



# Syllabus

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**Course Title:** Children in Context: Development and Abnormal Psychology in a Global Perspective

**Program and Date:** London Winter Program, December 26, 2026 – January 7, 2027

**Instructor Name:** Dr. Olivia A. Williams

**Instructor Home Institution:** Eastern Kentucky University

**Instructor Email and Phone:** [Olivia.williams@eku.edu](mailto:Olivia.williams@eku.edu); 859-582-8982

**Academic Department:** Psychology

## Get to Know Your Professor

Studying abroad is something I always dreamed of as a student but never had the chance to pursue. Now, as faculty, I am thrilled to create that opportunity for my students. I am a developmental psychologist with a PhD in Psychology, and I teach courses in child and adolescent development, abnormal psychology, and neurodiversity. My connection to England is deeply personal; my mother is British, and half of my family lives in Oxford, London, and Cornwall. Having spent significant time in these regions, I am familiar with the culture, educational systems, and community resources that shape childhood experiences in the UK. Teaching this course in London allows me to merge my academic expertise with a place that feels like home, while guiding students through a transformative global learning experience.

## Course Description

This two-week course explores child development and abnormal psychology through the lenses of culture, history, and context. Using London as a living classroom, students will examine how developmental milestones, parenting practices, and childhood disorders are understood across cultural and historical frameworks. Through visits to museums, universities, and clinical institutions, students will connect theory to practice. Comparative perspectives between U.S. and U.K. systems of education, child welfare, and mental health services will deepen critical understanding of the universality and cultural specificity of developmental and psychological disorders in children.

## Course Level and Credit Hours

Upper Division, 3 Credit Hours



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## Prerequisite(s)

Introduction to Psychology

## Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. **Analyze** key theories of child development and abnormal psychology within cross-cultural contexts encountered in London.
2. **Compare and contrast** U.K. and U.S. approaches to child welfare, education, and mental health systems.
3. **Apply** developmental and abnormal psychology frameworks to real-world settings observed through site visits and guest lectures.
4. **Evaluate** how historical and cultural influences shape the identification, diagnosis, and treatment of childhood disorders.
5. **Synthesize** experiential learning abroad into reflective and research-based academic work demonstrating global psychological competence.

## Required Readings and Materials

Selected peer-reviewed journal articles and textbook chapters (distributed electronically prior to departure).

Recommended Text:

Santrock, J. W. *Children* (selected chapters).

All major readings will be completed prior to departure. Brief supplementary readings may be assigned onsite to complement field visits.

Students should bring a notebook for journaling and a device suitable for note-taking and presentations.

## Assignments and Grades



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Assignment	Points	Percentage
Pre-Departure Reading & Reflection (2–3 pages)	100	10%
Daily Reflective Journal (1–2 pages per day)	200	20%
On-Site Participation & Engagement	150	15%
Group Presentation (Site-Theory Integration)	150	15%
Two Short Quizzes (on-site)	100	10%
Final Integrative Paper (6–8 pages, due one week after return)	300	30%
<b>Total</b>	<b>1000</b>	<b>100%</b>

## Grading Scale

The following scale will be used to compute your grade.

900–1000 = A
800–899 = B
700–799 = C
600–699 = D
Below 600 = F

## Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- British Museum (historical conceptions of childhood)
- Freud Museum London (psychoanalytic foundations)
- Young V&A Children’s Museum (play and creativity across cultures)
- Anna Freud Centre (child mental health systems)
- University of London lecture or seminar
- Day trip to Oxford University (global psychology perspective)
- Parliament or Royal Courts of Justice (policy and child protection systems)
- Trauma, adversity, and resilience seminar with guest speaker
- Public education system comparison discussion



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- Integration workshop and student presentations

London itself functions as a classroom, with historical, cultural, and institutional contexts directly informing our understanding of developmental and abnormal psychology.

## Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

One unexcused absence may result in a reduction of the final grade by one letter. Additional unexcused absences may result in course failure. Documentation is required for excused absences.

## Academic Integrity Policy

Academic dishonesty includes plagiarism, fabrication, cheating, or misrepresentation of work. Students are expected to follow the Academic Honor Code of their home institution.

Plagiarism or other violations will result in a failing grade on the assignment and may result in failure of the course. Violations will be reported to the student's home institution.

## Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Additional expectations include:

- Navigating historic buildings with limited elevator access
- Climbing stairs in museums and universities
- Extended walking during the Oxford day trip
- Use of public transportation, including standing during commutes

## Disability Accommodation



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CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

## **Title IX Policy**

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

## **Statement about Final Syllabus**

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.