
COURSE NAME: HSP170 Evaluating Information

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will equip students with an understanding and appreciation of the relevance of research techniques and findings to their work with clients in the human services field. Students will learn how to conduct and evaluate research, as well as how to use this understanding to support research-based practice, as well as assess social interventions.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Express the relationship between good research and effective intervention in human services.</p> <ul style="list-style-type: none">1.1 Explain why knowledge of social research methods is a useful "everyday" skill to have.1.2 Examine a framework for becoming a critical consumer of research and information in a digital environment.1.3 Contrast the scientific method and other ways of knowing.1.4 Explain the three major purposes of social research.1.5 Establish the importance of incorporating research into human service practice.1.6 Define evidence-based practice and explain its implications on career-long learning.1.7 Distinguish between basic and applied research.1.8 Summarize how practitioners can utilize research to inform and evaluate social interventions and human service programs.1.9 Explain how research techniques may be implemented to support program development and evaluation. <p>2.0 Explain various research purposes and methodologies used within social sciences and human services fields.</p> | <ul style="list-style-type: none">2.1 Describe the general steps in the research process.2.2 Review various research methods used in human services fields.2.3 Differentiate between preplanned and emergent research questions.2.4 Identify the major differences between qualitative and quantitative research design practices.2.5 Explain the purpose of the literature review in the larger context of a research study.2.6 List the different sources that are relevant for a literature review.2.7 Describe how to conduct a systematic review of the literature. <p>3.0 Compare and contrast quantitative methods in social science research.</p> <ul style="list-style-type: none">3.1 Identify the types of research questions appropriate for quantitative methods.3.2 Describe how experiments, surveys, non-reactive and secondary analysis methods are used to conduct social research.3.3 Present and interpret analysis of quantitative data, including measures of central tendency and dispersion.3.4 Explain what is meant by coding of data.3.5 Define and give examples of univariate, |
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bivariate and multivariate analysis.

4.0 Compare and contrast qualitative methods in social science research.

4.1 Identify the types of research questions appropriate for qualitative methods.

4.2 Describe how interviewing, field research and nonreactive methods are used to conduct social research.

4.3 Interpret analysis of qualitative data.

4.4 Describe the process of conceptualization in qualitative research.

4.5 Explain how the term coding is different in quantitative and qualitative research.

4.6 Describe the major objectives of coding qualitative data.

5.0 Explain the importance of measurement in social research.

5.1 Identify the major differences between quantitative and qualitative measurement.

5.2 Explain how to work through the process of abstract concept to a concrete measure in quantitative and qualitative work.

5.3 Define conceptualization and operationalization.

5.4 Distinguish between independent, dependent, and intervening variables.

5.5 Examine basic statistical analyses of research data.

5.6 Describe the major characteristics of a hypothesis.

5.7 Define reliability and validity.

5.8 Define and give examples of four levels of

measurement.

6.0 Describe various sampling techniques used in social science research.

6.1 Define nonprobability sampling.

6.2 Explain the various types of nonprobability sampling.

6.3 Define probability sampling.

6.4 Explain the different terminologies associated with probability sampling.

6.5 Explain why randomness is important in sampling and how randomness is related to the margin of error.

6.6 Describe the various types of probability sampling.

6.7 Explain the relationship between samples and drawing inferences.

7.0 Recognize the ethical requirements of research.

7.1 Explain the social context of ethical research practices in human services counselling.

7.2 Identify major ethical issues involving research with human participants.

7.3 Determine how to protect clients and research participants from harm.

7.4 Describe power relations in social research.

7.5 Differentiate between voluntary and informed consent.

7.6 Define privacy, anonymity, and confidentiality.

7.7 Explain considerations that need to be made when working with special populations.

GENERAL EDUCATION

In some programs of study this course meets the General Education requirement under the Science and Technology theme.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
3. Apply effective oral and written communication skills to enhance the quality of services.
6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families

who are experiencing mental health and addiction issues.

7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
3. Execute mathematical operations accurately
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Survey Assignment:	25%
Research Assignment:	25%
Tests:	30%
Research Discussions:	20%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Neuman, W. L., & Robson, K. (2018). *Basics of social research: Qualitative and quantitative approaches* (4th Canadian ed.). Don Mills, ON: Pearson Canada Inc.

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, discussions, group projects, presentations, article/research analysis, research.

DELIVERY MODE

3 hours in class x 14 weeks

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops

- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.