CMNS 353
Communications
The Responsibility of Using Research in the Workplace
3

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: 45 university-level credits, including CMNS 251

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

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

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: David Thomson
Supporting area consultation
Curriculum Committee chair: Tetsuomi Anzai
Dean/Associate VP: Jacqueline Nolte
Undergraduate Education Committee (UEC) approval
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:
and

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:
Course content continued:

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)