

Advancing Occupational Therapy Practice: An Interactive Learning Experience for Working with Children with Fetal Alcohol Spectrum Disorders

Jody Santoro^{1,2}, Briana Hamill-Pollard^{1,2}

¹*University of Southern California, Los Angeles, CA, United States*, ²*Violence Intervention Program Community Mental Health Center, Inc., Los Angeles, CA, United States*

Learning Objectives: Participants will understand the differences between fetal alcohol syndrome (FAS) and the continuum of fetal alcohol spectrum disorders (FASD) as well as the diagnostic process for these disorders. Participants will be able to articulate the occupational therapist's role on a diagnostic team including which assessment tools may be useful and what information should go into the assessment report. In addition, participants will understand the importance of communicating with other professionals during the assessment and treatment process and will learn specific treatment strategies for working with children with FASD. Participants will discuss culturally relevant practices and strategies to support families of children with FASD. Participants will be able to problem solve case studies in small groups and present ideas to the larger group. Participants will demonstrate understanding of utilizing occupation based treatment with children who have FASD. Participants will be introduced to the dynamics of FASD and child maltreatment.

Length of Time Required: 1.5 Hour Workshop

Teaching Methods: Participants will be introduced to fetal alcohol spectrum disorders (FASD) through lecture and PowerPoint material. Assessment data currently being gathered during the authors' clinical practice and doctoral studies will be presented. Within the lecture portion of the presentation, case studies will be introduced on video. The videos will be used to demonstrate specific concepts and clarify the material through visual learning and group discussion. This will be followed by group work in which small groups will be given case studies and the opportunity to problem solve together and then present their information to the whole group. Each group will briefly present their thoughts related to the client's diagnosis, brainstorm treatment recommendations, and provide examples of strategies to support the family in culturally appropriate ways. In addition, assessment tools will be reviewed and demonstrated as necessary for understanding and participants will receive examples of written reports to enhance comprehension of the assessment process.

Maximum Participants: The maximum participant count is ideally 30 persons. However, more people may be accommodated if necessary. With more participants the teaching methods may need to be altered and the small group problem-solving possibly eliminated to accommodate the larger group.