



DSMG20003 *Research for Emergency and Disaster Management*

Term 1 - 2021

Profile information current as at 02/05/2024 05:17 am

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 - 2021

- 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 Have your Say

Feedback

Tailored learning experience

Recommendation

Continue to allow students to select a topic of interest from within the broader emergency and disaster management area as a focal point for learning about research.

Feedback from Have your say

Feedback

Moodle

Recommendation

Review the Moodle site in order to remove unnecessary complexity.

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)
- Zoom capacity (web cam and microphone)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Who/ what is a researcher and research?		Online Classroom Session - Introduction and Unit Overview (Wednesday 6 pm to 6:50 pm AEST (QLD time))

Week 2 - 15 Mar 2021

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

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Who/ what is a researcher and research?		Online Classroom Session (Wednesday 6 pm to 6:50 pm AEST (QLD time))

Week 4 - 29 Mar 2021

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

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2: Me as a Researcher		Online Classroom Session (Wednesday 6 pm to 6:50 pm AEST (QLD time)) Assessment Task One - Engaging with Research Due: Week 5 Friday (9 Apr 2021) 4:00 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

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

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Asking questions and 'doing' research		Online Classroom Session (Wednesday 6 pm to 6:50 pm AEST (QLD time))

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Asking questions and 'doing' research		Assessment Task 2 - Research in action Due: Week 8 Friday (7 May 2021) 4:00 pm AEST

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Theme 3: Asking questions and 'doing' research

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Asking questions and 'doing' research		Online Classroom Session (Wednesday 6 pm to 6:50 pm AEST (QLD time))

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Asking questions and 'doing' research		

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theme 4: Bringing it all together		Assessment Task 3 - Communicating Research Due: Week 12 Friday (4 June 2021) 11:45 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment Task One - Engaging with Research

Assessment Type

Written Assessment

Task Description

In assessment task one you will explore a series of concepts related to research broadly, its application in the emergency service (ES) and disaster management (DM) contexts, and then narrow in on one topic area of interest (a burning interest). Assessment task one is also concerned with establishing your research literacy skills and in particular, establishing your skills in locating research and literature sources. As such, this task consists of multiple parts. In parts 1) and 2) you will provide a short response to the concept of research and the process you used to inform your response. In part 3) and beyond you will identify an area of interest (burning interest), and using the knowledge and skills developed in the earlier parts of this task, locate relevant peer-reviewed literature and provide a short analysis of two pieces of literature which you select.

Your response to this assessment task is based on your engagement with the unit content, broader academic literature and the posts you make to the activity forums.

Your response will, therefore, include five (5) parts:

Part 1) 'The word research' Forum Post.

Your forum post(s) from Week 1 (The word research), which you will refine into a paragraph response arguing your conceptualisation or definition of research. The refined post must include support from the literature. Your response will be between 200 and 400 words. So that I can see the refinements you have made, please place the original forum post(s) underneath the refined post and label accordingly. The original forum post (from Week 1) is not included in the above word count.

Part 2) Library Search Strategy.

In part 2) you will provide the search strategy you used to locate the sources to support your conceptualisation or definition of research. Using the CQUniversity Australia seven (7) step process for searching databases as a framework, you will describe the particular actions taken in each step, for example, keywords used etc., the refinements you made along the way and the rationale for the particular actions you took. The seven (7) step process can be found in the 'Assessment Resources and Help' section of the DSMG20003 eReading List and in the Moodle site under Assessment. A

table works well for this section; however, you are free to present the information in whatever format works best for you. There is no word limit for part 2.

Part 3) 'Burning interest' Forum Post.

Your forum post(s) from Week 4 (Burning interest). You do not need to refine this post, simply copy it into the body of your assessment submission. There is no word limit on part 3.

Part 4) Burning interest and peer-reviewed literature.

A brief 250-400 word (each) overview of two peer-reviewed journal articles related to your burning interest. Each overview should include:

- a) a rationale for why the article was chosen;
- b) the significance of the article to your burning interest;
- c) the key findings within the article; and
- d) a comment about which phase(s) in the Prevention, Preparedness, Response and Recovery (PPRR) continuum this burning interest relates to and why you believe this.

Each overview will be 250-400 words or a combined overview of 500-800 words.

Part 5) Library Search Strategy

In part 5) you will provide the search strategy you used to locate the sources for part 4) – the journal articles related to your burning interest. Using the CQUniversity Australia seven (7) step process for searching databases as a framework, you will describe the particular actions taken in each step, for example, keywords used etc., the refinements you made along the way and the rationale for the particular actions you took. The seven (7) step process can be found in the 'Assessment Resources and Help' section of the DSMG20003 eReading List and in the Moodle site under Assessment. A table works well for this section; however, you are free to present the information in whatever format works best for you. There is no word limit for part 5.

Assessment Due Date

Week 5 Friday (9 Apr 2021) 4:00 pm AEST

Return Date to Students

Week 6 Friday (23 Apr 2021)

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. Broadly, you will be assessed on:

- Knowledge of the concept of research
- Application of knowledge and skills related to accessing research and literature sources;
- Interpretation of literature and understanding in relation to a particular emergency and disaster management issue;
- Communication and presentation

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted through Moodle

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 2 - Research in action

Assessment Type

Written Assessment

Task Description

Through this task you will explore one aspect related to emergency service (ES) or disaster management (DM), for example, an area of practice, a policy or piece of doctrine from an organisation of your choice. In your exploration, you will examine the nexus of this aspect with research and how the research could inform recommendations for improvement. You are encouraged to select something that aligns with the burning interest outlined in assessment task one; however, this is not a requirement. Assessment task two is also concerned with building upon the research literacy skills you developed through assessment task one.

Your response will, therefore, consist of two parts, including:

Part 1) Analysis of the chosen organisation and aspect related to emergency service or disaster management.

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

- a) Organisational information, for example, but not limited to, name of the organisation, organisational charter, demographics.
- b) The chosen aspect (that is, area of practice, policy, doctrine or so forth) and the topic of that aspect, for example, but not limited to, the practice of recruiting volunteers, the policy or procedure related to business continuity, risk mitigation or so forth.

Your discussion must be supported by literature and can include grey literature.

Part 2) Annotated bibliography.

- In part 2), you will develop an annotated bibliography, which contains four (4) sources.
- A minimum of three (3) of the four (4) sources MUST be peer-reviewed. You must confirm in the title of the source which are peer-reviewed, and which are non-peer-reviewed sources. To do so, simply add (peer-reviewed) or (non-peer-reviewed) at the end of the heading citation.
- Each source must be related in some way to the aspect and topic of that aspect outlined in part 1.

Assessment task two will be up to **1200-1500 words** in total.

Assessment Due Date

Week 8 Friday (7 May 2021) 4:00 pm AEST

Return Date to Students

Week 10 Friday (21 May 2021)

Weighting

20%

Assessment Criteria

The assessment criteria for this course is in the form of a rubric, which is available from the Moodle unit site. Broadly, you will be assessed on:

- Knowledge of the research process
- Application of knowledge and skills relative to accessing research and evidence;
- Interpretation of literature and understanding in relation to a particular emergency and disaster management issue and to the different phases of emergency and disaster management;
- The ability to concisely communicate information;

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted through Moodle

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 3 - Communicating Research

Assessment Type

Written Assessment

Task Description

Assessment task three asks you to critically reflect on two different pieces of research communication that use *two different* genres and the potential utilisation of the research contained within the two examples within your chosen organisation. One (1) of the two (2) pieces **MUST** be a peer-reviewed journal article. You are free to select a journal article from an earlier assessment piece or the DSMG20003 eReading List, so long as it meets the requirements outlined below. The second piece can be any other form of research communication, for example, a conference poster presentation, a book chapter, conference presentation, hazard note and so forth. You are free to select a piece from the DSMG20003 eReading List, so long as it meets the requirements outlined below.

Each piece you select **MUST** contain the following information:

- a) Discernible research aim, research objective(s) or research question(s)
- b) Discernible research methodology and data collection method.

For each of the examples you have chosen, you will incorporate discussion on the following:

- An analysis of the research communication genre, that is, the peer-reviewed journal article and that of your second example (a conference poster presentation, a book chapter, conference presentation, hazard note and so forth). Your discussion should include the strengths and limitations of each research communication approach and the particular audience(s) the approach is (could) target. Your analysis of the genre must be supported by literature.
- The broad topic area of the chosen example.
- The key elements of the research that are reported in the piece, including but not limited to, the background to the research, research question(s), aim or objective(s), methodology, data collection method and key findings.
- A minimum of one recommendation per communication example of how the research could enhance practice or policy in your chosen organisation.
- A minimum of one recommendation per example of possible future research within the topic area.

The assessment tasks will be up to approximately **2000** words.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:45 pm AEST

Return Date to Students

Exam Week Friday (18 June 2021)

Weighting

50%

Assessment Criteria

The assessment criteria for this course is in the form of a rubric, which is available from the Moodle unit site. Broadly, you will be assessed on:

- Knowledge of the research process
- Skills in interpreting and communicating research findings
- Skills in applying research
- Communication and presentation knowledge and skills

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle

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