interests.

g. The new course on Information Transfer Technology is no longer intended to be a part of the S₂ curriculum. Rather, some of the ideas originally intended for that course will be included in the Community Nutrition course.

B. Staff Development

1. Nutrition and Child Development was taught by the consultant for 15 weeks from September 15 until December 24. See course outline in Appendix. The course was held for 1 1/2 hours two times each week for a total of 45 hours for the semester. The course consisted of a combination of lecture and discussion. Several guest speakers were also invited. Lectures were regularly attended by seven full-time staff members and occasionally attended

by two other staff members. The specifically nutritional aspects of the course were taught by Pak M. Khumaidi during five separate 1 1/2 hour lectures covering each of the developmental periods.

This course was the first introduction that most of the students had to some of the theories held in the areas of the child's social, emotional, cognitive, and moral development. The course was constructed developmentally from the prenatal needs of the fetus to the growing capabilities of the infant, preschool, and school-age child.

The consultant could not have asked for a more enthusiastic and interesting group of "students." Cross-cultural perspectives on child-rearing practices were frequently discussed. Since all of the students were also fulltime faculty members, reading assignments were recommended but not required. However, reading material was readily available.

2. Faculty research projects

Many of the faculty members of GMSK do not hold Master's degrees. Yet, promotions and advanced income depend on advanced education. Thus students were highly encouraged to take the course Nutrition and Child Development for credit. Two students, Ibu Emmy Karsin and Ibu Sri Rihati Kusno, registered in this course for credit. In addition to class attendance, research projects were required. The consultant spent many hours individually going through the stages of a research project with these students. Reference materials and research questions were explicitly defined, questionnaires were carefully constructed and the precise methodology was outlined. Regular meetings were held to discuss the results and the possible interpretations. Finally, the consultant worked with the students to produce a version of the final manuscript in English. Copies of the finished research studies will be kept on file both in the GMSK library and in the central branch of the IPB library system. Both "students" showed considerable initiative, persistence, and ability in the production of these manuscripts. Both students received the letter grade of "A" and the credits will automatically be transferred to their scholastic record when the S₂ curriculum in Community Nutrition and Family Resources is given final approval, hopefully in the spring of 1983. It is hoped that both students will continue to take at least one course each semester in order to gradually fulfill the S₂ requirements in the Department GMSK.

3. Family-related S₁ courses

Of the entire S₁ curriculum, only three courses fall clearly into the domain of Family Resources which is the specialty of this consultant. These courses are Family Life Education, Family Development, and Family Ecology. Therefore, the course outlines, teaching methods and materials for these three courses were collected and examined in depth.

At the present time the Family Life Education course is taught to fourth semester S₁ students by Ibu Hartanti Santoso, whereas the Family Development course is taught to the fifth semester S₁ students by Ibu Suprihatin Guhardja. These courses were designed to build upon each other. However, it was clear that considerable overlap and the omission of some essential principles regarding family processes and child development made the overall content of the two courses less than adequate. Since the Family Development course was being taught during the semester in which the consultant was available, weekly meetings were held with the lecturer, Ibu Tien, to specifically discuss the content of each lecture and the student assignments for the course. Although the organization of this course was very sound, the consultant felt that the course material was fundamental and should perhaps be covered in the earlier Family Life Education course.

The consultant thus reviewed the course outlines and the personal expertise of the two lecturers and then made the following propositions:

- a. Since Ibu Hartanti will be teaching a graduate level child development course in 1984, it would be most advantageous if her undergraduate course similarly emphasized the roles of children and their development in families.
- b. Ibu Tien is currently completing a Master's degree in which the Household Economics Model is used to assess the allocation of time, energy, and capital in the family. She is also planning to teach a graduate level Family Economics course in 1984. It would therefore be most advantageous if she could focus her undergraduate course more specifically on the management of these resources in families. It might be possible to include both the historical and cross-cultural aspects of these family processes in this course.

Thus the consultant met with the two lecturers to present two new course outlines (see Appendices D and E). Although considerable effort will be required by both faculty members to develop the new courses, both agreed to provide materials to assist each other in the refinement of the new lectures. It is hoped that new titles will be proposed for these two courses when the S₁ curriculum is next reviewed. To more precisely reflect the new course content the Family Life Education course might be renamed Family and Child Development or Children in Families. It is recommended that additional emphasis on the available statistics related to children in Indonesia and the research findings related to children be stressed. There will be insufficient time to fully cover adolescence, the adult years, and aging in this course. The Family Development course might later be renamed Family Resource Management. This course will consider the issues of family decision-making and social, economical, and cultural influences on family functioning. A new S₁ course on adolescence, adulthood, and aging should also be developed.

The IPB-UW project permitted the consultant to bring valuable resources to the GMSK library to assist both staff members in the development of these family-related courses. The consultant worked with Ibu Hartanti on the development of specific lectures which will become part of this new course. In addition, if it can be arranged, the consultant has agreed to spend some additional time with Ibu Tien during her stay in Madison, Wisconsin to plan and develop the specific content of both her undergraduate and graduate courses.

4. Staff training in the United States

The consultant on this project attempted to talk to many of the staff members about their professional goals and interests. Those without Master's degrees were strongly encouraged to pursue the advanced degree. In addition, those with Master's degrees were encouraged either to consider application to a Ph.D. program or at least to audit courses in their area of interest in order to maintain current information in their courses. Two GMSK staff members, Pak Khumaidi and Ibu Tien will be in the United States for advanced training for at least one month during March, 1983.

Since the consultant will be at the University of Wisconsin at this time, discussions were held and preliminary arrangements were begun to prepare for this training. Pak Khumaidi, is hoping to meet people and accomplish the

library work necessary to write his doctoral research proposal in the area of food and nutrition problems. Before leaving Indonesia, Pak Khumaidi needs to consult with his advisor Pak Sayogyo in the Department of Rural Sociology, regarding the specifications of this proposal as well as notify people in the United States who may share similar interests of his intentions. Ibu Tien is intending to work extensively on preparations for her graduate course in Family Ecology as well as getting ideas for possible research projects in Indonesia. The consultant worked with both staff members in helping them to clarify their personal and departmental objectives for their course of study in the United States. The remaining consultants should encourage Ibu Mariyati Sukarni and Ibu Amini Nasoetion in their efforts to organize their fellowships in Wisconsin in June 1983.

5. Counterpart Training

Initially it was arranged that Ibu Tien would teach the Nutrition and Child Development course. Prior to the consultant's arrival in Indonesia, however, it was decided that Pak Khumaidi would instead teach the course. Therefore, Pak Khumaidi attended the class lectures and in addition the counterpart conducted biweekly meetings with Pak Khumaidi to present and discuss an overview of the class notes. Five separate lectures on the nutritional aspects of the class were also prepared and presented by Pak Khumaidi to the class. It was assumed that Pak Umar Tuanaya would replace Pak Khumaidi in teaching this course by 1985 or by the second time that the course would be offered. Unfortunately, there was a change of plans and Pak Umar was unable to go to Wisconsin for graduate training as expected and would therefore not be able to take over the responsibility of the course. Thus, the consultant realized that no one was currently being trained and no plans had yet been made to train anyone in child development at this time. In addition, as the semester progressed, it became clear that Pak Khumaidi was already overly committed and would be unable to take on the responsibilities of another course, especially not a graduate course in an area outside of his immediate training. It was finally arranged that Ibu Hartanti Santoso would teach the graduate level child development course. The primary reservation about Ibu Hartanti teaching the graduate level seminar was the fact that she lacked training and experience with research which is of fundamental importance to

the graduate program. Thus the consultant recommended that Ibu Hartanti take Methods of Social Research as a prerequisite to teaching at the graduate level. In addition, the consultant was able to provide a complete set of class notes and many additional resource materials for the further preparation of this course. The consultant also rearranged the course content of Ibu Hartanti's undergraduate course in order to be compatible with the graduate course. Conferences were held to discuss the similarities and differences between the two course contents and objectives. Proposals of possible class projects and guest speakers were also outlined. Although this work is not complete, the foundation has been laid for the further progression of both courses. However, although the immediate necessity of a teacher for the child development course has been resolved, the importance of sending a student for specific training in this field should not be underestimated. The department needs additional trained staff in the areas of both child development and family processes and the sooner this education is initiated, the better. See Appendix C for a list of the GMSK staff members.

Unfortunately, the consultant did not have the time or resources to extensively help Ibu Emmy Karsin in the development of the Family Ecology course. Although many of the topics covered are excellent, a theoretical framework must be established for this course within which special problems can be addressed. The focus should be on how the environment influences the individual family. Problems of unemployment, divorce, urbanization, and other topics can be discussed as they relate to the family. In addition, efforts should be made to examine how the individual family influences the outside environment. A range of topics including parent participation in the schools or the effects of food consumption practices on the community could be discussed. The study of the interaction between the family and environment could be considered within a systems approach and individual case studies might be used to highlight the patterns of communication between the systems.

C. Research

Student research has been an important part of the educational process for S₁ students in the Department GMSK. As seniors, each student must conduct an individual research project. This process includes the definition of the research questions, the determination of the appropriate method

and procedures for answering the question, and the actual carrying out and writing up of the results and discussion for the research. Each project is supervised by two members of the staff. At the completion of the project in the students 8th semester, each student gives a one-hour oral seminar on his or her research project and submits a written thesis. A summary of the project is presented and staff and students have the opportunity to ask questions and evaluate the research.

Research is also a fundamental requirement in the training of Master's degree students. In addition to taking coursework in research methodology, students need to become familiar with writing and reading research reports. The expectations for the student's individual research report should be reflected in higher quality projects than might have been permitted at the undergraduate level. In addition, students need to become aware of the ongoing research being conducted by faculty members both in and outside of the department and outside of the university. Research needs to become integrated into the coursework throughout the graduate school years. Students need to be encouraged to work more closely with faculty members in the development of their research proposals.

Student projects provide an opportunity for staff and students to consolidate their personal efforts at research.

As a department, several meetings were held during this consultancy in an attempt to develop an overall framework for research such that the ultimate goal of improving rural family life could be recognized. The model shown in Appendix F represents the department's sixth revision of a research framework. These discussions were very useful in helping staff members determine which topics may or may not be appropriate within the Department GMSK. To emphasize our own unique contribution to IPB, a lesser focus needs to be placed on the food science aspects of the department. Moreover, research needs to begin to include more of the attitudinal factors of family members. At the present time, most departmental research deals with the relationships between food consumption and nutritional status. A more functional research model might incorporate individual attitudes and beliefs, knowledge and skill, or actual behavior as they relate to the nutritional outcomes. Too much of current research is survey based. Students need experience in interviewing, developing questionnaires, and actually recording naturalistic observations.

When we find that either food consumption or nutritional status is poor in one group as compared with another, we must continue to ask why. What factors in the environment might possibly be influencing this outcome? In addition, staff and students might begin by comparing two groups who differ on food consumption or nutritional status with other aspects of development such as cognitive ability or social relationships. It's not enough to say that, for example, becak drivers tend to be inadequately nourished. Research needs to be aimed at the eventual alleviation of this condition. The formulation of the research question must be very narrow yet not limiting to relationships among outcome variables.

Admittedly, there are multiple constraints on the production of research by faculty members including a lack of time, energy, and money. If research is to thrive, however, the present system must be open to change. Faculty members and particularly the department chairmen, need to more aggressively seek funds for research.

I would recommend that this be a high priority for a future consultant to the project. Staff members will need assistance, at first, in developing research proposals or grants. Both the time and energy aspects of the research might be partially alleviated by an increase in cooperative research projects between staff and students. Results need to be published and somehow integrated into later research. All of this is possible. It must simply be recognized as being important.

IV. Summary of Recommendations--Research

A. All staff members who have not recently had a course on Research Methodology should be required to take such a course.

B. All staff members teaching at the graduate level should be simultaneously involved in at least one research project.

C. The department needs an overall commitment to research. At the present time there is a lack of cohesion in terms of departmental research goals. A research framework like the one developed over the past few months should be used to direct staff and student research toward a particular end.

D. Increased efforts should be made to find outside sources of funding for research projects. This should be a top priority for the next consultant.

E. Students should be encouraged to participate in the research of a faculty member.

F. More emphasis should be placed in coursework on the reading and evaluating of research reports.

G. It might be better if each student had only one advisor. This would simplify the load of the faculty members as well as provide more consistent input for students. A committee system might be developed for the evaluation of student research at the S_2 level.

H. Attempts must be made to publish research results. The consultant might be of assistance in this area.

V. Summary of Recommendations--Curriculum

A. A meeting of all graduate faculty needs to be held to specifically determine the objectives and content of each S_2 course in order to avoid overlap and insure adequate student training at the outset. Course descriptions then need to be finalized.

B. A complete reexamination of the S_1 curriculum needs to be conducted as it provides a foundation for the S_2 program.

C. All S_1 curricula at IPB will be revised from a fixed to a more open system of choosing coursework according to a full-credit system as of 1984. Thus, people outside of department GMSK will need to be encouraged to take our courses. Titles should reflect this potentially broader interest. Determination of which courses must still be required for GMSK graduates needs to be made.

D. The Family Resources faculty must be strengthened. Someone needs advanced training (Master's Degree) as soon as possible. Until the staff is fully trained it is impossible to suggest providing separate tracts for Community Nutrition and Family Resources majors.

E. A course on Adolescence Through Aging should be developed for S_1 students as a follow-up from the currently revised Family and Child Development course which covers birth through school-age children and their families. With help, Ibu Hartanti could develop and teach this course.

F. The next consultant should help in the restructuring of the S_1 level family ecology course.

G. The development of additional courses at the graduate level depend on the capabilities of the faculty resources. At the present time, I cannot recommend any new courses be developed by the current faculty. Advanced training is needed first.

VI. IPB Links with the University of Wisconsin

The consultant will continue to assist future fellowship recipients after their arrival at UW, identify professors and resource people, and possibly additional coursework. She will also send appropriate materials to GMSK staff members through the UW International Agricultural Programs Office.

APPENDIX A

S₂ Curriculum in Community Nutrition and Family Resources

| <u>1st Semester</u> | <u>Credits</u> | <u>Instructor</u> |
|---|-------------------|---|
| 1. Sociocultural and Economic Influences on Family Food Behavior | 3 | Suhardjo |
| 2. Community Nutrition | 4 | Sudjana Sibarani Dr. Darwin Karyadi M. Khumaidi Suhardjo |
| 3. Statistics | 4 | Barizi M. A. Aziz |
| | <u> </u> 11 | |
| <u>2nd Semester</u> | | |
| 1. Food and Nutrition Planning | 3 | Suhardjo Dr. Darwin Karyadi |
| 2.* Methodology of Social Research | 3 | Sayogyo |
| 3.* Physiology and Biochemistry of Nutrition | 3 | A. W. Piliang |
| 4. Elective: | | |
| a. Nutrition and Child Development | 3 | Hartanti Santoso Dr. Husaini |
| b.* Demography | | S. Rusli |
| | <u> </u> 12 | |
| <u>3rd Semester</u> | | |
| 1. Food and Nutrition Systems | 3 | M. Khumaidi Hidayat Syarief |
| 2. Nutrition Research Methodology | 2 | Suhardjo Hidayat Syarief |
| 3. Family Economics | 3 | Suprihatin Guhardja |

| | | |
|---|----------|-----------------------|
| | | Safri Mangkuprawi |
| 4. Elective: | | |
| a. Family Health and the Environment | 3 | Mariyati Sukarni |
| b.* Basic Principles of Planning and Policy of Rural Development | | A. Anwar R. Sinaga |
| | <hr/> | |
| | 11 | |
| <u>4th Semester</u> | | |
| 1. Research and Thesis | 6 | |
| 2. Seminar | <u>1</u> | |
| | 7 | |

*Offered by department other than Community Nutrition and Family Resources.

APPENDIX B

Syllabus from Graduate Course Taught to Faculty Members

First Semester 1982

Wednesday 9:30 - 11:00 A.M.

Friday 9:30 - 11:00 A.M.

NUTRITION AND DEVELOPMENT OF CHILDREN

Instructor: Mary A. Roach, M.Sc.

Office Hours: Thursday 8:00-11:00 A.M. or by appointment

Course Objectives:

1. Understand the child's physical, cognitive, social, emotional, and moral abilities in the growing years and learn how to measure these abilities.
2. Apply our knowledge about the nutritional requirements of infants and children to what we know about the child's developmental needs and abilities.
3. Look at what resources are available for children in Indonesia and what other resources might be developed for the children of Indonesia.
4. Learn how to ask questions and how to carry out simple research in order to gain knowledge about the physical, cognitive, social, emotional, and moral development of Indonesia's children.

Course Outline:

- Sept. 15 Introduction to theories and issues in child development
Sept. 22 Prenatal development and nutrition

- Sept. 29 The birth experience and bonding
- Oct. 6 Newborn capabilities and infant feeding
- Oct. 13 Baduta: Physical development and assessment
- Oct. 20 Baduta: Cognitive development and mental assessment
- Oct. 27 Baduta: Language and social-emotional development
- Nov. 3 Baduta: Social interaction
- Nov. 10 Balita: Physical development and individual differences
- Nov. 17 Balita: Cognitive and language development
- Nov. 24 Balita: Child's play and parenting
- Dec. 1 Anak sekolah: Physical development and diet
- Dec. 8 Anak sekolah: Cognitive and language development
- Dec. 15 Anak sekolah: Moral development and the family

APPENDIX C

Staff Members of Department of Community Nutrition
and Family Resources, IPB 1983

| Name | Courses Taught | Position |
|-------------------------|---|-----------------|
| 1. Amini Nasoetion | Basic Nutrition Experimental Foods | Lecturer |
| 2. Chuteh Admanto | Bioenergetics | Junior Lecturer |
| 3. Djiteng Roedjito | Food and Nutrition | Lecturer |
| 4. Emmy Karson | Family Ecology Experimental Foods | Lecturer |
| 5. Endang Tjiptaningrum | Food Technology | Lecturer |
| 6. Hartanti Santoso | Home Economics | Senior Lecturer |
| 7. Hardinsyah | Food and Nutrition Surveys | Junior Lecturer |
| 8. Mariyati Sukarni | Food Science Public Health | Senior Lecturer |
| 9. M. Khumaidi | Family Ecology Nutrition Problems | Senior Lecturer |
| 10. Ratan Megawangi | Food Analysis | Junior Lecturer |
| 11. Siti Madanijah | Nutrition Education | Lecturer |
| 12. Sudjana Sibarani | Food Analysis | Lecturer |
| 13. Suhardjo | Nutrition Economics Nutrition Planning | Senior Lecturer |
| 14. Suprihatin Guhardja | Nutrition Education Home Economics | Lecturer |
| 15. Sri Rihati Kusno | Consumer Education | Lecturer |
| 16. Faisal Anwar | Food Analysis | Assistant |

APPENDIX D

Revised S₁ Course Outline for IKK 213

Family and Child Development

IKK 213

Hartanti Santosa

Course objective:

Students should learn to see the family as an important social, psychological, and educational institution. The family will be seen as a dynamic institution with changes occurring in each stage of development. The growth and development of children will be discussed within the family context. The course will deal with the transition to parenthood and the social, cognitive, and emotional changes of mothers, fathers, and children throughout the lifespan.

Lecture

- I. General Introduction
 - A. Preparation for building a family
- II. Marriage
 - A. Types of marriages
 - B. Age of marriage and factors influencing age of marriage (religion, education, occupation, rural-urban, socioeconomics)
 - C. Preparation for marriage
- III. The Pros or Cons of Having Children in Indonesia
 - A. The cost of children
 - B. How many children
 - C. Statistics on birth rates in Indonesia
 - D. Families in developing and industrialized societies
 - E. Child-spacing/family planning in Indonesia
- IV. The Transition to Parenthood
 - A. Pregnancy and prenatal care
 - B. Psychological impact of pregnancy
 - C. Emotional changes during pregnancy
 - D. Preparation for parenthood

- V. The Birth Experience
 - A. Types of childbirth
 - B. Parent-infant bonding
 - C. Post-partum depression
 - D. The role of other family members
 - E. Adoption
 - F. Prematurity
 - G. Birth problems and later handicaps
- VI. The First 12 Months of Life
 - A. Decisions parents must make
 - B. How children learn
 - C. Appropriate toys
 - D. Attachment
 - E. Temperament
- VII. The Child from 1 to 7
 - A. Sex differences and similarities
 - B. Language development
 - C. Children's play
 - D. Children with handicaps
 - E. Parenting
- VIII. The Role of the Father in Child Development
 - A. Unique contributions
 - B. Quantity of time with child
 - C. Father absence
- IX. Substitute Care for Infants and Children
 - A. Preschools and learning
 - B. Peer relationships
- X. Moral Development
 - A. Stages of moral development
 - B. Discipline
 - C. Thinking about right and wrong
- XI. The Family
 - A. Deciding values
 - B. Responsibilities in the community
 - C. Changing functions of family members

XII. Family Problems

- A. Divorce
- B. Single parenting
- C. Employed mothers
- D. SES

XIII. Adolescence

- A. Storm and stress
- B. Egocentrism
- C. Transition to adulthood

XIV. Adulthood and Aging

- A. Retirement
- B. Widowhood

APPENDIX E

Revised S₁ Course Outline for IKK 331

Family Resource Management

IKK 331

Suprihatin Guhardja

Course Objective

Improving skills and practices in the management of human resources, such as time and energy, and non-human resources, such as income and the environment; improving simple methods of family budgeting and the application of time and energy-saving practices; promoting family health and welfare and providing an understanding of the relationship between family welfare and family size. Also, providing rural families with opportunities for decision-making regarding their life and work; promoting in particular, the full participation of women in the development process.

Lecture

- I. Introduction
 - A. Define family
 - B. Why study the family
 - C. Historical roots, origins of family patterns
- II. Types of Families
 - A. Statistics on Indonesian family life
 - B. Influences of ethnicity, race, and social status
 - C. Family composition and characteristics
- III. Structure and Function of the Family
 - A. Points of view:
 - Social
 - Economic
 - Psychological
 - Anthropological

- IV. Family Disharmony/Disorganization
 - A. Socio-economic conditions
- V. Marriage and Family Law
 - A. How changes in community value systems influence the roles and function of family members
- VI. Family Resource Management
 - A. Concepts needed for the management of human and non-human resources
 - B. Constraints in management
 - C. Effects of good management
- VII. Family-Environment Interchanges
 - A. Elements affecting choices of family members
 - B. Influences of technology
 - C. Interdependence of family and societal decisions
- VIII. Family Management Based on Family Location
 - A. Urban versus rural differences
 - B. The impact of living on several islands
 - C. Limitation of accessibility to resources
- IX. Measuring Family Functioning
 - A. Appraising family needs
- X. The Needs of Rural Women
- XI. Constructive Programs for Family Assistance
- XII. Cross-Cultural Study of Family Life
- XIII. Responsibilities of the Family to the Community
 - A. Family rights
 - B. Laws governing the family
- XIV. Constructive Programs for Family Assistance

APPENDIX F

Research Framework for Community Nutrition and Family Resources

