DSMG29003 *Building Adaptive Capacity in Communities*
Term 1 - 2022

Profile information current as at 10/04/2024 02:01 pm

All details in this unit profile for DSMG29003 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

In this unit, you will explore adaptive capacity building within communities and community resilience from a partnerships perspective. You will come to understand policy levers, available tools, programs and information that support adaptation. You will also develop skills to help facilitate partnerships and networks across government, non-government and community agencies to build community resilience. A key part of this unit involves understanding how these processes influence community change.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

The pre-requisite for the unit is DSMG28001 Foundations of Emergency and Disaster Management. Additional pre-requisites for CM39 Graduate Diploma of Emergency and Disaster Management are: DSMG20003 Research for Emergency and Disaster Management COMM20110 Crisis Communication DSMG29001 Disaster Risk Reduction. 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 - 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. **Group Discussion**
Weighting: 20%
2. **Group Work**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

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.

Unit Learning Outcomes

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

1. Examine the relationship between both adaptive capacity building and community resilience and the contribution they make to how communities deal with change
2. Collaborate with community members and agencies to prioritise strategies to build community resilience
3. Critique the effectiveness of strategies to build community partnerships
4. Critically reflect on case studies of building community partnerships.

— 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
1 - Group Discussion - 20%	•			
2 - Group Work - 40%	•	•	•	
3 - Written Assessment - 40%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 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

Robyn Preston Unit Coordinator
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Schedule

Theme 1: Introduction to Adaptive Capacity, Community Resilience and the Strategic Context - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Introduction to Adaptive Capacity, Community Resilience and the Strategic Context	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Introductory Zoom Tutorial: including discussion on assessments. (Week 1). Please note: Zoom tutorials and drop in sessions are not compulsory and will be recorded. In addition students must commit to meeting regularly with their groups from week 4 to week 8. Online asynchronous tutorial/Discussion Board

Theme 2: Partnering with communities to build resilience and adaptive capacity - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2: Partnering with communities to build resilience and adaptive capacity	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board Assessment 1: Theme 1 and Theme 2 discussion postings due: Week 5 Friday 8 April 2022 4:00pm. Assign groups for assessment 2. Drop in Zoom Session on Assessment 2 (week 3).

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Theme 3: Strategies and approches to build community partnerships - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Strategies and approches to build community partnerships	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Meet in groups for assessment 2. Assessment 2 Part I (Group Presentation) Due: Week 8: Tuesday 3 May 4:00pm. (week 8). Assessment 2 Part II (Individual Reflection) Due: Week 8: Tuesday 3 May 4:00pm (week 8). Drop in Zoom session on Assessment 3 (week 9). **Assessment Two – Group Presentation** Due: Week 8 Tuesday (3 May 2022) 4:00 pm AEST

Theme 4: Planning, Monitoring, Evaluation, Review and reflection - 16 May 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Theme 4: Planning, Monitoring, Evaluation, Review and Reflection	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Online asynchronous tutorial/Discussion Board. Assessment 1: Themes 3 and Theme 4 discussion postings due: Week 11 Friday 27 May 2022 4:00pm. **Assessment One - Group discussion** Due: Week 11 Friday (27 May 2022) 4:00 pm AEST

Review/Exam Week - 06 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 13 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment 3 Report: Due Tuesday 14 June 2022, 4:00pm (exam week). **Assessment Three – Written Assessment: Report** Due: Exam Week Tuesday (14 June 2022) 4:00 pm AEST

Assessment Tasks

1 Assessment One - Group discussion

Assessment Type
Group Discussion

Task Description
In each theme there are reflective questions on the concepts covered in the unit that should be responded to in the Online Discussion Board conversation. You must contribute to at least TWO Discussion Board post per theme. You should post these responses in a timely manner (e.g., by the end of the theme). You should also interact with other students online through posting responses to their discussion board posts. Discussion should be 100 to 300 words, depending on the topic/activity.
Theme 1 and Theme 2 discussion postings due: **Week 5 Friday 8 April 2022 16:00pm.**
Themes 3 and Theme 4 discussion postings due: **Week 11 Friday 27 May 2022 16:00pm**.
Weighting: 20%
Theme 1 and Theme 2 discussion posting: 5%.
Theme 3 and Theme 4 discussion postings: 15%

Assessment Due Date
Week 11 Friday (27 May 2022) 4:00 pm AEST
Post on the Discussion Board. Modules 1, 2 and 3 due 27 May 2022, 4pm.

Return Date to Students
Review/Exam Week Friday (10 June 2022)

Weighting
20%

Assessment Criteria
Discussion Posts will be marked using criterion-referenced assessment. Criterion includes the following:

- Discussion posts are clear, coherent and timely and draw on relevant unit and external literature (40%)
- Discussion posts always respond to or contribute to discussion so learning of self and others is promoted (40%)
- Discussion posts are persuasive and compelling. The purpose of the text is clear and there is appropriate use of spelling, grammar, and syntax. (20%)

Further information including marking criterion can be found on the Moodle site.

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
Post on the discusion board

Learning Outcomes Assessed

- Examine the relationship between both adaptive capacity building and community resilience and the contribution they make to how communities deal with change

2 Assessment Two – Group Presentation

Assessment Type
Group Work

Task Description
Weighting: 40%
Assessment Two Part I: Group Presentation: 25%
Assessment Two Part II: Individual Reflection:15%

Assessment Two Part I: Group Presentation
As a group of students present a 10-minute narrated PowerPoint or equivalent (live on Zoom or recorded).
Each group will critically discuss a discipline's understanding of adaptive capacity, community resilience and community engagement with reference to the National Principles of Community Engagement for Disaster Resilience (Australian Institute for Disaster Resilience [AIDR], 2020) and case study examples of community resilience and adaptive capacity building initiatives.
Discipline is defined as area of work (e.g., nursing, emergency services, public health).
1. Present an introduction to the discipline and its context (e.g., understanding/definitions of community engagement, community resilience and adaptive capacity building) with reference to relevant policy documents and the peer reviewed literature.
2. Critically discuss how your chosen discipline has employed (or not employed) the National Principles of Community Engagement for Disaster Resilience (AIDR, 2020) using case study examples of community resilience and adaptive capacity building initiatives.
3. Based on your findings provide recommendations for how communities could engage with your discipline on community resilience and adaptive capacity building initiatives.
Groups will be organised by week 3. It is students' responsibility to post an introduction about themselves by week 3 to facilitate group formation.

Assessment Two Part II - Individual Reflection
Working in partnership with multidisciplinary teams and with communities are key skills for building adaptive capacity and community resilience. Present a 3 to 5 minute reflection (1 slide) or write a 500 word reflective discussion what you have learnt about yourself and your discipline background when working in a diverse group. How could this learning translate to working in partnership with communities? What else do you need to learn about your own discipline and others when working in community engagement and partnership building? Reference readings from the unit to support your reflections.

References
Australian Institute for Disaster Resilience. (2020). Community engagement for disaster resilience.
https://knowledge.aidr.org.au/media/7989/aidr_handbookcollection_communityengagementfordisasterresilience_2020.pdf

Assessment Due Date
Week 8 Tuesday (3 May 2022) 4:00 pm AEST

Return Date to Students
Week 10 Tuesday (17 May 2022)

Weighting
40%

Assessment Criteria
Assessment 2 Part I will be marked using criterion-referenced assessment. Criterion includes the following:

- Critical understanding of key the concepts of adaptive capacity, community resilience and community engagement in disciplinary context. (30%)
- Critical discussion of the application of the relevant National Principles of Community Engagement for Disaster Resilience (AIDR, 2020) through relevant case studies of community resilience and/or adaptive capacity initiatives. (35%)
- Succinct recommendations based on the critique (20%)
- Presentation skills (10%)
- Visual aids/PowerPoint (5%)

Assessment 2 Part II will be marked using criterion-referenced assessment. Criterion includes the following:

- Individual reflection on self, discipline and community engagement/partnership building

Referencing Style

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

Submission
Online Group

Submission Instructions
Present live or recorded. PowerPoint Slides or equivalent submitted through Moodle site as a Group. Individual reflection submitted through the Moodle.

Learning Outcomes Assessed

- Examine the relationship between both adaptive capacity building and community resilience and the contribution they make to how communities deal with change
- Collaborate with community members and agencies to prioritise strategies to build community resilience
- Critique the effectiveness of strategies to build community partnerships

3 Assessment Three – Written Assessment: Report

Assessment Type
Written Assessment

Task Description
Write a 3000-word report outlining the process of building a community resilience and/or adaptive capacity initiative. You can write this report from the perspective of an organisation or a community.
Scenario 1: Your new manager has previously implemented a successful adaptive capacity building/community resilience initiative in a community. They would like to you to work with a local community to implement this initiative in your context.
Scenario 2: You live in a community impacted by a current health/disaster issue. You have been approached by an organisation to be part of a community committee to implement an adaptive capacity building/community resilience initiative. This initiative has previously been successful in another community.
Examples of community resilience and/or adaptive capacity initiatives will be provided on the Moodle site or you can use your own case study in negotiation with the unit coordinator. A template for your report will be provided on the Moodle site.
In your report you will need to:
1) Provide an overview of the community and the disaster or health issue that needs to be addressed. Community can be a community of place (e.g. a town, suburb, region) or a community of interest (e.g. young people; migrants).
2) Referencing appropriate community engagement processes, outline how you would plan, implement and evaluate the community resilience and/or adaptive capacity building initiative in partnership with the community/organisation.
a) Provide an overview of the emergency services, health or community organisations that could work with this community on the resilience and/or adaptive capacity initiative.
b) Identify and justify the most appropriate community engagement approach for implementing the community resilience and/or adaptive capacity initiative in the chosen community (AIDR, 2020).
3) Identify challenges that might arise during the process of community engagement/partnership building and critically discuss viable solutions.
4) Use relevant literature throughout.

Assessment Due Date
Exam Week Tuesday (14 June 2022) 4:00 pm AEST
Submit on Moodle

Return Date to Students

28 June 2022

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
Assessment 3 will be marked using criterion-referenced assessment. Criterion includes the following:

- Identification and analysis of the context of the partnership/key stakeholders (community and organisation) (20%)
- Critical justification of the most appropriate community engagement approach for developing the partnership in the chosen case study / context (15%)
- Critical application of the community engagement process that would be undertaken with the partner community to plan, implement and evaluate the community resilience and/or adaptive capacity building initiative (35%)
- Identification of challenges and application of viable solutions drawing on relevant literature (20%)
- The presentation of the written task is persuasive and compelling. The purpose of the text is clear and there is appropriate use of spelling, grammar, and syntax and report writing format. (10%)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Collaborate with community members and agencies to prioritise strategies to build community resilience
- Critique the effectiveness of strategies to build community partnerships
- Critically reflect on case studies of building community partnerships.

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