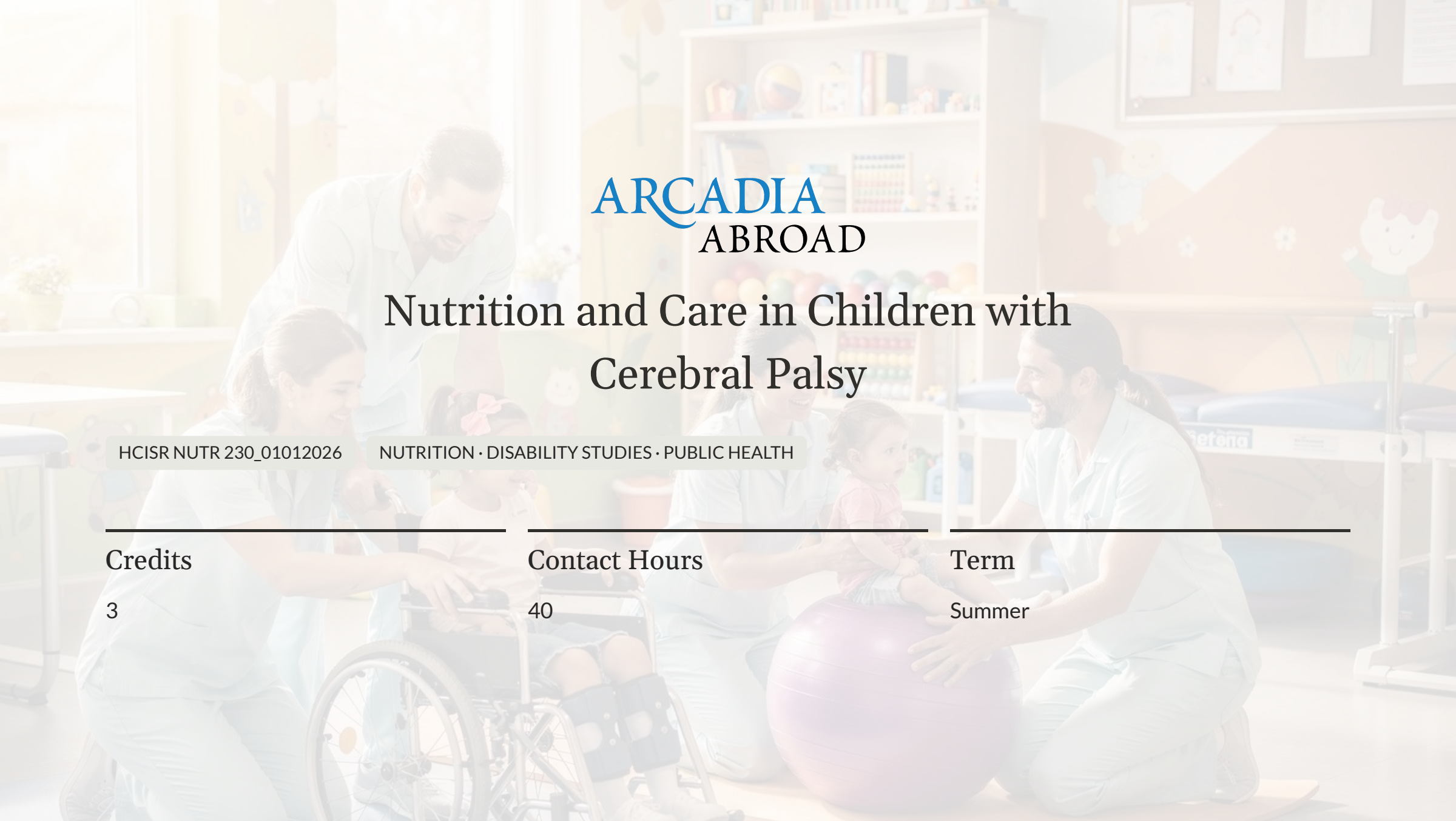


The background image shows a bright, clinical setting where healthcare professionals are interacting with children. On the left, a man and a woman are assisting a child in a wheelchair. On the right, a woman and a man are sitting on the floor, playing with a child on a large purple exercise ball. The room has shelves with toys and books, and a window in the background.

ARCADIA ABROAD

Nutrition and Care in Children with Cerebral Palsy

HCISR NUTR 230_01012026

NUTRITION • DISABILITY STUDIES • PUBLIC HEALTH

Credits

3

Contact Hours

40

Term

Summer

Course Description

Nutrition is a critical determinant of health, growth, and functional outcomes in children with cerebral palsy, within family-centered care and community-based rehabilitation contexts. This interdisciplinary course examines advanced nutritional assessment and intervention strategies grounded in pediatric nutrition and metabolic bone disease research. Students explore growth impairment, malnutrition, micronutrient deficiencies, feeding difficulties, reduced bone mineralization, and related gastrointestinal complications.

Core topics include energy and protein requirements, calcium and vitamin D metabolism, body composition assessment, and dysphagia. The course integrates perspectives from pediatric nutrition science, metabolic bone disease research, and community-based rehabilitation.

Learning is delivered through interactive seminars, specialist-led applied workshops by pediatric therapists and clinical nutrition professionals, structured community engagement activities, and supervised visits to pediatric cerebral palsy care and rehabilitation centers in Athens. Field-informed learning in Athens provides real-world clinical context, enabling students to translate evidence-based nutrition science into practical, family-centered care strategies that support health, development, and quality of life for children with cerebral palsy and their families.

Course Requirements

Required Text

Digital access and/or copies will be provided at no cost to students.

Additional Readings and Resources

Course readings will be provided through curated academic articles, clinical guidelines, and instructor-selected digital resources related to pediatric nutrition, metabolic bone disease, feeding disorders, and nutrition care in cerebral palsy populations. All materials will be distributed digitally at no cost to students.

Assignments

Course Requirements	Percentages
Participation & Engagement	20%
Case Study Analysis	30%
Reflective Field-Based Assignment	20%
Final Applied Nutrition Care Project	30%
Total	100%

Assignment Descriptions

1

Participation & Engagement

Students are expected to actively participate in class discussions, seminars, applied workshops, and supervised site visits. Participation includes preparation through assigned readings, contributions to discussions, and engagement during specialist-led seminars and observation visits at pediatric cerebral palsy care centers.

2

Case Study Analysis

Students analyze a clinical case related to nutritional and metabolic challenges in a child with cerebral palsy (e.g., growth impairment, dysphagia, micronutrient deficiency, or bone health). The assignment focuses on identifying nutritional risk factors, interpreting assessment indicators, and discussing evidence-based intervention approaches based on concepts discussed in class.

3

Reflective Field-Based Assignment

Following supervised visits to pediatric cerebral palsy care and rehabilitation centers in Athens, students submit a structured reflection connecting classroom concepts with real-world pediatric nutrition and care practices observed during the visit, with attention to family-centered and caregiver-focused approaches.

4

Final Applied Nutrition Care Project

Students develop a comprehensive applied nutrition care plan for a child with cerebral palsy. Using course concepts, students address nutritional assessment, energy and micronutrient needs, feeding difficulties, bone health, and family-centered intervention strategies appropriate to the child's clinical and developmental profile.

Grading Scale

Grade	Percentage
A+	98-100
A	94-97
A-	91-93
B+	88-90
B	84-87
B-	81-83

Grade	Percentage
C+	78-80
C	74-77
C-	71-73
D	60-70
F	Below 60

Learning Outcomes and Assessment Measures

On completion of the course, students should be able to:

Learning Outcomes	Course Requirement(s) used to assess achievement
Analyze nutritional and metabolic challenges associated with cerebral palsy in childhood.	Case Study Analysis; Applied Workshops; Final Applied Nutrition Care Project
Evaluate the impact of feeding difficulties and gastrointestinal complications on nutritional status.	Case Study Analysis; Reflective Field-Based Assignment
Apply evidence-based nutrition interventions to support growth, bone health, and development.	Applied Workshops; Final Applied Nutrition Care Project
Assess caregiver roles and ethical considerations in pediatric disability nutrition care.	Reflective Field-Based Assignment; Class Participation
Interpret body composition and bone health indicators in children with motor disabilities.	Applied Workshops; Case Study Analysis

Course Outline

Session	Topic	Planned Activities & Field Components
Session 1	Overview of cerebral palsy and nutritional implications	Introductory seminar; baseline reflection
Session 2	Growth, development, and nutritional risk in CP	Applied discussion; short case analysis
Session 3	Energy, protein, and micronutrient requirements	Calculation workshop; nutrition planning exercise
Session 4	Dysphagia and feeding difficulties	Specialist-led applied seminar; case discussion
Session 5	Gastrointestinal complications and nutrition management	Problem-based learning workshop
Session 6	Bone health, calcium, and vitamin D metabolism in CP	Data interpretation lab
Session 7	Body composition assessment methods	Applied measurement and interpretation workshop
Session 8	Family-centered and caregiver-focused interventions	Reflection-based applied assignment
Session 9	Ethical, social, and community-based perspectives	Guided discussion; short response paper
Session 10	Applied case studies and intervention planning	Group case planning assignment
Session 11	Supervised site observation and guided reflection at pediatric cerebral palsy care centers	Field observation log
Session 12	Final applied project presentations and course synthesis	Final project presentation

Other Policies

Expectations

The HCISR academic community encourages civility, respect for the rights and opinions of others, and academic integrity. Students are required to comply with principles of academic integrity and bear responsibility for their academic work. All submitted academic work must represent the student's original work and appropriately cite all sources used. Any act of academic misconduct, including fabrication, forgery, plagiarism, cheating, or facilitating academic dishonesty, will result in disciplinary action.

Attendance/Participation

The academic program is organized around classroom instruction and structured experiential learning. Attendance is therefore crucial to academic success. Prompt attendance, full preparation, and active participation in all class sessions, applied workshops, and supervised site visits are required. There are no unexcused absences. Repeated absences will negatively affect the student's grade.

In the case of illness, students must notify the course coordinator by SMS or WhatsApp at +30 697 483 1229 at least 30 minutes prior to the start of class.

Course Policies

For official course communications, students must use their Arcadia University email account. Students are responsible for any information provided by email or through the designated learning management system. This syllabus is subject to change, and any updates will be communicated through official course channels.

Academic Integrity & Student Policies

Plagiarism

Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. Cheating is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. Fabrication is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading unless prior arrangements have been approved by the instructor due to documented extenuating circumstances.

Students with Disabilities

Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information during program enrollment and prior to the start of term so that appropriate academic arrangements may be made.

Incident Reporting and Compliance with Sexual Harassment and Misconduct Policies

The Hellenic Center for Interdisciplinary Studies and Research (HCISR) serves as the on-site academic and operational provider for this course. Students experiencing any incident impacting their safety, well-being, or academic participation—including, but not limited to, reports of possible crime, behavioral issues, discrimination or harassment, sexual misconduct, hospitalization, other health concerns, or issues prompting early program departure ("Incidents")—are encouraged to immediately contact HCISR staff for local support and guidance.

Arcadia University, as the School of Record, is committed to supporting students abroad who are affected by such incidents. This may include academic and classroom supportive measures. While Title IX does not extend to classes off U.S. soil, Arcadia University complies, where applicable, with its [University's Policy Prohibiting Discrimination and Harassment](#) and relevant laws for all programs operating under its auspices. Information regarding formal reporting procedures and available student support resources is provided in the [Arcadia Student Handbook](#).

Prerequisites

Introductory coursework in nutrition, public health, biology, or related health sciences recommended.

Country and Program Connection

The course is integrated within the **Ascle+ Athens Experience**, an interdisciplinary academic program based in Athens, Greece, offered by the **Hellenic Center for Interdisciplinary Studies and Research (HCISR)**. As part of the program's emphasis on applied health education and ethical community engagement, the course situates pediatric nutrition and rehabilitation within the broader social, cultural, and care frameworks of contemporary Greece.

Athens provides a contemporary Southern European context in which family-centered disability care, community-based rehabilitation, and nonprofit pediatric support structures play an active role in supporting children with cerebral palsy and their families. The course is delivered in partnership with specialized pediatric rehabilitation centers and nonprofit care organizations, enabling students to observe and analyze pediatric nutrition and care practices within real-world community and clinical settings.

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HCISR | ASCLE+ ATHENS EXPERIENCE — SUMMER 2027

Ready to Study Pediatric Nutrition and CP Care in Greece?

Join a cohort of American undergraduate students exploring nutrition, feeding difficulties, bone health, and family-centered care for children with cerebral palsy — in one of the world's most compelling academic settings.

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