

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850 – FETAL ALCOHOL SPECTRUM DISORDER
Course Syllabus – Spring, 2016

Instructor: James Sanders PhD RPsych
Office: M3041
Telephone: 403-332-5234
E-mail: james.sanders@uleth.ca
Office Hours: By appointment
Class: Tuesdays & Thursdays, 12:15 – 1:30 p.m., Room AH175

COURSE DESCRIPTION:

Fetal Alcohol Spectrum Disorder (FASD) is a lifelong disability that comes with a great cost to the individuals affected and their families, communities, and society. Despite a rapidly growing body of research on the effects of prenatal alcohol exposure, FASD remains a complex social issue. Students in this course will develop a basic understanding of FASD and issues related to prevention, intervention, and diagnosis. In addition, students will learn about life outcomes commonly associated with FASD and ways to address these issues. Students will gain perspective through this course that FASD impacts individual lives.

COURSE OBJECTIVES:

Upon completing this course, students will:

- Understand the effects of prenatal alcohol exposure on the individuals affected, their families, and the community
- Identify and describe the conditions, disabilities, mental health, risk and protective factors, and lifelong outcomes associated with FASD
- Understand current and best practices for FASD diagnosis, intervention, and prevention

APPROACH TO LEARNING:

A combination of lectures, class discussion, and student presentations will be used throughout the course. It is essential that students read the materials beforehand and be prepared to engage in discussion and debate. These readings will be identified by the instructor and are considered mandatory.

Canadian Centre for Substance Abuse (CCSA) Core Competencies addressed in this course:

Technical Competencies	Behavioural Competencies
<ul style="list-style-type: none">• Mental health• Prevention and health promotion• Understanding substance use, abuse, and dependency	<ul style="list-style-type: none">• Analytical thinking and decision making• Client service orientation

REQUIRED TEXT:

There is no required text for this course. Readings will be assigned and will be available through Moodle.

SUMMARY OF ASSIGNMENTS:

<u>Description:</u>	<u>Due Date:</u>	<u>% of Grade:</u>
1. Self-Analysis	Part 1: January 14 Part 2: April 12	2% 3%
2. Letter to MLA	March 1	20%
3. Exams	February 9 March 17 TBD	25% 25% 25%

Late Penalty: Unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written physician notes will be required for waiver of this penalty.

DESCRIPTION OF ASSIGNMENTS:

1. Self-Analysis (5%)

There are many assumptions and biases regarding the complex issues associated with prenatal alcohol exposure. In this assignment, students will self-evaluate their own biases and identify how those assumptions have changed over the term.

In Part 1, students will write a brief paper describing some of their assumptions regarding prenatal alcohol exposure and FASD coming into this course. These can include beliefs about individuals diagnosed with FASD, their parents, and their families; associated disabilities; socioeconomic and cultural factors; etc. In Part 2, students will write another brief paper evaluating the assumptions indicated in Part 1 and identifying changes in perceptions and beliefs over the course of the term.

2. Letter to MLA (20%)

This assignment gives students an opportunity to identify an FASD-related issue of concern, and write a two-page letter (single-spaced) to their appropriate Member of the Legislative Assembly (MLA) about this issue.

Instructions:

- 1) Pick an FASD-related issue.
- 2) Identify your local MLA (along with mailing address).
- 3) Write a two-page letter to your MLA, identifying the issue, its impact on your community, and a reasonable request you would like to make of your MLA regarding the issue. Provide a few academic sources within your letter to support your points.
- 4) After receiving feedback from your professor, you have the option of mailing your letter, and participating in democracy!

3. Exams

Exams will include questions from lectures, assigned readings, and classroom discussions. The format will be discussed in class prior to the exam.

- 1st exam: 25%
- 2nd exam: 25%
- Final exam: 25%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter		GPA	Percent	Letter		GPA	Percent
A+		4.0	95-100%	C+		2.3	71-74.9%
A	Excellent	4.0	91-94.9%	C	Satisfactory	2.0	67-70.9%
A-		3.7	87-90.9%	C-		1.7	63-66.9%
B+		3.3	83-86.9%	D+		1.3	59-62.9%
B	Good	3.0	79-82.9%	D	Poor	1.0	55-58.9%
B-		2.7	75-78.9%	F	Fail	0	0-54.9%

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

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- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE SCHEDULE (tentative and subject to change):

Date	Topic	Exams/Assignments
Jan 7	Instructor introduction, expectations. Student introductions Review course outline	
Jan 12	History of FASD	
Jan 14	History of FASD	Self-Analysis part 1 due
Jan 19	Teratogens	
Jan 21	Prenatal development	
Jan 26	Prenatal alcohol effects	
Jan 28	Prenatal alcohol effects	
Feb 2	Prevalence and cost	
Feb 4	FASD across the lifespan	
Feb 9		Exam 1
Feb 11	FASD across the lifespan	
<i>Reading Week Feb 15-19</i>		
Feb 23	Screening	
Feb 25	Assessment and diagnosis	
Mar 1	Assessment and diagnosis	Letter Due
Mar 3	Assessment and diagnosis	
Mar 8	Co-morbidity	
Mar 10	Co-morbidity	
Mar 15	Phenomenology	
Mar 17		Exam 2
Mar 22	Prevention	
Mar 24	Prevention	
Mar 29	Prevention	
Mar 31	Intervention	
Apr 5	Intervention	
Apr 7	Social and legal context	
Apr 12	Social and legal context	Self-Analysis part 2 due
Apr 14	Review	
TBD		Final Exam

READING SCHEDULE:

Date	Reading
Jan 7	
Jan 12	Calhoun & Warren, 2009
Jan 14	Golden, 1999
Jan 19	Rodier, 1995
Jan 21	
Jan 26	Riley & McGee, 2005
Jan 28	Mattson, Crocker, & Nguyen, 2011
Feb 2	Ospina & Dennett, 2013; Popova et al., 2015
Feb 4	Moore & Riley, 2015
Feb 9	Exam 1
Feb 11	
Feb 23	Bax, Geurts, & Balachova, 2015
Feb 25	Carmichael Olson, 2015; Kable et al., 2015
Mar 1	Cook et al., 2015
Mar 3	Astley, 2014
Mar 8	O'Connor & Paley, 2009
Mar 10	
Mar 15	
Mar 17	Exam 2
Mar 22	Clarren & Salmon, 2010
Mar 24	Sanders & Currie, 2014
Mar 29	
Mar 31	Petrenko, 2015
Apr 5	
Apr 7	Fast & Conry, 2009
Apr 12	
Apr 14	

** Some of the readings are very long (i.e. Ospina & Dennett, 2013). I don't expect students to read all of the longer reports, just to know the major points.