



THE UNIVERSITY OF BRITISH COLUMBIA

8th International Research Conference
on **Adolescents and Adults with FASD**

Review, Respond and Relate
*Integrating Research, Policy and Practice
Around the World*

April 18-21, 2018

The Hyatt Regency Vancouver
Vancouver, BC, Canada

Presented by



THE UNIVERSITY OF BRITISH COLUMBIA

Interprofessional
Continuing
Education 

 **@IPCE_UBC**
#Adults2018

GENERAL INFORMATION

Although there have been thousands of published articles on FASD, there remains limited research specifically on adolescents and adults with FASD. As individuals diagnosed with FASD continue to age, the "need to know" across a broad spectrum of areas continues to be critically important for identifying clinically relevant research questions and directions.

Continuing on the work of seven previous conferences, there remains a clear need to examine relevant global research, programs and policies. What does existing or emerging research tell us? Are the results transferable from country to country and/or from laboratory to real life? Are there clinical implications of results from any of these areas of which we should be aware? What are the changes in our thinking, practice and directions that will be required to improve outcomes? What are the implications for the future? This interactive 2018 conference will provide an opportunity to be at the forefront of addressing these relevant global issues.

Learning Objectives

- Identify, explore and examine existing, new and emerging research and the implications for individuals with FASD, families and caregivers, systems and services
- Connect the identified needs of community workers, healthcare providers, and families with the research community
- Recognize emerging research findings and how they might better assist ethical policy and decision making and the development of integrated and collaborative approaches across systems
- Examine practice-based evidence, projects and programs to understand the potential connections to research and potential longitudinal studies
- Engage in knowledge exchange and dialogue through sessions, networking and the direct experience of individuals with FASD

Please note: 25% of the program will be interactive.

Who Should Attend

This interdisciplinary conference will be of interest to the audiences listed below, as well as anyone interested in an advanced understanding in the field of FASD. And as always, we are honoured to have individuals with FASD as our guests.

- Addictions
- Administrators / Managers
- Child Welfare Professionals
- Clinicians
- Community Members
- Educators
- FASD Specialists
- Family Members / Caregivers
- Health / Mental Health
- Justice / Legal
- Physicians / Nurse Practitioners
- Policy Makers
- Program / Support Services
- Researchers
- Scientists
- Students

Exhibiting

Organizations interested in exhibiting at this conference are invited to contact the conference organizers for more information. Exhibit space is limited. Please contact by phone: 604-822-7708 or by e-mail: kathryn.ipce@ubc.ca.

Professional Credits

A certificate of attendance will be prepared for all registrants including pre-approved continuing education credits where appropriate. Please refer to our website for updates on credits: www.interprofessional.ubc.ca.

Location

The Hyatt Regency Hotel | 655 Burrard Street, Vancouver, BC

Please reserve your room at a special rate of \$175.00 + taxes until February 16, 2018 for single/double occupancy. The price will increase to \$189.00 after that date. Specify that you are booking under 'Adults with FASD 2018 Conference' and call toll-free: 1.888.421.1442 (North America) or 1.402.592.6464 (International) to reserve.

Travel Information

The Hyatt Regency Vancouver Hotel is conveniently located next to the Burrard Skytrain Station and is located approximately 16km/10miles from the Vancouver International Airport (YVR). By Skytrain, the Canada Line connects Vancouver International Airport to downtown Vancouver in under 30 minutes. A transfer will be required at Waterfront Station: www.translink.ca.

From Airport to Downtown

Monday - Friday fee is \$9.10 CAD*, Saturday and Sunday is \$7.80 CAD*

From Downtown to Airport

Monday - Friday fee is \$4.10 CAD*, Saturday and Sunday is \$2.80 CAD*

*Fees for the Canada Line are per way.

If you would like more information on travelling in the area or things to do and see in Vancouver, please contact:

Tourism BC: www.hellobc.ca

Tourism Vancouver: www.tourismvancouver.com

Parking

We encourage you to take easy and affordable public transportation, as parking rates at the hotel are very expensive.

Registration and Tuition Fees

Pre-registration prior to March 16, 2016 is strongly recommended to ensure you receive all conference materials.

Online: The most secure method. Secure, fast, online registration is available for Visa and MasterCard holders at the conference organizer's website: www.interprofessional.ubc.ca

Phone: Register and pay over the phone. Toll-free within Canada/USA: 1-855-827-3112 or Local/International: +1 604-827-3112.

Fax: Fax the registration form to +1 604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will email you the secure online link to enter your credit card information.

Mail: Send the registration form with cheque to:
*Interprofessional Continuing Education
 The University of British Columbia
 Room 105-2194 Health Sciences Mall
 Vancouver, BC, V6T 1Z3, Canada*

Make cheque payable to: The University of British Columbia

Alternative Payment Methods: Mail or fax complete registration form along with one of the following:

1. Signed purchase order (PO)
2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
3. Signed cheque requisition form (ChReq)

The tuition fee includes conference materials, refreshment breaks, and one lunch. Please see the registration form for further details.

Refund/Transfer and Cancellation Policy

There will be a \$50 cancellation fee until the end of the Early Bird deadline (February 28, 2018). After that there will be a \$100 charge for cancellation up to two weeks prior to the conference (all fees incl. taxes). No refunds will be made for cancellation after March 29, 2018.

If you are unable to attend the conference, you are welcome to send a colleague in your place. There will be no fee to make this change up to February 28, 2018, provided you notify us via phone or email. Substitution requests must come from the original registrant (or the administrator who arranged for the registration) and include the original registrant's name, the amount paid, plus the substitute attendee's email, full name, city and affiliation. Substitution requests received after this date will incur a \$75 processing fee.

By registering to the conference, you are agreeing to the terms and conditions listed on this page.

ACKNOWLEDGEMENTS

We would like to acknowledge with great appreciation the financial contributions in the form of unrestricted educational grants from the following organizations:

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PROGRAM AT-A-GLANCE

PRE-CONFERENCE

Wednesday, April 18, 2018

8:00 – 8:30	Registration Open
8:30 – 10:30	Interactive Full-Day Session Topic 1
10:30 – 11:00	AM Break
11:00 – 12:15	Interactive Full-Day Session Topic 2
12:15 – 1:30	Lunch (on your own) & Exhibits Open
1:30 – 2:45	Interactive Full-Day Session Topic 3
2:45 – 3:00	PM Break
3:00 – 4:20	Interactive Full-Day Session Topic 4

MAIN CONFERENCE

Thursday, April 19, 2018

7:15	Parent Breakfast
8:00 – 8:30	Registration Open
8:30 – 10:05	Welcome Remarks and Conference Keynote
10:05 – 10:10	Presentation of the CanFASD
	Dr. Sterling Clarren FASD Research Award
10:10 – 10:40	Break: Exhibits Open, Poster Viewing
10:40 – 12:10	Concurrent Session A
12:10 – 1:10	Lunch (provided), Poster Session & Exhibits
1:10 – 3:15	Remarks & Plenary
3:15 – 3:45	Break: Exhibits Open, Poster Viewing
3:45 – 5:15	Concurrent Session B

Friday, April 20, 2018

8:00 – 8:30	Registration Open
8:30 – 10:30	Remarks & Plenary
10:30 – 11:00	Break: Exhibits Open, Poster Viewing
11:00 – 12:00	Remarks & Plenary
12:00 – 1:15	Lunch (on your own) & Exhibits Open
1:15 – 2:45	Concurrent Breakout Session C
2:45 – 3:15	Break: Exhibits Open, Poster Viewing
3:10 – 4:40	Concurrent Breakout Session D

Saturday, April 21, 2018

8:00 – 8:30	Registration Open
8:30 – 9:40	Remarks & Plenary
9:40 – 10:10	Break: Exhibits Open, Poster Viewing
10:10 – 11:40	Concurrent Breakout Session E
11:40 – 12:45	Lunch (provided) & Exhibits Open
12:45 – 2:30	Closing Keynote
2:30 – 3:00	Closing Ceremonies
	Presentation of the Starfish Award
3:00	Adjourn

Expert Planning Committee

Jan Lutke, Conference Chair, Vancouver, BC, Canada

Tina Antrobus, MA, RCC, Registered Clinical Counselor, PLEA Community Services, Coquitlam, BC, Canada

Michael Charness, MD, Chief of Staff, VA Boston Healthcare System; Faculty Associate Dean, Professor of Neurology, Harvard Medical School; Associate Dean, Professor of Neurology, Boston University School of Medicine, West Roxbury, MA, USA

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CJ Lutke, Speaker, Mentor, Adult Leadership Committee, Vancouver, BC

Expert Advisory Committee

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Valerie McGinn, PhD, Clinical Neuropsychologist, The FASD Centre, Aotearoa, New Zealand

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Moira Plant, PhD, Emeritus Professor of Alcohol Studies Alcohol & Health Research Unit, University of the West of England, Bristol, UK; Adjunct Professor, Curtin University, Perth, Australia

Lina Schwerg, BSc, Student Representative; Master Student, Department of Psychology, University of Potsdam; Assistant Manager of the FASD-Fachzentrum Sonnenhof, Berlin, Germany

Paula Stanghetta, Facilitator, Coach, Trainer, Paula Stanghetta & Associates, Kitchener, ON, Canada

Kenneth R Warren, PhD, Senior Advisor for Operations, FASD and Science, National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, Bethesda, MD, USA

Kee Warner, Executive Director, Whitecrow Village FASD Society, Nanaimo, BC

Local Planning Committee

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Cheryl McIntee, CPCA-RPC, MPCC, Master Practitioner Clinical Counsellor, Cheryl McIntee Counselling and Consulting, White Rock, BC. CDIBC/ FASD Keyworker, FASD Collaboration Roundtable, Touchstone Family Association, Richmond, BC

WEDNESDAY, APRIL 18

LET'S TALK

EVIDENCE, EXPERIENCE AND THE WISDOM IN THE ROOM



FASD was first identified over 40 years ago and many diagnosed individuals are now at or approaching middle age. A large body of scientific evidence exists about the impact of prenatal alcohol exposure. However, there remains a gap in the scientific research needed to make meaningful changes in policy and practice to improve the lives of older adolescents and adults with FASD. On the other hand, anecdotal, practical and experiential evidence about what is effective and works is becoming available. In order to move this field forward, hard/clinical science must meet with experience and experience must understand the science in order to work together in ways that can lead to improvements in legislation, policy, practice and direction. This pre-conference symposium seeks to bring together those whose research is targeted to the task of finding answers with the wisdom of those who live or work with FASD, including adults themselves. Our hope is that this day can begin the process of developing a shared understanding and response.

Four topics have been chosen in which a number of research/science and clinical experts in each area will present short, high level information segments throughout the day. These will serve as a catalyst for the group discussion that will follow each. Each topic will also be followed by a specific question that delegates will be tasked with considering, discussing and answering.

Learning Objectives

The purpose of this session is to create a dialogue among researchers, clinicians and those with practical experience. Our goal is that participants will be able to:

- Summarize the value of presented research, and the potential application of these emerging research areas
- Consider the application and utility of science presented and its relevance and potential impact
- Identify practice-based evidence and its potential role in informing future research
- Reflect on additional potential future research directions that may be relevant and able to inform practice

8:00 – 8:30 am

Registration Open

8:30 am – 10:30 am

Welcome & Opening Remarks

Jan Lutke, Conference Chair, Vancouver, BC, Canada**Nothing About Us Without Us: Change Makers****CJ Lutke**, FASD Adult Leadership Committee**Myles Himmelreich**, FASD Adult Leadership Committee**Katrina Griffin**, FASD Adult Leadership CommitteePRE-CONFERENCE FACILITATOR: **Paula Stanghetta**, Facilitator, Coach, Trainer, Paula Stanghetta & Associates, Kitchener, ON, Canada**The Synergistic Effects of Cannabinoids and Alcohol on Birth Defects in Mice and Zebrafish****Scott Parnell**, PhD, Assistant Professor, Bowles Center for Alcohol Studies, Department of Cell Biology and Physiology, University of North Carolina, Chapel Hill, NC, USA**Topic 1: Research with Animal Models: Inflammation and the Immune System**MODERATOR: **Joanne Weinberg**, PhD, Professor and Distinguished University Scholar, Emerita, Department of Cellular and Physiological Sciences, University of British Columbia, Vancouver, BC, Canada**Bill Dunty**, PhD, Program Director, Division of Metabolism and Health Effects, National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, Bethesda, MD, USA**Tamara Bodnar**, PhD, Post-Doctoral Fellow, Cellular and Physiological Sciences, University of British Columbia, Vancouver, BC, Canada**Paul D. Drew**, PhD, Professor, Department of Neurobiology and Developmental Sciences, University of Arkansas for Medical Sciences, Little Rock, AR, USA**Molly Goodfellow**, PhD, Post-Doctoral Fellow, Department of Anesthesiology, University of Maryland School of Medicine, Baltimore, MD, USA

10:30 – 11:00 am

Break

11:00 am – 12:15 pm

Topic 2: Brain Sciences - Imaging & Neuro PsychologyMODERATOR: **Edward Riley**, PhD, Distinguished Research Professor, Center for Behavioral Teratology, San Diego State University, San Diego, CA, USA**Jeff Wozniak**, PhD, Associate Professor, Pediatric Neuropsychologist, Fetal Alcohol Spectrum Disorders Research Program, University of Minnesota, Minneapolis, MN, USA**Claire D. Coles**, PhD, Professor, Department of Psychiatry and Behavioral Sciences and Pediatrics, Emory University School of Medicine, Atlanta, GA, USA**Paul D. Connor**, PhD, Neuropsychologist, Private Practice; and Courtesy Clinical Assistant Professor, Fetal Alcohol and Drug Unit, University of Washington, Seattle, WA, USA

12:15 – 1:30 pm

Lunch (on your own) & Exhibits Open

1:30 – 2:45 pm

Topic 3: Addiction in Adults with FASDMODERATOR: **Maira Plant**, PhD, Emeritus Professor of Alcohol Studies Alcohol & Health Research Unit, University of the West of England, Bristol, UK; Adjunct Professor, Curtin University, Perth, Australia**Dan Dubovsky**, MSW, FASD Specialist, Philadelphia, PA, USA**Brenda Knight**, Registered Psychologist, Private Practice, Vancouver, BC, Canada

2:45 – 3:00 pm

Break

3:00 – 4:20 pm

Topic 4: Current Thinking and Social ChangeMODERATOR: **Dorothy Badry**, PhD, RSW, Associate Professor, Faculty of Social Work, University of Calgary, Calgary, AB, Canada**Peter W. Choate**, PhD, Associate Professor, Social Work, Mount Royal University, Calgary, AB, Canada**Christine Loock**, MD, FRCPC, Associate Professor, Department of Pediatrics, University of British Columbia; Responsive Intersectoral Community Health, Education, and Research (RICHER), Initiative, BC Children's Hospital & Sunny Hill Health Centre for Children, Vancouver, BC, Canada

4:20 pm

Closing Remarks

“ Experience is the universal mother of sciences.

— Miguel de Cervantes

THURSDAY, APRIL 19

7:15 am	Parent Breakfast*
8:00 – 8:30 am	Registration Open
8:30 – 10:05 am	<p>Welcome Remarks Jan Lutke, <i>Conference Chair, Vancouver, BC, Canada</i></p> <p>Opening Remarks: the Wisdom of Experience Myles Himmelreich, <i>FASD Adult Leadership Committee</i> CJ Lutke, <i>FASD Adult Leadership Committee</i> Katrina Griffin, <i>FASD Adult Leadership Committee</i></p> <p>Remarks: Nothing About Us Without Us: Change Makers RJ Formanek, <i>Adult with FASD</i></p> <p>Conference Keynote: Understanding How “Executive Function” IS “Everyday Function” in FASD MODERATOR: Kenneth R. Warren, <i>PhD, Senior Advisor for Operations, FASD and Science, National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, Bethesda, MD, USA</i></p> <p>Sara Jo Nixon, <i>PhD, Professor, Departments of Psychiatry and Psychology; Co-Vice Chair, Department of Psychiatry; Co-Director, Center for Addiction Research and Education; Co-Director, NIDA T32; Chief, Division of Addiction Research; Director, Neurocognitive Laboratory; University of Florida, Gainesville, FL, USA</i></p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Define executive function(s) (EF) and summarize the abilities underlying it • Describe the primary brain regions and circuitry modulating EF • Explain how problems in EF impact success in daily living in FASD in adulthood • Formulate individual and community-based actions to benefit quality of life and increase public knowledge
10:05 - 10:10 am	<p>Presentation of the CanFASD Dr. Sterling Clarren FASD Research Award Presented by Dr. Sterling Clarren & Audrey McFarlane</p>
10:10 – 10:40 am	Break – Exhibits Open & Poster Viewing

10:40 AM - 12:10 PM | **CONCURRENT SESSION A**

90-minute sessions will include 20-25 minutes of interaction and/or Q&A
 45-minute sessions will include 15 minutes of interaction and/or Q&A

A1	<p>3 ORAL PAPERS 20-MINUTES + Q&A</p>
A1a	<p>Fetal Alcohol Exposure Impairs Blood Flow and Stroke Recovery in Adult Mice Shameena Bake, <i>PhD, Assistant Professor, Department of Neuroscience and Experimental Therapeutics, Texas A&M University Health Science Center, Bryan, Texas, USA</i></p>
A1b	<p>Sex Differences in Biochemical but Not Behavioral Responses to Delay Fear Conditioning: Effects in Control and Prenatally Alcohol-Exposed Mice Kevin Caldwell, <i>PhD, Professor, Department of Neurosciences, University Of New Mexico School Of Medicine, Albuquerque, NM, USA</i></p>
A1c	<p>Prenatal Alcohol Exposure Affects the Early Postnatal Stress and Immune Hyporesponsive Periods Andrea Allan, <i>PhD, Professor, Department of Neurosciences, University Of New Mexico School Of Medicine, Albuquerque, NM, USA</i></p>
A2	<p>A Clinical Pathway for individuals with FASD and Mental Health/Addictions – Findings and Progressions Towards Improved Outcomes 90-MINUTE SESSION</p> <p>Tara Anderson, <i>MSc, Research Coordinator, College of Medicine, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada</i> Mansfield Mela, <i>MBBS, FWACP, FRCPsych, MSc, FRCPC, Professor, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada</i></p>

The findings of a qualitative exploration of barriers to and enablers for the development of a clinical pathway for FASD and mental health/addictions challenges will be presented. Discussions of themes from focus groups and recommendations from a Delphi consensus will highlight progressions towards better support for individuals with FASD.

Learning Objectives

- Describe current barriers and enablers to systematic mental health and addictions approaches for adults with FASD in Canada
- Appraise recommendations for FASD-informed mental health and addictions support
- Advocate or implement, FASD-informed mental health and addictions support in their own contexts

A3 | **Towards Healthy Outcomes for Individuals with FASD: A Proposed Model for Intervention** **90-MINUTE SESSION**

Aamena Kapasi, *MA, PhD Student, University Of Alberta, Edmonton, AB, Canada*
Jacqueline Pei, *PhD, RPsych, Associate Professor, Department of Educational Psychology, Faculty of Education, University of Alberta, Edmonton, AB, Canada*

Interventions are international change strategies targeted to improve areas of difficulty. The model proposed highlights 11 domains of intervention commonly addressed in individuals with FASD. These interventions are important to help them build on their existing strength as well as address areas of challenge in order to increase healthier outcomes.

Learning Objectives

- Identify and understand the eleven domains of FASD intervention presented
- Recognize how these domains develop, interact, and impact individuals with FASD
- Reflect on how the model may apply to current practices or research

A4 | **The Biographic Screening Interview for Adults with FASD (BSI-FASD)** **90-MINUTE SESSION**

Lina Schwerg, *BSc, Psychologist, University of Potsdam, FASD-Fachzentrum Ev. V. Sonnenhof e. V., Berlin, Germany*
Sandra Maria Ahlert, *BSc, Psychologist, University of Potsdam, FASD-Fachzentrum Ev. V. Sonnenhof e. V., Berlin, Germany*

In this session, a project focusing on the development and validation of a German version of the Life History Screen (Grant et al., 2013), titled “The Biographic Screening Interview for Adults with FASD (BSI-FASD)”, will be introduced. The Interview includes questions on prenatal alcohol exposure as well as life course outcomes associated with FASD. The Results of the validation will be presented.

***Parent Breakfast**- In past conferences, parents have appreciated to the opportunity to come together at these events to connect with other parents who are raising a child, youth or adult with FASD. For those parents who have children/adults living with FASD and are registered to attend the main conference, we are happy to announce that a breakfast at **7:15 am on Thursday, April 19** is arranged for you. If you are interested in attending, please sign up when registering for the conference.

Learning Objectives

- Explain the German approach on the diagnosis of FASD in adulthood
- Identify the development and validation process of a screening instrument for FASD
- Evaluating the BSI-FASD as a valid instrument for Screening for FASD

A5 TWO 45-MINUTE SESSIONS

A5a | **Creation of an FASD Community Coalition**
45-MINUTE SESSION

Yvette Kraychy, Key Worker, Northwest Central FASD Network/FCSS, Westlock, AB, Canada

Sharon Brintnell, MSc, CDMP, FCAOC, FWFOT (OTc), Professor, Occupational Therapy, University of Alberta, Edmonton, AB, Canada

Cindy Olchowy, Executive Director, Westlock and District Family and Community Support Services, Westlock, AB, Canada

Westlock & District Family and Community Support Services (FCSS) identified the targeted supports needed to meet the complex needs of individuals with FASD and created a community coalition to address local issues and service gaps. Key task issues at the bimonthly meetings included needs assessment, responsibility identification, program development, funding and sustainability.

Learning Objectives

- Increase knowledge and ability to create FASD coalitions
- Consider strategies that maximize funds, share resources, and expand FASD knowledge
- Reflect on how this coalition model can enhance client service

A5b | **LIVE (Living Indigenous Values Everyday)**
45-MINUTE SESSION

Sherry LeTendre, Project Coordinator, Alexis Nakota Sioux Nation FASD Services, Glenevis, AB, Canada

Donna Kristiansen, RSW, RP, Program Manager, Northwest Central Alberta FASD Network, Westlock, AB, Canada

Sandra Bruno, ISW, Alexis Nakota Sioux Nation Parent-Child Assistance Program Mentor, Northwest Central Alberta FASD Network, Westlock, AB, Canada

Robin Roan-Alexis, Kinship Worker, Alexis Nakota Sioux Nation FASD Services, Glenevis, AB, Canada

The Alexis Nakota Sioux Nation, in partnership with the Northwest Central FASD Network, and funded through an Alberta Health grant, has developed a collaborative indigenous approach to providing FASD education, services and support to the Nation's members and their families. In particular, it provides access to diagnostic services and mentorship for adults diagnosed with FASD. The project incorporates the nations' cultures and values.

Learning Objectives

- Recognize the importance of valuable culturally appropriate ways with which to initiate, create, and work on a collaborative project within a First Nations community
- Identify and describe strategies from this project's model to further attendees' relationships and collaboration with First Nations, Metis and Inuit communities within their region

A6 | **FASD is a Whole Body Diagnosis, Part 1: Bowel and Allergy Problems**
90-MINUTE SESSION

Rod Densmore, MD, Clinician, Interior Health, Kamloops, BC, Canada

Bowel and allergy problems are very common for people who have FASD. This session outlines a treatment plan for these conditions: irritable bowel disease, celiac disease, probiotics and the microbiome, reflux, inflammatory bowel disease, allergy and anaphylaxis prevention specific to individuals with FASD.

Learning Objectives

- Engage in dialogue on topics such as Crohn's disease, celiac disease, cancer, or irritable bowel syndrome with competence
- Recognize body changes caused by various diseases and how those changes can be treated
- Interpret your doctor's assessment of diagnoses and treatment to facilitate collaboration so you can work together with the doctor as an effective team
- Summarize information about the diagnoses and treatment

A7 TWO 45-MINUTE SESSIONS

A7a | **From Service User to Service Provider: My Life on Both Sides of the System**
45-MINUTE SESSION

Shawn Woodhouse, DIP Addiction Studies, Case Manager, Program Facilitator, Calgary Alternative Support Services, Calgary, AB, Canada

This session will review the presenter's experience as a human services case manager who also has FASD. A candid look at his struggles and successes as a service user led him and his team to develop an adapted supported employment model which recognizes the importance of best practices and policy for all areas of the individuals' life.

Learning Objectives

- Identify struggles working in and with the human services sector for people with FASD
- Create a dialogue about a person centered approach that is most effective for a service user with FASD
- Examine FASD as a spectrum and not a one size fits all diagnosis
- Discuss different strategies to work with people at their unique level

A7b | **Using FASD Informed Strategies in a Less Informed World**
45-MINUTE SESSION

Clare Mitchell, MD, FRCPC, Developmental Paediatrician, Child Parent Research Institute and University of Western Ontario, London, ON, Canada

Sarah Davison, Student with FASD (Grade 9), London, ON, Canada

Natalie Davison, BA Psych, CYW, London, ON, Canada

Angela Geddes, CYW, BA (Psych), MSW, RSW, Social Worker, Geddes Specialized Supports, Ayr, ON, Canada

Access to services for FASD varies widely. This interactive presentation will discuss practical strategies for individuals and families affected by FASD in a broad range of circumstances: from diagnosed to suspected FASD; from well-informed to less well-informed environments. Specific tools such as FASD Communities of Practice will be discussed.

Learning Objectives

- Develop a diagnosis and treatment plan for FASD using locally available services
- Advocate for policies and practices that are inclusive of FASD assessment and support services within family homes and service agencies
- Describe direct strategies to support youth and adults with FASD in a variety of settings
- Describe innovative solutions such as Communities of Practice

A8 | **Hope and Living Life with FASD**
60-MINUTE SESSION

Tanya Northcott, Certified FASD Educator, Fetal Alcohol Resource Program, Citizen Advocacy Ottawa. Individual with lived experience, Ottawa, ON, Canada

The purpose of this presentation is to reflect on physical, social and financial challenges that individuals with FASD encounter when ageing. Older adults with FASD encounter many obstacles when experiencing the progressively painful physical effects of FASD and encountering the widening gap to fit into society's expectations of what's typically considered social norms.

Learning Objectives

- Recognize and analyze the challenges facing those with FASD in different stages of life, particularly over 40 years of age
- Identify the issues surrounding current FASD programs and government policies in order to critique and re-evaluate what's really needed
- Discuss what kind of actions are needed to lobby government representatives to create real positive changes in government support of FASD

12:10 – 1:10 pm

Lunch (provided).

12:20 – 1:00 pm

Poster Session & Exhibits Open

“Coming together is a beginning, staying together is progress, and working together is success. — Henry Ford



1:10 - 3:15 pm

Remarks: Nothing About Us Without Us: Change Makers

Paul Thompson, *Adult with FASD*

Will Diagnostic Systems for FASD in Children Work in Adults?

MODERATOR: Michael Charness, MD, *Chief of Staff, VA Boston Healthcare System; Faculty Associate Dean, Professor of Neurology, Harvard Medical School; Associate Dean, Professor of Neurology, Boston University School of Medicine, West Roxbury, MA, USA*

Kenneth L. Jones, MD, *Professor of Pediatrics, School of Medicine, The University of California, San Diego, San Diego, CA, USA*

Jocelynn Cook, PhD, MBA, *Chief Scientific Officer, The Society of Obstetricians and Gynaecologists of Canada; Diagnostics Research Lead, Canada FASD Research Network; Adjunct Professor, University of Ottawa, Ottawa, ON, Canada*

Jonathan Down, MB, BS, MHSc, DCH, FRCPC, *Developmental Paediatrician, Queen Alexandra Centre for Children's Health, Victoria, BC, Canada*

R. Colin Carter, MD, MMSc, *Assistant Professor, Institute for Human Nutrition and Departments of Pediatrics and Emergency Medicine, Columbia University Medical Center, New York, NY*

Learning Objectives

- Apply two commonly used diagnostic systems for FASD and understand how their respective application might influence the diagnosis of FASD within populations or in individuals
- Identify the limitations of any diagnostic system for identifying FASD
- Explore if growth deficiency has a role in diagnoses of FASD
- Review the challenges of diagnosing FASD in adults, in whom certain diagnostic elements, such as facial dysmorphology, have changed with age

3:15 - 3:45 pm **Break – Exhibits Open & Poster Viewing**

3:45 - 5:15 PM | CONCURRENT SESSION B

90-minute sessions will include 20-25 minutes of interaction and/or Q&A

45-minute sessions will include 15 minutes of interaction and/or Q&A

**B1 | 3 ORAL PAPERS
20-MINUTES + Q&A**

B1a | Development of Descriptive Profiles and Recognition Cues to Improve Identification of FASD in Clinical Settings: A Qualitative Investigation of Clinicians' Perspectives

Mansfield Mela, MBBS, FWACP, FRCPsych, MSc, FRCPC, *Professor, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada*

Tara Anderson, MSc, *Research Coordinator, College of Medicine, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada*

B1b | Improving Outcomes for Youth and Young Adults with FASD Who Have Substance Use Issues by Implementing Alcohol Screening and Brief Intervention (aSBI) in Clinical Settings

Dan Dubovsky, MSW, *FASD Specialist, Philadelphia, PA, USA*

B1c | A Clinician's Perspective of Crisis Intervention with Individuals with Fetal Alcohol Spectrum Disorder

Andrew Wilson, BSW, MSW, RSW, *George Spady Society, Edmonton, AB, Canada*

Irene Carter, PhD, RSW, *Professor, Academic Coordinator, University of Windsor, Windsor, ON, Canada*

**B2 | Assessing FASD and Transitional Youth—Diagnostic, Management and Systemic Challenges: Results of a Longitudinal Clinical Evaluation in Rural Northern Ontario
90-MINUTE SESSION**

Melody Hawdon, CO, BA *Social Welfare, FASD Specialist (Dist), R.P. Mental Health Clinician, Mental Health Justice Worker, Regional Dual Diagnosis Program, Canadian Mental Health Association Sault Ste. Marie Branch, Sault Ste. Marie, ON, Canada*

Pablo Sanhueza, MD, FRCPC, *Psychiatrist, Canadian Mental Health Association, Sundridge Branch, Sundridge, ON, Canada*

Presenters will cover their clinical experience working with people living with FASD in transitional ages. Issues related to differential diagnosis, clinical management, pharmacotherapy, community support, among others will be addressed allowing for input from the audience.

Learning Objectives:

- Confirm, suspect or rule out FASD in young people based on a functional inquiry
- Confidently establish a differential diagnosis
- Identify individual interventions leading to a therapeutic relationship
- Make contacts and referrals to consolidate the survival of the person in the community

**B3 | Diagnosis: Why It's Never Too Late!
90-MINUTE SESSION**

Glenda Jansen, *Special Education Assistant, Speaker, FASD Navigators; Outreach Worker and Advocate, Hand Up to Hope, Richmond, BC, Canada*

Paul Thompson, *Individual with FASD; Speaker, FASD Navigators, Richmond, BC, Canada*

Paul Thompson, an adult living with an FASD, and Glenda Jansen, his advocate, will share their journey which culminated in an assessment and diagnosis for Paul at the age of 44. You will gain insight through the eyes of an adult with an FASD, before and after diagnosis.

Learning Objectives

- Recognize the value and critical importance of an adult FASD diagnosis
- Consider the multiple life-long benefits of an FASD diagnosis to an individual
- Realize the essential need for access to advocates, supports and tools to work effectively with adults with FASD

**B4 | Educational and Behavioral Interventions for Adolescents with FASD
90-MINUTE SESSION**

Ira Chasnoff, MD, *Physician, NTI Upstream, Chicago, IL, USA*

Persisting across the lifetime, working memory deficits are responsible for much of the cognitive impairments of FASD. As a result, difficulties with problem-solving and regulation of arousal impairs a young person's ability to focus and sustain attention, and the slow processing speed of the brain is overwhelmed by a constant barrage of environmental stimuli, affecting vigilance, reaction time, and information processing. This presentation will discuss how behavioral deficits exhibited by adolescents with FASD affect educational progress and how to address these issues at school and at home through an integrated approach to behavior and learning.

Learning Objectives

- Describe a progressive, step-wise strategy for managing behavioral difficulties in adolescents with FASD
- Name three educational strategies that can be used to promote learning in adolescents with FASD



B5 | The Developmental Trajectory of Executive Functioning and Adaptive Functioning in Adolescents with FASD: Implications for Intervention

90-MINUTE SESSION

Allison McNeil, MA, RPsych, Student, University of Alberta, Edmonton, AB, Canada

Jacqueline Pei, PhD, RPsych, Associate Professor, Educational Psychology, Faculty of Education, University of Alberta, Edmonton, AB, Canada

The presenters will review cognitive development and outcomes of adolescents with FASD. They will discuss new longitudinal data examining the development of executive functioning, adaptive skills, postnatal experiences, and current outcomes for this group. Consideration of factors influencing outcomes and consequent intervention planning in light of this evidence will be discussed.

Learning Objectives

- Recognize executive functioning and adaptive functioning deficits in adolescents with FASD
- Describe the developmental growth of executive functioning and adaptive functioning among adolescents with FASD
- Explore the relationships between development of executive functioning and adaptive functioning and outcomes of adolescents with FASD
- Consider appropriate intervention components for adolescents with FASD

B6 | FASD is a Whole Body Diagnosis, Part 2: Rheumatoid Arthritis, Asthma, Sleep Apnea, Immune Compromise, Dementia and Prevention of Diabetes and Cardiovascular Disease

90-MINUTE SESSION

Rod Densmore, MD, Clinician, Interior Health, Kamloops, BC, Canada

This session is a continuation of FASD is a Whole Body Diagnosis, part one, pertinent to: Rheumatoid Arthritis, Asthma, Sleep Apnea, Immune Compromise, Dementia and Prevention of Diabetes and Cardiovascular Disease specific to individuals with FASD.

Learning Objectives

- Engage in dialogue on topics such as dementia, rheumatoid arthritis, asthma, immune compromise, diabetes and heart disease with competence
- Recognize body changes caused by various diseases and how those changes can be treated
- Interpret your doctor's assessment of diagnoses and treatment to facilitate collaboration so you can work together with the doctor as an effective team
- Summarize information about the diagnoses and treatment

B7 | 1-HR 10 MINUTE SESSION

B7a | Assessing Executive Function in an Adolescent PAE Population: Examining the Predictiveness of Verbal and Nonverbal Accuracy vs. Response Time for FASD Diagnostic Assessment

15-MINUTE PRESENTATION

Leah Enns, PhD, CPsych, Clinical Psychologist, Assistant Professor, Department of Clinical Health Psychology, Faculty of Rady Health Sciences, University of Manitoba and the Manitoba FASD Centre Winnipeg, MB, Canada

B7b | Listening Difficulties, Social Reciprocity, and Social Communication Abilities in Adolescents and Adults with FASD

45-MINUTE SESSION

Susan McLaughlin, PhD, Research Scientist, University of Washington, Seattle, WA, USA

John Thorne, PhD, CCC-SLP, Lecturer & Researcher, Center on Human Development and Disability, Fetal Alcohol Syndrome Diagnostic and Prevention Network, University of Washington, Seattle, WA, USA

Data from the UW FAS Diagnostic and Prevention Network (FASDPN) suggest that individuals with FASD may experience central processing deficits leading to difficulties hearing speech in noise, even with normal hearing. However, systematic assessments of auditory processing and information about the persistence of such difficulties past childhood are lacking. The UW Laboratory for Auditory Brain Sciences & Neuroengineering and FASDPN are thus collaborating to investigate central auditory processing deficits in teens and adults with FASD using multiple measures of assessment, including self-report, neurocognitive tests, and neuroimaging. Preliminary results will be presented along with plans for continuing analyses of MEG data presumed associated with auditory attention.

Learning Objectives

- Summarize the reasons that FASD is associated with a high risk for auditory impairments
- Describe the challenges with comprehension of speech and conversations in noisy environments that are reported by individuals with FASD and explain how these may result from deficits of central auditory processing
- Describe the differences in social communication that are seen in individuals with FASD and explain how these may result from subtle deficits of central auditory processing



“ The separation of psychology from the premises of biology is purely artificial, because the human psyche lives in indissoluble union with the body.

— Carl Jung

8:00 – 8:30 am

Registration Open

8:30 – 10:30 am

Remarks: Nothing About Us Without Us: Change Makers**Katrina Griffin**, *Adult with FASD***Plenary (2-hr Symposium): DOHAD: Metabolic Symposium - Updates in Animal and Human Research****MODERATOR: Joanne Weinberg**, *PhD, Professor and Distinguished University Scholar, Emerita, Department of Cellular and Physiological Sciences, University of British Columbia, Vancouver, BC, Canada***Michael Charness**, *MD, Chief of Staff, VA Boston Healthcare System; Faculty Associate Dean, Professor of Neurology, Harvard Medical School; Associate Dean, Professor of Neurology, Boston University School of Medicine, West Roxbury, MA, USA***FASD in Adulthood: Insights on Metabolic Syndrome Risk from Zebrafish Models****Olivia Weeks**, *PhD Candidate, Developmental and Regenerative Biology Program, Harvard Medical School, Boston, MA USA; Goessling Laboratory, Department of Genetics, Brigham and Women's Hospital, Boston, MA, USA***Learning Objectives**

- Recognize the utility of zebrafish as a model for assessing adult health outcomes in FASD
- Summarize evidence that fetal alcohol exposure (FAE) increases the risk for adult metabolic syndrome and liver disease
- Examine the liver as a target organ of FAE

Does Prenatal Alcohol Exposure Increase Offspring Risk for Metabolic Syndrome? Metabolic Assessment in Moderate PAE Mouse Model**Susan Smith**, *PhD, Nutrition Research Institute, University of North Carolina at Chapel Hill, Kannapolis, NC, USA***Learning Objectives**

- Reflect on the risk for obesity and metabolic syndrome in individuals with PAE
- Consider the causes of increased obesity risk for those with FASD
- Propose strategies for addressing this health concern
- Recognize how experimental variables can skew our interpretation of these studies

Prenatal Alcohol Exposure and Metabolic Disease in Adulthood: Evidence From Animal Models**Karen Moritz**, *PhD, Professor, Research Fellow, School of Biomedical Sciences and Director of Child Health Research Centre, the University of Queensland, Brisbane, Australia***Learning Objectives**

- Recognize the concept of "developmental programming" of adult onset chronic diseases
- Explore the evidence from animal models that prenatal alcohol exposure may program metabolic disease in adulthood
- Review the mechanisms through which prenatal alcohol exposure may result in metabolic disease

Associations Between Prenatal Alcohol Exposure, Behavior, Diet, and Obesity**Jeff Wozniak**, *PhD, Associate Professor, Pediatric Neuropsychologist, Fetal Alcohol Spectrum Disorders Research Program, University of Minnesota, Minneapolis, MN, USA***Learning Objectives**

- Demonstrate an understanding of obesity in adolescence and adulthood as one example of a potential downstream effect of prenatal alcohol exposure
- Describe potential physiological or behavioral mechanisms that could serve as a link between prenatal alcohol exposure and obesity in adolescence and adulthood

10:30 – 11:00 am

Break – Exhibits Open & Poster Viewing

11:00 – 12:00 pm

Remarks: Nothing About Us Without Us...**Alexandra Taussig**, *Adolescent with FASD***Plenary: Community Based Research Starts with the Community: On Effective and Ethical Practices for "Patient-Oriented" and Collaborative Research with Families and Individuals with FASD****Dorothy Reid**, *MA, Co-chair, Family Advisory Committee, CanFASD Research Network, Abbotsford, BC, Canada***Lisa Brownstone**, *BScOT, MSc, Parent, Community Health and Epidemiology; Board Member, CanFASD Research Network, Regina, SK, Canada***Michelle Stewart**, *PhD, Associate Professor, Justice Studies, University of Regina; Strategic Research Lead, CanFASD Research Network, Regina, SK, Canada***Niall Schofield**, *Research Team Member, Public Speaker with Lived Experience, Martensville, SK, Canada***Learning Objectives**

- Identify and analyze the current funding and research focus on "patient-oriented" research as it relates to evidence-based practices in the area
- Demonstrate the ways in which the lived experience of individuals and families can be brought into research design, execution and knowledge translation—not only the strength of this approach but the ethical need for this approach.
- Equip all participants with critical understandings about this type of research practice that is grounded in the lived experiences of parents and is also evidence-based.

12:00 – 1:15 pm

Lunch (on your own) & Exhibits Open



What we see changes what we know. What we know changes what we see.

—Jean Piaget

1:15 - 2:45 PM | CONCURRENT SESSION C

90-minute sessions will include 20-25 minutes of interaction and/or Q&A
45-minute sessions will include 15 minutes of interaction and/or Q&A

C1 | 3 ORAL PAPERS 20-MINUTES + Q&A

C1a **Everyday Life and FASD: A Weekend Break for Adults Affected by FASD, Peer-to-Peer Exchange Led by Professionals**

Alison Frieling, BA Hons, Parent, Vice Chair, FASD Deutschland e.V., Lingen, Germany

Gisela Michalowski, Dipl. Soz., Parent, Chair, FASD Deutschland e.V., Lingen, Germany

C1b **Beacon Aotearoa: Shining a Light on FASD and Neurodisability**

Lisa Smith, BSc, RGN, RSCN, Program and Support Services, Beacon Aotearoa, Napier, Hawkes Bay, New Zealand

Kim Milne, MA, Dip Social Worker, Graduate Certificate Business Management, Program/Support Services, Beacon Aotearoa, Napier, Hawkes Bay, New Zealand

C1c **Quality of Life for Alaskan Individuals with Fetal Alcohol Spectrum Disorder and Implications for their Families**

Brenda Dow, MA, MAC, PhD Student, University Of Alaska, Fairbanks, AK, USA

C2 | 3 ORAL PAPERS 20-MINUTES + Q&A

C2a **The CICADA Centre NSW: A Lifespan Approach to Providing Care and Intervention to Children and Adolescents Affected by Drugs and Alcohol**

Marcel Zimmet, MBBS, FRACP, BA (Hons), Staff Specialist Paediatrician, Sydney Children's Hospital Network (Westmead), Westmead, NSW, Australia

Bronwyn Milne, Paediatrician, Addiction Medicine Specialist, Staff Specialist in Adolescent Medicine, The CICADA Centre NSW Adolescent Service Sydney Children's Hospital Network, NSW, Australia

C2b **Fetal Alcohol Resource Program Pilot Project: Innovative Model of Service Delivery**

Janet Carioni, MSc, OT Reg. (Ont.), FASD Coordinator, Occupational Therapist, Fetal Alcohol Resource Program, Citizen Advocacy Ottawa, Ottawa, ON, Canada

Nancy Lockwood, BA Hons, Program Manager, Fetal Alcohol Resource Program, Citizen Advocacy Ottawa, Ottawa, ON, Canada

Maude Champagne, RSW, FASD Coordinator/Coordinatrice TSAF, Fetal Alcohol Resource Program, Programme de ressources sur l'alcoolisation foetale, Citizen Advocacy of Ottawa, Ottawa, ON, Canada

C2c **Innovative Cross-disciplinary Partnership Enables Rapid and Accurate FASD Diagnosis and Referrals to Support Services**

Enid Watson, MDiv., MA, FASD State Coordinator, Institute For Health and Recovery, Cambridge, MA, USA

Robert Kinscherff, PhD, JD, Associate Professor, Doctoral Program in Clinical Psychology, William James College, Newton, MA, USA

C3 | **FASD and Child Welfare Practice - A Focus on Life Course Theory** 90-MINUTE SESSION

Dorothy Badry, PhD, RSW, Associate Professor, Faculty of Social Work, University of Calgary, Calgary, AB, Canada

Lenora Marcellus, PhD, MN, RN, BSN, Associate Professor, Associate Director of Undergraduate Programs and Partnerships, School of Nursing, University of Victoria, Victoria, BC, Canada

Infants, children and youth with FASD have distinct needs in child welfare care. This presentation will focus on findings relevant to best practice from a life span perspective. This project has developed a focus on life course theory in its second phase and its relevance to decision making and FASD.

Learning Objectives

- Develop an understanding of FASD and best practice in child welfare practice from a lifespan perspective
- Examine a life course theory approach for children and youth with FASD
- assessment process, from referral to post-diagnosis, to support the individual's understanding of their diagnosis

C4 | **Nothing About Us Without Us: What do Families and Individuals Need to Participate Meaningfully in Research?** 90-MINUTE SESSION (BREAKOUT FROM PLENARY)

Dorothy Reid, MA, Co-chair, Family Advisory Committee, CanFASD Research Network, Abbotsford, BC, Canada

Lisa Brownstone, BScOT, MSc, Parent, Community Health and Epidemiology; Board Member, CanFASD Research Network, Regina, SK, Canada

Michelle Stewart, PhD, Associate Professor, Justice Studies, University of Regina; Strategic Research Lead, CanFASD Research Network, Regina, SK, Canada

Niall Schofield, Research Team Member, Adult with FASD, Public Speaker, Martensville, SK, Canada

This workshop is a continuation of the plenary. The goal of this workshop will be to have a discussion with researchers, caregivers and individuals with FASD about practical ways of conducting collaborative research from the initial phase of the development of the research question to the final phase of knowledge translation. Participants will be able to share their experiences, both positive and negative, in attempting collaborative research, identify barriers to conducting truly "patient oriented research" and discuss strategies to overcome identified barriers.

Learning Objectives

- Examine strategies and wise practices on the best ways to include individuals with FASD and their families so they are supported in their participation in research projects
- Examine the barriers to collaborative research and stimulate discussion on practical strategies to overcome identified barriers
- Equip all participants with the critical understanding that the experiential knowledge of individuals with FASD and their families is crucial evidence in FASD intervention research and specific actions must be taken to collect this evidence in an ethical, responsible and accountable manner
- Participants – researchers, families and individuals – will exit with ideas about potential checklists that explicitly address intention, the role of self-care and accountability that recognizes the time and commitments of those that contribute to research projects and the urgency of that work

C5 | **Creating and Maintaining a Positive Focused System of Care** 90-MINUTE SESSION

Dan Dubovsky, MSW, FASD Specialist, Philadelphia, PA, USA

This session presents an argument on how our negative based approaches affect those with an FASD. Methods to shift to a positive focused system of care from a negative or reward and consequence approach will be examined. Benefits and barriers to this approach and how it can be sustained in our systems of care will be presented and discussed.

Learning Objectives

- Examine ways our systems are focused on problems
- Describe what a positive focused system of care entails
- Discuss methods to modify policies and procedures to a more positive approach

“Tell everyone what you want to do and someone will want to help you do it.

—Jean Piaget

C6 TWO 45-MINUTE SESSIONS

C6a **Service Utilisation Patterns of Individuals with FASD: An Analysis from Linked Administrative Data**
45-MINUTE SESSION

Xinjie Cui, PhD, BMed, MBA, Chief Analytics Officer, Policywise For Children & Families, Edmonton, AB, Canada

The patterns of service utilization for individuals with FASD are not well understood. Through the Alberta Child and Youth Data Lab Initiative, five years of administrative data from six ministries covering over 20 programs and services were linked longitudinally in an opportunity to gain insight into the service needs and social and health status of individuals with FASD. Analysis of this data can shed light on patterns of social and health service utilization, which in turn can inform policy and practice. The results of the initiative and the collaborative approach taken to generate policy-relevant analysis will be discussed.

Learning Objectives

- Consider how to use this information to assist in program and service planning
- Examine a new way of collaboration across ministries and knowledge end users

C6b **Clinical Observations Regarding the Gaps in Services Faced by Adults with FASD in Edmonton: A Discussion of Barriers, Existing Research and Supports, and Building Solutions for the Future**
45-MINUTE SESSION

Paige Irwin, BA, MC, Registered Provisional Psychologist, C.C.C., Mental Health Therapist, Clinical Access Team, George Spady Society, Edmonton, AB, Canada

The presentation will outline five types of barriers identified by a mental health clinical access team: housing instability, risk of exploitation, domestic violence, difficulties accessing relevant services, and the challenges with activities of daily living while exploring the complex interaction between them—especially when barriers are occasionally also supportive. The potential role of what can be called harm reduction approaches will be presented and a discussion around the need for further investigation to identify the gaps in current services that give rise to some of these barriers will be included.

Learning Objectives

- Identify complexity of barriers facing adults with FASD
- Assess current state of existing research on barriers and interventions for this population
- Consider current services and potential gaps in these services
- Reflect on and evaluate potential approaches to ameliorating identified barriers

“ Research is the process of going up alleys to see if they are blind.

— Marston Bates
The Nature Of Natural History

C7 TWO 45-MINUTE SESSIONS

C7a **Assessment Profiles of a Community-Based Cohort of Adults with FASD: Results of a Pilot Clinic**
45-MINUTE SESSION

Paul Jerry, PhD, RPsych, Associate Dean, Faculty of Health Disciplines, Athabasca University, Medicine Hat, AB, Canada

Louisa Clapper, BA, MC student, Athabasca University, FASD Programs Manager, Bridges Family Programs, Medicine Hat, AB, Canada

This presentation will discuss a pilot project of an adult FASD diagnostic assessment clinic. Specific (anonymized) as well as aggregate profiles of these individuals will be presented, with developmental trajectories, experience of secondary issues, exploration of adaptive functioning and the expressions of resilience navigating a world not geared to those with FASD. The successful experience of these adults is framed in the notion of ‘wisdom’ defined by the work of Baltes.

Learning Objectives

- Discuss a small data set of assessment profiles to compare to their own work with adults
- Examine Baltes’s notion of ‘wisdom’ as intelligent adaptation in exploring the resilience of many adults with FASD

C7b **Profiles of Adolescents and Adults with FASD: Results from the FASD DataForm Project**
45-MINUTE SESSION

Jocelynn Cook, PhD, MBA, Chief Scientific Officer, The Society of Obstetricians and Gynaecologists of Canada; Diagnostics Research Lead, Canada FASD Research Network; Adjunct Professor, University of Ottawa, Ottawa, ON, Canada

Kelly Harding, PhD, Research Coordinator and Research Assistant, Canada FASD Research Network; Adjunct Professor, Department of Psychology, Laurentian University, Sudbury, ON, Canada

Kathy Unsworth, MHSc, Managing Director, Canada FASD Research Network, Ottawa, ON, Canada

All eligible FASD diagnostic centres in Canada were invited to participate in the DataForm Project from which a description of profiles of adolescents and adults with FASD in Canada will be presented. Based on 400 records collected to date, descriptive analyses were used to document the frequency of FASD diagnoses, impaired brain domains, health issues, and IQ scores of adolescents and adults. Adolescents and adults have specific needs that vary, demonstrating a shift in their life trajectories for those with IQs above 70. These shifts indicate that IQ scores are an inappropriate determinant of service needs for adults.

Learning Objectives

- Demonstrate the importance of collecting patient-level, chart review data to create a national database of those with FASD
- Construct an emerging pattern of functional impairment of adolescents and adults and recommended interventions
- Examine implications for policy and service delivery based on emerging profiles of function
- Recognize the value of nation-wide data on FASD diagnosis and how this information can be used to support those with FASD, their families and communities

2:45 – 3:15 pm Break – Exhibits Open & Poster Viewing

3:15 - 4:45 PM | CONCURRENT SESSION D

90-minute sessions will include 20-25 minutes of interaction and/or Q&A

45-minute sessions will include 15 minutes of interaction and/or Q&A

D1 | 3 ORAL PAPERS
20-MINUTES + Q&A**D1a** **Supporting Employment Success in Adults with Fetal Alcohol Spectrum Disorder**
Aamena Kapasi, MA, PhD Student, University Of Alberta, Edmonton, AB, Canada**D1b** **Living Accommodation for People Affected by FASD: A Study Carried out by Our Organisation**
Alison Frieling, BA Hons, Parent, Vice Chair of FASD Deutschland e.V., Lingen, Germany
Gisela Michalowski, Dipl. Soz., Parent, Chair of FASD Deutschland e.V., Lingen, Germany**D1c** **"Well Where's He Supposed to Live?": Experiences of Adoptive Parents of Adult Children with FASD in Ontario**
Shelley Watson, PhD, Acting Associate Vice-President, Learning and Teaching, Centre for Academic Excellence, Laurentian University; Professor, Department of Psychology, Laurentian University, Sudbury, ON, Canada
Kelly Harding, PhD, Research Coordinator and Research Assistant, Canada FASD Research Network; Adjunct Professor, Department of Psychology, Laurentian University, Sudbury, ON, Canada**D2** | **Generating Dialogue for Self-Understanding and System Navigation: Lived Experiences of Individuals Diagnosed with FASD**
90-MINUTE SESSION**Allison Pooley**, MAL, BEd, Executive Director, The Asante Centre, Maple Ridge and Surrey, BC, Canada**Michelle Stewart**, PhD, Associate Professor, Justice Studies, University of Regina; Strategic Research Lead, CanFASD Research Network, Regina, SK, Canada**Paul Gordon**, Program Director, PLEA Community Services of British Columbia, Vancouver, BC, Canada

Stigma has contributed to hesitation in creating dialogue around FASD with individuals who have FASD or are referred for assessment. This session shares insights from experts with FASD on how to build confidence in helping individuals with FASD develop a positive self-identity.

Learning Objectives

- Review the benefits of creating hopeful dialogue with individuals who have FASD across their lifespan, focusing on understanding of their FASD diagnosis and aligning this with their developmental age
- Examine strategies for creating meaningful dialogue with individuals with FASD that support the development of positive self-identity and self-advocacy skills
- Acquire the skills to create dialogue around FASD throughout the FASD

D3 | **Mapping the Undiscovered Country: Physical and Mental Health in Adults with FASD**
90-MINUTE SESSION**Claire D. Coles**, PhD, Professor, Department of Psychiatry and Behavioral Sciences and Pediatrics, Emory University School of Medicine, Atlanta, GA, USA**Therese Grant**, PhD, Professor and Ann Streissguth Endowed Professor in Fetal Alcohol Spectrum Disorders, University of Washington Department of Psychiatry and Behavioral Sciences, Seattle, WA, USA**Joanne Weinberg**, PhD, Professor and Distinguished University Scholar, Emerita, Department of Cellular and Physiological Sciences, University of British Columbia, Vancouver, BC, Canada

There is little scientific study of the long-term effects of prenatal alcohol exposure on adults. Presenters will explain how fetal programming by PAE may result in immune challenges across the lifespan. They will describe their newly funded major research program which evaluates physical and mental health status and assesses immune status and associated health indicators among 360 adults with a FASD diagnoses.

Learning Objectives

- Identify the activities of the Collaborative Initiative on Fetal Alcohol Spectrum Disorders (CIFASD)
- Predict the implications of the Developmental Origins of Health and Disease hypotheses for adults with prenatal alcohol exposure
- Discuss the goals of the Adult Health and Mental Health Collaboration
- Communicate with presenters and participate in the FASD Registry, if qualified

D4 | **Towards a Regional and Community FASD/Brain Disorder "Eco-System"**
90-MINUTE SESSION**J. Douglas Salmon**, PhD, CPsych, Executive Director, RTW Integrated Health Management/CEO, Rehabilitation Research, Education and Evaluation Services, Toronto, ON, Canada**Heather Pickin**, DOT (UK), OT Reg. (Ont), CCLCP, Director Rehabilitation Service, RTW Integrated Health Management, Toronto, ON, Canada**Jonathan Rudin**, LLB, LLM, Program Director Aboriginal Legal Service, Toronto, ON, Canada

The Supreme Court of Canada's "Gladue" decision requires judges to consider alternate sentencing addressing the Indigenous overrepresentation "crisis"—with those with FASD reflecting a subset. Aboriginal and Legal Services (ALS) and Anishnawbe Health Toronto (AHT) have developed a FASD Gladue pre-sentencing pilot multi-disciplinary diagnostic and healing assessment protocol to aid judges in their sentencing decisions. This panel describes a comprehensive and coordinated "eco-system" approach addressing the intersectionality of FASD/brain disorders, trauma/addictions, criminal justice involvement and related social determinants of health contributors.

Learning Objectives

- Identify the principals of the Gladue Supreme Court of Canada decision relative to addressing the revolving door/overrepresentation of Indigenous people with FASD in the justice system
- Summarize the combined Indigenous healing principles and clinical/vocational rehabilitation
- Examine the proposed "eco-system" approach in integrated and inclusive FASD/brain disorder institutional and community support

D5 | TWO 45-MINUTE SESSIONS**D5a** | **FASD & Group Facilitation with Youth & Young Adults**
45-MINUTE SESSION**Colleen Hook**, BA, Program Supervisor, Catholic Social Services, Edmonton, AB, Canada**Brittany Durant**, BCYC, Community Outreach Worker, Catholic Social Services, Edmonton, AB, Canada

Budgets and waitlists required the McDaniel Youth Program to consider alternative service delivery options, outside of the traditional mentorship model in its service to those with FASD. Over the past five years the program has developed four successful group programs. Presenters will share their learnings and future considerations for facilitating groups with young people living with FASD.

Learning Objectives

- Summarize the benefits of providing group services to youth and young adults with FASD, and how they can complement the one-to-one mentorship
- Describe the four distinct groups offered by the McDaniel Youth Program
- Integrate core facilitation skills and modifications learned by the McDaniel Youth Program into practice

D5b | **Action Hall Support Groups for Adults with FASD**
45-MINUTE SESSION**Myles Himmelreich**, FASD Consultant, Motivational Speaker, Vancouver, BC, Canada**Bernadette O'Donnell**, BEd, MEd, Executive Director, Spec-team FASD Assessment Society, Vernon, BC, Canada

Participation in a FASD Action Hall (FAH) provided clients with FASD with an improved understanding of FASD, their personal strengths, self-advocacy skills, and life skills, which contribute to an independent healthy life style. Results of the data collected over 5 years will be shared.

Learning Objectives

- Examine 5 years of evidence-based project/program curriculum used in an Action Hall Support Group to develop self-advocacy in adults with FASD
- Engage in knowledge exchange and dialogue with the leaders in the Action Hall
- Describe how to extend FAH groups in other communities

D6 | The SAFTHON: Making the Invisible Visible

—Reunion Island
90-MINUTE SESSION

Joëlle Balanche, Psychometrician, Père Favron Foundation; Administrator, SAFFRANCE, Reunion Island, France

Denis Lamblin, MD, Pediatrician, President, SAFFRANCE; Delegate Director for Local Networks and Regional, National and International Relations, FASD Resource Center, Père Favron Foundation, Reunion Island, France

In most countries, FASD, especially amongst adolescents and adults, remains largely unknown by the population and is unrecognised, even denied, by professionals from different fields (health, education, justice and social services). How can governments be truly committed to preventing FASD?

Learning Objectives

- Describe a method for collaborating with professionals, families and individuals from around the world to increase awareness of FASD and support for the people impacted
- Explain a tool: the SAFTHON
- Explain the creation of the first International committee of the SAFTHON
- Summarize results from the first SAFTHON

D7 | Description of the First Psychotropic Medication Algorithm for Individuals with FASD Across the Lifespan; Research, Development, and Finalization

90-MINUTE SESSION

Mansfield Mela, MBBS, FWACP, FRCPsych, MSc, FRCPC, Professor, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada

Dorothy Reid, MA, Co-chair, Family Advisory Committee, CanFASD Research Network, Abbotsford, BC, Canada

Ana Hanlon-Deerman, MD, MSc, FRCPC, FAAP, Medical Director, Manitoba FASD Centre; Associate Professor, Department of Pediatrics and Child Health, University of Manitoba, Winnipeg, MB Canada

Rod Densmore, MD, Clinician, Interior Health, Kamloops, BC, Canada

This presentation will give a detailed description of the development of a finalized psychotropic medication algorithm for FASD, including the principles for the assessment of non-pharmacological interventions, and subsequently, psychotropic medication selection, as well as the steps in the pharmacological treatment of individuals with FASD.

Learning Objectives

- Describe the value of a psychotropic medication algorithm for individuals with FASD
- Interpret the finalized psychotropic medication algorithm for individuals with FASD
- Recognize the common clusters of signs and symptoms often treated with psychotropic medications in FASD
- Define principles for medication selections in the treatment of individuals with FASD
- Strategize on future plans for implementation and evaluation of the psychotropic medication algorithm

D8 | Aging with FASD—Diagnostic and Management Considerations: A Longitudinal Study in Rural Northern Ontario

90-MINUTE SESSION

Melody Hawdon, CO, BA Social Welfare, FASD Specialist (Dist), R.P, Mental Health Clinician, Mental Health Justice Worker, Regional Dual Diagnosis Program, Canadian Mental Health Association Sault Ste. Marie Branch, Sault Ste. Marie, ON, Canada

Pablo Sanhueza, MD, FRCPC, Psychiatrist, Canadian Mental Health Association, Sundridge Branch, Sundridge, ON, Canada

The presenters will share their experience with seniors with FASD in an interactional format. Topics related to differential diagnosis, pharmacological and psychosocial interventions and their unique presentation resulting from prenatal exposure to alcohol and life events will be reviewed.

Learning Objectives

- Reflect on the life experiences of people living with FASD into old age
- Consider the compensatory mechanisms and capacities developed by people with FASD in older years for social adaptation
- Distinguish FASD from other mental health conditions, like dementias, ageing, psychiatric and medical related conditions
- Reflect on the proper application of gold standards to seniors

SATURDAY, APRIL 21

8:00 – 8:30 am

Registration Open

8:30 – 9:40 am

Remarks: Nothing About Us Without Us: Change Makers

Justin Mitchell, Adult with FASD

Plenary: FASD and the Criminal Justice system: Making the Case for Research to Build Evidence-Based Policy Responses

Kaitlyn McLachlan, MA, PhD, Assistant Professor, Department of Psychology, University of Guelph, Guelph, ON, Canada

FOLLOWED BY A PANEL:

Joanna Wells, LLB, Legal Counsel, Department of Justice Canada, Criminal Law Policy Section, Ottawa, ON, Canada

Mansfield Mela, MBBS, FWACP, FRCPsych, MSc, FRCPC, Professor, Department of Psychiatry, University of Saskatchewan, Saskatoon, SK, Canada

Corey La Berge, MA, LLB, Cranbrook, BC, Canada

Learning Objectives

- Recognize the state of the science concerning adolescents and adults with FASD in the criminal justice system
- Summarize key challenges inherent in undertaking research on FASD in criminal justice contexts
- Realize the need for research in this area to inform policy

9:40 – 10:10 am

Break – Exhibits Open & Poster Viewing

10:10 – 11:40 AM | **CONCURRENT SESSION E**

90-minute sessions will include 20-25 minutes of interaction and/or Q&A

45-minute sessions will include 15 minutes of interaction and/or Q&A

E1 | 3 ORAL PAPERS

20-MINUTES + Q&A

E1a | Influence of Small Doses of Alcohol on Fetuses and Newborns

Anait Marianian, MD, PhD, Leading Researcher, Laboratory of New Reproductive Technologies and Prenatal Medicine SC FHHRP; Associate Professor, Department of Perinatal and Reproductive Medicine, Irkutsk State Medical Academy of Postgraduate Education; Obstetrician Gynecologist Regional State Autonomous Health Care Institution, Irkutsk Region, Irkutsk, Russian Federation

E1b | A New Population-Level Data Source for Research in Adults with FASD—Evidence from the National Core Indicators

Alexandra Bonardi, MHA, MS, Senior Policy Specialist, Human Services Research Institute, Cambridge, MA, USA

E1c | The Effects of Maternal Alcohol Use and Smoking on Children's Mental Health: Evidence from the National Longitudinal Survey of Children and Youth

Madeleine Benjamin, MA, Economist, Health Canada, Ottawa, ON, Canada



E2 Presentation by the Recipients of the Dr. Sterling Clarren FASD Research Award

TWO 45-MINUTE SESSIONS

E2a Magnetic Resonance Imaging (MRI) of Brain Development in FASD 45-MINUTE SESSION

Sarah Treit, PhD, Researcher, Department of Biomedical Engineering, University of Alberta, Edmonton, AB, Canada

This presentation will focus on how magnetic resonance imaging (MRI) can be used to compare brain structure and development in children, adolescents and adults with FASD to a control group healthy typically developing 'controls'. This work has uncovered delayed brain maturation and sex differences in the magnitude of structural impairments in FASD, confirming that prenatal alcohol exposure impacts the trajectory of brain development well past birth.

Learning Objectives

- Provide an understanding identify what clinical MRI typically reveals about brain structure in individuals with FASD and to dispel some common myths
- Provide a summary summarize how advanced MRI can be used to study FASD and what this has uncovered about brain structure and development

E2b Utilizing Administrative Data to Enhance Population Based FASD Research and Inform Evidence Based Policy in Manitoba 45-MINUTE SESSION

Deepa Singal, PhD, Canadian Institutes of Health Research Post-Doctoral Fellow, University of Manitoba, Winnipeg, MB, Canada

This program of work leverages the world's most comprehensive collection of health and administrative databases, housed at the Manitoba Centre for Health Policy to enhance the government of Manitoba's capacity to evaluate prevention and intervention programs longitudinally. It also uses this "big data" to conduct novel FASD clinical and health services research, advocating for human centered resources to increase the wellbeing of people with FASD.

Learning Objectives

- Describe a current program of research that leverages world class administrative data to enhance population based FASD research in Manitoba
- Analyze and illustrate how this work can be utilized to inform FASD evidence based policy development and evaluation of FASD government strategies and programs

E3 FASD Youth Housing Pilot Project Preliminary Results 90-MINUTE SESSION

Sandi Pineda-Selva, MA, Program Manager, McMan Calgary and Area, Calgary, AB, Canada

Angela Knee, BPsych, Program Supervisor, McMan Calgary and Area, Calgary, AB, Canada

McMan Calgary and Area partnered with the Government of Canada to create a pilot program which housed youth with or suspected of having FASD with supportive home providers. The results of this project will help inform the development of future housing programs for youth.

Learning Objectives

- Identify the challenges and opportunities in selecting appropriate home providers for youth with FASD
- Consider strategies learned from the project to develop successful housing programs for youth with FASD

E4 Self-Regulation Among Adolescents with FASD and the Impact of an Intervention 90-MINUTE SESSION

Jacqueline Pei, PhD, Rpsych, Associate Professor, Educational Psychology, Faculty of Education, University of Alberta, Edmonton, AB, Canada

Aamena Kapasi, MA, PhD Student, University Of Alberta, Edmonton, AB, Canada

This presentation will review self-regulation and self-regulation difficulties in adolescents with FASD and will discuss a new study examining whether an intervention program for adolescents with FASD leads to improvements in self-regulation. A discussion regarding the role of intervention research in supporting evidence-based practice will occur.

Learning Objectives

- Describe what self-regulation is and how it impacts daily functioning
- Recognize self-regulation impairments in adolescents with FASD
- Discuss an intervention program to improve self-regulation
- Explore the implications of intervention research in general, and self-regulation specifically, as it pertains to practice and policy decision making

E5 Co-Occurring vs. Multi-Occurring Mental Health Diagnoses in Adolescents with FASD 90-MINUTE SESSION

Ira Chasnoff, MD, Physician, NTI Upstream, Chicago, IL, USA

This presentation will compare the prevalence of psychiatric disorders among alcohol-exposed adolescents in out-of-home placement with that of similar children who had no prenatal exposure. It will explore the association of biological factors related to alcohol toxicity and environmental factors related to out-of-home placement with specific psychiatric diagnoses.

Learning Objectives

- Explain the difference between co-occurring and multi-occurring mental health disorders in adolescents with FASD
- Examine the interaction of environmental and biological factors that produce the clinical picture of an adolescent with FASD

E6 What We Say Matters: Key Stakeholder Perspectives on Public Discourse about FASD 90-MINUTE SESSION

John Aspler, BSc, PhD(c), Student, Institut de recherches cliniques de Montréal & McGill University, Montreal, Quebec, Canada

This presentation covers a project exploring how we talk about FASD in Canadian news media. We studied how stakeholders feel about potentially stigmatizing media coverage of adults with FASD and women who drink during pregnancy by conducting twelve focus groups, including four with adults with FASD, four with healthcare and allied professionals, and four with parents.

Learning Objectives

- Interpret Canadian media coverage of FASD
- Critique stereotypes about FASD and alcohol consumption during pregnancy

E7 TWO 45-MINUTE SESSIONS

E7a FASD and the Youth Criminal Justice System 45-MINUTE SESSION

Pat Yuzwenko, BA, LLB, Youth Criminal Defence Office, Legal Aid Alberta, Edmonton, AB, Canada

Nicole Mizzi, RSW, Justice Advocate, Youth Criminal Defence Office, Legal Aid Alberta, Calgary, AB, Canada

The processes of the youth criminal justice system do not promote the rehabilitation of clients with FASD. Understanding the practices of youth criminal defence as well as identifying gaps in the process promotes effective accommodation, principled flexibility in interaction, and encourages much needed research and education.

Learning Objectives

- Identify gaps in the system that increase the risk of unsuccessful results for youth in the criminal justice system
- Identify best practices when assisting people with FASD in the justice system
- Identify FASD Justice Support Program for Youth best practices

“ The measure of greatness in a scientific idea is the extent to which it stimulates thought and opens up new lines of research.

— Paul A.M. Dirac

E7b | FASD Justice Support Program for Youth
45-MINUTE SESSION

Chris Leptich, BA, FASD Initiatives Coordinator, Government of Alberta, Calgary, AB, Canada
Michael Stansberry, BCom, Senior Manager, Mental Health Initiatives, Government of Alberta, Edmonton, AB, Canada
Nicole Mizzi, RSW, Justice Advocate, Youth Criminal Defence Office, Legal Aid Alberta, Calgary, AB, Canada

The Alberta FASD Justice Support Program for Youth is a partnership between Justice and Solicitor General and Youth Criminal Defence Offices. Case conferences are held to review a young person's FASD assessment, current supports, and recommend supports required to improve their life course and to avoid future criminal involvement. A Section 19 report is submitted to the sentencing judge for consideration when making a decision.

Learning Objectives

- Compare the Alberta Section 19 case conference process with those practices in delegates communities
- Identify FASD Justice Support Program for Youth best practices
- Examine the importance of strong program evaluation metrics that contribute to safe communities
- Examine the importance of strong program evaluation metrics that contribute to safe communities

11:40 – 12:45 pm Lunch (Provided) & Exhibits Open

12:45 – 3:00 pm **Closing Plenary: Parents with FASD: Challenging the Stereotypes**

Peter W. Choate, PhD, Assistant Professor, Social Work, Mount Royal University, Calgary, AB, Canada

Closing Plenary Panel: We Are Parents: What It Looks Like

A panel of adults with FASD parenting children from infancy to adulthood.

Learning Objectives

- Consider how stereotypes and preconceived notions do not always accurately reflect parenting abilities and may work against the adult
- Reflect on personal, social and system biases and how these may prevent parenting
- Identify strength-based strategies and approaches that are used by the panelists to support their parenting
- Recognize that many adults with FASD do parent

Presentation of the Starfish Award

Closing Ceremonies: Nothing About Us Without Us: Change Makers

SUNDAY, APRIL 22

9:00 am Goodbye Brunch for Individuals with FASD and their Families (pay-your-own-way)

POSTER LISTING

All poster presenters will be available at their posters for Q&A during the poster session on Thursday, April 18, 2018, 12:20 pm – 1:00 pm

"I Feel that I Need More Knowledge and Experience": Health Care Students' Self-Efficacy Addressing Fetal Alcohol Spectrum Disorder in Primary Care

Kelly Harding, PhD, Research Coordinator and Research Assistant, Canada FASD Research Network; Adjunct Professor, Department of Psychology, Laurentian University, Sudbury, ON, Canada

Shelley Watson, PhD, Acting Associate Vice-President, Learning and Teaching, Centre for Academic Excellence, Laurentian University; Professor, Department of Psychology, Laurentian University, Sudbury, ON, Canada

Prenatal Alcohol and Other Drug Exposures in the Child Welfare System: Working to Improve Identification and Care

Heather McCann, MPH, CPH, MCHES, Health Scientist Fellow, CDC, Atlanta, GA, USA

E8 | Playing to Our Strengths - a Hands-on Workshop Using Improv to Support People with FASD
90-MINUTE SESSION

Michelle Stewart, PhD, Associate Professor, Justice Studies, University of Regina; Strategic Research Lead, CanFASD Research Network, Regina, SK, Canada
Rebecca Caines, PhD, Associate Professor, Faculty of Media, Art, and Performance, University of Regina, Regina, SK, Canada

This hands-on workshop shares results of a strengths-based project that fosters creativity and connection. The session includes a demonstration of free community and family resources including creative technologies. This will be of interest to families, researchers, workers, and agencies.

Learning Objectives

- Identify the role of strengths-based research and the need to expand the scope of strengths-based research in the field of FASD
- Demonstrate the unique capacity for improv to facilitate strengths-based research and interventions that can serve to support individuals with FASD
- Examine the method of improv in practice through a workshop format that will demonstrate both the improv workshop as well as the free resources that are available
- Equip all participants to use the free improv tools by demystifying the practice, allowing for hand-on experience as well as time to use the tools individually and to ask questions



PLEASE WRITE IN BLOCK LETTERS:

One registration form per person. Please photocopy if more are needed.

Ms. Mrs. Miss Mr. Dr.

Last Name		First Name	Initials
Organization Name/Mailing Address			Department
Mailing Address			
City	Prov/State	Postal Code	
Daytime Telephone Number / Local			
Email (you will receive your confirmation of registration and receipt via email)			
Please inform us of any dietary requirements			

AFFILIATION/PROFESSION:

Please indicate which Affiliation/Profession best describes you:

- | | |
|---------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Administrator/Manager | <input type="checkbox"/> Registered Nurse |
| <input type="checkbox"/> Alcohol & Drug Worker | <input type="checkbox"/> Parents/Family Member |
| <input type="checkbox"/> Corrections Worker | <input type="checkbox"/> Physician |
| <input type="checkbox"/> Educator (Adult) | <input type="checkbox"/> Policymaker |
| <input type="checkbox"/> FASD Key Worker | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Individual with FASD | <input type="checkbox"/> Researcher |
| <input type="checkbox"/> Judge | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Law Enforcement Officer | <input type="checkbox"/> Student |
| <input type="checkbox"/> Lawyer | <input type="checkbox"/> Vocational Rehab Service Worker |
| <input type="checkbox"/> Mental Health Counsellor | <input type="checkbox"/> Other: _____ |

CONCURRENT SESSIONS

Please refer to the program for session descriptions.

Please specify the concurrent sessions you plan to attend so we may allocate appropriate rooms. Some sessions may fill up quickly, in this case you will be registered in your second choice.

	1ST CHOICE	2ND CHOICE
Example:	A1	A4
Session A:	_____	_____
Session B:	_____	_____
Session C:	_____	_____
Session D:	_____	_____
Session E:	_____	_____

TUITION FEES

Pre-registration prior to March 28, 2018 is strongly recommended to ensure you receive all conference materials. All rates are quoted in CAD and the tuition fee includes 5% GST. Please use one registration form per person. The main registration fee includes conference material, Thursday and Saturday lunches, refreshment breaks, and a certificate of attendance.

EARLY BIRD RATE | before/on February 28, 2018

<input type="checkbox"/> Full Conference (April 18 - 21)	\$695
<input type="checkbox"/> Pre-conference Full Day (April 18)	\$175
<input type="checkbox"/> Main Conference (April 19 - 21)	\$525

REGULAR RATE | after February 28, 2018

<input type="checkbox"/> Full Conference (April 18 - 21)	\$795
<input type="checkbox"/> Pre-conference Full Day (April 18)	\$225
<input type="checkbox"/> Main Conference (April 19 - 21)	\$625
<input type="checkbox"/> Individual with FASD (April 18 - 21)	\$0
<input type="checkbox"/> Parent* Pre-conference (April 18)	\$95
<input type="checkbox"/> Parent* Main Conference (April 19 - 21)	\$275
<input type="checkbox"/> Student** Pre-conference (April 18)	\$95
<input type="checkbox"/> Student** Main Conference (April 19 - 21)	\$275

*Available only for parents who do not work in the area of FASD.

** Available only for full-time students. A copy of valid student photo ID must be sent with your registration. Please fax, or scan and email a copy to registration.ipce@ubc.ca if you register online.

INDIVIDUAL DAY RATES

<input type="checkbox"/> Thursday, April 19, 2018	\$250
<input type="checkbox"/> Friday, April 20, 2018	\$250
<input type="checkbox"/> Saturday, April 21, 2018	\$225

Please select the format you would like to receive the syllabus in:

Paper or Electronic (you will receive a memory stick on site)

I would like to purchase an additional copy of the syllabus:

Paper or Electronic (you will receive a memory stick on site) \$25

Pre-conference Total = _____

Main Conference Total = _____

TOTAL PAYMENT = _____

SPECIAL EVENT ATTENDANCE:

I will attend the Parent Breakfast on Thursday April 19 at 7:15* Yes No

*Breakfast Provided. See page 6 for details

I will attend the Goodbye Brunch Sunday April 22 at 9:00** Yes No

**Pay-your-own-way. See page 15 for details

METHOD OF PAYMENT

Please indicate below how you would like to pay:

For more detailed information on registration payment methods, please refer to "Registration & Tuition Fees" on page 3.

Credit Card: Please e-mail me a secure on-line link to enter credit card number

Cheque: Payment is enclosed with mailed registration form

PO/LOA/ChReq: Purchase order/letter of authorization/cheque requisition form is enclosed with faxed/mailed registration form

FOR UPDATES AND TO ONLINE REGISTRATION, VISIT:

www.interprofessional.ubc.ca/initiatives/adults2018

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