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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
RUDN University
Institute of Medicine**

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

COURSE SYLLABUS

Basics of child nutrition

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

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

31.05.01 General Medicine

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The course “Basics of childhood nutrition” is part of the program of the specialty “General Medicine” in the field 31.05.01 “General Medicine” and is studied in the 9th semester in the 5th year. The discipline is implemented by the Department of Pediatrics. The discipline consists of 3 sections and 6 topics and is aimed at studying and improving basic, fundamental medical knowledge in the field of pediatrics, forming the professional competencies of a doctor capable of successfully solving professional problems

The purpose of mastering the course is the training of qualified doctors with theoretical and practical knowledge, skills and abilities in the field of diagnostics, treatment tactics, medical examination and prevention of diseases related to the nutritional status of children and adolescents, who are capable of and ready for independent professional activity

2. REQUIREMENTS FOR LEARNING OUTCOMES

The course “Basics of Childhood Nutrition” is aimed at developing the following competences (parts of competences) in students:

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
PC-3	Able to prescribe treatment and monitor its efficacy and safety	PC-3.2. Able to prescribe drugs, medical devices and therapeutic nutrition taking into account the diagnosis, age and clinical picture of the disease and 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.
PC-5	Able to carry out preventive measures and measures to promote a healthy lifestyle, as well as sanitary and hygiene education of population and monitor their effectiveness	PC-5.10. Able to develop healthy lifestyle programmes, including programmes to reduce alcohol and tobacco consumption, prevent and combat non-medical use of narcotic drugs and psychotropic substances.

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*
PC-3	Able to prescribe treatment and monitor its efficacy and safety	Surgery practical: surgeon's assistant; Obstetrics and gynecology practical: gynecologist's assistant; Dermatovenerology; Neurology, medical genetics, neurosurgery; Faculty surgery; Obstetrics and gynecology; Otorhinolaryngology; <i>Clinical research**</i> ; <i>Clinical Trials**</i> ; Faculty Therapy; Ophthalmology; Urology; <i>Fundamentals of Integrative Medicine**</i> ; Basics of therapeutic nutrition; <i>Introduction to Nutrition**</i> ; Pharmacology;	Obstetrics and gynecology practical: obstetrician's assistant; Practical in General practice: pediatrician's assistant; Hospital therapy; Endocrinology; Outpatient therapy; Hospital surgery, pediatric surgery; Pediatrics; Obstetrics and gynecology; <i>Outpatient cardiology**</i> ; Oncology, radiation therapy; Traumatology, orthopedics; Maxillofacial Surgery; Clinical pharmacology; Cardiology in quests; Infectious diseases; Psychiatry, medical psychology; Allergology; Phthisiology; Endoscopic urology; Telemedicine; Geriatrics and palliative medicine; Reproductive health;

PC-5	Able to implement and monitor preventive measures, health promotion activities, and sanitary and hygiene education of the population.	Obstetrics and gynecology; Propaedeutics of internal diseases; Urology; Epidemiology; Ophthalmology; Organization of special care for patients; Hygiene; Dermatovenerology; Neurology, medical genetics, neurosurgery; <i>Introduction to Nutrition**</i> ; <i>Fundamentals of psychophysiology**</i> ;	Practical in General practice: pediatrician's assistant; Outpatient therapy; Pediatrics; Obstetrics and gynecology; Reproductive health; Endoscopic urology; Infectious diseases; Phthisiology; <i>Outpatient cardiology**</i> ; Endocrinology;
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* - created in accordance with the competence matrix and Higher Education programme

** - elective disciplines/practicals

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			
<i>Classroom learning, academic hours</i>	34	34			
including					
Lectures (LC)	0	0			
Lab work (LW)	34	34			
Seminars (workshops/tutorials) (S)	0	0			
<i>Self-study, academic hours</i>	35	35			
<i>Evaluation and assessment (exam or pass/fail grading), academic hours</i>	3	3			
Total course workload	academic hours	72	72		
	credits	2	2		

5. COURSE CONTENT

Table 5.1. Course content (modules) according to type of academic activity

Course module title	Course module contents (topics)	Academic activities types
Module 1 Essentials of pediatric nutrition	1.1. Breastfeeding. The physiological foundations of breastfeeding, as well as the composition and biological functions of human breast milk, are examined. The advantages of breastfeeding are considered, along with feeding techniques and schedules, potential challenges, and approaches to their management and correction.	LW
	1.2. Mixed and artificial feeding The indications for mixed and formula feeding are outlined. The types of adapted infant formulas are reviewed, along with the principles of their selection and prescription, feeding regimens, and potential complications.	LW
	1.3. Infant nutrition The principles of rational nutrition in infants during the first year of life are studied. The timing and guidelines for the introduction of complementary feeding are considered, along with the features of feeding behavior development and the prevention of nutritional disorders.	LW
Module 2 Malnutrition in children	2.1. Protein energy malnutrition. Kwashiorkor. Alimentary marasmus. The forms of protein-energy malnutrition, their pathogenesis, and clinical manifestations are studied. The diagnostic criteria for kwashiorkor and marasmus are reviewed, along with the principles of nutritional support and correction.	LW

Course module title	Course module contents (topics)	Academic activities types
	<p>2.2.</p> <p>Diseases associated with malabsorption syndrome</p> <p>The main causes of malabsorption in children are reviewed. The clinical manifestations, diagnostic methods, and approaches to nutritional correction in these conditions are studied.</p>	LW
<p>Module 3</p> <p>Disorders of vitamin metabolism in children</p>	<p>3.1.</p> <p>Vitamin deficiencies. Rickets. Rickets-like diseases.</p> <p>The causes, clinical manifestations, and diagnostic approaches to hypovitaminosis in children are studied.</p> <p>The pathogenesis and clinical features of rickets and rickets-like disorders are reviewed, along with the principles of prevention and correction of deficiency states.</p>	LW

* - created for **FULL-TIME** study only: L – lectures; LW – lab work; S – seminars/workshops

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)

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lab-work	A classroom designated for laboratory sessions, individual consultations, ongoing assessment, and interim evaluation, equipped with a set of specialized furniture and 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 students' independent work (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to EIES.	

* - classroom for students' independent study **MUST** be indicated

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. RJ Joost Van Neerven, Janneke Ruinemans-Koerts. The Relevance of Nutrition for Pediatric Allergy and Immunity. Nutrients, 2023. ISBN978-3-0365-9517-7 URL: <https://www.mdpi.com/books/reprint/8455-the-relevance-of-nutrition-for-pediatric-allergy-and-immunity>
2. Tonia Vassilakou. Childhood Malnutrition. Children, 2021. ISBN978-3-0365-2268-5 URL: <https://www.mdpi.com/books/reprint/4560-childhood-malnutrition>
3. Henry C. Lee. Neonatal Health Care. Children, 2021. ISBN 978-3-0365-0731-6. URL: <https://www.mdpi.com/books/reprint/3841-neonatal-health-care>

Optional readings:

1. Robert M. Kliegman, Brett J. Bordini, Heather Toth et al. Nelson Pediatric Symptom-Based Diagnosis: Common Diseases and their Mimics. Elsevier, 2022. ISBN 978-0-323-76174-1. DOI: <https://doi.org/10.1016/C2019-0-01335-0>
2. Sarah S. Long. Principles and Practice of Pediatric Infectious Diseases. Elsevier, 2022. ISBN 978-0-323-75608-2. DOI <https://doi.org/10.1016/C2019-0-00075-1>
3. 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
4. Stefan J. Friedrichsdorf (Ed.). Pediatric Palliative Care, 2019. 1 c. ISBN 9783038973508 URL: <https://www.mdpi.com/books/pdfview/book/1130>
5. Akhil Maheshwari. Principles of Neonatology. Elsevier, 2023. ISBN- 978-0-323- 69415-5 DOI <https://doi.org/10.1016/C2018-0-02694-8> URL:

<https://www.sciencedirect.com/book/9780323694155/principles-of-neonatology#book-description>

Internet-(based) sources

1. Electronic libraries with access for RUDN students:

- Electronic library network of RUDN – ELN RUDN
<https://mega.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
- ELN «Znaniy» <https://znaniy.ru/>

2. Databases and search engines:

- Sage <https://journals.sagepub.com/>
- Springer Nature Link <https://link.springer.com/>
- Wiley Journal Database <https://onlinelibrary.wiley.com/>
- Lens.org <https://www.lens.org>

Learning toolkits for students’ self - studies in the mastery of the course/module:

1. Presentations on the discipline “Basics of child nutrition”.

2. Methodological guidelines for the implementation and registration of testing and independent work on the discipline “Basics of child nutrition”.

* - all learning toolkits for self- studies of students are on the course page in **RUDN LMS TUIS** in accordance with current procedures

8. COURSE ASSESSMENT AND GRADING SYSTEM OF EVALUATION OF ACHIEVED COMPETENCE LEVEL.

Assessment materials and grading system* for the evaluation of achieved competency levels (parts of competences) for the learning outcomes of the “Basics of child nutrition” course are presented in the appendix to this Course syllabus.

* - assessment and grading systems are based on the corresponding local regulatory act of RUDN University

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