DISTANCE EDUCATION ADDENDUM

COURSE ID:	**HUMSV 137 – Addiction studies: Group Counseling II**
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.

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 conferzoom. 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 training video on group counseling skills and be prepared to engage in the weekly discussion thread with an initial post from you considering key points brought up in the film. Prompts and a rubric for the assignment are also available now for you to review on canvas." This assignment will be due on Thursday the 18th at midnight. You can access the discussion by going 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 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.**

> Students in addiction studies: group counseling II are in the final stages of certificate completion having already taken 7 core skills classes and 1 internship. In this course they will engage in group discussions on practical

implications and experience in various recovery and crisis intervention modalities, investigate and practice in the application of group dynamics and counseling skills, record keeping and documentation, and other analysis and interpretation of the critical aspects of counseling.

A specific example of a typical week in the course would be:

"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."

In each weekly module students will find:

1. Instructor prepared pre-recorded lecture and power point slides
2. Additional captioned film clips or training videos on application of group counseling skills, to be reviewed prior to the weekly threaded discussion.
3. A threaded discussion prompt and rubric on the weeks' topic
4. Weekly zoom call information
5. Other group projects or other written assignments.

Zoom hour will take place on Thursday's between 6-7pm. To access zoom use conferzoom on canvas, also 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, shoage@sbccd.cc.ca.us 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.**

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

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requirements to higher degrees. You can reach me at: shoage@sbccd.cc.ca.us 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 apply specific methods and skills of communication to the counseling setting, as assessed by exams and quizzes, threaded discussion forums online, role-play through zoom meetings, and through submitted written assignments.

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:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO