



## COURSE OUTLINE: FASD106 - DISABILITIES

Prepared: Continuing Education Department

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

<b>Course Code: Title</b>	FASD106: DEVELOPMENTAL AND LEARNING DISABILITIES
<b>Program Number: Name</b>	3250: FETAL ALCOHOL DIS.
<b>Department:</b>	MOU-ABORIGINAL EDUCATION INST.
<b>Semesters/Terms:</b>	19F, 19W, 19S
<b>Course Description:</b>	This course explores developmental disabilities including those affecting motor, cognitive, speech, and sensory systems from a brain function perspective. Coexisting learning disabilities are studied with a view to remedial programming. The emphasis will be on understanding and recognizing disorders in these systems and how these disorders may impact people with prenatal alcohol exposure and other developmental disabilities.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	FASD102, FASD103
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	FASD111
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<b>3250 - FETAL ALCOHOL DIS.</b> 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 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.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.



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	<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>																
<b>Course Evaluation:</b>	Passing Grade: 50%, D																
<b>Books and Required Resources:</b>	<p>A comprehensive guide to intellectual and developmental disabilities by Wehmeyer, M., Brown, I., Percy, M., Shogren, K., &amp; Fung, W.L.A.</p> <p>Publisher: Paul H. Brookes Publishing Co. Edition: 2</p>																
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>Examine various developmental disabilities.</td><td>-Describe FASD. -Describe other developmental disabilities, including causes, prevalence and key brain domains affected.</td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>Explore causes and risk factors for developmental disabilities.</td><td>-Explain causes, prevalence and key brain domains affected of each developmental disability, including FASD.</td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>Explore the International Classification of Function (ICF).</td><td>-Apply the International Classification of Function (ICF) and analyze its benefits and limitations.</td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>Explore the 7 brain domains as a framework for understanding FASD.</td><td>-Apply the brain domain model as a framework to understanding FASD and other developmental disabilities and describe how disorders in different brain domains may affect a child's or adult's behaviour. Use this knowledge to develop appropriate intervention strategies. -Demonstrate an integrated knowledge of issues faced by a family with a child who has a disability, and formulate specific strategies and resources to help the family cope with FASD.</td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Examine various developmental disabilities.	-Describe FASD. -Describe other developmental disabilities, including causes, prevalence and key brain domains affected.	Course Outcome 2	Learning Objectives for Course Outcome 2	Explore causes and risk factors for developmental disabilities.	-Explain causes, prevalence and key brain domains affected of each developmental disability, including FASD.	Course Outcome 3	Learning Objectives for Course Outcome 3	Explore the International Classification of Function (ICF).	-Apply the International Classification of Function (ICF) and analyze its benefits and limitations.	Course Outcome 4	Learning Objectives for Course Outcome 4	Explore the 7 brain domains as a framework for understanding FASD.	-Apply the brain domain model as a framework to understanding FASD and other developmental disabilities and describe how disorders in different brain domains may affect a child's or adult's behaviour. Use this knowledge to develop appropriate intervention strategies. -Demonstrate an integrated knowledge of issues faced by a family with a child who has a disability, and formulate specific strategies and resources to help the family cope with FASD.
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<b>Date:</b>	September 18, 2019																
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.																

