

**Skill standard**                      **Demonstrate knowledge of Fetal Alcohol Spectrum Disorder (FASD).**  
**XXXX**

<b>Kaupae</b>   Level	4
<b>Whiwhinga</b>   Credit	5
<b>Whāinga</b>   Purpose	<p>Holders of this skill standard can demonstrate knowledge of Fetal Alcohol Spectrum Disorder (FASD), to improve their understanding of the condition.</p> <p>It is intended for anyone working with people with FASD.</p> <p>This skill standard may be used in <i>New Zealand Certificate</i> and <i>New Zealand Diploma</i> programmes.</p>
<b>Whakaakoranga me mātua oti</b>   Pre-requisites	None

**Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria**

<b>Hua o te ako</b>   Learning outcomes You will be able to:	<b>Paearu aromatawai</b>   Assessment criteria You can:
Demonstrate knowledge of FASD.	<ul style="list-style-type: none"> <li>a. Describe the cause of Fetal Alcohol Spectrum Disorder (FASD) and identify its prevalence in Aotearoa.</li> <li>b. Describe the physical, cognitive, and behavioural symptoms associated with FASD.</li> </ul>
Demonstrate knowledge about the effects alcohol has on the brain, central nervous system, and body	<ul style="list-style-type: none"> <li>a. Identify the key areas of the brain that are affected by alcohol consumption.</li> <li>b. Explain the mechanisms by which alcohol affects the brain and central nervous system.</li> <li>c. Describe the short-term and long-term effects of alcohol on the body and brain.</li> </ul>
Demonstrate knowledge about the common challenges faced by people living with FASD	<ul style="list-style-type: none"> <li>a. Explain the potential impacts of FASD on academic achievement, employment, and independent living skills.</li> <li>b. Identify the common co-occurring conditions and disorders associated with FASD, such as mental health conditions, substance use disorders, and criminal justice involvement.</li> </ul>

	c. Describe the potential challenges and difficulties faced by whānau and caregivers of people living with FASD.
Demonstrate knowledge about the negative symptoms, and primary and secondary characteristics commonly associated with FASD and their causes.	<p>a. Explain the link between FASD and mental health conditions, and mental health prevalence rates for people with FASD.</p> <p>b. Describe the potential causes of negative symptoms, and primary and secondary characteristics associated with FASD.</p> <p>c. Identify the potential challenges and difficulties faced by people living with FASD.</p>

## Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

### Assessment specifications

1. Assessment of knowledge may include written tests, assignment based, presentation, oral questioning, and workplace observations.

### Ngā momo whiwhinga | Grades available

- achieved / paetae.

### Ihirangi waitohu | Indicative content

Programmes and courses which incorporate this standard will cover:

- Understanding of the structures and functions of the human brain in the context to a neurotypical brain (to enable understanding of a neurodiverse brain)
- What is FASD? the identification and explanation including physical, behavioural, and cognitive impairments.
- The effects of prenatal alcohol exposure (PAE) and the impacts of this through different stages of pregnancy are described.
- Why FASD is described as a “whole of body” disorder.
- The parts of the brain (10 brain domains) and body damaged by alcohol consumption during a pregnancy.
- Explain how damage to the 10 brain domains affects executive and adaptive functioning in a person with FASD.
- Explain why FASD is called a “hidden disability” and is called a “spectrum disorder”.
- Identify some of the common co-morbid conditions that are associated with FASD.

- Explain FASD in terms of the effect on a person’s IQ and EQ
- Long-term effects of alcohol on the body and brain, including cognitive impairment, memory loss, and physical health problems.
- Short-term effects of alcohol on the body and brain, including changes in motor function, perception, and behaviour.
- Potential impacts of FASD on mental health. including the increased risk of anxiety, depression, and other mental health conditions
- Potential causes of negative symptoms, and primary and secondary characteristics associated with FASD, including prenatal alcohol exposure and environmental factors.
- Potential challenges and difficulties faced by people with FASD, such as stigma, discrimination, and lack of appropriate support and services.

## **Rauemi, ārahitanga me ngā whakamāramatanga | Resources, guidance, and definitions**

### **Rauemi | Resources**

It is recommended that resources used include “*Fetal Alcohol Spectrum Disorder a Handbook for parents, caregivers and their whānau/families.*” Fetal Alcohol Spectrum Disorder Care Action Network 2022 available online at: The Handbook (Caregiver Toolkit) -FASD-CAN.

### **Definitions**

For the purposes of this skill standard:

- *It is intended for anyone working with people with FASD* – including but not limited to health, education, police and justice, GPs, mental health and addictions, social work, Kaiāwhina and Kaimanaaki workforce and employers across other sectors.
- *FASD* – Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe impacts of the brain and body of people prenatally exposed to alcohol. FASD is a lifelong disability. People with FASD will experience some degree of challenges in their daily living and need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills to reach their full potential. Everyone with FASD is unique and has areas of both strengths and challenges. (Can - FASD 2019)
- *PAE - prenatal alcohol exposure* prenatal alcohol exposure refers to the exposure of alcohol to a developing foetus during pregnancy. PAE affects a developing foetus in different ways depending on when the exposure occurs and how much alcohol is consumed.
- *Co-morbid conditions* – refers to the existence of more than one disease and/or condition within the body at the same time.
- *"people" and "families"* - may refer to children, young people, and adults with FASD and their caregivers or support persons.

### **Pārongo Whakaū Kounga | Quality assurance information**

<b>Ngā rōpū whakataua-paerewa   Standard Setting Body</b>	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council SSB Code: 6048
<b>Nama Rārangi Paetae Aromatawai   DASS classification</b>	Field > Subfield > Domain
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga   CMR</b>	XXX This CMR can be accessed at <a href="http://www.nzqa.govt.nz/framework/search/index.do">http://www.nzqa.govt.nz/framework/search/index.do</a>

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	dd mm yyyy	dd mm yyyy
<b>Arotakenga   Review</b>	2	dd mm yyyy	dd mm yyyy
<b>Kōrero whakakapinga   Replacement information</b>	XXXX		
<b>Rā arotake   Planned review date</b>	dd mm yyyy		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council [qualifications@toitutewaiora.nz](mailto:qualifications@toitutewaiora.nz) if you wish to suggest changes to the content of this skill standard.