San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	**HUMSV 135 – Prevention, Intervention and Recovery**
DEPARTMENT:	**Human Services**
SUBMITTED BY:	**Melinda Moneymaker – Chair**
DATE SUBMITTED:	**June 15th, 2020**

For additional resources on completing this form, please visit the DE Website:
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 and in addition provides students the opportunity to enter the workforce of addiction counseling, without having to attend classes on campus.

   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 with other students, receive prompt feedback from the instructor, engage in regular interaction with the instructor, provide 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

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☒ Transcripts for Audio Files
☒ Alternative Text for Graphics
☒ Formatted Headings
☐ Other – If other, please explain.

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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 synchronous offices office will occur with students in this course through the use of canvas and confer zoom. Specific time slots will be available for students on certain days specified in the course syllabus, and the instructor will be available during those times to set appointments with students for office hours. The instructor having set incremented time slots through canvas, may use the waiting room to allow for individual student and instructor meetings. There will also be a pre-arranged zoom hour for the class to attend to ask questions regarding course material, and asking questions through chat messaging or by raising their hand.

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.)**

> Weekly announcements through canvas will prompt students to check new assignments posted, due dates and other important communication from the instructor to the student. A specific example would be: "Students please review this week's recorded lecture and power point from chapters 1 and 2 in your textbook, located in Module one which is now up and ready for review. After reviewing the instructor prepared materials and chapters from the textbook, be prepared to take a quiz online covering key terms presented. There will also be a weekly discussion thread with an initial post from you considering key points from the material. Assignment instructions, prompts and a rubric for the grading of assignment are also available in the module." This discussion thread initial post will be due on Thursday the 18th at midnight. All other assignments including the quiz will be due Sunday at midnight. Please contact the instructor for any questions you might have regarding the prepared material, access to the course, or any of the assignments. The instructor will provide feedback and responses to inquiries within 24 hours, (except Sundays, holidays and vacation)."

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:
> 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.

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.**

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The syllabus for the class will be posted on the homepage for the course and will be the first thing the student sees. It will include course outline and objectives, student learning outcomes and expectations for the course. Contact information for the instructor including office hours through canvas and zoom, any textbook information, student resources and accessibility options. A calendar

Each week in intro to addiction studies there will be weekly modules covering such topics as; the history of the use and abuse of substances, treatment modalities of substance dependent individuals, 12 step support groups, effects of substance abuse on individuals, families, communities, and society.

The syllabus will explain that modules will be opened every week on Monday which will include all the assignments for the week. It will direct students to locate the modules on the left-hand menu column from the homepage.

In each weekly module students will find:

1. Instructor prepared materials including recorded lecture and power point slides.
2. Additional captioned film clips or links to articles to be reviewed prior to the weekly threaded discussion.
3. A threaded discussion prompt and rubric on the weeks' topic and key points for consideration.
4. Weekly quizzes will also take place and will consist of multiple-choice questions and answers on topics presented.
5. It may also include an ice breaker activity, special small group projects, review and development of case plans or other written assignments.

Zoom hour will take place on Monday's between 6-7pm. To access confer zoom on canvas, scroll down the menu on the left-hand column off the home page. The zoom hour is a great way to check in with your instructor and meet other students in the class. Zoom hours will be recorded and uploaded in text to the weekly module.

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.**

You can reach out to me though canvas messaging system and / or by email, mmoneyma@valleycollege.edu anytime that you have questions regarding the course, accessibility concerns, or if you wish to schedule an office time appointment with me on canvas through confer zoom. I will respond to student inquiries within 24 hours, (except Sundays, holidays and vacations). My goal is to assist you in your learning so that can be successful in class, even if this is your first online course.

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

Each week there is a threaded discussion open to the class by 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. There is an optional "zoom hour" for full online courses to engage in large group discussion. 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 and practice counseling and interpersonal skills with each other.

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

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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 or through canvas messaging, (quickest response time within 24 hours except Sundays, holidays and vacations).

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?

Students will identify and explain the prevention and treatment modalities. It will be assessed by exams and quizzes online, written assignments, and treaded group discussions.

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:		☐ YES ☐ NO
DE REVIEW:	**Davena Burns-Peters**	☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO