# DSMG20003 *Research for Emergency and Disaster Management*
## Term 1 - 2017

Profile information current as at 16/05/2024 08:42 pm

All details in this unit profile for DSMG20003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The emergency and disaster management industries have highlighted the importance of contemporary practice being grounded in current research and evidence. You will be encouraged to question why and how research can inform best practice, analyse research critically, and identify how to transform information into applicable policies and procedures. You will focus on using research and evidence to guide best practice, and this approach will inform content delivery and assessment. As a student in this unit, you will learn how to make quick and effective decisions using available research and evidence, which in turn will inform decision making processes which are grounded in evidence-based practice.

### Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

### Offerings For Term 1 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

# Class and Assessment Overview

## Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

**Regional Campuses**
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

**Metropolitan Campuses**
Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview
1. **Written Assessment**
Weighting: 30%
2. **Written Assessment**
Weighting: 20%
3. **Written Assessment**
Weighting: 50%

## Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

# CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
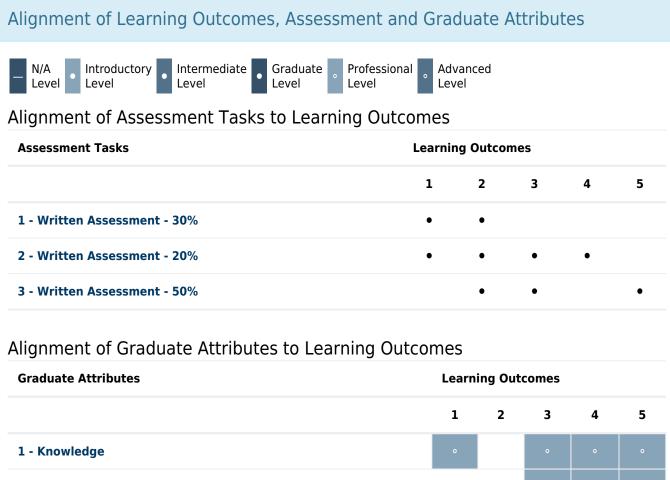- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

# Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Locate appropriate peer-reviewed and industry-based research and evidence relevant to emergency and disaster management
2. Interpret contemporary research literature relevant to emergency and disaster management
3. Critique current research literature, including why and how this knowledge informs best practice
4. Apply contemporary research relevant to the different phases in an emergency or disaster management situation
5. Communicate future directions and strategies to enhance the body of knowledge

NIL

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ● | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |
|---|---|---|---|---|---|---|---|---|---|---|---|

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **1 - Written Assessment - 30%** | ● | ● | | | |
| **2 - Written Assessment - 20%** | ● | ● | ● | ● | |
| **3 - Written Assessment - 50%** | | ● | ● | | ● |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **1 - Knowledge** | ○ | | ○ | ○ | ○ |
| **2 - Communication** | | | ○ | ○ | ○ |
| **3 - Cognitive, technical and creative skills** | ○ | ○ | ○ | ○ | |
| **4 - Research** | ○ | ○ | ○ | ○ | ○ |
| **5 - Self-management** | | | | | |
| **6 - Ethical and Professional Responsibility** | | ○ | | ○ | |
| **7 - Leadership** | | | | ○ | ○ |
| **8 - Aboriginal and Torres Strait Islander Cultures** | | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1 - Written Assessment - 30%** | ∘ | | ∘ | ∘ | ∘ | | | |
| **2 - Written Assessment - 20%** | ∘ | ∘ | | ∘ | | ∘ | | |
| **3 - Written Assessment - 50%** | ∘ | ∘ | ∘ | ∘ | | ∘ | ∘ | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Amy Reynolds** Unit Coordinator
a.reynolds@cqu.edu.au

## Schedule

**Week 1 - 06 Mar 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 1 - Who/What is a Researcher? | | Online Classroom Session |

**Week 2 - 13 Mar 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 1 - Who/What is a Researcher? | | |

**Week 3 - 20 Mar 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 1 - Who/What is a Researcher? | | Online Classroom Session |

**Week 4 - 27 Mar 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 2 - Me as a Researcher | | Online Assessment Drop-In (optional) |

**Week 5 - 03 Apr 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 2 - Me as a Researcher | | **Assessment Task One - Engaging with Research** Due: Week 5 Wednesday (5 Apr 2017) 11:45 pm AEST |

**Vacation Week - 10 Apr 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

**Week 6 - 17 Apr 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 2 - Me as a Researcher | | Online Assessment Drop-In (optional) |

**Week 7 - 24 Apr 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 3 - Me 'Doing' Research | | |

**Week 8 - 01 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Online Classroom Session |
| Theme 3 - Me 'Doing' Research | | **Assessment Task Two - Developing Research Questions** Due: Week 8 Wednesday (3 May 2017) 11:45 pm AEST |

**Week 9 - 08 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 3 - Me 'Doing' Research | | |

**Week 10 - 15 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 3 - Me 'Doing' Research | | Online Classroom Session |

**Week 11 - 22 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 3 - Me 'Doing' Research | | Online Assessment Drop-In (optional) |

**Week 12 - 29 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Theme 4 - Bringing Everything Together | | **Assessment Task Three - Communicating Research** Due: Week 12 Friday (2 June 2017) 11:45 pm AEST |

**Review/Exam Week - 05 Jun 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

**Exam Week - 12 Jun 2017**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

## Assessment Tasks

# 1 Assessment Task One - Engaging with Research

**Assessment Type**
Written Assessment

**Task Description**
Through this task you will begin the process of engaging with peer-reviewed literature in an area that interests you (preferably within the bounds of Emergency and Disaster Management).
This assessment task is based upon your engagement with the coursework and the posts you and your fellow classmates make to the learning forums. At the beginning of this assessment task, you will need to include you response to the formative forum post in week two: **What are your burning interests?**
Your response will include three sections:

a. Your forum response from week 2: **What are your burning interests?**
b. Your search methodology for identifying three peer-reviewed research articles; and
c. A brief (200-250 words per article) overview of each of your three articles including why it was chosen, it's significance to your burning interest, and the key findings.

Your response may be up to 1500 words including all three sections.

**Assessment Due Date**
Week 5 Wednesday (5 Apr 2017) 11:45 pm AEST

**Return Date to Students**
Week 6 Wednesday (19 Apr 2017)

**Weighting**
30%

**Assessment Criteria**
The assessment criteria for this course are in the form of a rubric, which is available from the Moodle course site.
You will be assessed on:

- Application of knowledge and skills relative to accessing peer-reviewed sources through University resources;
- Interpretation of peer-reviewed research, and understanding of how this links to your identified area of interest;
- Communication and presentation

**Referencing Style**

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [Harvard (author-date)](#)

**Submission**
Online

**Learning Outcomes Assessed**

- Locate appropriate peer-reviewed and industry-based research and evidence relevant to emergency and disaster management
- Interpret contemporary research literature relevant to emergency and disaster management

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management

# 2 Assessment Task Two - Developing Research Questions

**Assessment Type**
Written Assessment

**Task Description**
Through this task you will explore the 'gaps' in literature, or areas requiring further research, in your burning area of interest. Please refer to the 'Course Support – Getting Started and Assessment Help' sections of the Moodle site for suggestions and additional guidance.
**Drawing on the three articles you selected for Assessment Task One**, you will summarise the key gaps/areas for further research in the area you have selected. This should not be a repetition of the limitations or future directions the

article/s may identify – rather, this summary should represent a cohesive consideration of all three articles, and what these articles tell you about future research options. If you desire, you may include additional articles which support/guide your comments, but this is not a requirement for grading.

Your response will therefore include a discussion of:
a) your area of interest (this can again be copied from your forum post from week two, or modified slightly if you have developed this since the first assessment);
b) a discussion of the 'gaps' in literature which could be further explored; and
c) formulation of at least one research question, using the guiding principles from the unit to date.

The assessment task will be up to approx. 700 words in total and importantly your response must be supported by appropriate literature. The articles you used for Assessment 1 at a minimum should be included.

**Assessment Due Date**
Week 8 Wednesday (3 May 2017) 11:45 pm AEST

**Return Date to Students**
Week 10 Wednesday (17 May 2017)

**Weighting**
20%

**Assessment Criteria**
The assessment criteria for this course are in the form of a rubric, which is available from the Moodle course site.
You will be assessed on:
• Understanding of gaps/areas for further research in existing literature
• The ability to concisely communicate information
• Development of a meaningful research question/s using the principles explored in the course

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

**Submission**
Online

**Learning Outcomes Assessed**

- Locate appropriate peer-reviewed and industry-based research and evidence relevant to emergency and disaster management
- Interpret contemporary research literature relevant to emergency and disaster management
- Critique current research literature, including why and how this knowledge informs best practice
- Apply contemporary research relevant to the different phases in an emergency or disaster management situation

**Graduate Attributes**

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility

# 3 Assessment Task Three - Communicating Research

**Assessment Type**
Written Assessment

**Task Description**
This assessments asks you to **select** and **critically evaluate** two types of scientific communication relevant to one of the four stages of emergency management - prevention/mitigation; preparedness; response or recovery. Through this process, you will consider the area of interest for the research teams you've chosen, their communication of their research question/s, methodologies and findings. You will critically evaluate the approaches used, and consider the following questions:
a) Justify the articles you have chosen for your assessment - how do you know they are scientific literature? Draw upon content from the course to justify your selection.

b) What is the area of interest for the researcher/s? (not limited to the article – can source extra information)

b) What are the research question/s in each article?

c) Compare and contrast the methodologies used by the researchers

d) Which audience/s are each communication beneficial for? Provide a brief explanation.

e) What are some of the strengths and limitations of each communication approach? What might the most suitable audiences be for each communication approach?

f) Provide a suggestion for an alternative methodology that the authors could consider for each communication. What could the author/s have done differently? What could a different methodological approach add?

*Draw upon the work of Coolican (page 24) and focus on the 'variables' and 'design' components of the decision areas in a research project. You could use these headings to inform your response.*

**Assessment Due Date**
Week 12 Friday (2 June 2017) 11:45 pm AEST

**Return Date to Students**
Exam Week Friday (16 June 2017)

**Weighting**
50%

**Assessment Criteria**
The assessment criteria for this course are in the form of a rubric, which is available from the Moodle course site.

You will be assessed on:

· Knowledge of the research process

· Skills in interpreting and communicating research findings

· Application of knowledge and skills in the research design and implementation process

· Communication and presentation of knowledge and skills

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

**Submission**
Online

**Learning Outcomes Assessed**

- Interpret contemporary research literature relevant to emergency and disaster management
- Critique current research literature, including why and how this knowledge informs best practice
- Communicate future directions and strategies to enhance the body of knowledge

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**



**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem