



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – FALL 2019**

**TA1232 A2 - FETAL ALCOHOL SPECTRUM DISORDER (FASD)**

**1 (2.5-0-0) 15 HOURS FOR 6 WEEKS**

**INSTRUCTOR:** Danielle Denoncourt   **PHONE:** 780-539-2971  
**OFFICE:** H131                           **EMAIL:** ddenoncourt@gprc.ab.ca

Thursday 10:15am-11:15am

**OFFICE HOURS:** Please drop by my office/ email /schedule an appointment

**LOCATION:** Thursday 1:00pm-2:50pm E302

**PREREQUISITE(S)/COREQUISITE:** none

**REQUIRED TEXT/RESOURCE MATERIALS:**

Catterick M. & Curran, L. (2014). Understanding Fetal Alcohol Spectrum Disorder: A Guide to FASD for Parents, Careers, and Professionals. Philadelphia

**COURSE DESCRIPTION:**

The role of an Educational Assistant involves assisting children who have Fetal Alcohol Spectrum Disorder (FASD). This course will provide students with a basic understanding of the characteristics associated with FASD and possible prenatal alcohol-related effects and the issues and strategies relevant to supporting these children in the classroom.

**DELIVERY MODE(S):**

Students will be engaged in active learning, and classes will include a mixture of lecture, discussion, small group work, case studies, in-class assignments and audio-visual materials.

**OBJECTIVES:**

Students will be expected:

1. To understand the background and terminology used in the current medical diagnostic definition of Fetal Alcohol Spectrum Disorder (FASD).
2. To demonstrate an understanding of the implications for instruction for students who have FASD.
3. To demonstrate an understanding of the classroom strategies and organization for supporting the learning of students who have FASD.
4. To demonstrate an understanding of creating a positive classroom environment and maintaining a supportive learning environment for students who have FASD.
5. To respond to student needs by understanding the programming and intervention strategies in the eight domains of functioning (sensory processing, motor skills, behavioral regulation, adaptive behaviors and social skills, attention, memory, academic skills, language and communication).
6. To understand the roles of the educational assistant with respect to the learning characteristics of students who have FASD.

**LEARNING OUTCOMES:**

Students will be able to:

1. Recognize and explain terminology used in the current medical diagnostic definition of Fetal Alcohol Spectrum Disorder (FASD).
2. Identify various instruction techniques for students who have FASD.
3. Demonstrate in writing the use of classroom strategies and organization for supporting the learning of students who have FASD.
4. Demonstrate through examples the benefit of creating a positive classroom environment and maintaining a supportive learning environment for students who have FASD.
5. Use the programming and intervention strategies in the eight domains of functioning (sensory processing, motor skills, behavioral regulation, adaptive behaviors and social skills, attention, memory, academic skills, language and communication) in a case study.
6. Identify the roles of an educational assistant with respect to the learning characteristics of students who have FASD.

## TRANSFERABILITY:

The passing grade for courses taken within the Human Services Department is **C- (1.7)**

## GRADING CRITERIA:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	<b>C-</b>	<b>1.7</b>	<b>60-62</b>
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

## EVALUATIONS:

- Major Assignment 30%
- Attendance & Participation 20%
- Quiz #1 25%
- Quiz #2 25%

All assignments must be typed and follow APA guidelines. Computers are available in the library, as well as the computer labs.

## LATE POLICY:

Assignments are to be submitted through Moodle by midnight on the due date. Unless arrangements have been made with the instructor **prior** to the assignment due date, late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

## STUDENT RESPONSIBILITIES:

Students are expected to attend all classes and will be responsible for content covered, assigned readings, and for any announcements made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed from Moodle or a classmate. For optimal learning and readiness for class participation, students should read the assigned chapters and articles before coming to class.

***Attendance in this class is crucial. Attendance/participation is 20% of the final grade.***

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

\*\*Note: all Academic and Administrative policies are available on the same page.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: This schedule is tentative and subject to change.

DATE	TOPIC	READING	DUE DATE
October 31	FASD Overview	Chapter 1	
November 7	GUEST SPEAKER from FASD Network		
November 14	Recognition, Screening & Diagnosis	Chapter 2	
November 21	FASD Across the Lifespan	Chapter 3	
November 28	Quiz 1		Quiz 1
December 5	Tools and Strategies	Chapter 4	
December 12	Quiz 2	Chapter 5	Quiz 2

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.