DSMG20003 *Research for Emergency and Disaster Management*

Term 3 - 2023

Profile information current as at 12/10/2024 03:00 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 - 2023

- 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 SUTE

Feedback

The assessments were long and required a lot of work (compared to other units) especially as there were three for this unit.

Recommendation

The assessment tasks for this unit will undergo review to ensure that they are not overly burdensome.

Feedback from SUTE

Feedback

Appreciate the teacher's effort to make the material easy and understandable for students.

Recommendation

The unit coordinators will provide ongoing support to aid in the learning process and help students understand the delivered content.

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
h.keendyer@cqu.edu.au

Schedule

Week 1 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Research and how to find it.		Online Classroom Session – Introduction and Unit Overview (Wednesday 12:00 pm to 12:50 pm AEST - QLD time).

Week 2 - 13 Nov 2023

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

Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Research and how to find it.		Online Classroom Assessment Drop-in Session (Wednesday 12:00 pm to 12:50 pm AEST - QLD time).

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research.		**Engaging with Research** Due: Week 4 Friday (1 Dec 2023) 5:00 pm AEST

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 5 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research.		Online Classroom Unit Drop-in Session (Wednesday 12:00 pm to 12:50 pm AEST - QLD time).

Week 6 - 18 Dec 2023

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

Vacation Week - 25 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 7 - 01 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Theme Two: The doing of research.		Online Classroom Assessment Drop-in Session (Wednesday 12:00 pm to 12:50 pm AEST - QLD time).

Week 8 - 08 Jan 2024

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

Week 9 - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research.		**Research in Action** Due: Week 9 Friday (19 Jan 2024) 5:00 pm AEST

Week 10 - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research.		Online Classroom Assessment Drop-in Session (Wednesday 12:00 pm to 12:50 pm AEST - QLD time).

Week 11 - 29 Jan 2024

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

Week 12 - 05 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Bringing it all together.		**Communicating Research** Due: Week 12 Friday (9 Feb 2024) 5:00 pm AEST

Exam Week - 12 Feb 2024

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 the research literature of a topic (see scenario below) related to emergency and disaster management and work on developing your research literacy skills. In particular, you will be demonstrating your knowledge and skills in locating research and literature sources (part 1) and analysing these sources (part 2). You must use the scenario below to undertake Part 1) and Part 2).

Part 1) Searching the Literature
Scenario
You have joined a project team, and your first project task is to search the academic databases for peer-reviewed literature that your colleagues will use for a project report. There are two literature areas that are needed for the report. Anecdotal evidence suggests that there has been a shift in volunteer participation patterns, types of volunteering and, thereby, the narrative around different volunteering models. The project report needs to outline how that shift is reflected in the peer-reviewed literature. In particular, the project needs to find out:
Literature area 1) What peer-reviewed literature has been published in the last 5 years about the recruitment and retention of volunteers more broadly (so not tied to any one volunteer industry or discipline context)?
Literature area 2) What peer-reviewed literature has been published in the last 10 years about the recruitment and retention of volunteers in the emergency services/disaster management context?

Activity instructions
Based on the above scenario, you need to conduct and document a literature search (for the two literature areas in the above scenario). For this activity, you are required to use the CQUniversity seven (7) step literature search process,

including the search techniques available within each step, to search the academic databases in the CQUniversity library catalogue. You must use the CQUniversity library catalogue and document your search using the table provided in the Assessment Task One Template (see Assessment Tile in Moodle).

You need to document your searches (for the two literature areas in the above scenario) in the table and this information must be sufficiently detailed so that the searches can be replicated by your project team colleagues.

Part 2) Using the literature
Using the literature searches you conducted in Part 1) you must:

1. Select three pieces of peer-reviewed literature (that you found using your searches).
2. Write a short, annotated bibliography for each source using the CQUniversity Annotated Bibliography Info Sheet published by the Academic Learning Centre (which is located in the eReading List).
3. Write a short overview of the actual or potential implications of the three pieces of peer-reviewed literature on the four (4) phases of emergency and disaster management (that is, prevention, preparedness, response and recovery). Your short overview will be up to 250 words.

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 Friday (1 Dec 2023) 5:00 pm AEST

Return Date to Students
Week 6 Friday (22 Dec 2023)

Weighting
25%

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

- Knowledge of academic peer-reviewed literature;
- Application of knowledge and skills related to accessing research and literature sources;
- Analysis of literature;
- Analysis of literature in relation to key emergency and disaster management concepts;
- Communication and presentation

Referencing Style

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

Submission
No submission method provided.

assessmentOutcome

- 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

assessmentGradAttribute

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 their 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 (located in the Assessment Tile in Moodle).

Ethics Scenario
The project team (from assessment task one) have completed the project report, and you have been given funding to complete a small pilot research project. The pilot project aims to gather insights into volunteer recruitment and retention and use those insights to make recommendations for enhancing practice in volunteer recruitment and retention in emergency and disaster management contexts. Two volunteer groups involved in emergency and disaster management in the local area have agreed to participate in the research project. Importantly, you are a member of one of those two groups (you are a member of the local Rural Fire Brigade) and as part of your project role, you will be one of the two people collecting the data.

The pilot project will collect data from two groups, including:

1. current volunteers from the local Rural Fire Brigade (of which you are a member), and
2. current volunteers from the local arm of the Red Cross.

The data will be collected using semi-structured interviews. You and one other project team member will conduct the semi-structured interviews.

Ethics Activity Instructions
You and your colleague are writing the ethics application form, which must be approved by the Human Research Ethics Committee (HREC) before you can commence the pilot research project. As part of the ethics application, you must identify what risks might be present for those participating in the semi-structured interviews and how the identified risks will be mitigated or managed. Based on the above scenario, you must provide:

1. An analytic summary, including references of the semi-structured interview (as used in qualitative research).
2. Two ethical considerations that the ethics committee will be concerned about based on the scenario above.
3. Strategies, including references that you would use to mitigate or manage the identified risk.
4. A short analytic summary, including references which addresses the following question:
   "Would the ethical considerations identified for the above scenario be a factor if the data was collected using a survey that was emailed to Rural Fire Brigade and Red Cross members and was completely anonymously, that is, you and your colleague would not know who in particular completed a survey?" Justify your response.

Remember, you must use the Assessment Task Two Template, which is located in the Assessment Tile in Moodle. Part 1) of assessment task two will be no more than 1500 words in total.

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 on the Moodle site. The articles are also located in the Reading List) 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 one strength and one possible weakness (with references to support) associated with the chosen method/s.
5. Name one ethical issue (with references to support) that would have been relevant in undertaking the research reported in the article.
6. Outline one strategy (with references to support) that could have been used to mitigate the impact of the identified ethical issue.
7. What are the key findings of the research reported in the chosen article?
8. How could the findings from the chosen article be utilized to improve an area of emergency and disaster management practice?

Your Part 2) response will be no more than 1000 words in total.

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 Friday (19 Jan 2024) 5:00 pm AEST

Return Date to Students
Week 11 Friday (2 Feb 2024)

Weighting
45%

Minimum mark or grade
50

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

- Knowledge of research and the research process
- Knowledge of ethical issues and frameworks underpinning ethical practice
- Application of knowledge and skills related to accessing research and evidence;
- Interpretation of literature and its utilisation in emergency and disaster management context;
- Communication and presentation

Referencing Style

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

Submission
No submission method provided.

assessmentOutcome

- 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

assessmentGradAttribute

3 Communicating Research

Assessment Type
Presentation

Task Description
For assessment task three, you will select a burning interest in emergency and disaster management and explore that burning interest in more detail. This exploration will include formulating recommendations for utilising and implementing the research and its findings in an organisation of your choice. Finally, you need to formulate future possible directions for research in this burning interest (what additional research would be useful). Assessment task three has both a written component (Part 1) and an audio component (Part 2). You may select any burning interest related to emergency and disaster management, and as such, the interest and your assessment response will be unique to you.

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 Conference). Your PowerPoint Presentation or Poster Presentation must cover the following seven (7) components including:

1. Brief description of the burning interest (what is it and how is it defined in the literature).
2. The rationale for your choice of burning interest (why is it an important issue).
3. Summary statement about what the relevant literature says about the burning interest.
4. Brief description of an organization (of your choice) that might benefit from the body of literature related to the burning interest (what is the name of the organisation, and what is its core business)
5. One recommendation for how the findings of the body of literature related to your burning interest could improve a policy within your chosen organisation (what is the policy and how could it be improved due to the research findings)
6. One recommendation for how the findings of the body of literature related to your burning interest could improve an area of practice within your chosen organisation (what is the area of practice and how could it be improved due to the research findings)
7. One recommendation for future possible research projects that would enhance the existing body of knowledge of the burning interest.

Presentation requirements for Option 1 PowerPoint Presentation

- 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 PowerPoint presentation template is provided in the Assessment section of the Moodle site.

Presentation requirements for Option 2 Poster Presentation

- The Poster Presentation template is provided in the Assessment section of the Moodle site.
- 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 10 to 15 minutes (15 minutes is the maximum) in length.

Assessment Due Date
Week 12 Friday (9 Feb 2024) 5:00 pm AEST

Return Date to Students
Exam Week Friday (16 Feb 2024)

Weighting
30%

Minimum mark or grade
50

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

- Knowledge of research and the research process
- Skills in interpreting and communicating research findings
- Skills in applying and utilising research and its findings
- Communication and presentation

Referencing Style

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

Submission
No submission method provided.

assessmentOutcome

- 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

assessmentGradAttribute

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