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**CURRICULA COLLECTION
2003**

SUBSTANCE ABUSE

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*****Not all contributors are represented in all subjects**

WESTERN WASHINGTON UNIVERSITY
WOODRING COLLEGE OF EDUCATION
Adult and Higher Education
AHE 555: Relapse Prevention and Rehabilitation
Example Syllabus

Instructor: Marti Riemer-Reiss, Ph.D., CRC

Contact:	Work: (425) 771-7435	Address:
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Office Hours: by appointment; feel free to call me at home during working hours or we can meet at a convenient place and chat.

CATALOG DESCRIPTION:

Addresses personal, family and social rehabilitation issues which emerge within the first five years of recovery from addiction. Discusses the processes and behaviors leading to relapse and theoretical models for promoting recovery. **Prerequisite:** HS 450: Survey of Addiction and Dependencies or permission of instructor.

REQUIRED TEXTS and OTHER LEARNING RESOURCES:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: APA.

Benshoff, J. J., & Janikowski, T. P. (2000). *The rehabilitation model of substance abuse Counseling*. Belmont, CA: Wadsworth.

DuWors, G. M. (1992). *White knuckles and wishful thinking*. Kirkland, WA: Hogrefe & Huber Publishers.

COURSE COMPETENCIES:

1. Describe the theoretical process of recovery from addictions
2. Identify different treatment modalities from intervention to a successful recovery path from addiction, i.e., diagnosis and assessment, detoxification, individual motivational counseling, in-patient and outpatient treatment, etc.

3. Articulate different theoretical perspectives and their rational on what defines recovery
4. Assess processes to work with psychological, physical, and social roadblocks common in recovery.
5. Identify impact of different disabilities and other addictions on the recovery process.
6. Analyze implications for vocational and career development resulting from recovery issues.

DESCRIPTION OF ASSIGNMENTS

Submit Weekly Questions or Concerns on the Readings:

You are to submit a TYPED, GENUINE question stimulated by the readings that demonstrates thoughtful reflection on the material. **Please identify which reading stimulated the question** and please place the question in a context, e.g., give a rationale for the question or describe what the author has said leading up to the question. For instance, you can identify the page/s that contain the ideas or comment/s you are questioning, and then briefly describe how you interrupt that idea, and finally, state the question or concern you have. Each question need be no more than one-fourth to one-half page long. **DUE weekly.**

HINT: This assignment was designed to help you develop your ability to critically think. Therefore you will want your question to demonstrate critical or creative thinking. For instance, you might identify an underlying bias or assumption of the author/s and develop your question around that observation. You may question some evidence presented, or point out an oversimplification and discuss why it is an oversimplification. You may introduce another interpretation to an idea, or another implication. The GUIDELINES FOR CRITICAL OR CREATIVE THINKING (at the end of this syllabus) can serve as a trigger for how to develop your questions. I will review all questions for level of critical thinking. Each week I will clarify those that are pertinent to understanding the concepts or grasping the bigger picture. Your question should demonstrate that you are reading and thinking about the readings.

Grade Points:	2 points for each question each week for a total of 16 points
Grading Criteria:	Reader-Friendliness, Content (depth and breadth), Meets Purpose of the Assignment, and Timeliness

Facilitate Discussion on the Readings:

Each week one classmate will act as Discussion Facilitator. You will choose your "assigned" week the first week of class. As Discussion Facilitator you are expected to study ALL the weekly reading assignments carefully and facilitate an approximately 45 minute discussion on the readings. You will need to submit a Discussion Facilitator Plan that includes:

1. a summary of the reading assignment/s
2. a detailed plan for the discussion you will
3. a description of any exercises that you plan to use with their purposes
4. a self-designed evaluation form for each of your group members

You are encouraged to include in your discussion how the competencies are informed by the readings. Your fellow group members will give you feedback regarding your ability to facilitate a small group on the evaluation form you design. **The following week you will submit to me the filled-out evaluation forms and a one- page self-assessment of your role as the facilitator/helper.** In your self-assessment you are to cover your strengths, your areas of improvement, what you would do differently next time. **Due date varies.**

Grade Points: 10 points

Grading Criteria: Meets purpose of assignment; thoroughness of plan; creativity; focus of discussion (on topic); your ability to facilitate rather than teach; sharing of air-space; exploring rather than explaining; quality of debriefing of experiences; feedback from group members.

Interview Counselor/Contact Person about Different Treatment Modality:

You are to choose a particular treatment approach that is of special interest to you (ie., in-patient, out-patient, detoxification, half-way homes, long-term treatment, intervention specialists, individual counseling, etc.) and interview a counselor working in that treatment modality. In the interview you should address such topics as treatment philosophy, target population, typical day for counselor (and client), typical treatment activities, length of stay, reason for termination, approach to dealing with dual diagnosis/other disabilities, the network of referral resources used for helping clients, major concerns about current treatment practices, and what they would like to see in the future. I encourage you to add at least two or three questions that address your personal concerns. Please submit a **3 - 5 page typed double-spaced** summarizing the interview, community resources used, and the insights you gained about that treatment modality and its effective use in the rehabilitation of clients. **DUE _____.**

The treatment modalities from which you can choose will be identified in class the first week. Those individuals who pick the same treatment modality will work collaboratively as a group.

Grading Points: 10

Grading criteria: Depth of content and comprehension, reader-friendliness (grammar, mechanics, organization, clarity, formatting and length), creative and

clarity of reporting on interview in essay format, timeliness, and meets purpose of the assignment.

Group Presentation of Treatment Modality:

Your group is to facilitate a 10-15 minute group presentation on the treatment modality you have chosen. Choose a meaningful and interesting way to present the information, i.e., demonstrate, simulate, role-play, use overheads or case studies involving class, guest speaker. Be creative! This is your classmates' opportunity to learn about the different treatment approaches. **Due November _____**

Grading Points: 10

Grading criteria: Creativity, learner-friendly (concepts clear), visuals, timeliness, and meets purpose of the assignment

Classmate Assessment of Process: 5 points

Attend Two 12-Step Meetings and Submit Insight Papers:

You are to attend 2 open 12-Step Meetings, ie., overeaters anonymous, gamblers anonymous, cocaine anonymous, co-dependent anonymous, etc. **PLEASE GO ALONE TO THESE MEETINGS.** It is up to you to locate the 12-Step meetings in your area. You will receive a handout describing the responsibilities and expectations for visitors to a 12-Step meeting at the first class. **PLEASE READ HANDOUT BEFORE ATTENDING A MEETING.**

Description of Insight Papers on 12- Step Meetings You Attended:

After each meeting reflect on your experience and type a 3-5 paper reflection paper identifying **3 insights/points** about the meeting or therapeutic approach that particularly stood out for you. For each of these insights/points you are to discuss why that insight/point was of particular interest to you and how you will use the insight in the future as a human services professional. Altogether, there are 2 reflection papers, 3-5 pages each. You can hand your reflection papers in AS you attend the meetings. Assignment is to be **completed by _____**.

Grade Points: 5 points for each log for a total of 10 points

Grading Criteria: Reader-friendliness, Timeliness, and Content (depth and breadth), Insightfulness, Honesty, Meets Purpose of the Assignment

Examinations

1. **Midterm Examination:** Students will independently complete a test based on the materials covered up to week 6. The examination will be posted on ____ (Assignments>Midterm examination) and will be due by midnight on _____. This examination is timed, to be completed independently and **worth 20 points**.
2. **Final examination:** Students will independently complete a test based on the materials covered from week 6- 10. The final will be posted on _____

(Assignments>Final examination) due by midnight, PST on _____. This examination is timed, to be completed independently and **worth 20 points**.

Note: the examination is to be taken without the assistance of books, notes, friends, etc

Grade points total: 40

APA Research Paper:

Each student is to submit a mini-research paper on any topic covered in this course. The purpose of this paper is to provide the student with an opportunity to gain experience with library and WWW-based research and technical writing and an understanding of an important topic in rehabilitation counseling.

Paper should follow all APA standards and contain the following: 3 pages of text, a title page, an abstract page and a reference page. Therefore, it will end up being 6 pages total.

The paper must contain three academic/research-based journals that have been published in the last 5 years. Once you include three journals, you may use WWU-based references to supplement your research. You may find many rehabilitation-related journals in ERIC. Metacrawler is a good search engine. Please visit your external links for helpful research links.

It is important that you get started **immediately** on gathering resources, as extensions will not be granted. Late papers will be reduced 3 points/day late. The Off-Campus Services office at Wilson Library provides document delivery to off campus students. You may request articles via mail, fax or email. Look in your external links>student support for your link to off campus library. It is recommended that you allow approximately 1-2 weeks time to receive your documents.

If you have additional questions, contact Barry Brower: barry.brower@wwu.edu or 800-649-4342

Papers will be evaluated as follows:

1. Relevance of paper for this course/Proper length: 4
 2. Grammar/APA style: 4
 3. Proper introduction: 4 points
 4. Proper conclusion: 4 points
 5. References (Proper use, current, relevant, research-based...): 4
 6. Overall quality of paper: 5
- Total points: 25

Research papers are due on _____. They must be submitted via student dropbox or emailed to the instructor by midnight.

25 points

Class Participation

You will be evaluated for quality of your classroom participation. **Grading Criteria** for class participation includes:

- 1) Reading faithfully all reading assignments and verbalizing connections among various readings and one's personal and profession experiences within class discussions
- 2) Consistently participating in a way that enhances learning for oneself and the group
- 3) Demonstrating with your behavior in class a concern for the cohort as a learning community

Grading Points 20

Peer Assessment: 5

Grade Point Range Scale

GRADE	PERCENTAGE RANGE	POINT RANGE
A	95% – 100%	142 - 151
A-	90 % – 94%	135 - 141
B+	88 % – 89%	132 - 134
B	84 % – 87%	126 - 131
B-	80 % – 83%	120 - 125
C+	78 % – 79%	117 – 119
C	74 % – 77%	111 – 116
C-	70 % – 73%	105 – 110
D+	68 % - 69%	102 – 104
D	64% – 67%	96 – 101
D-	60% – 63%	90 – 95
F	Below 60%	Below 89

Grading is not based on effort or improvement; it is based on the quality of output. Grading standards are described in the WWU catalog.

ASSESSMENT

GENERAL CRITERIA for the LETTER GRADE

Excellent/Superior or "A" work demonstrates the following: All readings and assignments are completed on time. (Due dates for the reading, written and/or presentation assignments are given in the syllabus.) In addition, all written assignments are word-processed and consistently exceptional in content and mechanical construction. Your writing requires almost no correction and demonstrates a superior understanding of the intent of the assignments. You express and verbalize connections among various readings, class discussions, field work, and personal experience. You demonstrate understanding of the general theory underlying the subject and are able to transfer this understanding to other situations. You show evidence of exceptional development of the desired skills. You are able to creatively and critically analyze concepts and issues presented to you in your assignments and the classes. You consistently participate in a way that enhances learning for self and for the group. Your behavior demonstrates a concern for the cohort as a learning community.

Good /Above Average or "B" work demonstrates the following: You complete what is equivalent to at least 80% of the weighted assignments on time. (Due dates for the reading, written and/or presentation assignments are given in the syllabus.) In addition, written assignments are word-processed and demonstrate mastery of the desired knowledge. Your writing may require correction and you submit a revision within 7 days. You consistently participate in class activities in a way that enhances learning for yourself and other group members and demonstrates strong development with desired skills. You attempt to critically and creatively analyze concepts and issues presented to you in class or in your readings. Your behavior demonstrates a concern for the cohort as a learning community.

Fair/Average work or "C" work demonstrates the following: You complete what is equivalent to at least 70% of the weighted assignments. In addition, written assignments are word-processed and demonstrate only a basic understanding of the desired knowledge. You add to the discussions but your analysis does not demonstrate creative or critical thinking. Your writing requires correction and you choose not to submit a revision if the option is available. You marginally participate in class activities.

Poor Work or "D" work demonstrates the following: You complete what is equivalent to least 60% of the weighted assignments or you marginally complete assignments. Your work provides evidence of minimal understanding of desired knowledge and/or development of desired skills.

Failure or "F" work demonstrates the following: Less than 60% of the weighed assignments are completed. Work is sloppy and does not meet the intent of the assignment. You demonstrate marginal understanding of the desired subject, the intent of the assignment, and/or interest in the topic.

READING ASSIGNMENTS And other DUE DATES

By this date:	Assignment
Week 2	Read: Benshoff-Chapter 8 (Treatment) Read: DuWors-Chapter 1 (Human Behavior) Submit: Questions from the Readings Submit: Plan for facilitating discussion*
Week 3	Read: Benshoff-Chapter 9 (Assessment) Read: DuWors-Chapters 2-3 (Relapse) Submit: Questions from the Readings Submit: Plan for facilitating Discussion*
Week 4	Read: Benshoff-Chapter 10 (treatment planning) Read: Behshoff-Chapters 4-6 (More on Relapse) Submit: Plan for facilitating Discussion* Submit: Question from the Readings
Week 5	Read: Benshoff-Chapter 11 (Special Populations) Read: DuWors-Chapters 7-8 (Denial) Submit: Plan for facilitating Discussion* Submit: Question from the Readings
Week 6	Read: Benshoff-Chapter 12 (Coexisting Disability) Read: DuWors-Chapters 9-10 (Disownership/Ownership)

	Submit: Plan for facilitating Discussion* Submit: Questions from the Readings Take: Midterm Examination
Week 7	Read: Benshoff-Chapter 13 (Work) Read: DuWors-Chapters 11-12 (Acceptance, Treatable Link) Submit: Questions from the Readings Submit: Plan for facilitating Discussion*
Week 8	Read: DuWors-Chapters 13-15 (Minimization, Problem Solving, Speculation) Submit: Plan for facilitating Discussion* Submit: Question from the Reading APA Mini-Research Paper Due
Week 9	Summarize materials and prepare for examination
Week 10	Take: FINAL EXAMINATION

*Submit **Discussion Plan** as describe in ASSIGNMENTS the week you are leading the discussion.

TENTATIVE AGENDA FOR COURSE:

Week 1	Introductions Course requirements and syllabus The Continuum of Care
Week 2	Discussion Group on Reading Theoretical models for recovery and different definitions for recovery Harm Reduction model Controlled drinking Abstinence Biochemical model Social model Different perspectives on the definition of recovery, i.e., legal, familial, medical, social, treatment
Week 3	Discussion Group on Reading Guest speaker on diagnosis and assessment strategies
Week 4	Discussion Group on Reading

	Professional intervention strategies Movie: Intervention and Addiction
Week 5	Discussion Group on Reading Detoxification (social and medical) and complication resulting from detoxifying Model for progression of recovery
Week 6	Discussion Group on Reading Three-year model of recovery physiological and psychological Physiological recovery, ie., nutritional needs, sleep disturbances, delayed fatigue, multiple or switching additions, other disabilities
Week 7	Discussion Group on Reading Psychological recovery, grieving, family dynamics, childhood issues, and state dependent learning
Week 8	Discussion Group on Reading PAWS Post Addiction Withdrawal Symptoms Triggers for relapse
Week 9	Discussion Group on Reading Confronting the addict in relapse Referral for the relapsing addict Work issues for the recovering person
Week 10	Presentations on Treatment
Week 11	Complete presentations Tie Up Loose Ends

OTHER READINGS RECOMMENDED

Washton, A, (1991). *Step zero: Getting to zero*, HarperCollins: New York.

Gorski, T, & Miller, M. *Counseling for Relapse Prevention*, Herald House-Independent Press, MO, Newest Edition, ISBN 0-8309-0367-4.

Gravitz, H., & Bowden, J. *Guide to recovery*, Learning Publication: FL., ISBN 0-918452-82-1

OTHER REQUIREMENTS

Attendance Policy:

You are expected to attend every class, to be ON TIME, and to participate in all discussions and activities. If you are not able to attend a class please notify me PRIOR to missing the class. (You may email me.) Many of the learning activities can not be made up, but it is your responsibility to review all material and topics covered in and out of class and complete all assignments when due. Please keep me advised of your situation.

You can not pass the class with more than two unexcused absences. Chronic tardiness will influence final grade.

Late Assignment Policy:

Late assignments will not be accepted unless it been discussed with the instructor prior to the date due and an agreement has been reached. Late work will influence grade, unless extenuating circumstances are traumatic!

Due dates for the reading, written and/or presentation assignments are given in the Description of Assignments and Reading Assignments with Other Assignments and Due Dates.

Written Work Policy:

All written work must be typed, double-spaced, and grammatically correct. I do not consider more than 3 grammar errors per page college-level work and will return the work for revision. I correct for grammar, composition, organization and spelling. I encourage you to proofread your work and read it out loud before submitting it. Also, assignments that do not address criteria will be returned. You may resubmit a returned assignment within one week of the original due date, but resubmitted work will be automatically docked 2 points for timeliness and will not be graded higher than a "B". Poor writing skills and submission of work that does not address assignment criteria will influence final grade.

"K" Policy: You must be doing acceptable work up until the 8th week in order to receive a K grade. A crisis must occur which prevents you from completing the work in an acceptable manner during the last two weeks of class. "The grade of **K (Incomplete)** is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule." (Extenuating circumstances do not include mere lateness in completing work.) You must ask for the "K" grade and a contract must be completed stating what must be accomplished to satisfy the incomplete. On the contract you must specify a date of completion. You will be given the grade you earned at the time of the incomplete contract if course work is not completed as agreed upon with the contract. Please review the statement regarding the assignment of incomplete grades in the Western Washington University 2001-2002 Bulletin.

NOTE: This is a three credit class. You are expected to spend approximately 9 to 12 hours per week completing work related to the class. If you have a grievance about your grade you need to follow the grievance procedure outlines in the University catalog. Students will be given the opportunity to evaluate both the course and the instructor at the end of the quarter. Feedback is welcomed anytime though.

REHABILITATION COUNSELOR TRAINING PROGRAM

Introduction to Alcoholism and Drug Abuse

REHB 461 – Fall 2002

231 Lawson – Tuesday 6:00-9:00 p.m.

Instructor: Stacie Robertson, M.S., CRC
310A Rehn Hall
618-453-8279
stacier5@siu.edu
Office hours : Mon. 1-4 p.m.
Thurs. 9-12 noon

Teaching assistant: Alan Rankin
stil29to@siu.edu
3rd Floor Rehn Hall
Wed. 10-12 noon

This document is available in alternative media on request. Students who need accommodations should discuss them with the instructors during the beginning of the semester.

Course Overview and Objectives:

This is the introductory course in the substance abuse concentration offered by the Rehabilitation Counselor Training Program. This course is an elective for rehabilitation counseling majors and a prerequisite for REHB 471 Treatment of Alcohol and Drug Abusers and all remaining courses in the substance abuse concentration (e.g., 558 Special Populations and 566 Alcohol Drugs and the Family).

Course objectives include:

1. the history and recent developments in the profession of rehabilitation and its relationship to substance abuse treatment;
2. basic concepts and terms relevant to substance abuse;
3. the individual and environmental variables related to the development of substance abuse;
4. the impact of substance abuse on the individual, family, and society;
5. concepts basic to psychopharmacology, the effects of drugs on cognition, and neurotransmitter functioning;
6. the actions and effects of particular drugs on the body systems;
7. diagnosis and assessment of substance abuse;
8. the disease model of Alcoholics Anonymous;
9. overview of substance abuse treatment models.

Textbook:

Benshoff, J.J., & Janikowski, T.P. (2000). *The rehabilitation model of substance abuse counseling*. Brooks/Cole.

Additional readings will be assigned and announced in class.

Course Requirements and Grading Scale:

Assignments

Exams (4)	40 points each (160)
Quizzes (5)	15 points each (75)
Group Paper	30
Group Presentation	25 points (65)
Class Attendance/ Participation	10 points
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Total	300 points

Grading Scale

A =	90 –100%	270 - 300 points
B =	80 – 89%	240 - 269 points
C =	70 – 79%	210 - 239 points
D =	60 – 69%	180 – 209 points
F =	59% and below	179 points and below

Exams:

There are four in-class exams scheduled for this course. The final exam will be comprehensive. Exams will be based on assigned readings, lectures, and class discussions. Exam format will include true/false and multiple choice questions.

Quizzes:

There will be seven quizzes given through out the semester. Each quiz is worth 15 points. Scores from the top five quizzes will be counted toward your final grade.

Group Project:

Student groups (4-5 students per group). Groups will be expected to research and write a brief paper on a topic relevant to the course content. Groups will also be expected to briefly present their paper to the class. Group papers will be due on the presentation date. Further details will be announced in class.

Attendance and Participation:

The format of this class will be both lecture and discussion. The primary responsibility for leading the discussion and related activities will be the

instructors'. It is expected, however, that all students will have read the material and will be prepared to discuss it in class. Exam questions will be taken directly from class lectures and assigned readings. Additionally, there will be in class projects and assignments that will be used to track attendance. Regular class attendance is worth 10 points and will allow a student to move up an entire grade.

Policy on Missing Exams, Quizzes and Project Deadlines:

Missing exams, quizzes and project deadlines will not be excused.

Students who miss quizzes and/or exams will not receive credit for that particular quiz or exam. Make-up exams will not be available unless otherwise approved by the instructor. Make-up exams may be short answer - essay format.

The Group Project paper not received on the date due will lose five points for each day late, regardless of the excuse. Additionally, it would be wise to keep a copy of any paper you turn in.

Course Web Site:

All students are required to access the course web site. The site provides copies of the syllabus and other valuable course materials. Students may access the web site by typing in the following address at the address window in the browser:
<http://www.siu.edu/~rehabrct/courses/rehb461/>

Tentative Schedule of Topics and Assignments
 (Topics/due dates are subject to change at the discretion of the instructor)

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/20	Introduction/Overview Rehabilitation Definitions	
8/27	History/overview of rehabilitation	Chapter 1
9/3	History of substance abuse Politics of Addiction (Moyer film)	Chapter 2
9/10	Drugs and the CNS The Hijacked Brain (Moyer film)	Chapter 4
9/17	Exam 1 Group meeting time	
9/24	Drugs of Abuse	Chapter 5
10/1	Alcohol Assessment	Chapter 9
10/8	Alcohol, Drugs, and Work	Chapter 13
10/15	Treatment Changing Lives (Moyer film)	Chapter 8
10/22	Exam 2 Group meeting time	
10/29	Case Management Group Project Presentations/Paper Due	Chapter 10
11/5	Aspects of Counseling Group Project Presentations/Paper Due	Chapters 6 & 7
11/12	Special Populations Group Project Presentations/Paper Due	Chapter 11
11/19	Exam 3 The Next Generation (Moyer film)	
11/26	Thanksgiving Break	
12/3	Dual Diagnosis Course Wrap-up	Chapter 12
12/10	Exam 4	

FETAL ALCOHOL SYNDROME AND RELATED DISABILITY ISSUES

Calendar Description

An on-line course exploring the multi-faceted and contemporary issues of FAS. Ten modules include self-study and assignments.

Content/Objectives

Modules covering:

- Description of FAS
- Understanding FAS
- Conceptual frameworks for practice
- The professional network
- Issues for families
- The dilemma of diagnosis
- Areas for planning: children and adults
- The role of care providers, caregivers and professionals
- Analysis of a case study
- A toolbox of supports and strategies

Outcomes/Competencies

- Demonstrate knowledge regarding the implications of a diagnosis of FAS
- Understands systems involved in FAS, new views of the individual, the family, and social structures
- Develops of a personal framework or approach to practice related to FAS

Assignments

Completion of self directed study and required readings

Completion of all module assignments. Modules 1,3,and 7 require self-directed study.

Modules 2,4,5,6,8,9,10 each have a required assignment to be submitted on line.

Completion of quiz

Letter grade will be assigned

Students will receive a letter grade for completion of the course which is given appropriate weighting as a quarter Credit course in relation to GPA.

Participation in four seminar chat sessions (5 points per session will be deducted from the overall grade if this assignment is not completed)

Resources

- Badry, D. E. and Lawryk, L. (2000) *Letters to Our Children, Letters from Our Children: Living with Fetal Alcohol Syndrome and Alcohol Related Effects*. Alberta Association for Community Living, Alberta Partnership on Fetal Alcohol Syndrome, Lawryk Consulting and Community Rehabilitation and Disability Studies, University of Calgary. Calgary, Alberta
- Graefe, S. (1998) *Parenting Children Affected by Fetal Alcohol Syndrome: A Guide for Daily Living*. (2nd edition). The Society of Special Needs Adoptive Parents. Vancouver, British Columbia.

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