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**Federal State Autonomous Educational Institution for Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**RUDN University**

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**Institute of Medicine**

educational division (faculty/institute/academy) as higher education programme developer

## **COURSE SYLLABUS**

### **BASICS OF CHILD NUTRITION**

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course title

**Recommended by the Didactic council for the Education field of:**

**31.05.01 General Medicine**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**General Medicine**

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higher education profile/specialisation title

## 1. COURSE GOAL(s)

The goal of the course “Basics of Childhood nutrition” is to equip students with theoretical and practical knowledge, skills and competence in the field of diagnostics, treatment tactics, clinical examination and prevention of diseases associated with the nutritional status of children and adolescents, that are capable of, and ready for independent professional activity

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Basics of Childhood nutrition” is aimed at the development of the following competences /competences in part: **General Professional Competences (GPC) – 2, General Professional Competences (GPC) – 3**

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-2	Able to examine a patient in order to establish a diagnosis	GPC-2.2. Able to make a preliminary diagnosis and create a plan of laboratory and instrumental investigations of a patient.
		GPC-2.7. Able to carry out differential diagnosis with other diseases/conditions, including emergencies, as well as to make a diagnosis taking into account the current international statistical classification of diseases and health-related problems (ICD).
GPC-3	Able to prescribe treatment and monitor its efficacy and safety	GPC-3.1. Able to develop a treatment plan for a disease or condition taking into account the diagnosis, age and clinical picture; in accordance with the current procedures for the provision of medical care, clinical guidelines (treatment protocols) on the provision of medical care taking into account the standards of medical care.

		GPC-3.2. Able to prescribe medications, medical devices and therapeutic nutrition taking into account the diagnosis, age and clinical picture of the disease, in accordance with the current procedures for the provision of medical care, as well as clinical guidelines (treatment protocols) on the provision of medical care, taking into account the standards of
		medical care.

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
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<p><b>GPC-2</b></p>	<p>Able to examine a patient in order to establish a diagnosis</p>	<p>Biology, normal physiology, microbiology, virology, developmental physiology and anatomy, medical enzymology, introduction to nutrition, topographic anatomy, operative surgery, immunology, pathophysiology, clinical pathophysiology, dermatovenerology, neurology, medical genetics, neurosurgery, occupational diseases, general and faculty surgery, obstetrics and gynecology</p>	<p>Polyclinic therapy, hospital, pediatric surgery, oncology, urology, radiation therapy, pediatrics</p>
<p><b>GPC-3</b></p>	<p>Able to prescribe treatment and monitor its efficacy and safety</p>	<p>Pathological anatomy, topographic anatomy, operative surgery, dermatovenerology,</p>	<p>Disaster medicine, hospital therapy, oncology, radiation therapy, pediatrics</p>
		<p>neurology, medical genetics, neurosurgery, otorhinolaryngology, ophthalmology, forensic medicine, propedeutics of internal diseases, faculty therapy, phthisiology, occupational diseases, general and faculty surgery, dentistry, urology, obstetrics and gynecology.</p>	

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Basics of Childhood nutrition" is 2 credits (72 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (*full-time training*)\*

Type of academic activities		Total academic hours	Semesters/training modules			
			9			
Classroom learning, <i>ac.h</i>		72	72			
Including:						
Lectures (LC)		-	-			
Lab work (LW)						
Seminars (workshops/tutorials) (S)		36	36			
Self-studies, academic hours		30	30			
Evaluation and assessment (exam or pass/fail grading)		6	6			
Course workload	Academic hours	72	72			
	credits	2	2			

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
<b>Module 1</b> Essentials of pediatric nutrition	<b>1.1.</b> Breastfeeding.	<b>S</b>
	<b>1.2.</b> Mixed and artificial feeding	<b>S</b>
	<b>1.3.</b> Infant nutrition	<b>S</b>
Course module title	Course module contents (topics)	Academic activities types
<b>Module 2</b> Malnutrition in children	<b>2.1.</b> Protein energy malnutrition. Kwashiorkor. Alimentary marasmus.	<b>S</b>
	<b>2.2.</b> Diseases associated with malabsorption syndrome	<b>S</b>
<b>Module 3</b> Disorders of vitamin metabolism in children	<b>3.1.</b> Vitamin deficiencies. Rickets. Rickets-like diseases.	<b>S</b>

#### 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminar-type classes, group and individual consultations, continuous assessments and mid-term assessment, equipped with a set of specialized furniture and multimedia presentation equipment.	Set of specialized furniture; technical equipment: NEC VT59 multimedia projector, ASUS X50M and Dell Latitude D631 laptops, there is Internet access. Software: Microsoft products (OS, office application package, including MS Office / Office 365, Teams, Skype).
Self-studies	Classroom for self-studies of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to EIES.	

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Practicum in pediatrics: A manual for students of the 5th year / Edited by D.Yu. Ovsyannikov, M.G. Kantemirova. - M.: RUDN, 2013. - 201 p. - ISBN 978-5-209-05482-5:89.77.

### *Additional readings:*

1. Pediatric Integrative Medicine: An Emerging Field of Pediatrics, 2015. 1 c. ISBN 9783038420620 URL: <http://books.mdpi.com/pdfview/book/121>
2. Lissauer Tom. Illustrated Textbook of Paediatrics / T. Lissauer, W. Carrol. - Fifth Edition - China : Elsevier, 2017. - 583 p.: il. - ISBN 978-0-7234-3871-7: 6113.30

### ***Internet-(based) sources***

1. Electronic libraries with access for RUDN students:

- Electronic library network of RUDN – ELN RUDN <http://lib.rudn.ru/MegaPro/Web>
- ELN “University library online” <http://www.biblioclub.ru>
- ELN Urait <http://www.biblio-online.ru>
- ELN «Student Advisor» [www.studentlibrary.ru](http://www.studentlibrary.ru)
- ELN «Lan» <http://e.lanbook.com/>
- ELS «Троицкий мост»

2. Databases and search engines:

- electronic database of legal, regulatory and technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- abstract database SCOPUS <http://www.elsevierscience.ru/products/scopus/>

*Learning toolkits for self - studies during the development of the discipline:*

1. Presentations on the discipline “Basics of child nutrition”.
2. Methodological guidelines for the implementation and execution of control and independent work on the discipline “Basics of child nutrition”.

\* - All teaching materials for self- studies of students are placed in accordance with the current procedure on the discipline page in RUDN LMS TUIS.

*Training toolkit for self- studies to master the course \*:*

1. The set of lectures on the course “Basics of Childhood Nutrition”

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GPC-2, GPC-3) upon the course study completion are specified in the Appendix to the course syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### **DEVELOPERS:**

Assistant lecturer,

M.I. Daniel-Abu

Department of Pediatrics \_\_\_\_\_  
position, department signature name and surname

Associate Professor,

T.Yu. Illarionova

Department of Pediatrics \_\_\_\_\_  
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**HEAD of the Department**

D.Yu. Ovsyannikov

of Pediatrics \_\_\_\_\_  
position, department signature name and surname

### **HEAD of the Higher Education Program:**

First Deputy Director of MI

Academic Affairs

I.V. Radysh for

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position, department

signature

name and surname