



COURSE OUTLINE: FASD107 - SUPPORT STRATEGIES

Prepared: Continuing Education Department

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

Course Code: Title	FASD107: SUPPORT STRATEGIES
Program Number: Name	3250: FETAL ALCOHOL DIS.
Department:	MOU-ABORIGINAL EDUCATION INST.
Semesters/Terms:	19F, 19W, 19S
Course Description:	This course focuses on effective strategies for support and management of those persons impacted by FASD. Participants will learn how to develop and tailor these program strategies to meet the needs of children, adolescents, and adults impacted by FASD.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	FASD101
Corequisites:	FASD109
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 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 7 Identify, analyze and apply current research and theory to 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. 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. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working



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	relationships and the achievement of goals.														
	EES 10 Manage the use of time and other resources to complete projects.														
	EES 11 Take responsibility for ones own actions, decisions, and consequences.														
Course Evaluation:	Passing Grade: 50%, D														
Course Outcomes and Learning Objectives:	<table> <tr> <td>Course Outcome 1</td><td>Learning Objectives for Course Outcome 1</td></tr> <tr> <td>Explore FASD behaviour.</td><td>-Describe and identify problematic FASD-related behavior.</td></tr> <tr> <td>Course Outcome 2</td><td>Learning Objectives for Course Outcome 2</td></tr> <tr> <td>Explore FASD literature.</td><td>-Compare and contrast FASD literature in relation to FASD support strategy development. -Identify and analyze the quality of online sources of FASD support strategies.</td></tr> <tr> <td>Course Outcome 3</td><td>Learning Objectives for Course Outcome 3</td></tr> <tr> <td>Explore support strategies as a human service discipline.</td><td>-Examine and discuss the key elements of the FASD support programs. -Outline and analyze government strategic plans for FASD with emphasis on support strategies in various human disciplines. -Apply knowledge of effective FASD support strategies toward the creation of a professional handbook that is focused on a specific human service discipline(s).</td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Explore FASD behaviour.	-Describe and identify problematic FASD-related behavior.	Course Outcome 2	Learning Objectives for Course Outcome 2	Explore FASD literature.	-Compare and contrast FASD literature in relation to FASD support strategy development. -Identify and analyze the quality of online sources of FASD support strategies.	Course Outcome 3	Learning Objectives for Course Outcome 3	Explore support strategies as a human service discipline.	-Examine and discuss the key elements of the FASD support programs. -Outline and analyze government strategic plans for FASD with emphasis on support strategies in various human disciplines. -Apply knowledge of effective FASD support strategies toward the creation of a professional handbook that is focused on a specific human service discipline(s).		
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Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Behaviour List Assignment</td><td>5%</td></tr> <tr> <td>Human Services Discipline Handbook Assignment</td><td>35%</td></tr> <tr> <td>Literature Analysis (5 articles @ 3% each)</td><td>15%</td></tr> <tr> <td>Literature Location and Analysis Assignment</td><td>15%</td></tr> <tr> <td>Reflection Response (4 @ 2.5% each)</td><td>10%</td></tr> <tr> <td>Topical Essay</td><td>20%</td></tr> </table>	Evaluation Type	Evaluation Weight	Behaviour List Assignment	5%	Human Services Discipline Handbook Assignment	35%	Literature Analysis (5 articles @ 3% each)	15%	Literature Location and Analysis Assignment	15%	Reflection Response (4 @ 2.5% each)	10%	Topical Essay	20%
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Date:	September 18, 2019														
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.														

