

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

Course Title:	Fetal Alcohol Spectrum Disorders: Basic Foundations, Screening, and Brief Interventions
Course Number:	PSY A690, Section 252, Special Topics in Psychology
Credit Hours:	1
Co-Instructor:	Becky Porter, MS, LPC Arctic Fetal Alcohol Spectrum Disorders Regional Training Center Center for Behavioral Health Research and Services, University of Alaska Anchorage rrporter2@uaa.alaska.edu , 907-786-6381
Co-Instructor:	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 anae1@uaa.alaska.edu , 907-786-6381
Teaching Assistant:	Melissa Tourtillott, Graduate Student, Master of Science in Clinical Psychology Center for Behavioral Health Research and Services, University of Alaska Anchorage mmtourtillott@alaska.edu , 907-786-6381
Location:	Distance Course- No in-person meeting
Office Hours:	Primarily Tuesdays and Thursdays. Student advising by appointment-please email to make arrangements
Course Dates:	January 17, 2012 – February 20, 2012
Prerequisites:	Graduate Standing or Instructor Permission

Course Description: Introduces basic biomedical foundations of Fetal Alcohol Spectrum Disorders (FASD), screening and brief interventions for alcohol use during pregnancy, and current models of addiction. Specific content includes basic clinical issues of FASDs, epidemiological and psycho-social-cultural aspects of FASDs, effective alcohol screening and brief intervention strategies for women at risk for alcohol exposed pregnancies, and an overview of current models of addictions. Content is useful for various disciplines (i.e., psychology, social work, human relations, nursing, education, and allied health.)

Course Goals and Student Learning Outcomes:

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

- Describe the basic biomedical foundation of FAS
- Explain the general clinical issues related to FASDs
- Provide an overview of the epidemiological and psycho-social-cultural aspects of FASDs
- Identify demographic and other risk factors important in prevention and screening activities
- Understand alcohol screening methods, including the use of screening tools, as part of prevention
- Understand how to screen women of childbearing age for alcohol use at the appropriate time during patient care
- Describe the use of brief interventions with women and more extensive interviews to evaluate alcohol consumption during pregnancy
- Define risk drinking and differentiate types of drinkers by patterns of alcohol use
- Explain past and current models of addiction
- Describe the categories of alcohol use in women, including dependence and abuse
- Explain the stages of change in alcohol use
- Understand co-occurring psychiatric disorders related to alcohol use and family history

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 homework assignments.

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

Total points for course are 100

Grading Scale

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 65 (Yr 2010-2011).

Class Schedule, Readings, and Assignments

	Week of:	Topic & Materials	Assignment Overview (See Weekly Course Materials on BB)	Points
1	Jan 17-22	<ul style="list-style-type: none"> • “Start Here” Tutorial • <i>Week 1: Biomedical foundation and characteristics of FASD</i> <ul style="list-style-type: none"> ○ PowerPoint Presentation ○ Reading Assignment 	<ul style="list-style-type: none"> • Course blog introduction • Discussion Board Post <p>Deadline: Jan 22 at 11:59pm Total Weekly Points</p>	5 10 15
2	Jan 23-29	<ul style="list-style-type: none"> • <i>Week 2: Clinical issues, prevalence rates and psychosocial & cultural aspects of FASD</i> <ul style="list-style-type: none"> ○ PowerPoint Presentation ○ Reading Assignment 	<ul style="list-style-type: none"> • Discussion Board Post <p>Deadline: Jan 29 at 11:59pm Total Weekly Points</p>	10 10
3	Jan 30-Feb 5	<ul style="list-style-type: none"> • <i>Week 3: Alcohol screening & Brief Interventions for women of childbearing age</i> <ul style="list-style-type: none"> ○ PowerPoint Presentation ○ Reading Assignment 	<ul style="list-style-type: none"> ○ Discussion Board Post <p>Deadline: Feb 5 at 11:59pm Total Weekly Points</p>	10 10
4	Feb 6-12	<ul style="list-style-type: none"> • <i>Week 4: Understanding Alcohol Addiction among Women</i> <ul style="list-style-type: none"> ○ PowerPoint Presentation ○ Reading Assignment 	<ul style="list-style-type: none"> • Discussion Board Post <p>Deadline: Feb 12 at 11:59pm Total Weekly Points</p>	10 10
5	Feb 13-19	<ul style="list-style-type: none"> • <i>Week 5: Stages of change & Co-existing Disorders</i> <ul style="list-style-type: none"> ○ PowerPoint Presentation ○ Reading Assignment 	<ul style="list-style-type: none"> • Discussion Board Post • Final Project (choose 1 of 3 topics in Bb Assignments) <p>Deadline: Feb 20 at 11:59pm Total Weekly Points</p>	5 50 55
TOTAL POINTS POSSIBLE				100

Required Reading:

Week One:

Jones, K.L., & Streissguth, A.P. (2010). Fetal alcohol syndrome and fetal alcohol spectrum disorders: A brief history. *Journal of Psychiatry & Law*, 38, 373-382.

Riley, E.P., Infante, M.A., & Warren, K.R. (2011). Fetal alcohol spectrum disorders: An overview. *Neuropsychological Review*, 21, 73-80. doi: 10.1007/s11065-011-9166-x

Thackray, H.M., & Tiffit, C. (2001). Fetal alcohol syndrome. *Pediatrics in review*, 22(2), 47-56.

Mattson, S. N., Schoenfeld, A. M., & Riley, E. P. (2001). Teratogenic effects of alcohol on brain and behavior. *Alcohol Research & Health*, 25, 185-191.

Warren, K.R., Hewitt, B.G., & Thomas, J.D. (2011). Fetal alcohol spectrum disorders: Research challenges and opportunities. *Alcohol Research & Health*, 34(1), 4-14.

Week Two:

Fabbri, S., Farrell, L.V., Penberthy, J.K., Dyche Ceperich, S., & Ingersoll, K.S. (2009). Toward prevention of alcohol exposed pregnancies: Characteristics that relate to ineffective contraception and risky drinking. *Journal of Behavioral Medicine*, 32, 443-452.

May, P.A. & Gossage, J. P. (2011). Maternal risk factors for fetal alcohol spectrum disorders. *Alcohol Research & Health*, 34(1), 15-26.

May, P.A., Gossage, J.P., Kalberg, W.O., Robinson, L.K., Buckley, D., Manning, M., & Hoyme, H.E. (2009). Prevalence and the epidemiologic characteristics of FASD from various research methods with an emphasis on recent in-school studies. *Developmental Disabilities Research Reviews*, 15, 176-192.

Section of Epidemiology, Division of Public Health, Department of Health and Social Services, State of Alaska (2010). Decline in the Birth Prevalence of Fetal Alcohol Syndrome in Alaska (DHSS Epidemiology Bulletin No. 3).

Coles, C.D. (2011). Discriminating the effects of prenatal alcohol exposure from other behavioral and learning disorders. *Alcohol Research & Health*, 34(1), 42-50.

Balachoava, T., Bonner, B., Chaffin, M., Bard, D., Isurina, G., Tsvetkova, L., & Volkova, E. (2011). Women's alcohol consumption and risk for alcohol-exposed pregnancies in Russia. *Addiction*. Advance online publication. doi:10.1111/j.1360-0443-2011.03569.x.

Week Three:

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.

Floyd, R.L., Weber, M.K., Denny, C., & O'Connor, M.J. (2009). Prevention of fetal alcohol spectrum disorders. *Developmental Disabilities Research Reviews*, 15, 193-199.

Sarkar, M., Burnett, M., Carrière, S. Cox, L.V., Dell, C.A., Gammon, H., Geller, B., Graves, L., Koren, G., Lee, L., Midmer, D., Mousmanis, P., Schuurmans, N., Senikas, V., Soucy, D., Wood, R. (2009). Screening and recording of alcohol use among women of child-bearing age and pregnant women. *Canadian Journal of Clinical Pharmacology*, 16(1), e242-e263.

O'Connor, M.J. & Whaley, S.E. (2007). Brief intervention for alcohol use by pregnant women. *American Journal of Public Health*, 97, 252-258. doi:10.2105/AJPH,2005,077222

O'Connor, M.J., Tomlinson, M. LeRoux, I.M., Stewart, J., Greco, E., & Rotheram-Borus, M.J. (2011). Predictors of alcohol use prior to pregnancy recognition among township women in Cape Town, South Africa. *Social Science & Medicine*, 72, 83-90.

The American College of Obstetricians and Gynecologists. (2011). *At-risk drinking and alcohol dependence: Obstetric and gynecologic implications* (Committee Opinion No. 496).

Week Four:

Chang, G., McNamara, T.K. & Orav, E.J. (2006). Alcohol use by pregnant women: Partners, knowledge, and other predictors. *Journal of Studies on Alcohol*, 67, 245-251.

Niccols, A., Dell, C.A., & Clarke, S. (2010). Treatment issues for aboriginal mothers with substance abuse problems and their children. *International Journal of Mental Health Addiction*, 8, 320-335.

Mitchell, K.A. & DeJoseph, M. (2011). Families living with FASD: Up close and personal. In S.A. Adubato & D.E. Cohen (Eds.), *Prenatal alcohol use and fetal alcohol spectrum disorders: Diagnosis, assessment and new directions in research and multimodal treatment* (pp. 161-180). Oak Park, IL: Bentham Science Publishers.

Poole, N. (2011). Bringing a women's health perspective to FASD prevention. In E.P. Riley, S. Clarren, J. Weinberg & E. Jonsson (Eds.), *Fetal Alcohol Spectrum Disorder – Management and Policy Perspectives of FASD* (pp. 161-173). Weinheim, Germany: Wiley-Blackwell.

Week Five:

DiClemente, C.C. & Marden Velasquez, M. (2002). Motivational interviewing and the stages of change. In, Miller W.R. & Rollnick, S., *Motivational Interviewing* (pp.201-216). New York, NY: Guilford Press.

Streissguth, A. (1997). Effective prevention programs for high-risk mothers. In Streissguth, A., *Fetal Alcohol Syndrome* (pp. 263-278). Baltimore, MD: Paul H. Brookes Publishing Co.

Tsai, J., Floyd, R. L., O'Connor, M. J., & Velasquez, M. M. (2009). Alcohol use and serious psychological distress among women of childbearing age. *Addictive Behaviors*, 34(2), 146-153.

Muckle, G., Laflamme, D., Gagnon, J., Boucher, O., Jakobson, J.L., & Jacobson, S.W. (2011). Alcohol, smoking, and drug use among Inuit women of childbearing age during pregnancy and the risk to children. *Alcoholism: Clinical & Experimental Research*, 35(6), 1081-1091. doi: 10.1111/j.1530-0277.2011.01441.x.

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 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 instructors 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).

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 <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: <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.