

Learning Activities: Fetal Alcohol Spectrum Disorders

In groups of three, choose one of the clinical vignettes in SAMHSA's TIP and use it as a script to role-play a clinician guiding a conversation about substance use. A third member of the group should serve as a culture and sensitivity coach, providing feedback about the clinician's delivery. As a group, discuss this exercise using the Plus/Minus/Delta format:

- What elements of the activity supported your learning?
- What took away from your learning?
- What would you change (about the role-played

St. Louis Children's: [Medical Animation: Fetal Alcohol Syndrome](#)

After watching the Fetal Development animation and in response to this week's readings, work together in a small group to discuss the following questions:

- How does FASD manifest?
- Why does FASD manifest with variable symptoms across individuals?
- What kinds of assessment will provide meaningful information about a young child with FASD?
- How would your recommendations change if FAS is suspected, but not confirmed?

Work individually to create a list of 4-5 "Myths and Facts" about FASD based on your learning over the first four sections of the module. Be prepared to share your work with the whole group.

- Which facts have you learned that have been most surprising?
- Which myths have you heard that are the hardest to dispel?

Students will locate and watch a documentary, episode, or podcast regarding chromosome deletion. A one-page minimum, double-spaced reflection will be required (provide link to documentary, episode or podcast).

Review the sample FAS Diagnostic report available at <http://depts.washington.edu/fasdpn/pdfs/4-digitmedsum-web-2006.pdf>

in small groups of 2-3 students. In your small group, you will be assigned one short case study from the PAHO reading. Work with your group members to create a similar "Conclusions and Recommendations" section to the one on the sample report based on the information provided in your case study. Be sure to include reference to at least 2 developmentally expected skills based on the age of the child.

Mock encounter: Using the Clinician Screening tools provided (the AUDIT and flowcharts included in the NIAAA Guide), role-play an interaction between a primary service provider and a woman with suspected prenatal alcohol exposure. A third member of the group

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<p>should serve as a culture and sensitivity coach, providing feedback about the ‘clinician’s’ delivery. As a group, generate three key takeaway points you gained through this exercise.</p> <p>National Institute on Alcohol Abuse and Alcoholism. (2005). Helping Patients Who Drink Too Much: A Clinician’s Guide. https://pubs.niaaa.nih.gov/publications/clinicianGuide/guide/intro/data/resources/Clinicians%20Guide.pdf?download=true</p>