

Course & Session Number	SOWK 555.15 S01	Classroom	Online
Course Name	FASD and Social Work /Child Welfare Practice		
Day(s) & Time	Wednesdays– Orientation & Class 1 - June 30, 2021, Class 2 - July 7, Class 3 -July 14, Class 4 – July 21 & Class 5 -July 28, 2021 5pm – 7pm, MDT Office hours – 7:00- 7:30PM		
Instructor	Dorothy Badry		
U of C E-mail	badry@ucalgary.ca	U of C Phone	403-220-4502

SYLLABUS STATEMENT

Explores contexts, theories and practice models in working with specific populations.

COURSE DESCRIPTION

The purpose of this course is to prepare social work students to understand the needs of children, youth and adults with Fetal Alcohol Spectrum Disorder (FASD) and their families. FASD is a complex health and social issue that intersects with the child welfare system, the youth and adult justice systems, and the disability service system. It is critical to recognize that the needs of children with FASD receiving child welfare services are distinct due to the disabilities associated with alcohol exposure, primarily related to neurocognitive disability and other health problems associated with prenatal alcohol exposure (PAE). FASD will be examined through a critical disability discourse lens with a specific focus on child welfare. The needs of children with FASD from infancy to adulthood will be outlined. This is not an FASD 101 course and it is expected that students will review recommended website links to enhance their knowledge on FASD prior to commencement of summer session. Case studies and current reports on FASD will provide a critical reference point to deepen understanding of FASD. Students will have the opportunity to explore provincial, national and international perspectives on FASD through linked resources in the D2L site including the Canada FASD Research Network. Students will gain an understanding of the history and evolution of current knowledge on FASD and its influence on models of practice. This course draws on a number of resources to promote a deep understanding FASD as a disability, including a rich body of literature on best practice. Students will develop a framework of practice that is a fluid and applies a strength-based practice approach. Case studies presented in the course will be critical to support an understanding of the mother-child dyad and the relationship of alcohol use in pregnancy, to trauma histories. The role of fathers will also be briefly addressed. Through assignments in this course students will engage in a variety of topics to understand philosophical and ethical practice perspectives and gain practice-based knowledge in response to FASD.

Consultation from the instructor is available upon request. Students requiring support with mental health issues or emotional distress should seek counseling/support from an appropriate source, such as the University of Calgary Wellness Centre: 403-210-9355.

COURSE LEARNING OUTCOMES

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

1. Identify developmental and practice considerations from infancy to young adulthood in working with children and families where FASD is a concern.
2. Describe the historical development of FASD and disability supports.
3. Describe how processes of substance abuse, historical trauma psychosocial/familial history for children and youth in care leads to the need for child protection/intervention services.
4. Identify and describe practice-based concerns related to FASD including trauma informed approaches, strengths-based approaches, health related issues such as women's health, Indigenous perspectives and the need for FASD informed practice responses.
5. Critically evaluate key child welfare responses to FASD at a systemic level in relation to the linkage with front line practice, social policy and relevant case studies.
6. Develop a practice model for working with children and youth in care.
7. Utilize a broad range of professional resources, academic research literature and key online reports and documents relating to FASD and child welfare practice.
8. Identify and describe international issues, global research and community initiatives that respond to FASD.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Carpenter, Barry, Blackburn, Carolyn, & Egerton, Jo. (2014). *Fetal Alcohol Spectrum Disorders*. Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315889665>

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1461223>

Required readings

Jones, Kenneth L, & Smith, David W. (1975). The fetal alcohol syndrome. *Teratology (Philadelphia)*, 12(1), 1–10. <https://doi.org/10.1002/tera.1420120102>
<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1002/tera.1420120102>

Armstrong, Elizabeth M. (1998). Diagnosing moral disorder: the discovery and evolution of fetal alcohol syndrome. *Social Science & Medicine (1982)*, 47(12), 2025–2042. [https://doi.org/10.1016/S0277-9536\(98\)00308-6](https://doi.org/10.1016/S0277-9536(98)00308-6) (full text available online)
<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953698003086>

Armstrong, Elizabeth M. (1998). Diagnosing moral disorder: the discovery and evolution of fetal alcohol syndrome. *Social Science & Medicine* (1982), 47(12), 2025–2042. [https://doi.org/10.1016/S0277-9536\(98\)00308-6](https://doi.org/10.1016/S0277-9536(98)00308-6) pp. 2025-2042. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277953698003086>

Garrison, L., Morley, S., Chambers, C. D., & Bakhireva, L. N. (2019). Forty years of assessing neurodevelopmental and behavioral effects of prenatal alcohol exposure in infants: What have we learned? *Alcoholism: Clinical and Experimental Research*, 43(8), 1632-1642. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/acer.14127>

Lange, Shannon, Rovet, Joanne, Rehm, Jürgen, & Popova, Svetlana. (2017). Neurodevelopmental profile of Fetal Alcohol Spectrum Disorder: A systematic review. *BMC Psychology*, 5(1), 22–22. <https://doi.org/10.1186/s40359-017-0191-2>

Pei, Jacqueline, Carlson, Elizabeth, Tremblay, Melissa, & Poth, Cheryl. (2019). Exploring the contributions and suitability of relational and community-centered fetal alcohol spectrum disorder (FASD) prevention work in First Nation communities. *Birth Defects Research*, 111(12), 835–847. <https://doi.org/10.1002/bdr2.1480> <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/bdr2.1480>

Williams, Robyn. & Badry, Dorothy. (2020). FASD Training and Youth Justice Issues in Correctional Contexts: A Decolonising Approach. (Chapter 6). In: Blagg, H., Tulich, T., Williams, R., Badry, D. Stewart, M., Mutch, R. & May, S, Decolonising Justice for Aboriginal youth with Foetal Alcohol Spectrum Disorders (FASD). Routledge. Australia (23p.).(pp. 111-134) <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780429325526-6/decolonising-human-rights-approach-fasd-training-knowledge-case-practice-justice-involved-youth-correctional-contexts-robyn-williams-dorothy-badry>

Book Order Information

The Blackburn and Egerton text is available online from the publisher as an e-book or through other online sources.

Students in this course will be provided access to a series of current video, case study and resources from the NTI Upstream developed by Dr. Ira Chasnoff, Professor of Clinical Pediatrics at the University of Illinois at the College of Medicine in Chicago, to enhance learning and appreciate basic developmental, health and parenting issues related to FASD. The focus of NTI is: Advancing the Conversation about the Issues of Health and Social Welfare.

Recommended Readings will be posted online with permission from the University of Calgary Library

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is a senior level elective, designed to align with other courses in social work in the areas of policy, practice and research. This course provides an opportunity to analyze and integrate knowledge from other courses in the social work program through application of principles as they relate to child welfare social work practice.

CLASS SCHEDULE

Unit 1	Required Readings & Video	Activity	Assignment
Course Orientation	Please post a brief introduction of yourself in the first discussion board (DB). Details in DB.		
Welcome & Introduction to FASD & Child Welfare Overview	Webinar – NTI Course Text Readings CH 1, 2, 8, 19 Attachment – NTI Webinar - Dr. Ira Chasnoff, 2016	Live Class 5-7pm MT Readings	Discussion Board Participation See p. 5 Post # 1 due July 3
1 st Zoom – June 30 5PM MT June 28- July 6 Learning Objectives 1, 2 and 4 BSW PLOs 1, 2 and 6	CanFASD Research Network www.canfasd.ca <i>Language Guide: Promoting dignity for those impacted by FASD.</i> 2017. Looking After Each Other, A Dignity Promotion Project, Manitoba. Retrieved from http://www.fasdcoalition.ca/wp-content/uploads/2016/10/LAEO-Language-Guide.pdf	Video Review Class will be recorded	Post # 2 due July 5
Unit 2			
FASD & Child Welfare Concerns, Caregiving	NTI Webinar – Dr. Ira Chasnoff, 2017 Co-occurring mental health disorders in foster and adopted children with prenatal alcohol exposure	Live Class 5 – 7 pm MT Watch pre-recorded Lecture on FASD and Social Work Practice in Child Welfare Readings Class will be recorded	Discussion Board Post # 1 due July 8 Post # 2 due July 10
2 nd Zoom – July 7 July 7-14, 2021 Learning Objectives 3, 6 and 8 BSW PLOs 3, 6 and 10	Webinar - Psychological Issues of Children and Adults with FASD Dr. Brenda Knight (2013) https://www.alberta.ca/fasd-training-and-education.aspx Click on FASD Toolkit Videos to access presentation. Course Text Readings Ch. 6,7, 10, 14 Epilogue – Finding Inspiration by Jennifer Woodward, P. 313		
Unit 3			

<p>FASD and Best Practice</p> <p>3rd Zoom July 14 July 15-22, 2021</p> <p>CLOs 1, 2 and 7 BSW PLOs 2, 4 and 10</p>	<p>Video: Moment to Moment</p> <p>Course Text Readings</p> <p>Hurley, C. (2014). Moment to Moment SOS: A Parent’s Cry for Help or A Survival Strategy. In I. Chasnoff (Ed.), <i>Moment to Moment: perspectives on fetal alcohol spectrum disorders in adolescence</i> (pp. 119-134). Portland, OR: NTI Upstream. (Chapter will be provided to students online).</p> <p>Bell., R. & Alberta FASD Cross Ministry Committee. (2020). <i>The FASD Patient Journey</i>. Provincial Addiction and Mental Health. (Link will be posted in course site).</p>	<p>Live Class 5- 7 pm MT</p> <p>Readings Video Review</p> <p>Class will be recorded</p>	<p>Discussion Board Post # 1 due July 16</p> <p>Post # 2 due July 19</p>
Unit 4			
<p>FASD as a Women’s Health Issue</p> <p>4th Zoom July 21 Women’s Health and Prevention July 23 – July 30, August 1, 2021</p> <p>CLOs 4, 5 and 9 BSW PLOs 3, 4, 6 and 11</p>	<p>Course Text Readings CH. 4, 5</p> <p>Video - Trauma and Addictions (2013). 94 minutes. Kirsty Prasad</p> <p>Video – Understanding Substance Use Problems and Addiction in Women as Key to FASD Prevention (2013) with Dr. Nancy Poole https://www.alberta.ca/fasd-training-and-education.aspx</p> <p>Girls, Women, Alcohol & Pregnancy Blog https://fasdprevention.wordpress.com/</p>	<p>Live Class 5-7 pm MT</p> <p>Readings Video Review</p> <p>Class will be recorded</p>	<p>Discussion Board Post # 1 due July 25</p> <p>Post # 2 due July 28</p>
Unit 5			
<p>Open Topics on FASD</p> <p>5th Zoom July 28 August 2-9 Last day to post is August 10, 2021</p> <p>CLOs 7 and 9 BSW PLOs 5, 9 and 11</p>	<p>International Perspectives on FASD</p> <p>Course Text Readings Ch. 12, 17, 23 Indigenous Perspectives on FASD</p> <p>Postings in Open Topics can be done at any time during the course</p>	<p>Live class 5-7 pm 6-7:30PM MT</p>	<p>Discussion Board</p> <p>Post # 1 due at the latest by August 2</p> <p>Post # 2 due at the latest by August 7</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

All assignments must use current APA formatting and are graded as such. Please complete spell checks on all assignments before submitting. Please put your full name, course number and date on a front cover page of all assignments. You must request an extension from the instructor at least 24 hours in advance for late assignments. The penalty for late submissions is 5% a day and 1% reduction each additional day.

ASSIGNMENTS WILL ONLY BE ACCEPTED IN DROPBOX. DO NOT EMAIL A COPY TO YOUR INSTRUCTOR or SEND EMAIL THAT ASSIGNMENT HAS BEEN PUT INTO DROPBOX.

ASSIGNMENT		DUE DATE	WEIGHT
Assignment 1	Course Website D2L Discussion Board-Weekly Ongoing Postings are required Complete Activity Checklist & Self Evaluation for Instructor Review	Complete by August 10, 2021 August 12, 2021	40%
Assignment 2	FASD Video Review - Psychological Issues in FASD – Dr. Brenda Knight (2 hours)	July 10, 2021	15%
Assignment 3	FASD History Paper	July 19, 2021	20%
Assignment 4	My Framework of Practice in Response to FASD	August 12, 2021	25%
Zoom Sessions	June 30, July 7, 14, 21, 28		

Assignment 1 – D2L Discussion Board Postings

Weight: 40%

Due Date: All postings must be completed by August 10, 2021. See details below.

Assignment 2 – Alberta Government FASD Toolkit Videos - Video Review Weight: 15%

Psychological Issues in FASD – Dr. Brenda Knight (2 hours)

<https://www.alberta.ca/fasd-training-and-education.aspx#toc-3>

This presentation is interdisciplinary and directly related to best practice, knowledge development and understanding of key constructs relevant to child, family and caregiver concerns FASD.

Please write a 750 (minimum) to 800 (maximum) word review of this video that includes the following. Please provide a brief summary of the video in your first paragraph. Identify five key issues for children with FASD as identified by Dr. Knight. What are some of the key elements of practice and support for children or youth with FASD? What are key issues for families and caregivers and what type of practical support can you provide? Why is it important to acknowledge FASD as a disability in the helping relationship and what community resources can be helpful? Does therapy work for individuals with FASD? Identify one communication enhancer. Please conclude with a statement on what type of audience you would recommend for viewing this video. Completing this review will support developing your own practice framework in assignment 4.

CLOs: 1, 4, 6, 7,

Assignment 3 FASD History Paper

Weight: 20%

Due Date: July 20, 2021

Using the template below, write a 10–12-page (double-spaced) paper that outlines the history of FASD and that includes a reference to the initial article published in North America in 1973 by Jones & Smith. Provide a brief review of the literature and outline key developments in the timeline of FASD (10 references required in total). Understanding history and key developments will help position you to gain a deepening understanding of the complexity of FASD as a phenomenon. Through becoming immersed in historical and current literature, a shift in research and practice focus becomes evident over time. A predominant theme in the literature is that FASD has been housed in a biomedical model. Consider what shifts have been made over the past 45 years towards a more inclusive social model of disability.

Introduction	Introduce your specific interest in relation to FASD in a paragraph.	
Questions - Answer each of these questions in your paper. Use each question as a heading.	What are the key developments in FASD history for each of these time periods: 1973-1980, The 1980s, The 1990s, 2000-onwards? Identify some of key figures in identifying FASD as a significant psychosocial/economic concern within North America. Why is history critical to a current understanding of FASD today? What are the key areas that research has focused on to understand FASD? Why is FASD considered an international issue? What research topics stand out in the literature as having made significant contributions to knowledge on FASD? Who are key figures in responding to FASD? Where does social work and child welfare become visible in the research literature on FASD? What role does stigma play in the history of FASD? – identify at least 2 individuals. Include and cite all key references using APA 7.	15%

Review and Summary Statement	How has reviewing this history helped you to develop a clearer understanding of FASD today? Why is an understanding of FASD a critical issue in child welfare practice?	5%
Key words to consider in terms of your literature search	FASD, fetal alcohol spectrum disorder; medicine; social work; law/justice; child welfare; child advocate; disability; stigma, social policy; neuropsychology, economic, psychiatry and psychology	
Key Resources	Course Text Resources 1 & 2; Online Journals via U of C Library Databases. Relevant website links in D2L. You must access articles through your library system using your student identification. No articles will be posted due to copyright regulations. Your cover page must include your name, student ID#, and e-mail address, name of the assignment, session and instructor.	

CLOs: 1, 2, 4, 5, 8

Assignment 4 – My Framework of Practice in Response to FASD

Weight: 25%

Due: August 12, 2021

Option 1 - Power Point or Voice Thread(max 20 minutes). *Develop and complete a Power Point on FASD and Child Welfare Practice - My Framework of Practice* in Response to FASD. Power Point must include detailed notes in order to effectively answer the questions below.

Option 2 – Written Paper (same criteria applies as to history paper if you choose this option)

The focus of this assignment is to provide you with the opportunity to develop your own practice framework in response to the topic of FASD and child welfare/social work practice. These questions are offered as a guide to thinking about this assignment. Please answer these questions comprehensively in your assignment. As you are developing a framework of practice you are expected to include substantial indicators that you have a theoretical and knowledge foundation for practice.

- Why is child welfare practice that is knowledgeable about FASD critical for children and youth in care? What practice approach would you take in working with families? Identify social work approaches.
- What would you take into consideration when a family is involved in child welfare and there is active substance use in the home? What would cause you as a caseworker to determine if a child or youth should be referred for a diagnostic assessment for FASD? What resources would you utilize in your province or territory to refer to?
- What practice skills do you require to work effectively with children and families with FASD?
- What social work theory will you use in your framework of practice?
- What training might you take on FASD in the future?
- What is your developing framework for practice with the knowledge you have gathered on this topic? How will you apply the knowledge learned in this course to your practice?

The presentation should be 18-20 slides maximum. You must include one link to social media such as YouTube or other links on the Internet that illustrate the concepts or points you make in your PowerPoint (maximum 5-minute link due to marking time). What social work practice theory would you utilize? What is the influence of social media on the societal response and perception of FASD -

potentially positive or negative? You are expected to critically appraise the resources you use in this assignment. For example, how do these resources contribute to the discourse on FASD from your perspective, either positively or negatively?

D2L Discussion Board Details – ongoing for duration of the course (3x per week minimum)

In this online learning course students are required to receive 39.5 hours of instruction, which includes being present at Zoom sessions, lectures and D2L discussion board participation. Students are required to spend time in D2L in the discussion boards, reviewing posted materials and links. Key sites on FASD in relation to research, practice and knowledge mobilization will be included in the course web links. You are responsible for tracking your involvement and completing an activity checklist posted in D2L for submission to your instructor. The instructor will review your participation online and determine the final grade. Discussion board means **substantial engagement** with the course site (i.e., participation in discussion boards, discussions that are in depth, interesting, and engaged with critical and core issues). Quality of posts will be determined based on depth and relevance of the contributions as well as writing quality. The posts must adhere to the citation and referencing standards put forth in APA 7. Reviewing and responding to other student posts is important as this encourages dialogue. Posting in the discussion board during the Welcome and Orientation period (June 30- July 2 is welcome and encouraged). Please note - **you must keep up with the discussions in a timely fashion.** The discussion board criteria will be reviewed in the first class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION		
Discussion Board Requirements Students are required to do six main postings following the weekly schedule posted for the course. Students are required to post within the weekly schedule and to post early in order to support dialogue and ongoing discussion. You are required to post in each discussion board. PLEASE NOTE THAT WHILE YOU DO MAIN POSTING YOU ARE REQUIRED TO SUBSTANTIALLY ENGAGE IN RESPONSE POSTINGS TO OTHER STUDENTS TO KEEP THE DIALOGUE GOING WITH EACH OTHER. PLEASE DO NOT DELAY IN MAIN POSTING OR RESPONSES.	# of required postings	Total Grade 40%
Unit 1. FASD and Child Welfare Overview: Understanding FASD as a disability July 2-10, 2021	2	5%
Unit 2. Child Welfare Concerns, Case Study Review – Caregiver – Care & Support Discussion on Moment-to-Moment Video	2	5%
Unit 3. Best Practice Discussion Board	2	5%
Unit 4. FASD as a Women’s Health Issue – Trauma, Addictions, Mothering	2	5%
Unit 5. Open Topic – relevant to child welfare practice <i>Note: Students can post in this Unit at any point in the course</i>	2	5%
Criteria for Main Postings Main postings should be professional in nature and be 250 minimum to 400 words maximum. Students are required to complete main postings in all 5-discussion boards. Please use word count and spell check features. <ul style="list-style-type: none"> • 3 points for adding a fresh new idea/perspective/point or new integration of theory to the discussion. • 2 points for additional personal reflection, or an example of application to social work practice, that can facilitate discussion. 		

<p>Please cite all references used in APA 7 including online resources and links <i>These discussions are asynchronous – meaning they occur at any time online for the duration of the course.</i></p>		
<p>Criteria for Response Postings Students are required to complete ten response postings to other student postings outside of your own discussion thread.</p> <ul style="list-style-type: none"> • 1 points per reply for a total of 10 points. Postings require attention to communicating clearly – post is easy to read, succinct, and clear. Replies are 150 – 300 words each (300 words maximum). 	10	15% of grade
<p>Total number of required postings</p> <p>Discussion Board Postings: Evidence of participation in asynchronous online discussions through posting in the discussion boards in D2L on or before the due dates (see course schedule above for due dates) is a course expectation. Quality of posts will be determined based on depth and relevance of the contributions, as well as writing quality. The posts must adhere to the citation and referencing standards put forth in the Publication Manual of the American Psychological Association (7th ed.). Reviewing and responding to other students’ posts is encouraged. Posting in the discussion board during the Welcome & Orientation period (June 30-July 2) is optional, but strongly encouraged.</p> <p>Student Self-Assessment: Students will provide a 1-2 page (single or double-spaced, 12-point font of the student’s choice) written self-evaluation of their participation. A title page and referencing are not required but please ensure that your full name is clearly visible on your paper. The student will provide a recommended score for their participation out of a maximum of 10 points. Students are encouraged to make an accurate and honest self-assessment. The narrative portion of the self-assessment must cover the following: a) Description of the student’s quantity and quality of participation, including the discussion boards and Zoom sessions; b) Clear rationale for the student’s suggested participation grade; c) Any special considerations that should be taken into account. Refer to the course schedule (pp. 5-6) for discussion board posting due dates. Student self-assessment due date: August 10 student self-assessment = 10% + instructor assessment = 30%, total value = 40%</p> <p>Note: These discussions are asynchronous – meaning they occur at any time online for the duration of the course. This requirement does not include hours spent on assignments as these are outside of class time as per any other course.</p>	20	

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be put in Dropbox in Word Format. Do not submit pdf or other file formats. Assignments are due at 11:59PM (MT) of their due date. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Late assignments will receive a 5% penalty and an additional reduction of 1% per day until assignment is turned in. If you do not request an extension 24 hours before the due date the late penalty applies.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59

D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Relevant Website Links will be posted in the D2L course site.

Badry, D., Hanson, T., King, J., & Auger, A. (Eds.). (2013). First Peoples Child & Family Review Special Issue: Fetal Alcohol Spectrum Disorder. 8(1). Retrieved from <http://journals.sfu.ca/fpcfr/index.php/FPCFR/issue/view/19>

Chasnoff, I. (Ed.). (2014). *Moment-to-moment: Perspectives on Fetal alcohol spectrum disorders in adolescence*. Portland, OR: NTI Upstream.

Chasnoff, I. (2010). *The Mystery of Risk. Drugs, Alcohol, Pregnancy and the Vulnerable Child*. Portland, OR: NTI Upstream.

CanFASD Research Network. www.canfasd.ca

Truth and Reconciliation Commission of Canada: Calls to Action. 2015. Retrieved from http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**