



DSMG29003 *Building Adaptive Capacity in Communities*

Term 1 - 2024

Profile information current as at 03/05/2024 02:25 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 co-requisite for the unit is DSMG28001 Foundations of Emergency and Disaster Management.

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. **Group Discussion**

Weighting: 20%

2. **Presentation**

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](#).

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 Teaching reflection. Student results and assessments.

Feedback

For assessments 2 and 3 students are required to select a discipline-relevant case study of a community resilience or adaptive capacity initiative from the materials in eReadings or from their own research. Two students did not find an appropriate case study for assessment 2.

Recommendation

For assessments 2 and 3 provide a choice of 4 case studies relevant to students' discipline. Allow students to choose an alternative case study, with Unit Coordinator approval.

Feedback from Teaching reflection.

Feedback

Assessment 3 was due in exam/review week, giving limited time to mark assessments, especially with extensions.

Recommendation

Change assessment 3 to be due in week 12 (a week earlier than in 2023).

Feedback from Teaching reflection.

Feedback

Assessment 2 was due in week 8 which is very late for feedback.

Recommendation

Change assessment to be due in week 7.

Feedback from Teaching reflection. Student results and assessments.

Feedback

Students would benefit from watching other students' Assessment 2 presentations.

Recommendation

Have one session where all students present over Zoom or require students to watch at least one presentation. Incorporate a form of peer marking in the assessment.

Feedback from Teaching reflection.

Feedback

Assessment 1 was discussion board postings. Students had to contribute at least two posts in each module. While this encouraged interaction with unit materials, there was limited interaction between students as some posted very early and some posted very late.

Recommendation

Open and close the discussion board during the set weeks of the module.

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.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 20%	•			
2 - Presentation - 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)
- PowerPoint
- 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
r.preston@cqu.edu.au

Schedule

Theme 1: Introduction to Communities, Adaptive Capacity and Community Resilience (weeks 1 & 2) - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1: Introduction to Communities, Adaptive Capacity and Community Resilience 1.1 Introductions 1.2 Introduction to Communities 1.3 Communities, Disasters and Change 1.4 Introduction to Resilience Thinking, Adaptive Capacity and Community Resilience <ul style="list-style-type: none">• Introduction to 7 Principles of Resilience• Understanding Different Disciplinary Contexts	Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities	Introductory Zoom Tutorial: including discussion on assessments. (week 1) Discussion Board

Theme 2: Partnering with communities to build resilience and adaptive capacity (Weeks 3, 4 & 5) - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Theme 2: Partnering with communities to build resilience and adaptive capacity

2.1 Why and How do Communities Act?

2.2 Working with Communities: Theoretical approaches

- Principles of Community

Engagement for Disaster Resilience

2.3 Strength and Asset Based

Approaches

Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities

Assessment 1 Part A: Theme 1 and Theme 2 discussion postings due: Friday 5 April 2024 4:00pm (week 5) (5%)

Optional Zoom Session on Assessment 2 (week 3)

Discussion Board

Assessment 2 Presentation times

arranged

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3: Strategies and approaches to build community resilience and adaptive capacity with communities (Weeks 6, 7, 8 & 9) - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Theme 3: Strategies and approaches to build community resilience and adaptive capacity with communities

3.1 What is a community resilience or adaptive capacity initiative?

3.2 Working with communities on community resilience and adaptive capacity initiatives:

- Understanding your community
- Community Profiles
- Establishing and strengthening relationships

3.3 Choosing Appropriate Approaches

• Partner designs and delivers to community

• Partner leads with community input

• Community and partner work together

• Community leads with partner support

• Community designs and delivers

3.4 Strengths and Challenges of working with communities

- Critically analyse who may be left out of the process

Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities

Optional Zoom session on Assessment 3 (week 9).

Discussion Board

Oral Presentation Due: Week 8 Monday (29 Apr 2024) 4:00 pm AEST

Theme 4: Planning, Monitoring, Evaluation, Review and Reflection (weeks 10 & 11) - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theme 4: Planning, Monitoring, Evaluation, Review and Reflection		
4.1 Planning, Monitoring and Evaluation		
Log Frame approach		
4.2 Reflective Practice and Working with Communities		
Reiterating the 7 Principles of Resilience		

Prescribed learning activities - combination of narrated PowerPoints, journal articles, chapter readings and online activities

Assessment 1 Part B: Themes 3 and Theme 4 discussion postings due: Friday 24 May 2024 4:00pm (week 11) (15%)

Discussion Board

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Focus on Report Writing (Assessment 3)

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Report Due: Review/Exam Week Monday (3 June 2024) 4:00 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Group Discussion

Assessment Type

Group Discussion

Task Description

Task Description

Length: Discussion should be 100 to 300 words, depending on the topic/activity.

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. The discussion board will close at the end of each theme (i.e., Sunday of the relevant week at 11.59pm), unless you have an approved extension.

An example post is available (from a different unit). In addition, the Unit Coordinator will model the expectations for posts and provide feedback on posts throughout the term.

Due Dates:

Assessment 1 Part A: Theme 1 and Theme 2 discussion postings due: Week 5 Friday 5 April 2024 4pm.

Assessment 1 Part B: Themes 3 and Theme 4 discussion postings due: Week 11 Friday 24 May 2024 4pm.

Weighting: 20%

Assessment 1 Part A: Theme 1 and Theme 2 discussion posting: 5%.

Assessment 1 Part B: Theme 3 and Theme 4 discussion postings: 15%

Assessment Due Date

Contribute to the discussion forum on Moodle. Theme 1 and Theme 2 discussion postings due: Week 5 Friday 5 April 2024 4pm; Themes 3 and Theme 4 discussion postings due: Week 11 Friday 24 May 2024 4pm.

Return Date to Students

Feedback on the discussion forum will be given throughout the term. Graded assessment will be returned two weeks after submission.

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%)

Referencing Style

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

Submission

Offline

Submission Instructions

Post to the relevant Discussion Board Posts

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 Oral Presentation

Assessment Type

Presentation

Task Description

Present a 10 to 15-minute narrated PowerPoint or equivalent.

To prepare for this presentation:

- Choose a discipline that you are familiar with through work or study (e.g., nursing, emergency services, public health, Allied Health, business management, education).
- Research this discipline's understanding of adaptive capacity, community resilience and community engagement through relevant policy documents and the peer reviewed literature.
- Critically discuss this discipline's understanding of adaptive capacity, community resilience and community engagement with reference to the literature.
- Select a case study of a community resilience and/or adaptive capacity building initiative relevant to this discipline from the four below. Alternatively, you may pick another topic subject to Unit Coordinator approval.
- Analyse how this initiative was guided (or not guided) by the National Principles of Community Engagement for Disaster Resilience (Australian Institute for Disaster Resilience [AIDR], 2020). (e.g. were some of the principles used by stakeholders, were some not used).
- Based on your analysis, provide recommendations for your discipline (e.g. How could your discipline work with communities on community resilience and/or adaptive capacity building initiatives, what needs to be done, how could they use the National Principles of Community Engagement for Resilience?).

Case Studies

Further resources are available on e-Readings.

1. **Case Study One:** Bush Fire Ready Neighbourhoods (Discipline: Emergency Services)
2. **Case Study Two:** The Multicultural Communities' Council of South Australia (MCCSA) Building Resilience CALD Communities Project (Discipline: Public Health)
3. **Case Study Three:** Climate Safe Rooms (Discipline: Business or Public Health)
4. **Case Study Four:** Women Rising (Discipline: Public Health or Emergency Services)

Suggested presentation outline:

1. Introduce your presentation.
2. 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.
3. Briefly outline your case study initiative (Who, What, Where, When: Community and stakeholders involved.)
4. Critically discuss how this initiative was guided (or not guided) by the National Principles of Community Engagement for Disaster Resilience (Australian Institute for Disaster Resilience [AIDR], 2020).
5. Outline your recommendations.
6. Provide a closing statement/summary/take home message.

Presentation Format

Students must present live to the Unit Coordinator by the due date. Presentation times will be arranged by week 5.

There will be additional time for questions from the unit coordinator, but these will not be assessed.

A PDF version of their Presentation and a Word version of their presentation notes should be uploaded to Moodle under Assessment 2 24 hours before the presentation.

Assessment Due Date

Week 8 Monday (29 Apr 2024) 4:00 pm AEST

Students should upload a PDF version of their presentation and a Word version of their presentation notes to Moodle 24 hours before their presentation.

Return Date to Students

Week 8 Friday (3 May 2024)

Weighting

40%

Assessment Criteria

Presentations will be marked using criterion-referenced assessment. There is a detailed marking criteria on Moodle. This assessment will be marked according to the following criteria:

- 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%)

Referencing Style

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

Submission

Online

Submission Instructions

Students should upload their files to cloud storage such as OneDrive or Google Docs and then create a shareable link which they then paste this link into a Word file submitted to 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 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 with a community.
- Choose one of the three case study scenarios. While the locations are real to give some contextual and community context, but the scenarios are entirely fictional. Further resources for the case study are available on e-Readings and on the Moodle:
 - International Student Disaster Champion (Cairns, QLD)
 - First Nations First Responders (Lismore, NSW)
 - Emergency Preparedness of the Folk, Rhythm and Life Music Festival (Wangaratta, VIC)
- You are encouraged to draw on your own work and/or experience in a community. If you have another case study or scenario from your workplace or community experience, please discuss with the unit coordinator prior to the due date.

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.
2. Referencing appropriate community engagement processes from the AIDR resources (see references), outline how you would plan, implement and evaluate the community resilience and/or adaptive capacity building initiative in partnership with the community/organisation.
3. Provide an overview of the emergency services, health, business, or community organisations that could work with this community on the resilience and/or adaptive capacity initiative.
4. Identify and justify the most appropriate community engagement approach from AIDR resources for planning, implementing and evaluating a community resilience and/or adaptive capacity initiative in the chosen community case study/your community (AIDR, 2020, AIDR, 2020a, AIDR, 2020b, AIDR, 2020c).
5. Identify challenges that might arise during the process of community engagement/partnership building and critically discuss viable solutions. (see AIDR, 2020a).
6. Use relevant literature throughout.

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 4:00 pm AEST

Return Date to Students

Two weeks after submission.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The report will be marked using criterion-referenced assessment. There is a detailed marking criteria available on the Moodle site you should refer to. This assessment will be marked according to the following criterion:

- Identification and analysis of the context of the community and key stakeholders and the disaster/health issue (20%)
- Critical justification of the most appropriate community engagement approach for developing the partnership in the chosen case study / context (referencing AIDR (2020) resources) (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 (referencing AIDR resources) (35%)
- Clear and coherent identification and analysis of challenges that might arise during the process of community engagement/partnership building and critical discussion of possible solutions and recommendations (20%)
- The presentation of the written task is persuasive and compelling and is consistent in voice across the assessment piece. The purpose of the text is clear and there is appropriate use of spelling, grammar, and syntax (10%)

Referencing Style

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

Submission

Online

Submission Instructions

Submit on Moodle

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