San Bernardino Valley College
DISTANCE EDUCATION ADDENDUM

COURSE ID:	**PSYTCH 084 & 086**
DEPARTMENT:	**PSYCH TECH**
SUBMITTED BY:	Maria Valdez
DATE SUBMITTED:	6/15/2020

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.

   By offering this course as a partially online format, the Psych Tece Department is offering more **access** to students who cannot physically attend the lecture portion of the class. Offering this course partially online will support the strategic plan and the SBVC Mission statement by providing opportunities to "a diverse community of learners." This course is required Psychiatric Technology Certificate, AA Degree and to be eligible for licensure. Offering this course through distance education (DE) will help encourage increased **access** to certificate & degree completion, leading to work, which is a goal of the SBVC Student Equity Plan.
   Employment for psychiatric technicians is expected to increase by 3% between 2018 and 2023 in the Inland Empire/Desert region. A total of 508 job openings, or 102 annual job openings will be available over the five-year timeframe. By offering the psychiatric technician (PT) program online or partially online we can continue to fill job opening in this area.

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
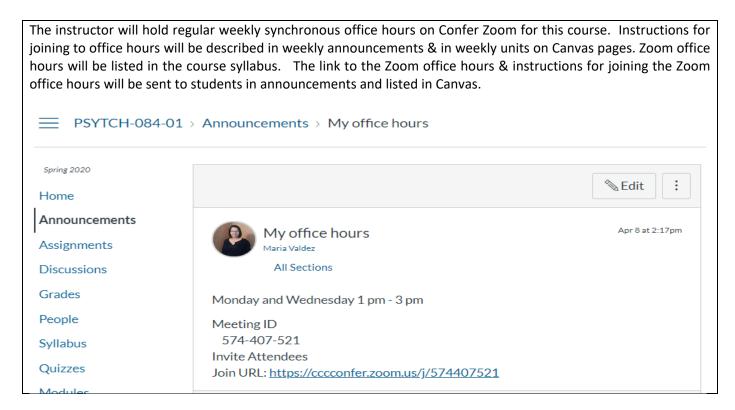
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☒ Other – If other, please explain.

- Captioned videos are used within Canvas pages.
- When audio files are used, transcripts are included.
- Use of color in Canvas pages is checked for accessibility.

Other documents such as the syllabus, accompanying Word documents or PDF's files are assessed for accessibility and reformatted for accessibility when offered in a partially online or fully online format.

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 hold regular weekly synchronous office hours on Confer Zoom for this course. Instructions for joining to office hours will be described in weekly announcements & in weekly units on Canvas pages. Zoom office hours will be listed in the course syllabus.   The link to the Zoom office hours & instructions for joining the Zoom office hours will be sent to students in announcements and listed in Canvas.

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.)**

Communication is critical to success in this course. Here are some of the ways the instructor will ensure regular & effective instructor-student contact:

- The instructor will send **weekly** announcements to the students to introduce the upcoming weeks work**.** Students will be able to respond to the announcements in case they have questions and the instructor can respond with answers to questions.
- There are instructor prepared materials inside each **weekly** module on Canvas.
- The instructor will send students messages through the Canvas Inbox **within 24-48 hours after receiving a message.**
- The instructor will also respond to messages of students through email, the Canvas Inbox **within 24-48 hours etc.**
- The student may email the instructor and the instructor will respond **within 24-48 hours**.
- The instructor may submit **weekly** direct feedback on individual responses to questions though Canvas.
- The instructor may submit direct feedback to the student regarding an assignment **within 1 week**.
- The instructor will have **weekly** Zoom office hours.
- The instructor will provide feedback on assignments in a reasonable amount of time (**within 1 week).**

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> The clinical component will be partially done via ConferZoom. Faculty meet with the student for pre and post conference; to prepare clinical material, provide instruction for daily clinical assignments and debrief at the end of the day.

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.)

> In this course, students have **small group and large group threaded discussions related to the textbook chapters & assignment within the weekly lessons**. Also:
> - There is a Q & A discussion board in which students may share ideas with one another or answer questions about the course at any time during the semester.
> - There are **weekly** large group or small group threaded discussions related to the observation and assessment videos when offered.
> - There are **weekly** assignments which require some student-to-student interaction.
> - Optional Zoom meetings which include student-to-student interactions which are taped & can be viewed later.

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.**

> 1. The student will log into the course home page which will include a link to the Module page with the weekly lessons where the course learning units are available.
> 2. The student will select the appropriate Learning Unit in Modules and then access the resources and assignments.
> 3. Available from a standardized Learn Unit/lesson Page will be the following:
>   a. Instructor's overview of the unit – which will include all directions for the unit/lesson
>   b. Students will review the objectives & SLOs which apply to each unit
>   c. Lecture information- information prepared by the instructor
>   d. The reading resources and additional resources
>   e. Complete weekly assignments for the units for points including some of the following:
>   1. Small group or large group threaded discussion,
>   2. Journal assignment
>   3. Quizzes on weekly content,
>   4. Instructor prepared materials
>   5. Individual or group assignments or projects related to the material,
>   6. Major projects etc.

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.**

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> I look forward to communicating with you regularly this semester.
> - I will be available each week by email. Please contact me by email at MValdez@valleycollege.edu
> - I will send you weekly announcements.
> - I will have weekly Zoom office hours.
> - I will respond to your emails within 24-48 hours.
> - I will give you weekly feedback on assignments within 1 week after the assignment is submitted.
> - I will interact with you weekly through Canvas Discussion Boards.

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

> Discussion boards where students must discuss & critique each other's documentation will be used. Examples from Question #7 above are repeated below & will be used to ensure regular and effective student-to-student interaction.
>
> In this course, students have **small group and large group threaded discussions related to the textbook chapters & assignments within the weekly lessons**. In addition:
>
> - There is a Q & A discussion board in which students may share ideas with one another or answer questions about the course at any time during the semester available at any time.
> - There are **weekly large group or small group** threaded discussions related to course content.
> - There are **weekly assignments** which require some student-to-student interaction including choices like:
>   - Posting a project for peer review.
>   - Small group assignment projects.
>
> For example:
> - Students each post a video of themselves presenting an intervention strategy designed for a child in the internship lab.
> - All students must view at least 3 presentations & give peer feedback to 2 students, based on the Canvas rubric.
> - Students will submit an behavioral intervention activity plan incorporating the peer feedback.

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

> **In a typical week, the instructor will:**
> - Send **weekly** announcements including an overview of activities
> - Provide instructor generated materials to supplement the readings in **each** learning unit.
> - Provide feedback to students on the **weekly** discussion board
> - Give written feedback on **weekly** assignments in Canvas
> - Send messages and respond to students' messages through email **within 24-48 hours**.
> - Hold **weekly** ConferZoom Office hours

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?

During lab/clinical hours the student is interacting with faculty and faculty is available for assistance. The student may be assigned a project to complete and return to the online forum to present these projects. Other clinical hours will be done in person for skills check off and patient interaction. The faculty remains available for the student the entire length of the lab/clinical experience.

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

PSYTCH 084 & 086 have licensed psychiatric technicians and registered nurse faculty with many years of experience in the field. They have real-life examples that will enhance student learning. With the implementation of online learning the students will become comfortable with online simulation making it less stressful to complete the end of semester online simulation exam and obtain the 80% or better as stated in our SLO.

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

Link for today's open lab for design. https://cccconfer.zoom.us/j/6216178089