



DSMG20003 Research for Emergency and Disaster Management

Term 1 - 2019

Profile information current as at 21/09/2024 01:23 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 - 2019

- Online

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback and self-reflection

Feedback

Relevance and quality of content

Recommendation

Continue to monitor the relevance and quality of the unit content in order to maintain the current high standard and strong linkages.

Feedback from Self-reflection

Feedback

Learning resources

Recommendation

Continue to monitor the learning resources to ensure new resources and an engaging approach in delivering the resources is provided.

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



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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helen Keen-Dyer Unit Coordinator
h.keendyer@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Who/ what is a researcher and research?		Online Classroom Session - Introduction and Unit Overview (Wednesday 7:45pm to 8.30pm AEST)

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Who/ what is a researcher and research?		

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Who/ what is a researcher and research?		Online Classroom Drop-in Session (Wednesday 7.45pm to 8.30pm AEST)

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2: Me as a Researcher		Online Classroom Drop-in Session (Wednesday 7.45pm to 8.30pm AEST)
		Assessment Task One - Engaging with Research Due: Week 5 Friday (12 Apr 2019) 4:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2: Me as a Researcher		

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Me 'doing' research		Online Classroom Drop-in Session (Wednesday 7.45pm to 8.30pm AEST)

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Me 'doing' research		Assessment Task 2 - Developing Research Questions Due: Week 8 Friday (10 May 2019) 4:00 pm AEST

Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Me 'doing' research		
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Me 'doing' research		Online Classroom Drop-in Session (Wednesday 7.45pm to 8.30pm AEST)
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme 4: Bringing it all together		
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Theme 4: Bringing it all together		Assessment Task 3 - Communicating Research Due: Week 12 Friday (7 June 2019) 4:00 pm AEST
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Task One - Engaging with Research

Assessment Type

Written Assessment

Task Description

In assessment task one you will explore the peer-reviewed literature in an area of interest related to Emergency and Disaster Management (E&DM). You will identify an area of interest, locate relevant peer-reviewed literature and provide a short analysis of three pieces of literature which you select. Your response to this assessment task is based upon your engagement with the broader academic literature, unit content and the posts you make to the activity forums.

Your response will include four sections:

Section 1) Your forum post(s) from Week 2 (What are your burning interests?), which you may refine for section 1) of the assessment submission;

Section 2) Your search methodology, including your initial strategy and any refinements you made, for identifying three peer-reviewed pieces of literature relevant to your burning interest;

Section 3) Your brief (250 - 300 words per article) overview of each of your three articles including why it is was chosen, it's significance to your burning interest, and the key findings; and

Section 4) A direct copy of your original Week 2 forum post (What are your burning interests?)

Your response may be up to **1500 words**, not including the copy of the forum posts (Section 4). The copy of the forum posts is therefore in addition to the word count.

Assessment Due Date

Week 5 Friday (12 Apr 2019) 4:00 pm AEST

Return Date to Students

Week 7 Friday (3 May 2019)

Weighting

30%

Assessment Criteria

The assessment criteria for this course is in the form of a rubric, which is available from the Moodle unit 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 \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submitted through Moodle

Graduate Attributes

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

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

2 Assessment Task 2 - Developing Research Questions

Assessment Type

Written Assessment

Task Description

Through this task you will explore 'gaps' in the literature, or areas requiring further research related to your area of interest. Using the three pieces of peer-reviewed literature from assessment task one, you will summarise the key gaps/ areas for further research. Note: this should not be a repetition of the limitations and/ or future directions articulated in the three pieces, rather this summary should represent a cohesive consideration of all three articles, and what these articles tell you about future research options. Additional literature, that is, literature beyond the three articles from assessment task one will provide additional support to guide your assertions.

Your response will, therefore, consist of four sections, including:

Section 1) Summary statement about your area of interest and where this interest fits in terms of the phases in emergency and disaster management;

Section 2) Discussion related to the 'gaps' in literature which could be further explored;

Section 3) What phase or particular aspect of emergency and disaster management the gaps relate to and how or in what ways the filling of the gaps could contribute to best practice in an aspect of emergency and disaster management; and

Section 4) At least one research question (or one overarching question and associated sub-questions), using the guiding principles from the unit content.

Assessment task two will be up to **900 - 1200 words** in total and importantly your response must be supported by appropriate literature (the articles you used for assessment task one at a minimum should be included).

Assessment Due Date

Week 8 Friday (10 May 2019) 4:00 pm AEST

Return Date to Students

Week 10 Friday (24 May 2019)

Weighting

20%

Assessment Criteria

The assessment criteria for this unit is in the form of a rubric, which is available from the Moodle unit 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 principles explored in the unit.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submitted through Moodle

Graduate Attributes

- Knowledge
- Communication
- Research
- Ethical and Professional Responsibility

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

3 Assessment Task 3 - Communicating Research

Assessment Type

Written Assessment

Task Description

Assessment task three asks you to select and critically reflect on two different examples of research communication relevant to one of the four phases of emergency and disaster management (that is, prevention/mitigation, preparedness, response or recovery). Through this process, you will consider the area of interest for the researchers/ research teams, the particular topic being communicated in the examples and their communication of key aspects of the research process, for example, background to the research, research question(s), methodology and findings.

To guide your work, you will incorporate discussion on the following:

- The research topic (for each communication example);
- The relationship of each research topic to emergency and disaster management and in what ways each piece of research could be used to inform best practice in the sector;
- Type of communication approach (for each example);
- The strengths and limitations of each communication approach and the particular audience(s) the approach is (could) target;
- Summary statement about the clarity of key elements of the research, including the background, research question(s), methodology and key findings; and
- Statement about possible future directions that will further enhance the body of knowledge in the area of the chosen pieces of research

The assessment task will be between **1500-2000 words** in total.

Assessment Due Date

Week 12 Friday (7 June 2019) 4:00 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

50%

Assessment Criteria

The assessment criteria for this unit is 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 \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle

Graduate Attributes

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

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

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