

Calendar Description

A disability studies approach to Fetal Alcohol Spectrum Disorder and how this approach can facilitate an understanding of individuals with FASD in view of the principles of community inclusion and social justice as these apply to family support, schooling, intervention, prevention and life-long supports.

Content/Objectives

This course will provide an overview of Fetal Alcohol Spectrum Disorder (FASD) including a multi-faceted understanding of the implications of this diagnosis. A primary purpose of this course is to facilitate the understanding of FASD as a disability.

The course will include information on parenting a child with FASD, advocacy, family support, education, the medical response to FASD, societal responses, supporting adults with FASD, and practice issues. FASD will be examined from a multi-disciplinary perspective, making the course relevant to students in various disciplines.

- History, diagnosis, and characteristics of FASD from childhood to adulthood
- Conceptual framework for responding to and understanding FASD as a disability
- Societal and systems' responses and responsibilities to individuals with FASD and their families
- Community inclusion and individuals with FASD
- Life outcomes for individuals with FASD
- Prevention and intervention

Outcomes/Competencies

- Demonstrate knowledge of how FASD has been interpreted and understood as a life-defining condition
- Demonstrate knowledge of the current state of services, systems and community in responding to individuals with FASD and their families
- Demonstrate knowledge of strategies for prevention of FASD and for supporting birth mothers of children with FASD
- Articulate educational strategies that can be applied across the life-span
- Articulate how the principles of community inclusion can be applied to individuals with FASD, particularly in the prevention of secondary disabilities

Assignments

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|------------------------------------------------------------------------------|-----|
| 1. Referenced based participation in on-line discussions of assigned topics. | 30% |
| 2. Completion of two on-line exams (10% each) | 20% |
| 3. Completion of a case study to be submitted on-line | 50% |

Resources

All resources are **available on-line**:

Required Readings:

New Perspectives on Transitions & Fetal Alcohol Spectrum Disorder, Calgary Fetal Alcohol Network, 2004
http://www.shoutoutdesigns.com/calgaryfasd/files/fasd_final_report.pdf

Roberts, G. & Nanson, J. (2001). *BEST PRACTICES: Fetal Alcohol Syndrome/Fetal Alcohol Effects and the effects of other substance use during pregnancy*. Health Canada. http://www.phac-aspc.gc.ca/fasd-etcaf/pdf/03-bestpractices_e.pdf

Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope: Special Programs Branch, Alberta Education, 2004. http://www.education.gov.ab.ca/k_12/specialneeds/fasd.asp or http://www.education.gov.ab.ca/k_12/specialneeds/fasd/fasd.pdf

Other resources as indicated by the instructor.

Websites – There are numerous online resources. Students should not restrict themselves to the following examples.

Canadian Center on Substance Abuse–

<http://www.ccsa.ca/Eng/KnowledgeCentre/OurDatabases/FASD/Pages/default.aspx>

FAS Community Resource Centre

<http://www.come-over.to/FASCRC>

The FAS Family Resource Institute

<http://www.fetalalcoholsyndrome.org>

The Public Health Agency of Canada

<http://www.phac-aspc.gc.ca/fasd-etcaf/index-eng.php>

Note: The recommended web sites reflect the views of the specific organization and not necessarily those of the course developers. They have been chosen for this course as examples of sources of information about FASD.

Details for current course offerings are available at: www.crdc.org

Instructor and Course Information

COURSE: Core 591.42	INSTRUCTOR: Bruce Uditsky
TERM: Spring – Summer 2009	TELEPHONE: Please use email
SECTION: L30/B30	FAX: 780-453-5779
TIME/DATE: Spring/Summer 2009	EMAIL: Uditsky@aacl.org
LOCATION: Blackboard	

Course Structure and Organization

Course Schedule:

This is an on-line course. The students are expected to log-in and post their presentations and responses on assigned times (for deadlines and the frequency of responses, see the Assignments section). **Topic schedule will be posted on Blackboard.**

Time commitment: This is a half course with time commitment equivalent to *40 hours of instruction over 9 weeks, beginning on May 14 and ending on July 17*. Please budget approximately **5 hours per week** for participation in on-line discussions reading, self-directed research, exams, and the preparation of assigned papers.

The required readings are intended as a basic resource for introducing FASD. Students will use the materials as starting point for discussions and a basic reference guide as they complete their self-directed, extended literature search towards completing the course work.

Course materials will be *available via the Internet*. The discussions and interactions amongst the community of learners at different locations will be facilitated by the instructor. In addition, students will use existing on-line materials for self-directed study and independent learning. For all assignments, the use of a combination of resources available on the web, in the University Library, and elsewhere (Medline, Psychlit, ERIC, etc.) is encouraged.

Contact with the instructor will occur through the asynchronous Blackboard Discussion Board to provide individual faculty-student interaction along with regular e-mail contact between students and course instructor.

Details of Assignments

****STUDENTS ARE EXPECTED TO HAVE A RELATIVELY GOOD WORKING KNOWLEDGE OF COMPUTERS. STUDENTS MUST SUBMIT AN E-MAIL ADDRESS WITH THEIR COURSE REGISTRATION.**

1. Interactive on-line discussion of assigned topics

Value: 30%

Readings, materials, and questions for discussion will be posted on Blackboard by the Instructor. Students will be required to read and view the materials, provide their feedback responses, interact with each other and the instructor, and answer questions. Students are *expected* to review other students' postings and address ideas expressed by other students. Students should use information from additional readings (give references), give examples from their practice, agree with or critique the ideas in the posted materials.

The discussions are designed to initiate students' interchange on issues related to course content. Active and open participation in the discussion is essential. Assessment criteria will be posted on-line.

POSTING INSTRUCTIONS: Students must post at least one substantive reflective response that is reference based EACH week. Postings are asynchronous and must contribute additional knowledge to the topic under discussion.

Each week begins on Monday (first week – *on Monday, May 18*). Readings and other learning materials, including questions for discussion, will be posted by the instructor *by Friday night* prior to each week (first instructor's posting *on Friday, May 15*).

Due time of students' postings: Postings are required from each student no later than *Thursday mid-night (MST)* of each week. After this time, *the instructor will not go back* and look at any week that is *over*. Responses *posted late will not be reviewed* (only exceptional circumstances will be considered; in such case, please contact the instructor directly). Instructor will review students' postings and provide feedback to the students weekly.

2. Short Answer Exams

Value: 30%

Students will complete **2 on-line short answer exams** based on assigned readings which will be posted along with the dates of the exams. The exams will cover particular sections of the assigned readings. The first exam will be posted on June 15 and students will have until June 19 to complete the exam. The second exam will be posted July 13 and students will have until July 17 to complete the exam. The exam must be completed in one online session – students will not be able to leave the exam once started and return to it at a later time.

3. Research Paper

Value: 40%

A 2500 word individual research paper addressing one of the following topics from the perspective of an individual with FASD and/or their family – impact of FASD on the individual, prevention of secondary disabilities, education, employment, home and housing, family support, child protection, community supports, or community inclusion. Papers must offer a disability studies perspective (e.g., in contrast to a medical model).

Students must confirm their choice of topic with the Instructor no later than June 5. Students may choose a topic other than one listed above, but this choice must be approved by the Instructor,

Due Date: July 24, 2009

PLEASE NOTE:

- All written assignments must be double spaced (not required for on-line postings).
- APA Format is required for the research paper.
- Assigned papers must be provided to the instructor **via e-mail only, in attachment, in Microsoft Word format only with the students name in the paper's electronic label.**

Late assignments will be deducted two marks for each day after the assignment due date.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance of fees for the Spring session is **May 19, 2009**. The last day to withdraw is **August 14, 2009**.*

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- N/A