



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2015

TA1232 Fetal Alcohol Spectrum Disorder 1(2.5-0-0)

INSTRUCTOR: Cassandra Kostuk **PHONE:** 780-539-2041
OFFICE: H203 **E-MAIL:** ckostuk@gprc.ab.ca

OFFICE HOURS: Thursdays, 10 a.m. – 1p.m. or by appointment

LOCATION/ TIME: Room E304, Tuesdays – 6:00 - 8:20 PM

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.

PREREQUISITE(S)/COREQUISITE: HS2100

REQUIRED TEXT/RESOURCE MATERIALS:

Alberta Learning (2003). Teaching Students with Fetal Alcohol Spectrum Disorders: Building Strengths, Creating Hope. Programming for Students with Special Needs Series. Edmonton, AB: Alberta Learning

CALENDAR DESCRIPTION:

The role of a Teacher 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.

COURSE OBJECTIVES:

This course intends to provide students with:

- An understanding that the role of an Educational Assistant may involve assisting children who have Fetal Alcohol Spectrum Disorder (FASD).
- A basic overview 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.

LEARNING OUTCOMES:

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Reading	Due Date
October 6	FASD Overview	Chapter 1	
October 13	Planning effective programming	Chapter 2	
October 20	Organizing for Instruction	Chapter 3	Take Home Quiz Given
October 27	Creating a positive classroom climate	Chapter 4	Take Home Quiz Due
November 3	Responding to students needs	Chapter 5	Case Study Due
November 10	In Class Quiz		

- **A guest speaker will be coming to one of the classes if time allows**

EVALUATIONS:

- Attendance & Participation 10%
- Case Study Assignment 30%
- In class Assignments 20%
- Quiz #1 20% • Quiz #2 20%

GRADING CRITERIA:

Please note: A minimum grade of C- is required to pass this course.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at
www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Student Misconduct: Academic and Non-Academic Policy at
www.gprc.ab.ca/d/STUDENTMISCONDUCT

****Note:** all Academic and Administrative policies are available at
www.gprc.ab.ca/about/administration/policies/

UNIVERSITY TRANSFER (If applicable):

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferralberta.ca