



DISTANCE EDUCATION ADDENDUM

COURSE ID:	HUMSV 179 – Law and Ethics
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 in law and ethics 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. In addition this course is also part of the case management certificate, human services certificate, and a requirement 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, service jobs in the public sector and behavioral health fields, and in preparing students for transfer to higher degrees and institutions 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?



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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
- 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 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 pre-corded lecture and power points as well as chapters from your textbook covering legal and ethical responsibilities and codes. Be prepared to engage in a discussion thread with an initial post from you considering key points brought up in the lecture and the textbook. 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. Weekly topics in law and ethics will may include ethical dilemmas and the ethical decision making model, confidentiality and consumer / clients rights, and self-care responsibilities of counselors to protect from boundary transgressions, working out of their scope of practice, and possible relapse behavior due to the compassion fatigue and stress of working in the recovery environment.
2. 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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Students in Law and Ethics legal, ethical, professional and personal issues involved in the treatment of substance use disorder. A specific example of a typical week might start with an announcement such as:

“The syllabus for the class is now posted and includes course outline and objectives, 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.

In each weekly module students will find:

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.
3. A threaded discussion prompt and rubric on the weeks' topic
4. It may also include an ice breaker activity, special small group project or other written assignments.

Zoom hour will take place on Monday's 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.

As the instructor of this course it is my goal to assist you in being successful. If you would like to schedule an appointment with me online through weekly office hour time slots through zoom, contact me by canvas messaging or email, or by telephone, please don't hesitate to reach out to me. I will also provide prompt feedback to all inquiries, within 24 hours, (except for Sundays, holidays and vacations).

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. 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 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.



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- 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.
- 6. Weekly zoom calls with instructor and class participation
- 7. Weekly office hours scheduled through confer zoom, email or phone.

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 be able to identify professional codes of ethics in human services, addiction studies and other related professions and will be assessed online through the use of exams, quizzes, written assignments and threaded 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:		<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