

## Justice Institute of British Columbia COURSE OUTLINE

**Course Code:** AD128

**Course Title:** Working with People Affected by Fetal Alcohol Spectrum Disorder to Prevent and Treat Substance Use Problems

**Prerequisite Courses:** Overview of Prevention and Intervention of Fetal Alcohol Spectrum Disorder (AD409)

**Sponsoring Division:** Community and Social Justice Division, Centre for Counselling and Community Safety

**Previous Course Code & Title:**

**Course Effective Date:**

<b># of Credits:</b>	<b>0.5</b>
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### **Course Description:**

People affected by Fetal Alcohol Spectrum Disorder are at increased risk of developing substance use and mental health problems, due to the nature of the disabilities and the systemic failure to provide tailored support. This course will provide you with the opportunity to examine principles and strategies for working with young men and women affected by FASD and to learn how to apply these principles in the context of addiction treatment, as well as in prevention and harm reduction contexts.

### **Course Goal(s):**

Participants will gain an understanding of the principles for working with people affected by FASD and practical strategies that can be applied to working with young women with substance use and related health and social challenges. Participants will have had the opportunity to hear of the experiences of women living with FAS and discuss how all of this knowledge and awareness combined can be incorporated into their work context. Participants will leave with an understanding of the levels of prevention of FASD and how they apply to work with women who themselves have FASD.

### **Course Learning Objectives:**

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

1. Identify sources for current research and programming related to working with people who have FASD
2. Describe factors that contribute to the challenges faced by young women with substance use problems, and how this information can be applied in designing addictions treatment and support options
3. Articulate guiding principles for working with people who have FASD and how they might be incorporated into approaches to addictions treatment and overall counseling practice
4. Describe the four levels of FASD prevention and identify how they apply to their practice
5. Apply practical strategies offered by instructor and women themselves to their practice.

**Course Topics/Content:**

- Resources for current research on topics related to FASD
- Addictions treatment and support options for young women with substance use problems
- Challenges faced by young women with substance use problems
- Guiding principles for working with people who have FASD
- Approaches to addictions treatment and overall counselling practice when working with people who have FASD
- Four levels of FASD prevention

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

**Required:**

Calgary Fetal Alcohol Network. (2004). New perspectives on transitions and fetal alcohol spectrum disorder. Calgary: Author.

Dinning, L.B., Podruski, A., Fox, D., Wright, A. (2004). We cares: Practical skills for front-line workers working with adults affected by fetal alcohol spectrum disorder. Ottawa: HRSDC

National Homelessness Initiative. Region 6 Fetal Alcohol Spectrum Disorder Child and Youth Sub-Committee. (2004). FASD

Strategies Not Solutions. Edmonton: Author.

Rutman, D., La Berge, C, Wheway, D. (2005). Parenting with FASD: Challenges Strategies and Support. Victoria: School of Social Work, University of Victoria and the FAS/E Support Network of BC.

**Recommended:**

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	7.0			

**Comments on Delivery Methods:**

**Related Program(s):** (where applicable)

**Credit Transfer exists at:** (List Institutions with official transfer agreements and name equivalent courses)

**Course Grading System:**

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail	<input type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

<b>Passing Grade:</b>	Pass
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*JIBC Standard Grading Scale for Letter, Grade Point and % Grades:*

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

**Evaluation Activities and Weighing:** (complete the %'s which apply – total must equal 100%)

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

**Comments on Evaluation:**

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

**Other Course Guidelines, Procedures and Comments:**

This course is an elective credit.

**View the Justice Institute of BC Policies listed below at:**

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy  
Harassment Policy  
Prior Learning Assessment Policy  
Student Code of Conduct

Academic Appeals Policy  
Intellectual Property Rights Policy  
Research on Human Subjects: Ethics  
Student Records