

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD409

Course Title: Overview of Prevention and Intervention of Fetal Alcohol Spectrum Disorder

Prerequisite Courses: Understanding Substance Use (AD400)

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:	0.5
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Course Description:

This course will provide you with an overview of current knowledge on Fetal Alcohol Spectrum Disorder (FASD) and then focus on best practices in its prevention. Topics include: understanding FASD; models for working with substance-using women of childbearing years; needed policy and community-level prevention responses; and strategies currently being undertaken at the provincial and national levels. A wide range of resources will be introduced that will support further learning and application of relevant strategies on the part of those working in diverse treatment and community settings.

Course Goal(s):

At the end of this one day, 7 hour course, participants will leave with an overview of current research and knowledge on Fetal Alcohol Spectrum Disorder (FASD) and a list of current websites and online & print resources of interest to those working on FASD related issues in BC.

Learning Outcomes:

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

1. Describe the risks associated with alcohol and other substance use during pregnancy.
2. Define associated terminology (FASD, pFAS, ARND, ARBD and NAS).
3. Describe key characteristics of those with FASD, and approaches found to be helpful in supporting those with FASD
4. Discuss key individual and contextual factors that contribute to alcohol use by women in pregnancy.
5. Articulate principles and best practices in three levels of FASD prevention-related work with substance using women of child bearing years, their support systems and communities.
6. Discuss where to find more information and support for implementing these strategies in the context of the learners' work settings.

7. Identify where to get treatment for alcohol problems and diagnosis/support for FASD in B.C.
8. Discuss strategies that community, provincial and national governments and organizations are employing to address FASD related issues; and know how to access community, provincial and national web-based resources about FASD.

Course Topics/Content:

A range of instructional strategies are used to address the following:

- UNDERSTANDING FASD
 - How shared values need to guide our work on substance use in pregnancy and FASD
 - The potential impacts of substance use during pregnancy – and use of the following diagnostic and non-diagnostic terms: FASD, FAS, pFAS, ARND, ARBD, NAS
 - Key signs that a person might be affected by FASD
 - Key strategies for working with individuals affected.
 - Where to get a diagnosis for children, youth and adults in BC

- UNDERSTANDING SUBSTANCE USE IN PREGNANCY
 - Levels of risk and prevalence of alcohol and other drug use in pregnancy
 - Best practices in reaching all women of child bearing years and their support networks, on the risks of alcohol use in pregnancy
 - Best practices in screening and intervening with women with lower risk patterns of use
 - Best practices in reaching and supporting high risk women
 - The addictions treatment system in BC

- WORKING TOGETHER ON PREVENTION, POLICY AND RESEARCH
 - Community, regional and provincial action in BC
 - Provincial, national and international groups, strategic actions and resources

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	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	7.0			

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:

100% attendance in all classes

Active contribution in large and small group discussions and activities.

Successful completion of written assignment for Substance Use Certificate.

Other Course Guidelines, Procedures and Comments:

This course is required for the Substance Use Certificate.

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

Student Policies:

Academic Regulations:

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

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

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

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.

Problem solving

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

Communication, oral and written

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

Interpersonal relations

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

Leadership

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

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.

Independent learning

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

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.