



COURSE OUTLINE: FASD104 - CULTURAL PERSPECTIVE

Prepared: Continuing Education Department

Approved: Lori Crosson, Director, E-Learning and Continuing Education

Course Code: Title	FASD104: CULTURAL PERSPECTIVES IN FASD
Program Number: Name	3250: FETAL ALCOHOL DIS.
Department:	MOU-ABORIGINAL EDUCATION INST.
Semesters/Terms:	19F, 19W, 19S
Course Description:	This course explores FASD from a cultural perspective, with a focus on Canadian Aboriginal cultures. FASD is viewed as a disorder that, while it affects all cultures, provides an emergent opportunity for the Aboriginal peoples of Canada to create a unique and effective response.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	FASD111
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	3250 - FETAL ALCOHOL DIS. VLO 1 Assess individuals, families and groups at risk for and/or living with the experience of FASD. VLO 2 Advocate for individuals, families and groups at risk for or living with FASD within the social services, health, education, judicial and other systems. VLO 3 Plan for and develop an implementation and evaluation process for interventions aimed at prevention, early detection and ongoing support individuals, families and groups at risk for or living with FASD. VLO 4 Collaborate in the planning, delivery and evaluation of FASD service programs and initiatives VLO 5 Refer individuals, families and groups at risk for, or living with, FASD to appropriate services. VLO 6 Design and plan for the delivery of FASD services education to other professionals and members of the community. VLO 8 Analyze and synthesize the professional impacts and implications for delivery of FASD services.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems.



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	<p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>																
Course Evaluation:	Passing Grade: 50%, D																
Books and Required Resources:	<p>Visions of the Heart: Issues Involving Aboriginal Peoples in Canada by Olive Patricia Dickason and David Alan Long Publisher: Oxford University Press, Don Mills, Ontario Edition: 4</p> <p>Supporting the Sacred Journey: From Preconception to Parenting for First Nations Families in Ontario by Best Start Resource Centre</p> <p>FASD Toolkit for Aboriginal Families by Jennifer Wemigwans Publisher: Ontario Federation of Indian Friendship Centres</p> <p>Speaking My Truth: Reflections on Reconciliation & Residential School Publisher: Aboriginal Healing Foundation</p>																
Course Outcomes and Learning Objectives:	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>Examine Indigenous Worldview</td><td>- Explain the foundational concepts of Indigenous worldview.</td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>Explore FASD Prevalence.</td><td>- Describe FASD prevalence rates on the micro and macro levels. - Understand potential causes for rate differences.</td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>Review the impact of residential schools.</td><td>- Articulate the influence of historical and sociopolitical issues on effective practice within Aboriginal communities.</td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>Examine early intervention therapies within the Indigenous communities.</td><td>- Describe various pilot programs held within Indigenous communities. - Explain Indigenous approaches to FASD. - Describe the impact of FASD on Canadian Aboriginal communities and other Indigenous populations. - Illustrate the processes and protocols for developing a FASD response in the context of within community. - Understand and apply a culturally inclusive framework to develop and assess strategies for FASD intervention and prevention.</td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Examine Indigenous Worldview	- Explain the foundational concepts of Indigenous worldview.	Course Outcome 2	Learning Objectives for Course Outcome 2	Explore FASD Prevalence.	- Describe FASD prevalence rates on the micro and macro levels. - Understand potential causes for rate differences.	Course Outcome 3	Learning Objectives for Course Outcome 3	Review the impact of residential schools.	- Articulate the influence of historical and sociopolitical issues on effective practice within Aboriginal communities.	Course Outcome 4	Learning Objectives for Course Outcome 4	Examine early intervention therapies within the Indigenous communities.	- Describe various pilot programs held within Indigenous communities. - Explain Indigenous approaches to FASD. - Describe the impact of FASD on Canadian Aboriginal communities and other Indigenous populations. - Illustrate the processes and protocols for developing a FASD response in the context of within community. - Understand and apply a culturally inclusive framework to develop and assess strategies for FASD intervention and prevention.
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	Anishinabe Cultural Handbook Presentation	30%
	Chapter Review	20%
	Quizzes (2 @ 15% each)	30%
	Reflection Summary	20%

Date: September 18, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

