

Course Information

Semester & Year: Fall 2022

Course ID & Section #: ADCT-15-V3750

Instructor's name: Carolyn Perkins

Day/Time of required meetings: Virtual Synchronous course with drop-in hours on Thursday from 12:00 – 1:00pm or Friday from 9:00am to 10:30 where students can chose to come and practice the skills we've learned

Location: Drop-in sessions will occur over Zoom (the link to these can be found on our Canvas "Home" page)

Course units: 3

Instructor Contact Information

Office location: AT-135

Office hours: Tuesday's from 12:00pm – 1:00pm (on-campus or online)

Phone number: 707.476.4354

Email address: The best way to reach me is via the Canvas Inbox

Catalog Description

This course provides a presentation of the theoretical concepts of counseling for individuals, families, and groups. Processed role-plays help students to develop effective core counseling skills. Personal values, ethical, legal, and crisis intervention issues are also addressed.

Throughout this course students will engage in an examination of theories, evidence based practice approaches, and deepen professional skill sets/confidence. Over the course of the semester students will come to understand more about themselves, the role of counseling in addiction, and gain a deeper level of confidence in working with individuals, families, and groups.

Course Student Learning Outcomes *(from course outline of record)*

Upon successful completion of this course, students will be able to:

1. Identify drug classifications, stages of use and effects of drugs on the individual and society.
2. Articulate the principles of prevention, treatment, 12-Step programs, enforcement and harm reduction in addressing substance use and abuse.
3. Analyze historical themes of drug use and synthesize that information with current scientific knowledge to address individual and societal problems of substance abuse.

Prerequisites/co-requisites/ recommended preparation

ADCT-10: Introduction to Addiction Studies

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students

with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

COURSE FORMAT: This course is a **fully online** course that will be completed **synchronously one week at a time**. Students are expected to engage through attendance, participation in classroom discussions, and the completion of assignments, worksheets, reflections, and quizzes. The instructor will take attendance daily and utilize Canvas Analytics to ensure that students are engaged with the course material each week.

Before posting/interacting in this format, be sure to familiarize yourself with the “Start Here” page, Classroom Agreements, Canvas course module layout, and Assignment Drop-Box. Students should also be sure to follow the directions of each week’s module closely. **Do not rely on the Canvas Calendar to indicate what is due for this course.** Doing this will mean that you miss a large chunk of the material for this course.

Students will be given 20 opportunities to attend at least 6 virtual drop-in sessions, where students can observe approaches and engage in real-time application of the material. Drop-in sessions will occur over Zoom from Week 4 through Week 13, every Thursday from 12 – 1:00pm and every Friday from 9:00 – 10:30am. Students are welcome to attend more than 5, but should not attend more than once each week (as the material will repeat). Links to these drop-in sessions can be found on the course’s Home page via Canvas.

REQUIRED MATERIALS:

Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change, 3rd Edition (Applications of Motivational Interviewing)* (3rd ed.). The Guilford Press.

INSTRUCTOR’S STYLE: Classes will include a mixture of lectures, student engagement, information gathering, and individual self-reflection. Students are strongly encouraged to ask questions of the instructor, as well as other students. This allows each of us to learn and grow in our understanding of ourselves and of this field of study. Each of us comes to this course, and this career path, with different lived experiences. Rather than expecting others to accept one viewpoint, students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously. Through this understanding of ourselves and those around us, students will begin to develop a generalist approach rooted in relational accountability. Over these 16 weeks, students will have opportunities to deepen their understanding of this field, increase their sense of self-confidence,

and ultimately become empowered to act as agents for change in this important area of practice.

All students are expected to thoroughly read this syllabus and take the time to understand the assignment details as laid out in this syllabus, as well as on the “Assignment Drop Box” page on this course’s Canvas Home page.

INCLUSIVITY STATEMENT: Students in this class are encouraged to speak up and participate in class discussion boards. Each of us *must show respect for each other* because our class represents a diversity of beliefs, backgrounds, and experiences. This is what will enrich all of our experiences together. Embracing our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, abilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. Students will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel that our classroom community isolates you in any because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community.

SPRING 2022 ADMISSIONS DEADLINES & ENROLLMENT POLICIES: You can find a rundown of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#). This includes **the deadline to add/drop/withdraw from courses**. Be sure that you are familiar with these dates and how they impact your individual situation.

LEARNING DURING A GLOBAL PANDEMIC: *A sense of humor, patience and honesty are going to be key as we work through the semester filled with potential unknowns related to this pandemic.* The main thing that I ask is that we all come to this class with the best intentions to learn, share, and grow in our understanding of Addiction Studies. I imagine that there will be times when we face technical difficulties and unexpected interruptions from our work. It is *very likely* that during our drop-in times that our pets and/or children make a quick appearance, the delivery person will knock on our doors, and our neighbors will decide to test out their stereos. That is okay. We are all juggling something. **So long as we give each other space for these incidents, do our best to create an environment where we can respect the confidentiality of others, open ourselves to learn from one another, and allow for the flexibility as needed, we are going to be successful!**

CR STUDENT SUPPORT SERVICES: Information on any of the following campus programs, can be found through this link: <https://www.redwoods.edu/services>

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| ▪ Academic Support | Student (DSPS) |
| ▪ Admissions and Records | ▪ EOPS |
| ▪ Adult Education, Advising | ▪ Financial Aid |
| ▪ CalWorks | ▪ Library/Learning Resources Center |
| ▪ Career Center | ▪ Multicultural and Diversity Center |
| ▪ Business Center | ▪ Online Course Support |
| ▪ Child Development Center | ▪ Parking and Transportation |
| ▪ Counseling Services | ▪ Student Health Center and Mental Health Counseling |
| ▪ Disability Services and Programs for | |

- The G.R.O.V.E. (Food Pantry and Rapid Re-housing)
- Farm Shares
- Veterans Resource Center or Workforce and Community Education
- Trio
- Upward Bound
- Residence Halls/Housing

FREE FOR STUDENTS - OFFICE 365 EDUCATION: Office 365 Education is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access that through these links:

<https://products.office.com/en-US/student/office-in-education#FAQS>

<https://www.microsoft.com/en-us/education/products/office/default.aspx>

OFFICE HOURS: Every Tuesday from 12:00pm – 1:00pm, I will hold **in-person & virtual office hours simultaneously**. Students are invited to join me in my office (AT-135) during this time, or hop into my office virtually via the Zoom link (provided under Course Resources on Canvas), depending on what best fits your schedule. This is a good time to check in with me about questions, discuss upcoming assignments, and alert me to anything that I should know about your personal situation, or simply check-in and chat.

If this time slot does not work for your schedule, let me know. I am more than happy to see if we can line up schedules at another time for us to talk. When seeking an alternative meeting time, please know that it may take a few days to find a time when we are both available. If your matter is *urgent*, please be sure to explain that to me with your meeting request.

ASSIGNMENT FORMAT: Most of the assignments for this course will involve written materials. When submitting a paper for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a *digestion* of that material in *your own words*. This includes research papers, discussions, and reflections.

Discussions can be submitted via the text option available when hitting “reply” on that week’s thread. While these class-wide conversations can feel low-key at times, please remember that your submissions should be done with college-level grammar, punctuation, and spelling. Keep in mind that you are in a field of study that requires collaboration and mutual engagement. Many of your classmates will soon be your colleagues in the field. NOW is the time to put your best foot forward and start presenting yourself as a professional. Be sure to proof read your work and make the necessary corrections before hitting “submit”.

Papers should be dominated with *your interpretation, thoughts and understanding* of the material, rather than quotations you have picked up elsewhere. If using quotations, be sure to cite them using APA format. **All submissions for this course are to be double-spaced, using Times New Roman in a font of 12.** All assignments must be submitted in MS Word or PDF format. *Assignments uploaded in any other format cannot be opened, and therefore will not be graded.*

DUE DATES AND LATE ASSIGNMENTS: No late submissions will be accepted. With all

assignments known *well in advance*, students must work to create a schedule of completion on their own that meets the timeline laid out below. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal, academic and technology related) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. ***This is great practice for the pressures and deadlines that are a key part of your future career as a recovery center/program employee, Social Worker, or other helping profession.*** Late assignments/work in our field means that individuals go without something that they need to be successful/healthy/whole.

If you are experiencing an unexpected crisis, **please reach out to me BEFORE assignments are due.** *When we communicate ahead of time, it allows us to develop ways for you to remain successful in this course.* **Students who reach after the fact should know that it will be too late to create strategies for success.**

ATTENANCE POLICY AND THE IMPORTANCE OF COMMUNICATION: The Instructor recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. **Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.**

If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all course requirements to pass this class on time.

BEFORE ASKING FOR HELP FROM YOUR INSTRUCTOR: **Be sure to check your syllabus for the information that you are seeking.** In the field of Social Work, professionals are often asked to find answers to complex laws, policies, treatment modalities, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own to find the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills. While I am *more than happy* to connect and *truly enjoy* getting to know/help students, know that it is equally important to me that you learn to navigate the unknown independently.

WHEN REACHING OUT TO YOUR INSTRUCTOR: When reaching out, **please allow at least 24-48 business hours for a response.** If your matter is urgent, feel free to add that to the subject line so that I am aware of this. Please know that one way that I facilitate self-care in my own life (a key component to longevity in the field of social work and addiction studies), **I do not work 7 days a week.** This means that I rarely check/respond to emails over the weekend or on holidays. This can be tricky when students wait until the last minute to begin their assignments (which are due on Sunday's). When mapping out your semester, **be sure to leave yourself plenty of time to ask questions** and obtain answers during the workweek, well before your assignment is due.

ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER: **There are 5 ways to obtain points in this course.** The details of these are broken down below. Information about these assignments can also be found under the "Assignment Drop Box" page on our Canvas course home

page. The rubric that will be used to grade each assignment can be found directly under the spot to submit each assignment in the “Assignment Drop Box” tab. All assignments will be discussed in class prior to their due dates.

1. REFLECTIONS: There will be 2 of these over the semester.

Each student will be required to complete an Initial Reflection and Final Reflection throughout the semester. These are to be done in the form of a paper and are turned in only to the instructor. (Meaning that these are not shared with others in the class.) Reflections are designed to allow students the opportunity to dig deeper into the course material and classroom discussions, examining how your own lived experiences, and newly discovered understandings of the field, shape your social work practice. While students are asked to write these at an academic level, there is no requirement to use APA citations for Reflections. Prompts for each topic will be discussed in class and will be available on Canvas (under the “Assignment Drop Box” tab). Submissions should be 2-3 pages in length, double-spaced, using the Times New Roman font of 12. Reflections are due by Sunday at 11:59pm at the end of the assigned week.

REFLECTION TOPIC	DUE	POINTS AVAILABLE
Initial Reflection	Week Five	150 points
Final Reflection	Week Thirteen	150 points
		TOTAL OF 300 POINTS

2. DISCUSSION POSTS: This 2-part assignment, spanning the entire semester.

While our course book and other materials will provide us with a ton of good information, taking the time to process these things together and make sense of the material through our differing lenses is where the magic happens. This can't happen if we do not take the time to digest what we're learning through active engagement in classroom conversations. Engaging in our classroom discussions is a way to show that you are (1) *engaged* with the course material, (2) *working* to translate course information into *real life application*, and (3) and *genuinely attempting to learn from others* in this course.

Each week you will see a lecture and a “Weekly To Do” list in the module. Students are asked to complete all items on the Weekly To Do List prior to engaging in the classroom discussion. This means that we will each have a chance to digest the same information prior to unpacking how our own understanding and lived experiences help to create our vantage point on the issue. We will learn to listen to each other's ideas and create a safe space to talk through how we see things similarly/different. In process, students will have the opportunity to add numerous items to their own professional “tool box”.

All students are expected to abide by the Classroom Agreements (which can be found in the Course Resources via Canvas) **when engaging with one another.** Be sure that you have read and understand them. Should any issues arise this semester around our classroom discussions, I will call our attention back to this agreement. Students fail to abide by the Classroom Agreements will be required to meet one-on-one with the instructor before continuing to engage in further Discussions. Students who repeatedly fail to abide by the Classroom Agreements will be referred to the Student Disciplinary process.

Each Discussion will start with a prompt from your instructor that is tied to the week's material. Students are required to respond with an initial post that is at least 400 words in length. Once that is done, students will be able to see the responses of other students in the class. **Students are then required to read through the various posts and respond/engage with at least 2 different classmates. Each response must be at least 100 words in length.** Responses should join with the classmate, ask clarifying questions, appreciate their vantage point, share ideas on the same topic, or otherwise continue the conversation in a manner that is respectful and deepens our understanding of that week's material.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
Participation in Class Discussion	Weekly	20 points each
		TOTAL OF 320 POINTS

3. QUIZZES: There will be 2 of these over the semester.

Quizzes are designed to provide an opportunity for students to demonstrate their understanding of particular areas of this course. Quizzes will take place on Canvas. Students are expected to complete these individually. Each quiz is due by Sunday at 11:59pm at the end of the assigned week.

Since quizzes are open for a full week and are not time limited. Students have one opportunity to answer each question, and are encouraged to have their course book, notes, and Canvas materials available to them throughout the exam. **All exams must complete within the assigned week.**

Arrangements cannot be made to retake or make-up a missed quiz. Be sure that you are carving out the time well in advance, to ensure that you can get these done during the assigned week.

QUIZ	DUE	POINTS AVAILABLE
Navigating this Course	Week Two	25 points
ASAM Assessment Guide	Week Ten	75 points
		TOTAL OF 100 POINTS

4. Real-Time Application Drop-in Practice: Students must attend at least 6 of these.

While ADCT-15 is now being offered online, there is an aspect of this course that must be practiced in a way that students can gain *real-time feedback*. As a result, **students are asked to join in on at least 6 virtual (meaning over Zoom) drop-in sessions between Week 4 and Week 13.**

These are offered **via Zoom on Thursday's from 12:00 - 1:30 and Friday's from 9:00 - 10:30am** (links to both can be found in this course's Home page). Students should attend no more than one session during the same week (as the material will be repeated).

During these drop-in sessions, students will experience instructor-led practice opportunities in which you can engage in with your classmates & practice real-time application of the skills you are learning in class. These sessions will give you the chance to see your instructor apply the techniques being discussed in class, while also allowing you to see your classmates' approaches to various

situations. The best way to apply these skills is by observing & then doing. These drop-in sessions will assist students with various opportunities to grow as a professional.

Drop-in sessions will take place from Week 4 through Week 13, meaning that students have a total of 10 weeks and 20 opportunities to attend these 5 sessions. These 10 weeks of drop-in are designed to allow students the flexibility to join when it best works for them. That said, *students are more than welcome to join more than 5 of these sessions* (but will only receive points for five of them).

** Students unable to attend these sessions must reach out to the instructor PRIOR TO WEEK FOUR so that we can set up a way for you to engage with these sessions.*

ASSIGNMENT	DUE	POINTS AVAILABLE
Attend & engage in at least 6 real-time application virtual drop-in sessions	Week 3 through Week 13	20 points per session
		TOTAL OF 120 POINTS

5. GROUP FACILITATION: This is a 2-part assignment.

Each student is required to submit a video of themselves leading a 10-minute (mock) therapeutic group, demonstrating the skills that they have learned over the course of this semester.

Part One of this assignment involves the creation of a roadmap (or Group Facilitation Plan) for how you plan to move through your time in this group. This plan must include the intent of your group, the activities that you intend to achieve with this approach, a plan to wrap up the time, and an overview of groups goal. These should be submitted as an MS Word or PDF document, and be laid out in a professional manner.

Part Two of this assignment consists of the actual group itself. Each student is required to submit a video of themselves leading their mock therapeutic group. The class has been divided into 4 groups (the breakdown of these can be found on the Assignment Drop Box), so that students can take turns leading and being a participant. Students are encouraged to make contact with their group members early in the semester so that a plan is created to carve out the time necessary for each group member to lead, record, and submit their group facilitation process vis Canvas.

Part Three of this assignment is to provide the members of your group with feedback about their group facilitation, specifically looking at areas that they did well and areas in which you can offer a suggestion for growth in the future. Each group member will complete one of these for the other members of their group. The feedback forms must be shared with the group facilitator AND uploaded to Canvas to be graded. For a group of 6, this means that you must upload all 5 feedback forms in order to get a grade for this aspect of the assignment. When providing feedback, students are asked to do so using the Strengths Perspective and looking to abide by the Classroom Agreements for this course. Students who are unfamiliar with them are encouraged to re-read them prior to providing feedback.

STEP IN THE PROCESS	DATE DUE	POINTS AVAILABLE
Group Facilitation Plan	Week Thirteen	50 points
Group Facilitation	Week Fifteen	150 points
Group Facilitation Feedback	Week Sixteen	50 points
		TOTAL OF 220 POINTS

6. EXTRA CREDIT (OPTIONAL): Over the course of the semester there may be opportunities for extra credit.

There is not currently any extra credit available in this course. If there is an opportunity this semester, know that it will relate to a community training or event students that can attend for additional points in this course. As the instructor comes upon opportunities that students can attend for extra credit, they will be sent out to students in a class-wide Announcement, and add to that section of the Assignment Drop Box.

TOTAL CLASS AVAILABLE FOR THE SEMESTER 1,060 POINTS
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ATTENANCE POLICY AND GRADING STANDARDS: The Instructor recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. **Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.**

If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all course requirements to pass this class on time.

GRADING STANDARDS: The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

A (94-100%) - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.

A- (90-94%) – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.

B+ (87-89%) – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.

- B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C (70-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- D (64-69%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.
- F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

CANVAS ISSUES/TECHNOLOGY HELP: It is crucial to seek help when you can't access Canvas, or you have difficulty with your computer settings or browser. If you run in to issues with technology throughout the semester, contact the Student Tech Support office at 707-476-4288 or via email at tech-helpline@redwoods.edu

ACADEMIC DISHONESTY: In the academic community, the high value placed on truth implies corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [Course Catalogue](#) and on the College of the Redwoods [website](#).

DISRUPTIVE BEHAVIOR: Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to the instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located on the College of the Redwoods [website](#).

PUBLIC SAFETY POWER SHUTOFFS (PSPS) OR LOSS OF ELECTRICITY DUE TO FIRES: In the event of a PSPS electricity may be turned off to the county, or your area loses power due to fires, know that I will work with you to stay on track with this course. Students experiencing this are encouraged to reach out to me as soon as possible when this occurs. It is anticipated that any PSPS will be smaller in size, and shorter in length than we experienced in 2019, if they occur at all.

Yet, all students should know that if we experience a PSPS during our semester we will need to adjust the material/due dates. This also goes for loss of power due to wildfires. Students will not be penalized for outages that prevent them from submitting assignments or attending class.

EXPECTATIONS OF THE STUDENT:

- Come to class prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 3-4 hours per week working on this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this with a digestion of *your own thoughts/interpretation* on the subject is critical.
- Find ways to *engage in class* (by speaking, asking questions, sharing observations, ...) so that you can demonstrate and expand on your awareness of subject material. This will also help you to ensure that you get participation points for this course.
- While it is fine to look ahead a week or two on Canvas, *please refrain from pre-watching video clips or looking through PowerPoint slides until we have gone through them together*. This will ensure that class is more interesting for all, while also allowing room for the instructor to make changes and bring in areas of interest expressed by the class over time.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever-shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- *Take the time to learn about campus services*. Then take steps to utilize them as needed.
- *Create the opportunities for self-care* that you need in order to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR:

- I will *come to class prepared*.
- I will prepare and refresh *course materials which are as current* and accurate as possible.
- I will be *available to answer questions or issues that may arise for you* during this course, whether that is during my set office hours, or at another time that is more convenient.
- I will *return emails within a 24–48-hour turnaround* time. If something is URGENT, please indicate that in the subject line.
- I will *make at least 2 weeks at a time “published” on Canvas* so that students can know what to expect for the current and following week.
- I will *prepare you* for the quizzes and other assessments in this course to the best of my ability.
- I will utilize *fair and honest evaluation* techniques for each assignment required for this course.
- To the best of my ability, make this a *valid and worthwhile learning experience*.
- I will do my best to *address the needs of a diverse range of learning styles* in this course.
- I will *only* share your student information per FERPA guidelines.
- I will *remain flexible regarding unexpected events impacting all of us* over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.