DSMG20003 *Research for Emergency and Disaster Management*
Term 1 - 2024

Profile information current as at 30/04/2024 12:48 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 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 96 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 1 - 2024

- 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

Shannon Delport Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

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

Week 2 - 11 Mar 2024

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

Week 3 - 18 Mar 2024

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

Week 4 - 25 Mar 2024

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

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Two: The doing of research.		Online Classroom Unit Drop-in Session (Tuesday 12:00 pm to 12:50 pm AEST - QLD time). **Engaging with Research** Due: Week 5 Friday (5 Apr 2024) 5:00 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 15 Apr 2024

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

Week 7 - 22 Apr 2024

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

Week 8 - 29 Apr 2024

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

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Three: Me and research.		**Research in Action** Due: Week 9 Friday (10 May 2024) 5:00 pm AEST

Week 10 - 13 May 2024

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

Week 11 - 20 May 2024

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

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Bringing it all together.		**Communicating Research** Due: Week 12 Friday (31 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 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 are part of a project team focusing on the well-being of emergency and disaster management personnel in Australia. Your initial task is to research peer-reviewed literature that will inform a comprehensive report on the challenges faced by volunteers and emergency services staff, particularly focusing on fatigue. This report is critical in understanding the current state of fatigue among these workers and will help in developing strategies to mitigate its effects.

Literature Area) What peer-reviewed literature has been published in the last 10 years on trends and developments in managing volunteer and staff fatigue in emergency and disaster management services?
This area aims to analyse the evolution of strategies and practices in managing fatigue among emergency services staff over the 10 years. The focus will be on strategies, changes in policy, and the integration of new approaches to ensure the well-being of these critical workers.

Activity instructions
Based on the above scenario, you need to conduct and document a literature search (for the literature area 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 <u>must use</u> 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 literature area 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 five 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 five 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 5 Friday (5 Apr 2024) 5:00 pm AEST

Return Date to Students
Week 7 Friday (26 Apr 2024)

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
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
Research literature analysis
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. What are the key findings of the research reported in the chosen article?
6. How could the findings from the chosen article be utilized to improve an area of emergency and disaster management practice?
7. Name and define one ethical issue (with references to support) that would have been relevant in undertaking the research reported in the article.
8. Outline strategies (with references to support) that could have been used to mitigate the impact of the identified ethical issue (300 to 400 words).

Your response will be no more than 1500 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 (10 May 2024) 5:00 pm AEST

Return Date to Students
Week 11 Friday (24 May 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
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
For assessment task three, you will select a contemporary topic in emergency and disaster management and explore that topic 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 contemporary topic (what additional research would be useful). Assessment task three has both a written component and an audio component in the form of a PowerPoint presentation. You may select any contemporary topic related to emergency and disaster management, and as such, the interest and your assessment response will be unique to you. *You may choose to continue with the topic of fatigue from assessments 1 and 2 if you wish; additionally,*

see Moodle for other topic ideas.

Your PowerPoint Presentation must cover the following seven (7) components including:

1. Brief description of the contemporary topic (what is it and how is it defined in the literature).
2. The rationale for your choice of contemporary topic (why is it an important issue).
3. Summary statement about what the relevant literature says about the contemporary topic.
4. Brief description of an organisation (of your choice) that might benefit from the body of literature related to the contemporary topic (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 contemporary topic 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 contemporary topic 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 contemporary topic.

Presentation requirements for your 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.
- **You must provide a PDF of your presentation transcript along with your references.**

Audio component of your PowerPoint
Your audio component is an expanded discussion of the topic and verbal presentation of the content from your PowerPoint slides. Embed the audio in your PowerPoint Presentation (see Moodle for help).
The audio presentation will be **5 minutes** (5 minutes is the maximum) in length.

Assessment Due Date
Week 12 Friday (31 May 2024) 5:00 pm AEST

Return Date to Students
Exam Week Friday (14 June 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
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