

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD120

Course Title: Fetal Alcohol Spectrum Disorder

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.5
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Course Description:

This online course is for frontline workers, program managers, and others working with high-risk women and/or children, youth, and adults living with Fetal Alcohol Spectrum Disorder (FASD), along with their families and support networks. The course is 21 hours long, to be completed part-time over six weeks. The disabilities related to FASD are often not well understood by those working in health, educational, social service, and justice settings. As a result, the response to children, youth, and adults with FASD may not take into account their disabilities related to communication, memory, and reasoning. Also, opportunities are missed for preventing FASD by effectively intervening with women in their childbearing years who use alcohol. This course will provide an overview of FASD and its prevention. You will discuss how a diagnosis is made and how to work effectively with clients affected by FASD.

Course Goal(s):

To provide an overview of Fetal Alcohol Spectrum disorder, what it is, approaches to intervention with individuals affected and approaches to prevention with women, in a way that supports individual reading, online discussion of issues and direct application to practice and policy.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Understand terms associated with the effects of alcohol and drug use during pregnancy (FASD, pFAS, ARND, ARBD and NAS)
2. Explain how persons affected by FASD may present in various settings
3. Describe key individual and contextual factors that contribute to alcohol use by women during pregnancy
4. Describe key principles and values to promote best practices in work with women to prevent FASD and with individuals affected by FASD
5. Describe the criteria for a diagnosis and the components of an assessment for FASD

6. Know where and how to make referrals for assessment, support, and/or treatment for women with substance use problems
7. Identify specific strategies that individual communities are employing to address FASD-related issues
8. Be familiar with community, provincial, and national resources concerning FASD

Course Topics/Content:

- **INTRODUCTION**
 - What the learner needs to know about online learning, and the format of the sessions in this course
 - Introductions, including what motivated them to study FASD related issues
 - How shared values need to guide our work on substance use in pregnancy and FASD (using values from the Community Action Guide)
- **UNDERSTANDING FASD**
 - The history of FAS – key developments
 - Current terms currently used, both diagnostic and non-diagnostic – FASD, FAS, pFAS, ARND, ARBD, NAS – and using these terms appropriately
 - Key signs that a person might be affected by FASD
 - How might a person with FASD present in the students' workplaces?
- **UNDERSTANDING SUBSTANCE USE IN PREGNANCY**
 - Levels of risk and prevalence of alcohol and other drug use in pregnancy
 - Work being done to reach all women of child bearing years and their support networks, on the risks of alcohol use in pregnancy
 - Work being done to screen and intervene with women with lower risk patterns of use
 - Work being done to reach and support high risk women
 - The addictions treatment system in BC
- **DIAGNOSIS AND ASSESSMENT OF FASD**
 - The importance of a diagnosis
 - Current diagnostic and assessment protocols
 - Where to get a diagnosis for children, youth and adults
 - How to prepare for diagnostic procedures
 - Translating a diagnosis into practice – working with plans
 - Coping without a diagnosis
- **HELPFUL STRATEGIES WHEN WORKING WITH PEOPLE AFFECTED AND THEIR SUPPORT SYSTEMS**
 - Principles and strategies when working with individual clients who are affected
 - Using integrated case management to build a network of support for those affected

- Strategies for making workplaces more responsive to those with FASD – including justice system workplaces, addictions counseling workplaces, child protection and social work settings, Friendship Centres, mental health settings, pregnancy outreach programs, etc
- Respecting and addressing the needs of parents and other caregivers

- **WORKING TOGETHER ON PREVENTION, INTERVENTION, POLICY AND RESEARCH**
 - Getting involved - Community, regional and provincial partnerships in BC
 - Being strategic - Local action plans and the provincial FASD Strategic Plan
 - Provincial, national and international groups and resources

- **FINAL ASSIGNMENT**
 - Complete a case study or community research project

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	N/A			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	21.0			
Correspondence	N/A			
Total Class Hours	21.0			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

To receive a certificate, you must complete all the course readings, regularly post your comments and submit a final assignment.

You will receive a certificate of completion upon successful completion of the training.

Other Course Guidelines, Procedures and Comments:

This course is an elective credit.

Participants complete an online evaluation of course content and facilitator abilities in order to ensure quality control.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
 Academic Progression Policy
 Admissions Policy
 Academic Appeals Policy
 Evaluation Policy
 Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.