DSMG20003 *Research for Emergency and Disaster Management*
Term 3 - 2022

Profile information current as at 03/05/2024 08:34 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 sector has highlighted the importance of contemporary practice being grounded in research. In this unit, you will be encouraged to explore the notion of research, plus the important questions of why and how research can and should inform the different phases of emergency and disaster management. In order to do so, you will build knowledge and skills in critically analysing research, understandings of the frameworks and practices guiding the ethical conduct of research and your role in utilising and implementing research in a professionally and ethically responsible manner. You will learn fundamental underpinning research literacies and how you can use these to inform decision-making processes 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

Co-Requisite for this unit is DSMG28001 Foundations of Emergency and Disaster Management. Students enrolled in the CM40 Bachelor of Paramedic Science/Graduate Certificate in Emergency and Disaster Management must also have a minimum of 156 credit points to enrol in 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 3 - 2022

- 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: 25%
2. **Written Assessment**
Weighting: 45%
3. **Presentation**
Weighting: 30%

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 Lecturer observations and reflection

Feedback

Low student response rates and low levels of communication with students made it difficult to assess which parts of the unit material were most and least effective.

Recommendation

Students cannot be compelled to respond to surveys or communication, but it is possible that more involved periodic check-ins and virtual classes could have encouraged a higher level of voluntary response and communication. The nature of these should be considered when the class is offered in the future. Additionally, students can be encouraged to make use of informal discussion forums or other "looser" communication on Moodle, to allow the instructor/s to gauge student engagement from a different perspective.

Feedback from Unit survey response data

Feedback

Unit requirements and feedback received lower scores from students that responded to the survey.

Recommendation

Although the response rate was very low, this is an important issue, so the assessment rubrics and unit requirements as presented in T1 2022 will be reviewed and revised.

Unit Learning Outcomes

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

1. Identify different research approaches and their use in researching emergency and disaster management issues
2. Examine ethical issues and the frameworks and practices underpinning the ethical conduct of research
3. Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
4. Analyse contemporary literature, and its relationship to the different phases of emergency and disaster management
5. Formulate strategies for the implementation and utilisation of research in emergency and disaster management contexts and situations
6. Communicate future directions and strategies for enhancing the body of knowledge in emergency and disaster management

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	6
1 - Written Assessment - 25%			●	●		
2 - Written Assessment - 45%	●	●	●	●		
3 - Presentation - 30%					●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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						

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 (both microphone and webcam capability)

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
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Schedule

Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Research and how to find it		Online Classroom Session – Introduction and Unit Overview (Wednesday 1:00 pm to 2:00 pm AEST -QLD time).

Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Research and how to find it		

Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Research and how to find it		Online Classroom Assessment Drop-in Session (Wednesday 1:00 pm to 2:00 pm AEST -QLD time).

Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research		**Engaging with Research** Due: Week 4 Wednesday (30 Nov 2022) 5:00 pm AEST

Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research		Online Classroom Unit Drop-in Session (Wednesday 1:00 pm to 2:00 pm AEST -QLD time).

Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research		

Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic

| | | Online Classroom Assessment Drop-in Session (Wednesday 1:00 pm to 2:00 pm AEST -QLD time). |

| Theme Two: The doing of research | | |

Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research		

Week 9 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research		**Research in action** Due: Week 9 Wednesday (18 Jan 2023) 11:45 pm AEST

Week 10 - 23 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research		Online Classroom Assessment Drop-in Session (Wednesday 1:00 pm to 2:00 pm AEST -QLD time).

Week 11 - 30 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research		

Week 12 - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: bringing it all together		**Communicating research** Due: Week 12 Friday (10 Feb 2023) 11:45 pm AEST

Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 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, your skills in locating research and literature sources. As such, this task consists of multiple parts.

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.

Part 1) Searching the Literature
You have joined a project team, and as part of your role, you and a colleague need to conduct a literature review for the project brief outlined below. Your particular part of the task is to search the academic databases. You do not need to download the individual pieces of literature, or write an analysis of the found sources, simply use the CQUniversity seven (7) step literature search process, and importantly, the search techniques available within the various steps, to identify target literature for the project brief outlined below. The information you outline in the Assessment Task One table should be sufficiently detailed so that the search can be replicated by your colleague. The table can be found in the Assessment Task One template located in the Assessment Tile in Moodle.

Project brief
An analysis of the literature on volunteering has shown a shift in participation patterns, types of volunteering and

thereby the narrative about volunteering models. The project proposed here is interested in whether or not the shift in the broader literature on volunteering is reflected in that published in the last ten years about volunteering in Australian emergency service agencies. In particular, it is interested in understanding what, if anything, has been published in that timeframe about spontaneous volunteering in the emergency service context.

Part 2) Burning interest
Using the literature search skills you gained or honed in Part 1), you are required to identify literature and then write a brief analytic summary of a contemporary emergency or disaster management issue. The particular issue, a burning interest if you like, is your choice and should be something that you want to know more about and something that you can find peer-reviewed literature about. You will use this topic as the basis for assessment task three, so pick your topic with that in mind (and after reading the assessment task three instructions). The summary must demonstrate your grasp of the topic, its importance in emergency and disaster management and which phase or phases (that is, Prevention, Preparedness, Response, Recovery) of emergency and disaster management it relates to. The analytic summary must be supported by a minimum of three (3) different pieces of peer-reviewed literature plus one (1) piece of grey literature.

Presentation requirements
You must use the Assessment Task One Template located in the Assessment Tile in Moodle.
You must submit the document as a Word file or PDF.

Assessment Due Date
Week 4 Wednesday (30 Nov 2022) 5:00 pm AEST

Return Date to Students
Week 6 Wednesday (21 Dec 2022)

Weighting
25%

Assessment Criteria
The assessment criteria for this unit 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;
- Analysis of literature and understanding in relation to emergency and disaster management issues;
- Communication and presentation.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
- Analyse contemporary literature, and its relationship to the different phases of emergency and disaster management

2 Research in action

Assessment Type
Written Assessment

Task Description
In assessment task two, you will explore a series of concepts related to research and its application. This task consists of multiple parts, and your response to this assessment task is based on your engagement with the unit content and broader academic literature.

Part 1) Ethics activity
Carefully consider the following scenario and then complete the table located in the Assessment Task Two Template. Important note: you will not be completing the project or collecting the data mentioned in the below scenario, you are simply completing the Assessment Task Two Template.

Scenario
As part of your role, you are working with the local Disaster Management Officer (DMO) and Regional Disaster Management Group (RDMG) to support community members to prepare for disaster events. During a recent weather

event, you identified that several residents in a particular geographic area were not adequately prepared and, as a result, needed emergency health care in what presented as perilous conditions. As part of the bigger project, you are interested in what community members understand by preparedness and the steps they have taken in relation to the most common hazards experienced in their community, for example, cyclone, bushfire, riverine flooding, storm surge and so forth. You are considering three options for collecting your data (the understandings of preparedness by community members). The three options being considered include:
a) Interviewing community members using semi-structured qualitative interviews,
b) Conducting a series of focus groups with community members, and
c) Sending out a survey, which uses a five-point Likert scale, to each household in the community.

Activity instructions
Before proceeding with the project, the project team must submit an ethics application to the Human Research Ethics Committee (HREC). As part of that process, you have been tasked to identify what risks are present for those participating in the project's data collection and how the identified risks will be mitigated or managed. Based on the above scenario, choose one (1) of the above-proposed data collection methods and provide the below:

1. An analytic summary, including references of the chosen data collection method;
2. Two ethical considerations for the chosen method;
3. Strategies, including references that you would use to mitigate or manage the identified risk in the ethical considerations.

Remember, you must use the Assessment Task Two Template, which is located in the Assessment Tile in Moodle.

Part 2) Research literature analysis
In part 2), you will select one (1) peer-reviewed journal article from the list of articles provided in the Assessment tile of the Moodle site. The chosen article must come from the list provided (called - Assessment Task Two Article List, which is located under Assessment Task Two in the Moodle site) and provide responses to the below:

1. What is the research question or question(s) addressed in the chosen article?
2. What is the gap in knowledge that the article addresses?
3. Identify and provide an overview of the research method/s used.
4. Outline two strengths and two possible weaknesses (with references to support) associated with the chosen method/s.
5. Name two ethical issues (with references to support) that would have been relevant in undertaking the research reported in the article.
6. Outline two strategies (with references to support) that could have been used to mitigate the impact of the identified ethical issues.
7. What are the key findings of the research reported in the chosen article?

Part 3) Burning Interest
Select one of the peer-reviewed articles that you used in the summary of your burning interest (from Assessment Task One) and provide two examples of how the findings could inform one of the phases of emergency and disaster management.

Presentation requirements
You must use the Assessment Task Two Template located in the Assessment Tile in Moodle.
You must submit the document as a Word file or PDF.

Assessment Due Date
Week 9 Wednesday (18 Jan 2023) 11:45 pm AEST

Return Date to Students
Week 11 Wednesday (1 Feb 2023)

Weighting
45%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit 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 and the research process;

- Knowledge of ethical issues and frameworks underpinning ethical practice;

- Application of knowledge and skills relative to accessing research and evidence;

- Interpretation of literature and understandings in relation to emergency and disaster management issues and to the different phases of emergency and disaster management;

- The ability to communicate information.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Identify different research approaches and their use in researching emergency and disaster management issues
- Examine ethical issues and the frameworks and practices underpinning the ethical conduct of research
- Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
- Analyse contemporary literature, and its relationship to the different phases of emergency and disaster management

3 Communicating research

Assessment Type
Presentation

Task Description
Expanding upon the work conducted in Assessment Task One and Assessment Task Two, you will explore your burning interest in more detail in order to determine strategies for implementing and utilising the findings of the research and communicating future possible directions of research. As such, assessment task three has both a written and audio component.

Part 1) Written component.
For Part 1) you have two (2) options to choose from. Option 1 is a PowerPoint Presentation, and Option 2 is a Poster Presentation (like you would see at a Conferences). Your PowerPoint Presentation or Poster Presentation must cover the following six (6) components:

1. Brief description of your topic
2. Rationale for your choice of topic (why is this an important issue)
3. Summary statement about what the relevant literature says on the topic
4. Three recommendation(s) for utilising and implementing the findings from the body of literature into a chosen organisation
5. How the proposed enhancement(s) are envisaged to improve policy and/or practice (or aspect of)
6. Possible future directions and strategies for enhancing the body of knowledge related to your burning interest.

Option 1 PowerPoint Presentation: Instructions
The PowerPoint presentation will have a maximum of 15 slides. The first slide should include the title of your presentation and your name. The last slide will be a reference list. The remaining slides address the above 6 components. The PowerPoint presentation template is provided in the Assessment section of the Moodle site.

Option 2 Poster Presentation: Instructions
The Poster Presentation template is provided in the Assessment section of the Moodle site. The above 6 components must appear somewhere on your poster. The template is a PowerPoint slide, specially set up for developing Poster Presentations, which you will save as a PDF. The PDF file is what you submit for grading. For the Poster Presentation option, you will also submit a word or PDF file of your reference list.

Part 2) Audio component
Part 2) is an expanded discussion of the topic and verbal presentation of the content from Part 1) Written component. The audio component is an MP3 file and can be submitted as a separate file, or for the PowerPoint Presentation option, you can embed the audio in your PowerPoint Presentation.

The audio presentation will be a maximum of 10 minutes in length.

Assessment Due Date
Week 12 Friday (10 Feb 2023) 11:45 pm AEST

Return Date to Students
Exam Week Friday (17 Feb 2023)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for this unit 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 and utilising research;
- Communication and presentation knowledge and skills.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Formulate strategies for the implementation and utilisation of research in emergency and disaster management contexts and situations
- Communicate future directions and strategies for enhancing the body of knowledge in emergency and disaster management

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