



DISTANCE EDUCATION ADDENDUM

COURSE ID:	HUMSV 172 – Group and Family Dynamics
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 part of the human services certificate and the required for the human services AA degree. 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
- Transcripts for Audio Files
- Alternative Text for Graphics



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

- Formatted Headings
- Other – If other, please explain.



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 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. Additionally instructors in this course may also schedule appointments with students through the use of email and phone scheduling.

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 weeks’ instructor prepared materials including a pre-recorded lecture and accompanying power point presentation going over family systems and theories. After reviewing this material you will have a writing assignment on key points brought up in the lecture and a group discussion through the zoom hour on topics presented.”

<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 this course students will study the dynamics operating in groups and families including the identification of healthy versus dysfunctional groups/families; methods of intervention, and techniques in groups facilitation. Online this will be done through the use of instructor prepared lectures and powerpoints, films and



DISTANCE EDUCATION ADDENDUM

training videos, threaded discussions with student to student peer feedback, zoom hour with instructor and entire class in full online version and a face to face weekly meeting in the hybrid version.

In a typical week students can be expected to review:

1. Instructor prepared material including pre-recorded lecture and power point slides
2. Additional captioned film clips or articles to be reviewed prior to the weekly threaded discussion between students and instructor on topics which may include the challenges and barriers that families encounter when seeking assistance or counseling, theories and family therapy models used to address families in dysfunction, and skills used by counselors to engage families in the support of family members going through treatment for mental health disorders and / or substance use disorders.
3. A threaded discussion prompt and rubric on the weeks' topic
4. It may also include special small group projects or other written assignments.

Zoom hour will take place on Tuesdays between 6-7pm. To access zoom use confer zoom 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, bscott@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.

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 on topics such as families dynamics, different barriers for struggling families and resources available, strategies and interventions for families in crisis. 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.

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

Each week in group and family dynamics students will be assigned different topics relating to comprehensive study of family dynamics and family systems, and techniques and strategies when working with families struggling with



DISTANCE EDUCATION ADDENDUM

relationship issues, mental health and substance use disorders, domestic violence survival and other areas of working in behavioral health helping to heal families.

Each week students should expect to find the following activities online:

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. A specific example of a written paper is the genealogy project, where students interview relatives in their own family and write a paper on comparison to theory of family dynamics with real life families.

Zoom hour will take place on Tuesday'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.

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 in this course will understand the dynamics operating in groups and in families, including healthy versus dysfunctional aspects, assessed by quizzes, written assignments, threaded group discussions and zoom calls.

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