



## COURSE OUTLINE: FASD110 - IMPLICATIONS

Prepared: Continuing Education Department

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

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| <b>Course Code: Title</b>   | FASD110: IMPLICATIONS  |
| <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>  | In this course, students gain a solid understanding of the unique complexities of FASD in the social service, education, justice, and health related disciplines. This knowledge will add depth and breadth to their understanding of individuals, families, and communities as impacted by FASD. Prevention and intervention strategies will be explored with a view to integrating these concepts further into professional practice.  |
| <b>Total Credits:</b>   | 3  |
| <b>Hours/Week:</b>  | 3  |
| <b>Total Hours:</b>   | 45   |
| <b>Prerequisites:</b>   | There are no pre-requisites for this course.   |
| <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> | <b>3250 - FETAL ALCOHOL DIS.</b><br>VLO 4 Collaborate in the planning, delivery and evaluation of FASD service programs and initiatives<br>VLO 8 Analyze and synthesize the professional impacts and implications for delivery of FASD services.   |
| <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.<br>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.<br>EES 4 Apply a systematic approach to solve problems.<br>EES 5 Use a variety of thinking skills to anticipate and solve problems.<br>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.<br>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.<br>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.<br>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.<br>EES 10 Manage the use of time and other resources to complete projects.<br>EES 11 Take responsibility for ones own actions, decisions, and consequences. |



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| <b>Course Evaluation:</b>   | Passing Grade: 50%, D   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
|---|---|-------------------------|---|-------------------------------------|--|------------------------------------|---|---|--|-------------------------|---|-------------------------|---|-------------------------|---|--|---|
| <b>Course Outcomes and Learning Objectives:</b>   | <table> <tr> <td><b>Course Outcome 1</b></td><td><b>Learning Objectives for Course Outcome 1</b></td></tr> <tr> <td>Examine FASD in a societal context.</td><td>           -Describe the complexity of FASD prevention and the importance of a nonjudgmental approach to the health and wellbeing of pregnant and parenting women with a determinants of health perspective.<br/>           -Recognize and explain the strength and resilience people living with FASD possess.         </td></tr> <tr> <td><b>Course Outcome 2</b></td><td><b>Learning Objectives for Course Outcome 2</b></td></tr> <tr> <td>Explore the multi-level approach to prevention of FASD and the complexities of FASD prevention.</td><td>           -Provide a critical analysis of the societal causes of FASD.<br/>           -Summarize challenges that may be experienced through childhood, adolescence and adulthood.<br/>           -Consider the prevalence of this disorder and the related impact on social, judicial, educational and health systems.         </td></tr> <tr> <td><b>Course Outcome 3</b></td><td><b>Learning Objectives for Course Outcome 3</b></td></tr> <tr> <td>Examine FASD diagnosis.</td><td>           -Consider the FASD Canadian Guidelines for Diagnosis and analyze the positives and challenges of the diagnostic process.<br/>           -Demonstrate an understanding of why FASD is a spectrum disorder.<br/>           -Consider the spectrum and explain common outcomes of these disorders.         </td></tr> <tr> <td><b>Course Outcome 4</b></td><td><b>Learning Objectives for Course Outcome 4</b></td></tr> <tr> <td>Explore FASD education and the benefit to professionals.</td><td>           -Recognize the need for adaptive strategies for working with people who live with brain difference.<br/>           -Explain the impact of FASD on service delivery.         </td></tr> </table> | <b>Course Outcome 1</b> | <b>Learning Objectives for Course Outcome 1</b> | Examine FASD in a societal context. | -Describe the complexity of FASD prevention and the importance of a nonjudgmental approach to the health and wellbeing of pregnant and parenting women with a determinants of health perspective.<br>-Recognize and explain the strength and resilience people living with FASD possess. | <b>Course Outcome 2</b>            | <b>Learning Objectives for Course Outcome 2</b> | Explore the multi-level approach to prevention of FASD and the complexities of FASD prevention. | -Provide a critical analysis of the societal causes of FASD.<br>-Summarize challenges that may be experienced through childhood, adolescence and adulthood.<br>-Consider the prevalence of this disorder and the related impact on social, judicial, educational and health systems. | <b>Course Outcome 3</b> | <b>Learning Objectives for Course Outcome 3</b> | Examine FASD diagnosis. | -Consider the FASD Canadian Guidelines for Diagnosis and analyze the positives and challenges of the diagnostic process.<br>-Demonstrate an understanding of why FASD is a spectrum disorder.<br>-Consider the spectrum and explain common outcomes of these disorders. | <b>Course Outcome 4</b> | <b>Learning Objectives for Course Outcome 4</b> | Explore FASD education and the benefit to professionals. | -Recognize the need for adaptive strategies for working with people who live with brain difference.<br>-Explain the impact of FASD on service delivery. |
| <b>Course Outcome 1</b>   | <b>Learning Objectives for Course Outcome 1</b>   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Examine FASD in a societal context.   | -Describe the complexity of FASD prevention and the importance of a nonjudgmental approach to the health and wellbeing of pregnant and parenting women with a determinants of health perspective.<br>-Recognize and explain the strength and resilience people living with FASD possess.  |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| <b>Course Outcome 2</b>   | <b>Learning Objectives for Course Outcome 2</b>   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
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| <b>Course Outcome 3</b>   | <b>Learning Objectives for Course Outcome 3</b>   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Examine FASD diagnosis.   | -Consider the FASD Canadian Guidelines for Diagnosis and analyze the positives and challenges of the diagnostic process.<br>-Demonstrate an understanding of why FASD is a spectrum disorder.<br>-Consider the spectrum and explain common outcomes of these disorders.   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Explore FASD education and the benefit to professionals.  | -Recognize the need for adaptive strategies for working with people who live with brain difference.<br>-Explain the impact of FASD on service delivery.   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| <b>Evaluation Process and Grading System:</b>   | <table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Discussion Paper</td><td>20%</td></tr> <tr> <td>Module Assignments (8 @ 7.5% each)</td><td>60%</td></tr> <tr> <td>Research Project</td><td>20%</td></tr> </table>   | Evaluation Type         | Evaluation Weight                               | Discussion Paper                    | 20%  | Module Assignments (8 @ 7.5% each) | 60%   | Research Project  | 20%  |                         |   |                         |   |                         |   |  |   |
| Evaluation Type   | Evaluation Weight   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Discussion Paper  | 20%   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Module Assignments (8 @ 7.5% each)  | 60%   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| Research Project  | 20%   |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| <b>Date:</b>  | September 18, 2019  |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |
| <b>Addendum:</b>  | Please refer to the course outline addendum on the Learning Management System for further information.  |                         |   |                                     |  |                                    |   |   |  |                         |   |                         |   |                         |   |  |   |