

**Lethbridge Community College**  
**Centre for Health and Human Services**  
*"Caring For Your Future"*

**Fetal Alcohol Spectrum Disorder (FASD) Program**  
**Alternative Delivery Options**

Admission Requirements: Alberta High School Diploma with English 30/33 at 60% or equivalent.  
Certificate/diploma from a recognized College and/or University.

**Fall 2002**

**FAS 150      Diagnosis of FASD      16 Hours      1 Credit**

**Date/Time:    Wednesdays, October 2 - 30, 2002 from 6:00 p.m. - 9:00 p.m.**

This course provides students with an introduction to the challenges faced by professionals seeking to assess and diagnose clients who have been prenatally exposed to alcohol and other drugs. Students will discuss the prevalence of FASD within the community and province. The psychology of addictions and the use of alcohol and drugs within the region will be reviewed. The concepts of harm reduction theory will be incorporated into case scenarios. The role of the student in the diagnostic process is presented with skills introduced that are essential in assisting the diagnostic team in the collection and documentation of pertinent information. An extensive review of the primary, secondary and physical disabilities associated with FASD will be presented with an emphasis on the importance of early diagnosis to guide intervention through the developmental process.

**RSP 125      Medication Administration      16 Hours      1 Credit**

**Date/Time:    Saturday, October 19, 2002 from 9:00 a.m. - 5:00 p.m. or  
Saturday, November 23, 2002 from 9:00 a.m. - 5:00 p.m.**

Introduction to the fundamental knowledge and skills required of para-professionals to safely administer medication to individuals receiving services in non-medical community programs. The "rights" of medication administration, value and expectations of documentation, and procedures for administering oral, PRN, eye, skin, ear, and nose medications, inhalers, suppositories, and enemas will be covered. Case scenarios and role-playing will provide situations that require students to problem-solve immediate responses necessary, documentation, and follow-up actions. While this is not a pharmacology course, students will gain an understanding of the types of medication packaging, common medication administration abbreviations, and become familiar with common drug classifications.

**Winter 2003**

**RSP 153      Program Design - Observation and Assessment    48 Hours      3 Credits**

**Date/Time:    Saturdays, January 4, 11, 18, 25, 2003 from 9:00 a.m. - 3:00 p.m. and  
Saturdays, February 1 and 8, 2003 from 9:00 a.m. - 3:00 p.m.**

This course introduces the student to the processes of individualized planning, and in particular, to the Individual Service Plan (ISP) process. ISP's are used to plan and monitor the services provided to individuals with a disability. Beginning with an exploration of the origins and purposes of ISP's, students will go on to examine the roles of team members, strategies for decision-making and various issues related to the development and coordination of ISP's. Lifestyle planning will be discussed in this context. The majority of the course is devoted to developing the student's skills in completing the first components of an Individual Instructional Program. This includes assessment, which is the

observing and describing of an individual's current behaviour, skills and needs. Ecological inventories, baseline plans, and the writing of formal goals and objectives will also be developed during the course.

**HSP 160 Community Linkages**

**16 Hours**

**1 Credit**

**Date/Time: TBA**

The focus of this course is to explore the wide range of community agencies and support services that are available to individuals who have a disability as well as their family. The role of the support worker in advocating for individuals is emphasized as is the importance of building the communities' capacity to support people throughout their lifespan.

**Spring/Summer 2003**

**FAS 155 Intervention Strategies**

**48 Hours**

**3 Credits**

**Date/Time: TBA**

This course provides the students with the opportunity to identify and explore research-based intervention strategies that have proven successful community programs dealing with pregnant women who suffer from addictions to alcohol and/or drugs, women who have given birth to a child with FASD, and individuals affected by FASD. Emphasis will be placed on the diagnosis of FASD as a protective factor that promotes the creation of an environment that supports the strengths of those with FASD and develop support interventions for the barriers that affected individuals typically encounter. The complexities of assessing the varying capabilities of FASD affected individuals, including intelligence, behavior, learning, language, fine motor skills and social ability will be detailed. The need to evaluate parenting and coping skills in FASD affected parents with a new baby will be explored. The challenge and techniques of developing creative, effective and appropriate interventions throughout the lifespan will be addressed.

**Other Courses:** Regular Evening Offerings - PSY 170/COM 162/ENG 150 from regular LCC evening offerings and/or Distributed Learning.

**Other Learning Options Available:** Access on campus daytime courses if you work evenings or evening Interdisciplinary Studies courses and/or courses available by Distributed Learning.

**The first step is to apply... contact LCC Admission Office.**

**For more information, call Hazel Mitchell**

**toll-free at 1-800-572-0103 ext. 7200**

**or directly (403) 329-7200.**

**E-mail [hazel.mitchell@lethbridgecollege.ab.ca](mailto:hazel.mitchell@lethbridgecollege.ab.ca)**

**or check us out at [www.lethbridgecollege.ab.ca](http://www.lethbridgecollege.ab.ca)**