



## DISTANCE EDUCATION ADDENDUM

<b>COURSE ID:</b>	<b>HUMSV 134 – Family Dynamics of Addiction</b>
<b>DEPARTMENT:</b>	<b>Human Services</b>
<b>SUBMITTED BY:</b>	<b>Melinda Moneymaker - Chair</b>
<b>DATE SUBMITTED:</b>	<b>June 12<sup>th</sup>, 2020</b>

*For additional resources on completing this form, please visit the DE Website:*

[www.valleycollege.edu/onlinefacultyresources](http://www.valleycollege.edu/onlinefacultyresources)

**1. Please select the distance education method that describe how the course content will be delivered.**

**Check ALL methods that will be used for offering this course, even if previously approved.**

- FO – Fully Online
- PO – Partially Online
- OPA – Online with In-Person Proctored Assessments
- FOMA – Fully Online with Mutual Agreement

**2. In what way will this course, being offered in distance education format, meet the needs of the campus?**

**(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.**

This course is a requirement of the Addiction Studies Certificate, accredited by California Association of Alcohol and Drug Educators, CAADE. The addiction studies certificate is the first step in a 3-part process to become a certified alcohol and drug counselor per title 9 regulations of the Department of Health Care Services, DHCS, in the state of California. Offering this course online in full or in hybrid format allows student access and addresses student equity where the obligations of transportation needs, childcare needs and other barriers to attending face to face campus classes might prevent students being able to enroll. This aligns with the campus strategic plan of increasing student access and success. Offering this class in a DE format also promotes student equity on campus supporting the campus mission statement, but in the profession of addiction counselors across this diverse populated state. The DE format of this course also follows the guidelines of the online education initiative, OEI, meeting the regulations of DE guidelines in regards to student engagement and prompt feedback, student centered learning, rubrics for assessment and alignment to student learning outcomes, and accessibility to course and course content.

**3. Will this course require proctored exams?**

- No
- Yes - If yes, how?

**4. How will the design of this course address student accessibility? Are you including any of the following?**

- Captioned Videos
- Transcripts for Audio Files
- Alternative Text for Graphics
- Formatted Headings



San Bernardino

Valley College

**DISTANCE EDUCATION ADDENDUM**

Other – If other, please explain.



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

5. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

The instructor will schedule regular office hours utilizing confer zoom on canvas. The instructor will indicate on the syllabus for the course the days and times when the instructor will be available for setting up incremented time slots through confer zoom, and use the waiting room to allow for individual student and instructor meetings. Some instructors may offer additional support for students through canvas messaging, email or phone appointments with students.

6. **Provide a specific example of how this course's design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

Announcements through canvas will prompt students regarding the release of modules, assignments, and reminders of due dates. A specific example would be: "Your assignments are now reviewable in module 1. Your first assignment will be a discussion thread with an initial post from you regarding the course material for the week on creating families in dysfunction and addiction, due on Thursday the 18<sup>th</sup> at midnight. You can access the discussion after clicking on module 1, or go directly to the discussions area off the left-menu from your homepage. The instructor will review initial posts and provide feedback within 24 hours, (except Sunday's, holidays and vacations)."

Other assignments in the full online version may include:

1. Personal reflections of how the material relates to real life experiences
2. Small group projects that will be presented to the class on the course material through shared screen power points or uploaded student videos
3. Shared weblinks to articles, films and case study plans developed by students.
4. Students in a hybrid format will meet face to face at a designated time by the instructor to view some on this prepared material and have an opportunity to practice in class with hands on learning and small group projects and presentations, and then will have assignments online to further research and display learned knowledge of the content material prepared by the instructor.
5. In both the full online and hybrid format of the course there will be quizzes each week which will also offer assessment on learned material by the instructor.

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

7. **Provide a specific example of how this course will ensure regular and effective student-student contact? (Ex: Threaded discussion forums, assigned group projects, threaded discussions, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)**

Students will have the opportunity to engage in regular and effective student-student contact in the following ways:



## DISTANCE EDUCATION ADDENDUM

1. Weekly small and large threaded group discussion posts. After a student creates their own initial post, they will then be required to give feedback to at least two of their peers' posts.
2. Zoom hour – each week students can engage in a scheduled zoom hour with their peers and the instructor where synchronous small and large group discussions can take place.
3. Weekly group projects designed to have students working in small groups on canvas and then presenting to the larger class during zoom hour. A specific example of a small group project in this course is the creation of student groups as families in addiction. This group of students works together through-out the course, taking the dysfunctional roles in a family struggling with addiction. They will give a report weekly in the zoom call, on how “their class family” is doing as we go through the stages that an family encounters when one or more member is struggling with addiction.

**8. Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

Each week students will log onto canvas to review the course module which includes the weeks' assignments covering the instructor prepared material, recorded lectures, power points, textbook publisher (if textbook is used), captioned films and video clips and links to articles posted online. The assignments will be outlined in the module with rubrics and due dates. Students in full online format of this course students will view the instructor prepared material for the week, and then will participate in a discussion forum with other students and the instructor other students in the class, having an opportunity to share questions, feedback and related opinions on the week's course material. Other assignments in the full online version may include personal reflections of how the material relates to real life experiences, and small group projects that will be presented to the class on the course material through power points, shared weblinks to articles, films and case study plans developed by students. Students in a hybrid format will meet face to face at a designated time by the instructor to view some on this prepared material and have an opportunity to practice in class with hands on learning and small group projects and presentations, and then will have assignments online to further research and display learned knowledge of the content material prepared by the instructor. In both the full online and hybrid format of the course there will be quizzes each week which will also offer assessment on learned material by the instructor.

**9. Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

Welcome students to Family Dynamics of Addiction Studies – This course offers an overview of family dynamics associated with alcoholism and drug addiction: the impact of the diseases on family members; family oriented approaches to recovery; and the reintegration of the family into the community. Your syllabus for the class is now posted and includes course outline, student learning outcomes and expectations for the course. Contact information for your instructor including office hours through canvas and zoom, any textbook information, student resources and accessibility options are also included in the syllabus. Modules will be opened every week on Monday which will include all of the assignments for the week. Locate Modules on the left-hand column from the homepage.

**Module 1 has been released and ready now for your review.** It includes lecture and power point slides, and an additional film clip regarding this weeks' topic of discussion, and an ice breaker activity.

Assignments in this week's module will include:

- 1) Ice breaker discussion - your initial post, (due on Thursday)
- 2) Replies and feedback to at least two of your peer's posts, (due on Sunday)
- 3) A brief paragraph on selected topics from the first week, (due Sunday see rubric for grading)



## DISTANCE EDUCATION ADDENDUM

Zoom hour will take place on Tuesday's between 12 noon and 1pm. To access zoom use conferzoom on canvas, also on the left-hand column off the home page. The zoom hour is optional, but a great way to check in with your instructor and meet other students in the class.

Some of you may be new to online learning and I have included a link to student resources for getting around canvas that may be helpful to you.

<http://apps.3cm mediasolutions.org/oei/>

This link will allow you to view some of the tutorials available to you as a community college student, for free.

You can also reach out to me through canvas messaging system and / or by email, [mmoneyma@valleycollege.edu](mailto:mmoneyma@valleycollege.edu) anytime that you have a question or concern. I check both regularly everyday so a response time will be within 24 hours, (except Sundays and Holidays). My goal is to assist you in your learning so that can be successful in class, even if this is your first online course. Start by spending a few minutes reviewing the syllabus and information on the course home page.

**10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.**

Each week there is a discussion open to the class and instructor offering an opportunity to engage in opinions, questions, and further exploration of the course material in a large group setting online. Students first have to create their own post, and then reply to at least two other peers in a thoughtful and respectful manner as to why after reading the post, they chose to respond to that particular post. In addition there is a "zoom hour" for full online courses to engage in large group discussion and chat box to share information with selected students or the large group on the topics presented in class. In the hybrid format, face to face contact set up at a arranged time by the instructor, allows for students to engage with each other.

**11. Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.**

The instructor will have weekly communications with students through the use of announcements, discussion threads, prompt feedback to their submitted work, and office hours offered in confer zoom scheduled time slots, canvas messaging, email and if needed scheduled call with the student. A specific example would be:  
"As you instructor I will be available to you daily, Monday thru Saturday, to answer questions regarding the course, the field of addiction studies, and other questions regarding human services and job opportunities , or transfer requirements to higher degrees. You can reach me at: [mmoneyma@valleycollege.edu](mailto:mmoneyma@valleycollege.edu) or through canvas messaging, (response time within 24 hours except Sundays, holidays and vacations). If you would like to schedule an appointment, online through weekly office hours, through zoom or by telephone let me know your number and the best time to reach you. I will also provide prompt feedback on all your assignments, with 24 hours of the due date,(except Sundays, holidays and vacations), and information regarding resources both on campus and in the community."

**12. Does this course include lab hours?**  No  Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

**13. How will you accommodate the SLO and Course Objectives in an online environment?**

The SLO's will be outlined in the syllabus and in each module. The assessed of student learning outcomes will occur by assessed quizzes and exams online, graded group discussions online, written assignments online, case



San Bernardino

Valley College

## DISTANCE EDUCATION ADDENDUM

presentations and project presentations to the class online, for the full online version of this course. In the hybrid format, some of these assessments may be performed in the face to face session scheduled by the instructor. There is no need for a revision of the SLO's for this course from face to face to online format.

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

No    Yes – If yes, please explain the changes needed.

*(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)*

**To be completed by a member of the Curriculum Committee Review Team:**

CURRICULUM CHAIR REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO