

**Course Outline: Poverty and Its Effect on Child and Adolescent Development:  
PSYC 4306EL 01/DEVE 5646EL 01**

This course addresses the major issue of poverty on child and adolescent development, beginning with the "early years" position championed by Fraser Mustard and heralding back to similar earlier positions taken by John Bowlby and including selected neurological studies reporting on the impact of early neglect on brain development and function. Issues of invulnerability will also be addressed along with the cumulative poverty model. A critical analysis of early versus later interventions will be considered. This course also addresses the impact of poverty on the assessment of developmental disabilities and takes the position that poverty effects should be considered as co-morbid conditions when entertaining such diagnoses. This section also addresses poverty and fetal alcohol syndrome and effects as a poverty-related issue. Students will participate in seminars addressing poverty and selected issues such as mental illnesses, risk exposure to injuries and accidents, exposure to delinquency and crime and the influence of poverty on literacy and schooling. Students will have an opportunity to develop a seminar and paper on such themes and will be graded on these products.

Classes 1-4:

These first four classes involve reviewing a Power Point in class and discussing the major issues addressing this issue of poverty and development. As this review proceeds, we are to identify key issues for classroom presentations and paper development. A full bibliography for your terms paper is to be finished at this point so that you can begin your paper.

The next four classes involved discussion your papers in class and presenting a synopsis or "Annotated bibliography" of your term paper. You will be graded on your bulleted paper outline and bibliography. Class participation (10%) will be included with this interim product (30%).

Your final four weeks are devoted to a polished paper product of your term paper. Intensive classroom participation and consultations with your professor on your selected topic will produce a superior term paper (60%).

It is hoped that your term paper will be an extension of your interests and activities involved in preparing your thesis or major paper. For example, if you prefer neurological details of poverty then by all means explore that aspect of poverty and brain function. If you prefer to deal with cultural and marginalization issues and poverty and child development, then, by all means, pursue that. DEVE students of course will be expected to select a more interdisciplinary focus. There are many important topics within this area of poverty and we look forward to having an intellectually interesting time.

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