UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2010
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: April 2014
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CMNS 353	Communications	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

The Responsibility of Using Research in the Workplace
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

It is an essential workplace-ready skill to be able to determine the credibility and relevance of information and data gathered when trying to make key decisions. This course examines the responsibilities associated with gathering verifiable information and using secondary research and evaluation theory for the practical and timely application of workplace decision making. At the heart of decision making is an understanding of the specific stakeholder and audience needs. Likewise, it is essential that factors influencing decision making are effectively documented, shared, and communicated. The focus of this course is not on academic research practices, but on incorporating secondary research mindfully into a variety of workplace situations and written reports.

PREREQUISITES: 60 university-level credits, including CMNS 251
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): Linda Pardy

Department Head:	Lynn Kirkland-Harvey	Date approved:	**March 2010**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**March 5, 2010**
Curriculum Committee chair:	John Carroll	Date approved:	**April 9, 2010**
Dean/Associate VP:	Jacqueline Nolte	Date approved:	**April 9, 2010**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**April 23, 2010**

LEARNING OUTCOMES:

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

- Outline key factors in the decision making process
- Identify stakeholder requirements
- Incorporate, in context to stakeholder needs, the use of statistical data
- Identify key workplace culture specific influences on the evaluation process tasks
- Outline the strengths and weakness of key workplace evaluation models
- Select context specific evaluation processes
- Select appropriate project aligned secondary research gathering methods
- Design an evaluation strategy using a utilization focused method
- Present regular workplace project team oral progress update reports
- Produce a research plan designed to support a specific workplace decision making situation
- Write and present a formal evaluation report that includes recommendations supported by research

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures
Case studies
In-class learning activities
Student presentations

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Selected chapters from:

Patton, M.Q. (2002). *Utilization-focused evaluation: The new century text.* Thousand Oaks, CA: Sage Publications Inc.

And

Rowntree, D. (2000). *Statistics without tears: An introduction for non-mathematicians.* New York, NY: Penguin Books:

SUPPLIES / MATERIALS:

Access to Blackboard (UFV Online)

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Case study – student-led seminar	20%	
Evaluation strategy & research plan	20%	
Brief research progress oral reports	20%	(i.e. ongoing round-the-table project team meeting style update reports)
Evaluation report	30%	
Transfer of Learning Plan	10%	

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

This course builds on skills acquired in CMNS 251. The conceptual framework and applied skills include:

A) Evaluation Process Theory-to-Practice

1. Why evaluate
2. How decisions are made
3. Evaluation methods
4. Roles, choices, and outcomes

B) Research Support

1. The difference between academic research and workplace research
2. Selection of appropriate research methods for context specific application
3. Use, misuse and over-use of statistical data
4. Selecting "good" research
5. Making the most of secondary research
6. Data evaluation: merit, worth, value, and usefulness

C) Leading and Misleading Stakeholder Groups

1. Evaluation and research ethics
2. Determining the utilization-focus or purpose for the evaluation
3. Stakeholder considerations
4. Contextual awareness and considerations

D) Data Analysis, Reporting & Recommendations

1. Evaluation planning
2. Gathering research
3. Summarizing the data
4. Facilitating stakeholder feedback and gathering input
5. Writing and presenting evaluations (with recommendations)