

**UAA College of Arts and Sciences  
Department of Psychology  
Spring 2012**

<b>Course Title:</b>	Fetal Alcohol Spectrum Disorders: Ethical, Legal and Policy Issues
<b>Course Number:</b>	PSY A490, Section 254, Special Topics in Psychology
<b>Credit Hours:</b>	1
<b>Co-Instructor:</b>	Becky Porter, MS, LPC, Program Manager Arctic Fetal Alcohol Spectrum Disorders Regional Training Center Center for Behavioral Health Research and Services, University of Alaska Anchorage <a href="mailto:rrporter2@uaa.alaska.edu">rrporter2@uaa.alaska.edu</a> , 907.786.6381
<b>Co-Instructor:</b>	Alex Edwards, BA (Hons.), Project Coordinator Arctic Fetal Alcohol Spectrum Disorders Regional Training Center Center for Behavioral Health Research and Services, University of Alaska Anchorage <a href="mailto:anae1@uaa.alaska.edu">anae1@uaa.alaska.edu</a> , 907.786.6381
<b>Teaching Assistant:</b>	Melissa Tourtillott, Graduate Student, Master of Science in Clinical Psychology Center for Behavioral Health Research and Services, University of Alaska <a href="mailto:mmtoutrillott@alaska.edu">mmtoutrillott@alaska.edu</a> , 907.786.6381
<b>Teaching Assistant:</b>	Emilie Cattrell, Graduate Student, Master of Science in Clinical Psychology Center for Behavioral Health Research and Services, University of Alaska <a href="mailto:elcattrell@alaska.edu">elcattrell@alaska.edu</a> , 907.786.6381
<b>Location:</b>	Distance Course. No in-person meeting.
<b>Office Hours:</b>	Please email to make arrangements.
<b>Course Dates:</b>	March 26, 2012 – April 30, 2012
<b>Prerequisites:</b>	Upper division Psychology coursework or instructor permission

**Course Description:**

This course explores the ethical, legal and policy issues related to FASDs. Content includes ethical decision making; fetal rights and the maternal-fetal relationship; attitudes, risk and benefits of judicial approaches toward women who expose a fetus to alcohol; limitations of coercive and punitive approaches to FASD prevention; and general public health approaches. Content is useful for various disciplines (i.e., public health, psychology, social work, human relations, nursing, and education).

**Course Goals and Student Learning Outcomes:**

Upon completion of this course, students will be able to:

- Describe the basic biomedical foundation of FAS
- Understand current professional knowledge and attitudes regarding prenatal alcohol exposure
- Describe basic ethical principles for health care
- Identify and evaluate ethical principles in relation to FASDs
- Recognize patient confidentiality in relation to FASDs
- Discuss fetal rights and the maternal-fetal relationship
- Understand and evaluate key legal and policy issues associated with alcohol and drug use in pregnancy
- Discuss limitations of coercive and punitive approaches toward alcohol and drug use in pregnancy
- Identify elements of a public health approach to FASDs

**Instructional Methods**

This is a web-based distance education course. All of the content, activities, and student-to-student/student-to-faculty interactions for this course will be facilitated online through Blackboard. This course will consist of research article readings, supplemental readings, discussion topics, and a final paper assignment.

### Course Evaluation

Your grade will be determined by the accumulation of points received for completion of course requirements. The total possible points for this course are 100. Below is the point distribution across the five weeks of the course.

Week One:	Course Blog Introduction – 5 points Vignette Discussion Board Post – 10 points <u>Weekly Total = 15 points</u>
Week Two:	Vignette Discussion Board Post – 10 points <u>Weekly Total = 10 points</u>
Week Three:	Sally Vignette Discussion Board Post – 10 points <u>Weekly Total = 10 points</u>
Week Four:	Peter Vignette Discussion Board Post – 10 points <u>Weekly Total = 10 points</u>
Week Five:	Discussion Board Post – 5 points Final Paper (choose from the topics in the Assignment folder of Blackboard) - 50 points <u>Weekly Total = 55 points</u>

### **Total Points for the course are 100.**

The grading scale will be as follows:

A = 90-100	Exceptional coursework and understanding of content
B = 80-89	Above average coursework and understanding of content
C = 70-79	Average Coursework and understanding of content
D = 60-69	Below average coursework and understanding of content
F = less than 60	Inadequate coursework and understanding of content

### *Extra Credit*

Since there are ample opportunities to accumulate the necessary points in a wide variety of ways, no extra credit opportunities will be given.

### *Incomplete Coursework*

An incomplete grade (I) will be assigned if documented evidence is submitted to substantiate the fact that course completion was prevented because of personal problems, such as medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of “F” unless there has been an official course withdrawal. If an “I” is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester the “I” was given. Incompletes will be given in accordance with the guidelines set forth in the UAA Catalog, page 67 (Yr. 2011-2012).

## Class Schedule, Readings, and Assignments

	Week of:	Topic & Materials	Assignment Overview (See Weekly Course Materials on BB)
1	Mar. 26-Apr. 1	<ul style="list-style-type: none"> <li>• <i>Week 1: FASD &amp; Ethics</i> <ul style="list-style-type: none"> <li>○ PowerPoint Presentation</li> <li>○ Reading Assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself on the course blog</li> <li>• Discussion Board Post</li> </ul> <p><b><i>Deadline: April 1 at 11:59 pm</i></b></p>
2	April 2-8	<ul style="list-style-type: none"> <li>• <i>Week 2: Legal Issues Part 1</i> <ul style="list-style-type: none"> <li>○ PowerPoint Presentation</li> <li>○ Reading Assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board Post</li> </ul> <p><b><i>Deadline: April 8 at 11:59pm</i></b></p>
3	April 9-15	<ul style="list-style-type: none"> <li>• <i>Week 3: Legal Issues Part 2</i> <ul style="list-style-type: none"> <li>○ PowerPoint Presentation</li> <li>○ Reading Assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion Board Post</li> </ul> <p><b><i>Deadline: April 15 at 11:59pm</i></b></p>
4	April 16-22	<ul style="list-style-type: none"> <li>• <i>Week 4: Policy</i> <ul style="list-style-type: none"> <li>○ PowerPoint Presentation</li> <li>○ Reading Assignment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> </ul> <p><b><i>Deadline: April 22 at 11:59pm</i></b></p>
5	April 23-30	<ul style="list-style-type: none"> <li>• <i>Week 5: Prevention &amp; Future Directions</i> <ul style="list-style-type: none"> <li>○ PowerPoint Presentation</li> <li>○ Final paper (choose either topic in Bb Assignments)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Final paper</li> </ul> <p><b><i>Deadline: April 30 at 11:59 pm</i></b></p>

### Required Reading:

#### Week One Readings:

Calhoun, F., & Warren, K. (2007). Fetal alcohol syndrome: Historical perspectives. *Neuroscience & Biobehavioral Reviews*, 31(2), 168-171.

Flavin, J., & Paltrow, L. M. (2010). Punishing pregnant drug-using women: Defying law, medicine, and common sense. *Journal of Addictive Diseases*, 29(2), 231-244.

Gavaghan, C. (2009). "You can't *handle* the truth"; medical paternalism and prenatal alcohol use. *Journal of Medical Ethics*, 35, 300-303.

Keegan, J., Parva, M., Finnegan, M., Gerson, A., & Belden, M. (2010). Addiction in Pregnancy. *Journal of Addictive Diseases*, 29, 175-191.

Lambert, B., Scheiner, M., & Campbell, D. (2010). Ethical issues and addiction. *Journal of Addictive Diseases*, 29(2), 164-174.

NOFAS. FASD Story – CJ talks about her birth mother. YouTube. 1:46 minutes. (Link on Blackboard.)

Nguyen, T. T., Coppens, J., & Riley, E. P. (2011). Prenatal alcohol exposure, FAS, and FASD: An Introduction. In E. P. Riley, S. Clarren, J. Weinberg & E. Jonsson (Eds.), *Fetal Alcohol Spectrum Disorder - Management and Policy Perspectives of FASD* (pp. 1-13). Weinheim: Wiley-VCH Verlag GmbH & Co. KGaA.

#### Week Two Readings:

Armstrong, E. M. (2003). Bearing Responsibility *Conceiving Risk, Bearing Responsibility: Fetal alcohol syndrome and the diagnosis of a moral disorder* (pp. 213-222). Baltimore, MD: Johns Hopkins University Press.

Kelly, K. A. (2011). Fetal Alcohol Spectrum Disorders and the Law. In S. A. Adubato & D. E. Cohen (Eds.), *Prenatal Alcohol Use and FASD: Diagnosis, Assessment and New Directions in Research and Multimodal Treatment* (pp. 148-160): Bentham Science Publishers.

Linder, E. N. (2005). Punishing prenatal alcohol abuse: The problems inherent in utilizing civil commitment to address addiction. *University of Illinois Law Review*, 2005(3), 873-901.

Warren, K. R., & Hewitt, B. G. (2009). Fetal alcohol spectrum disorders: When science, medicine, public policy, and laws collide. *Developmental Disabilities Research Reviews*, 15, 170-175.

Week Three Reading:

Cox, L. V., Clairmont, D., & Cox, S. (2008). Knowledge and attitudes of criminal justice professionals in relation to Fetal Alcohol Spectrum Disorder. *The Canadian Journal Of Clinical Pharmacology = Journal Canadien De Pharmacologie Clinique*, 15(2), e306-313.

Dej, E. (2011). What once was sick is now bad: The shift from victim to deviant identity for those diagnosed with fetal alcohol spectrum disorder. *Canadian Journal of Sociology*, 36(2), 137-160.

Fast, D. K., & Conry, J. (2009). Fetal alcohol spectrum disorders and the criminal justice system. *Developmental Disabilities Research Reviews*, 15(3), 250-257.

Williams, S. J. (2006). Research Brief: Is there justice in the juvenile justice system? Examining the role of fetal alcohol spectrum disorders. *Justice Policy Journal* 3(1), 1-15.

Week Four Readings:

American College of Obstetricians and Gynecologists (ACOG). (2011). At-risk drinking and alcohol dependence: Obstetric and gynecologic implications. *American College of Obstetricians and Gynecologists (ACOG) Committee Opinion, Number 496*.

American Society of Addiction Medicine. (2011). Public Policy Statement on Women, Alcohol and Other Drugs, and Pregnancy, 2011, from [www.asam.org/advocacy/find-a-policy-statement/view-policy-statement/public-policy-statements/2011/12/15/women-alcohol-and-other-drugs-and-pregnancy](http://www.asam.org/advocacy/find-a-policy-statement/view-policy-statement/public-policy-statements/2011/12/15/women-alcohol-and-other-drugs-and-pregnancy)

NOFAS. Dr. Larry Burd – One woman's missed opportunities for treatment. YouTube. 1:55 minutes. (Link on Blackboard.)

NOFAS. NOFAS Topics: Light Drinking. YouTube. 4:12 minutes. (Link on Blackboard.)

Popova, S., Stade, B., Bekmuradov, D., Lange, S., & Rehm, J. (2011). What Do We Know About the Economic Impact of Fetal Alcohol Spectrum Disorder? A Systematic Literature Review. *Alcohol and Alcoholism*, 0(0), 1-8.

Thomas, J. D., Warren, K. R., & Hewitt, B. G. (2010). Fetal Alcohol Spectrum Disorders: From Research to Policy. *Alcohol Research & Health*, 33(1 and 2), 118-126.

Salmon, A., & Clarren, S. (2011). FASD Research in Primary, Secondary, and Tertiary Prevention: Building the next generation of health and social policy responses. In E. P. Riley, S. Clarren, J. Weinberg & E. Jonsson (Eds.), *Fetal Alcohol Spectrum Disorder - Management and Policy Perspectives of FASD* (pp. 389-398). Weinheim: Wiley-VCH Verlag GmbH & Co. KGaA.

**Plus one article of your choosing from the following list** (in the Knowledge, Attitudes, Behaviors, and Beliefs of Providers folder):

- Gahagan, S., Sharpe, T. T., Brimacombe, M., Fry-Johnson, Y., Levine, R., Mengel, M., . . . Brenneman, G. (2006). Pediatricians' knowledge, training, and experience in the care of children with fetal alcohol syndrome. *Pediatrics*, *118*(3), e657-668.
- Heyes, T., Long, S., & Mathers, N. (2004). Preconception care: Practice and beliefs of primary care workers. *Family Practice*, *21*(1), 22-27.
- Johnson, M. E., Robinson, R. V., Corey, S., Dewane, S. L., Brems, C., & Diane Casto, L. (2010). Knowledge, attitudes, and behaviors of health, education, and service professionals as related to fetal alcohol spectrum disorders. *International Journal of Public Health*, *55*(6), 627-635.
- Zoorob, R., Aliyu, M. H., & Hayes, C. (2010). Fetal alcohol syndrome: Knowledge and attitudes of family medicine clerkship and residency directors. *Alcohol*, *44*(4), 379-385.
- Week Five Readings:
- Boyce, M. C. (2010). A better future for baby: Stemming the tide of fetal alcohol syndrome. *Journal of Family Practice*, *59*(6), 337-345.
- Fabbri, S., Farrell, L. V., Penberthy, J. K., Ceperich, S. D., & Ingersoll, K. S. (2009). Toward prevention of alcohol exposed pregnancies: characteristics that relate to ineffective contraception and risky drinking. *Journal of Behavioral Medicine*, *32*(5), 443-452.
- NOFAS. NOFAS responds to “What would you do?”. YouTube. 2:23 minutes. (Link on Blackboard.)
- Ryan, D. M., Bonnett, D. M., & Gass, C. B. (2006). Sobering thoughts: town hall meetings on fetal alcohol spectrum disorders. *American Journal Of Public Health*, *96*(12 (Electronic)), 2098-2101.
- Walker, D. S., Darling Fisher, C. S., Sherman, A., Wybrecht, B., & Kyndely, K. (2005). Fetal alcohol spectrum disorders prevention: An exploratory study of women's use of, attitudes toward, and knowledge about alcohol. *Journal of the American Academy of Nurse Practitioners*, *17*(5), 187-193.

## Course Policies

### *Class participation*

As a distance-delivered course, it is necessary that students engage in the class and interact with others as much as possible. Students should log on to the course web every few days to check announcements and move through the course in a timely manner. Netiquette highlights:

- Keep in mind that it is much harder for others to understand your tone, such as humor or sarcasm. Some of this can be communicated in written form, as by emoticons (those sideways faces) or by CAPITALIZING (a few capitalized words indicates emphasis, but writing in all caps is akin to yelling at someone). Err on the side of being boring and straightforward so as to avoid offending people. At the same time, if you are offended by someone's post, assume their intentions were good and check in with them.
- Although online writing tends to be more casual than writing in a formal paper, writing quality does count – not only for the grade but in whether you are understood. The occasional typo is not a big deal, but do proofread and check on the flow of your writing.

- Be sure your posts are relevant to the class. The flow of an online discussion may veer away from the original question/post, and that usually is fine, but beware of crossing the line to focusing on your own pet issues to the exclusion of other people's and the class's interests.

#### *Discussion Board Protocols*

Blackboard has a feature called the Discussion Board that we will make much use of throughout the course. A discussion board is an electronic forum where a group of users can engage in a conversation with each other without having to be in the same place at the same time. There will be at least one discussion board forum (that is, a separate conversation) set up in our class for each week of the course. You will be asked to make at least two postings to each weekly forum.

#### *Course Communication*

As electronic communication with your classmates and the instructor will be required in a majority of class assignments, each student will need to have a working e-mail address and use it to communicate with class members and the instructor regarding class assignments. Your UAA e-mail address is the instructor's default means of contacting you. ***If you do not wish to use your UAA e-mail address***, it is your responsibility to contact the ITS Call Center at (907) 786-4646 (or toll-free long distance at 1-877-633-3888) about changing it. Please contact the ITS Call Center to obtain your username and password for accessing your UAA e-mail account.

#### *Formatting and Submitting Assignments*

Homework assignments for this class will be submitted as attachments through the Assignment function within Blackboard. It is preferred that all text documents be saved and submitted as a Microsoft Word file (x.doc). If your software is not Word compatible, please save all text documents in Rich Text Format (x.rtf). If you are not quite sure what Rich Text Format is, or if you are not sure how to save a document in that file format, please call the UAA ITS Call Center at (907) 786.4646 (or toll-free long distance at 1.877.633.3888).

All assignments must be submitted through Blackboard. Late assignments will not be accepted.

#### *Student Code of Conduct*

Students must abide by the academic integrity standards as outlined in the UAA Student Codes of Conduct found in the UAA Student Catalog (Chapter 5). Students should note that plagiarism in any form is a violation of the UAA Student Codes of Conduct, as well as the APA Code of Ethics. Students are responsible for being able to define and identify plagiarism and are held accountable for *any* violation. Lack of information about a specific aspect of the student code of conduct or conduct outlined in the program handbook is no excuse in cases of non-compliance. A handout is posted on Blackboard for you to review.

It is expected that each person will demonstrate respectful behavior throughout the course. Any student who engages in less than respectful behavior may be asked to no longer participate in class and referred for disciplinary action for alleged UAA Student Code of Conduct violations. See the UAA Student Code of Conduct (via the UAA Fact Finder Student Handbook [www.uaa.alaska.edu/studentaffairs/fact-finder.cfm](http://www.uaa.alaska.edu/studentaffairs/fact-finder.cfm) for details).

#### **Technical Assistance Contact Information**

If you have a technical question and/or a technical problem related to the course, please call the UAA Call Center at (907) 786-4646 (or long distance at 1-877-633-3888). The Call Center's assistance is free. You may contact the instructor as well as it is helpful for her to know what problems are arising.

#### Other Resources

- If you need accommodations, please notify Disability Support Services (786-4530).

- Library services are available to you as a distance education student. You may access UAA's Consortium Library online at the following URL: [www.lib.uaa.alaska.edu/](http://www.lib.uaa.alaska.edu/)

**Disability Services**

The instructors will work with the Office of Disabilities Services, UAA (105 Business Education Building, 907-786-4530) to provide reasonable accommodation to students with disabilities.

**Disclaimer**

Sometimes it is necessary or advisable to alter the policies and procedures of a course and/or the nature, number, and value of the assignments of a course after it is underway. This instructor reserves the right to make changes when appropriate and will notify students via Blackboard or email.