

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-1140
<b>Short Title:</b>	FASD – Increase Understanding
<b>Long Title:</b>	Fetal Alcohol Spectrum Disorder: Increasing Understanding
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	AD409 – Overview of Prevention and Intervention of Fetal Alcohol Spectrum Disorder

**Course First Offered:**

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

Learn current knowledge about Fetal Alcohol Spectrum Disorder (FASD) and then focus on best practices in its prevention. Course content includes: understanding FASD; models for working with substance-using women of childbearing years; policy and community-level prevention responses; and strategies currently being undertaken at the provincial and national levels. This one-day course introduces a wide range of resources that will support further learning and application of relevant strategies on the part of those working in diverse treatment and community settings.

**Note:** Learners will benefit from having completed a basic level of counselling training or COUN-1100 Understanding Substance Use.

### Course Goals

The purpose of this course is to provide learners with an overview of current research and knowledge on Fetal Alcohol Spectrum Disorder (FASD), a list of current websites, and online and print resources of interest to those work on FASD related issues in BC.

### Learning Outcomes

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

1. Explain 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 Fetal Alcohol Syndrome Disorders (FASD).
4. Summarize 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. Outline where to find more information and support for implementing these strategies in the context of the learners' work settings.

### Course Topics/Content

- 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
- 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 & Resource Materials

All materials will be provided in class.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>7</b>

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	50%

Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	50%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

**Comments on Evaluation**

100% attendance.  
 Active participation in all classes.  
 Successful completion of written assignment for Substance Use Certificate.

**Course Grading Scheme\***

- JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

**Other Course Guidelines, Procedures and Comments**

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/about-jibc/governance/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:

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| <p><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p>                                  | <p><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p>        |
| <p><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</p> | <p><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</p> |

- 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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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.