| Course ID: | Course Title: | Spring 2021 |
|---|---|---|
| SC 507 | Psychological Impacts of Poverty | Prerequisite: PS 121 |
| | | Credits: 3 |

| Class Information | | Instructor Information | |
|---|---|---|---|
| Delivery: | In class | Instructor: | Alex Sanderson, Phd |
| | | | |
| Days: | May 25th – 29th | Email: | asanderson@ambrose.edu |
| Time | 9-4 | Phone: | 403-410-2000 ext. 5907 |
| Room: | Airhart | Office: | L2101 |
| Lab/ Tutorial: | NA | Office Hours: | Zoom: By appointment |
| Final Exam: | Friday, May 29th essay exam | Add/Drop Deadline: | Midnight on first day of class |

**Important Dates and Information**
For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

**Course Description**
This course explores the impacts of poverty on human psychological development. It examines the effects of poverty on the maturation of the brain; cognitive, social and emotional abilities; and health outcomes. Participants will also consider the influence of living in poverty on the understanding of self and others and on how these perceptions contribute to risk and resilience

**Expected Learning Outcomes:**
 It is the aim of the course that students acquire the following skills:

**Program Outcomes**
Behavioural Science Program Outcomes: (1) have a sound understanding of individual and group behaviour which will assist them in dealing with people professionally and personally; (2) be able to integrate knowledge of both the psychological and societal processes which bear upon human emotions, cognition and behaviour; (3) have an understanding of research methodology in the behavioural sciences, including constructing and implementing quantitative and qualitative research designs, analyzing and critiquing empirical results, and presenting clear outcomes and recommendations to appropriate audiences; (4)  have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS); (5) perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena; (6) develop a Christian view of sociological and psychological processes in conjunction with scientific study be prepared to work with integrity and confidence in a variety of human service fields or continue on to graduate work or after-degree programs

Psychology Program Outcomes: (1) Demonstrate critical self-reflexivity of one's vocation; (2) Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas: sociocultural and diversity issues, human development, learning and information processing, and biological bases of behavior; (3) Demonstrate the capacity to engage in scientific inquiry and critical thinking; (4) Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society; (5) Demonstrate effective communication skills. (6) Demonstrate professional development skills for the workplace.

**Program and Course Outcomes:**

| Course Learning Outcome | Behavioural Sciences Program Learning Outcomes | Psychology Program Learning Outcomes | |
|---|---|---|---|
| | Outcome # | Outcome # | Assessment Point |
| Obtain an understanding of how poverty plays a significant part in the development of key bio-psycho-social characteristics. | 1,2,3 | 2,3,4 | Examinations and Peer Group mediated learning |
| Understand the necessity of examining the ongoing interactive impacts of poverty on physiological, social, cognitive and emotional capabilities across the developmental spectrum. | 1,2,3 | 2, 3, 4, 5 | Examinations and Peer Group mediated learning |
| Communicate the understanding of the risk and resilience research as it relates to the impacts of poverty. . | 1,2,6 | 3,4,5 | Examinations, Peer Group mediated learning, Final research project |
| Become aware of the ways in which the church and society might mitigate the cascading negative effects of poverty. | 3,4, 5,6 | 1,4 | Examinations, Peer Group mediated learning, Final research project |

**Textbooks**
No assigned text.  Readings will be housed on Moodle.

**Course Schedule**

**Day 1:  Poverty in Canada and Developmental Context**

Canadians for Public Justice (CPJ). (2018). Poverty Trends.
https://cpj.ca/sites/default/files/docs/files/Poverty%20Trends%20Report%202018.pdf

Chaudry, A., & Wimer, C. (2016). Poverty is Not Just an Indicator: The Relationship Between Income, Poverty, and Child Well-Being. *Academic pediatrics*, *16*(3 Suppl), S23–S29.
https://pubmed.ncbi.nlm.nih.gov/27044698/

Lamman, C. & MacIntyre, H. (2016). *An Introduction to the State of Poverty in Canada*. Fraser Institute.
https://www.fraserinstitute.org/sites/default/files/an-introduction-to-the-state-of-poverty-in-canada.pdf

Yembilah, R & Lamb, C. (2017). *Rights, Capabilities and Obligations: New Perspectives on Child Poverty in Calgary.* https://www.povertyinstitute.ca/multi-dimensional-definition-child-poverty-informing-*practice-calgary*

Yembilah, R (2018).    What does poverty look like in Canada? The Angus Reid Institute's Study of Poverty in Canada A Response from the Canadian Poverty Institute, Ambrose University,    Calgary https://static1.squarespace.com/static/595d068b5016e12979fb11af/t/5b69b8ea70a6adeee886a8da/1533655275392/Response+to+Angus+Reid+Report+July+23.docx.pdf

**Day 2:  Poverty and the Developmental Context:  Prenatal and the child**

Anasuri, S. (2017). Children living in poverty: Exploring and understanding its developmental impact.  *Journal of Humanities and Social Science (IOSR-JHSS) 22*, (6)*, Ver. 9 (June. 2017*) PP 07-16*. www.iosrjournals.org*

Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, *7*(1), 43-48. doi:10.1111/cdep.12013

Larson, C. P. (2007). Poverty during pregnancy: Its effects on child health outcomes. *Paediatrics & Child Health*, *12*(8),     673–677. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528810/

Johnson, S.B., Riis, J.L., Noble, K.G. (2016).  State of the art review: Poverty and the Developing Brain. *Pediatrics, 137* (4) e20153075; DOI: 10.1542/peds.2015-3075 http://pediatrics.aappublications.org/content/137/4

Hyde, L.W., Gard, A.M., Tomlinson, R.C., Burt, S.A., Mitchell, C., Monk, C.S. (2020) An ecological approach to understanding the developing brain: Examples linking poverty, parenting, neighborhoods, and the brain. *American Psychologist*. 75(9):1245-1259. doi: 10.1037/amp0000741. PMID: 33382290.

Sharkins, K. A., Leger, S. E., & Ernest, J. M. (2017). Examining effects of poverty, maternal depression, and children's self-regulation abilities on the development of language and cognition in early childhood: An early head start perspective. *Early Childhood Education Journal*, *45*(4), 493–498. On moodle

**Day 3: Poverty and the Developmental Context: Adolescents**

Dupere, V., Leventhal, T., Dion, E., Crosnoe, R., Archambault, I., Janosz, M. (date). Stressors and Turning Points in High School and Dropout. https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/13684/THEORETICAL%20PAPER%20REVISED%204.pdf?sequence=1

Hair, N. L., Hanson, J. L., Wolfe, B. L., & Pollak, S. D. (2015). Association of Child Poverty, Brain Development, and Academic  Achievement. *JAMA pediatrics*, *169*(9), 822–829. https://doi.org/10.1001/jamapediatrics.2015.1475 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4687959/

Hostinar, C. E., & Miller, G. E. (2019). Protective factors for youth confronting economic hardship: Current challenges and future avenues in resilience research. *The American psychologist*, *74*(6), 641–652. https://doi.org/10.1037/amp0000520

Mazza, J.R., Lambert, J., Zunzunegui, M.V., Tremblay, R.E.,  Boivin, M.,  and Côté, S.M.(2017). Early adolescence behavior problems and timing of poverty during childhood: A comparison of lifecourse models. *Social Science & Medicine*, *177*, Pages 35-42, https://doi.org/10.1016/j.socscimed.2017.01.039.

Ruck, M. D., Mistry, R. S., & Flanagan, C. A. (2019). Children's and adolescents' understanding and experiences of economic inequality: An introduction to the special section. *Developmental Psychology*, *55*(3), 449–456.

https://doi-org.ezproxy.acnuc.talonline.ca/10.1037/dev0000694

Thompson, Nikkie (2000). *Feeling Trapped.* People United For Families (PUFF) Poverty to Prosperity
        Newsletter (November 2000).

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and
        behavioral health of children and youth: Implications for prevention. *American Psychologist*, *67*(4),
        272-284. doi:10.1037/a0028015

**Day 4: Poverty and the Developmental Context: Adulthood**

CAMH Ontario (n.d.) *Poverty and Mental Illness*. https://ontario.cmha.ca/documents/poverty-and-mental-illness/

Dean Herd, Yuna Kim and Christine Carrasco, With commentaries by Sherri Torjman, Alain Noël and Ron Kneebone.
        (September 15, 2020). Canada's Forgotten Poor? Putting Singles Living in Deep Poverty on the Policy Radar. https://on-
        irpp.org/32yhkDP

Leduff, C (2009).  At a Slaugherhouse. *Experiencing Poverty: Voices from the Bottom.*   Pearson: Boston.
        Original post: https://www.nytimes.com/2000/06/16/us/slaughterhouse-some-things-never-die-who-kills-who-cuts-who-
        bosses-can-depend.html

McIntyre, L., Kwok, J.C., Emery, H., & Dutton, D. J., (2016). Impact of a guaranteed annual income program on
        Canadian seniors' physical, mental and functional health. Can J Public Health Vol 107, No 2 (2016).
        http://journal.cpha.ca/index.php/cjph/article/view/5372/3399

Sheehan, S (1995). Ain't no middle class. *The New Yorker.*
        http://pscourses.ucsd.edu/ps100da/Sheehan%20ain%27t%20no%20middle%20class.pdf

**Day 5:  Prevention and Intervention**

Canada Without Poverty (2017). *Alberta Poverty Progress Profile*
        https://www.cwp-csp.ca/poverty/2017-poverty-progress-profiles/

Canada Without Poverty (2015).  *Dignity for All. A National Anti-Poverty Plan.*
         *http://www.cwp-csp.ca/resources/resources/dignity-all-national-anti-poverty-plan*

Marines, M., Roehlkepartain, E. C., & Benson, P. L. (2005). Unleashing the Power of Community to Strengthen the Weil-
        Being of Children, Youth, and Families: An Asset- Building Approach. *Child Welfare*, *84*(2), 233–250.

Sanders, A. E., Lim, S., & Sohn, W. (2008). Resilience to urban poverty: theoretical and empirical considerations for
        population health. *American journal of public health*, *98*(6), 1101–1106.
        https://doi.org/10.2105/AJPH.2007.119495

Vibrant Communities Calgary Reports. http://vibrantcalgary.com/publications-reports/

**Course Requirements**

**Participation**
   It is expected that you will come to class having read the material and having engaged in the assigned activities.   Throughout the lectures you will be broken into structured groups to engage with the material through assigned questions and activities.   Dailey, you group will consider Canadian society and its responses to Poverty within our borders.  You will be asked to provide examples of, and reflections on, the nature and expression of poverty that are related to the topic of the day. In addition, you are to consider how

your cultural or subcultural understanding of the phenomena lines up with the research in the domain and any theological understandings you find relevant.

Additionally, each student will work in groups utilizing discussed theory and research in order to develop appropriate preventions/interventions for those experiencing poverty. Information arrived at within each group will be shared on a daily basis and will form the basis of your group term project.

On June 15th, each student will hand in a summary report of their key learnings from their peers and the discussions they engaged in. At the end of the report, please provide a rating for each of your group member's participation during the course:

**Peer/Self-evaluation of the quality of participation in discussion/Peer group meetings**

Each student must complete the following evaluation elements for every student in their discussion group, including themselves:

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less
2. [Student name] 6-point rating of the quality of contributions to discussions (1 = unacceptable, added nothing to discussions, 6 = outstanding, comments in every class have been helpful)
3. [Student name] was prepared for the discussion (true/false)
4. The [Student name] asked good questions (6-point rating scale)
5. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

Adapted from C. Stanley
https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion

**Term Projects**:
**Project 1:** This project should focus on ways to enhance development (i.e., physical, cognitive, social, emotional) for a specific population who are impacted by poverty (i.e., expectant mothers, children, adolescents, adults or seniors). The first section of your paper should start by examining the research (a minimum of 10 articles) on how we can best limit risk and enhance developmental resilience when working with this specific population. Following your presentation of the research, you are to propose ways to intervene to ensure the best possible outcomes for the specific population you are studying. Your proposed interventions should use an ecological systems approach. The paper is to be 10-12 pages in length. The format for the paper should follow the guidelines of the new *Publication Manual of the American Psychological Association (7th edition).*
*(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)*. **Due Date: July 31st, 2021**

**Term Paper 2:** A literature review should be conducted that considers the role of a chosen religious institution in poverty reduction. The review should consider: (1) the religious contexts of these practices, (2) how these intervention and prevention efforts have developed over time; and (3) the effectiveness pf these practices in alleviating the impacts of poverty. Finally, the review should conclude with recommendations based on research to enhance the role of the religious organization in poverty prevention efforts. This review should be 12 to 15 pages in length. The format for the paper should follow the guidelines of the new *Publication Manual of the American Psychological Association (7th edition).*
*(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)*.

**Final Exam**
The exam will consist of two in-depth long answer questions that will require integration of the knowledge gained throughout the course to formulate appropriate answers. Final exam is scheduled for 1pm on May 29th, 2020

Graded final examinations will be available for supervised review at the request of the student. Please contact the Academic Dean.

**Attendance:**

It is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

**Grade Summary:**

The grading will be based on the following criteria: 25% for class participation/project development (10% mark assigned by instructor; 15% of mark assigned by peers), 20% for key learning report, 15% for the cumulative take home final, and 20% for each term project.

**Grade Summary:**

The available letters for course grades are as follows:

| Percentage: | Letter Grade: | Grade Point Weight: |
|---|---|---|
| 96-100 | A+ | 4.0 |
| 91-95 | A | 4.0 |
| 86-90 | A- | 3.7 |
| 82-85 | B+ | 3.3 |
| 75-81 | B | 3.0 |
| 72-74 | B- | 2.7 |
| 68-71 | C+ | 2.3 |
| 63-67 | C | 2.0 |
| 60-62 | C- | 1.7 |
| 56-59 | D+ | 1.3 |
| 50-55 | D | 1.0 |
| 0-49 | F | |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Grading Rubric:**

| | Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an | Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences) | Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end. | Grammar and Spelling: Writing is clear and effective communicating central ideas | Formatting: Use of appropriate writing style (i.e., APA, ) and other formatting particulars (i.e., page length, font size, margins) |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| | integrated understanding of the area of study. | | | | |
| **A**<br><br>86-100 | Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways | The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application | Clearly states central thesis and purpose of paper<br><br>Each sentence/paragraph logically leads to the next<br><br>Carefully selected details which support general statements and central thesis | Few to no spelling, grammar, or other writing errors.<br><br>Words, sentences, and paragraphs flow smoothly | Consistently achieved |
| **B**<br><br>72-85 | Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately. | Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research) | Clear central thesis<br><br>Appropriate details/synthesis most of the time.<br><br>Sentences/paragraph generally flow logically together | Some spelling, grammar, and writing errors<br><br>Some awkward transitions between words, sentences, and paragraphs | Mostly achieved |
| **C**<br><br>60-71 | Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all. | Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research | Adequately limited central thesis<br><br>Details/synthesis may be repetitious or absent altogether.<br><br>Sentences/paragraphs rarely, if ever, flow logically together | Several spelling, grammar, and writing errors<br><br>Several awkward transitions between words, sentences, and paragraphs | Inconsistently achieved<br><br><br><br>*And so on….* |

**Ambrose University Important Information:**

## Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

## Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

## Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

## Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/content/academic-calendar-2

## Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

## Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:
- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:
- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the

revised due date provided by an approved extension to coursework.

**Academic Success and Supports**

**Accessibility Services**
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Ambrose Writing Services**
Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/writingcentre

**Ambrose Tutoring Services**
Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

**Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

**Sexual Violence Support**
All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note**: Students are strongly advised to retain this syllabus for their records.