



DSMG29005 *Community Safety and Education*

Term 1 - 2023

Profile information current as at 05/10/2023 10:11 am

All details in this unit profile for DSMG29005 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

Building upon concepts in earlier units, you will explore the notion of community, safety, education and their role in the prevention, preparedness and response to emergency and disaster situations and contexts. You will identify theories that specifically support social approaches to learning and apply those approaches to emergency and disaster management. Using real-world examples and situations this unit also considers the variables that impact community safety and education and the design of activities for individuals and groups within the community, particularly those with complex needs.

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.

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 - 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: 20%

2. **Written Assessment**

Weighting: 40%

3. **Presentation**

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. Critically analyse safety and education needs within the community
2. Appraise the variables that impact upon community safety and education
3. Critically evaluate contemporary perspectives on community-based learning, safety and education
4. Formulate educational activities for individuals and groups within the community, including those with complex needs
5. Work collaboratively with individuals and groups in the community to enhance learning in a range of settings.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•			
2 - Written Assessment - 40%		•	•		•
3 - Presentation - 40%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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
- Pinterest

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

Vivian Romero Unit Coordinator
v.romero@cqu.edu.au

Schedule

Week 1, Theme One - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Getting comfortable with community, safety and education Conceptualising community Conceptualising safety Conceptualising education Reflecting on your understanding of education	Readings available on the Moodle site	Virtual Class, Introduction and Unit Overview

Week 2, Theme One - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme One: Getting comfortable with community, safety and education Conceptualising community Conceptualising safety Conceptualising education Reflecting on your understanding of education	Readings available on the Moodle site	

Week 3, Theme One - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Theme One: Getting comfortable with community, safety and education
 Conceptualising community
 Conceptualising safety
 Conceptualising education
 Reflecting on your understanding of education

Readings available on the Moodle site

Virtual Class- Drop-in help session

Week 4, Theme One - 27 Mar 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme One: Getting comfortable with community, safety and education
 Conceptualising community
 Conceptualising safety
 Conceptualising education
 Reflecting on your understanding of education

Readings available on the Moodle site

Assessment 1 Analytical curation
 Due: Week 4 Friday (31 Mar 2023)
 5:00 pm AEST

Week 5, Theme Two - 03 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme Two: Community Educational Approaches to Safety
 Focusing on Emergency and Disaster Management
 Educational Theories

Readings available on the Moodle site

HOLIDAY BREAK - 10 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

Week 6, Theme Two - 17 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme Two: Community Educational Approaches to Safety
 Focusing on Emergency and Disaster Management
 Educational Theories

Readings available on the Moodle site

Week 7, Theme Three - 24 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme Three: Critical Pedagogy, Listening and Naming
 Identifying safety problems
 Questioning assumptions
 Defining root causes
 Reflecting on listening and naming

Readings available on the Moodle site

Virtual Class- Drop-in help session

Week 8, Theme Three - 01 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme Three: Critical Pedagogy, Listening and Naming
 Identifying safety problems
 Questioning assumptions
 Defining root causes
 Reflecting on listening and naming

Readings available on the Moodle site

Assessment 2 Book Review Due:
 Week 8 Friday (5 May 2023) 5:00 pm AEST

Week 9, Theme Four - 08 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theme Four: Critical Pedagogy, Dialogue and Reflection
 Codification
 Critical thinking

Readings available on the Moodle site

Week 10, Theme Four - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Theme Four: Critical Pedagogy, Dialogue and Reflection Codification Critical thinking	Readings available on the Moodle site	Virtual Class- Drop-in help session
Week 11, Theme Five - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Critical Pedagogy, Transformative Action Reflection Next steps	Readings available on the Moodle site	
Week 12, Theme Five - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Theme Five: Critical Pedagogy, Transformative Action Reflection Next steps	Readings available on the Moodle site	Assessment 3 Educational Strategy Due: Week 12 Friday (2 June 2023) 5:00 pm AEST

Assessment Tasks

1 Assessment 1 Analytical curation

Assessment Type

Written Assessment

Task Description

Before we can educate others, we need to be comfortable with our own understanding of community, safety and education. What safety issue captures your interest? The safety issue you choose will form the basis of your assessments.

Assessment 1 requires two tasks. **Task one** requires you to create and populate a Pinterest board with items relevant to your chosen safety topic. Items may include websites, news/journal articles, videos, books, images etc. You must have at least 10 items uploaded to your Pinterest board, one of which must be a book. **Task two** requires you to assess the items of your Pinterest board and develop a concise but analytical written piece of 750 words. It will analyse the safety and education needs within your designated community and appraise your community's receptivity to education. At a minimum, your written piece should include a screen shot of your Pinterest board and answer the following questions:

- What community have you targeted?
- What story does your Pinterest board tell about the safety and education needs of your community?
- Using the Preston et al. (2015) article, what type of educational intervention would work in your identified community? Why?

Specific details about using Pinterest and other resources are available on the Moodle.

Assessment Due Date

Week 4 Friday (31 Mar 2023) 5:00 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2023)

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

The assessment criteria for this unit are in the form of a detailed rubric which is available from the Moodle site.

Broadly, you will be assessed on:

- Analysing safety and education needs of an identified community
- Appraising how certain characteristics impact community safety and education
- Communicating a clear and compelling curation of safety education

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Upload MS Word document which includes a screen shot of your Pinterest board and self-marked rubric.

Learning Outcomes Assessed

- Critically analyse safety and education needs within the community
- Appraise the variables that impact upon community safety and education

2 Assessment 2 Book Review

Assessment Type

Written Assessment

Task Description

Building upon your findings from Assessment 1, you will examine your safety issue in-depth. You will investigate the factors that shape an understanding of your issue as well as evaluate a contemporary perspective on community-based learning. Communicating your understanding of safety issues to a broader audience helps to enhance learning in a range of settings and requires collaboration.

Assessment 2 requires you to write a 1500-word book review. You may use the book nominated in Assessment 1 or you may choose a new book. The aim of this book review is to provide the community with a critical assessment of a book relevant to the safety field. It is a balance between description and analysis. Your submission must be high level analysis, capable of being published in the Australian Journal of Emergency Management. At minimum your review should cover the following:

- A description of the purpose of the book with a summary of the contents
- An overview of the root causes of the safety issues
- Your view on the assumptions this book makes about safety and/or community-based learning
- Your view on the contributions this book makes to safety education
- Based on what you learned, a strategy to collaborate with an individual or community

Specific details and resources are available on the Moodle.

Assessment Due Date

Week 8 Friday (5 May 2023) 5:00 pm AEST

Return Date to Students

Week 10 Friday (19 May 2023)

Weighting

40%

Assessment Criteria

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

- Appraising the root causes of an identified safety issue
- Evaluating the assumptions of a contemporary perspective on safety and community-based learning
- Strategising a collaborative approach
- Communicating a persuasive and compelling contribution to the field

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Upload MS Word document and self-marked rubric.

Learning Outcomes Assessed

- Appraise the variables that impact upon community safety and education
- Critically evaluate contemporary perspectives on community-based learning, safety and education
- Work collaboratively with individuals and groups in the community to enhance learning in a range of settings.

3 Assessment 3 Educational Strategy

Assessment Type

Presentation

Task Description

Education is a basic element of social change. A community strength-based approach to safety education places you as a facilitator to help others broaden their understanding of their own lives. By understanding their own lives, people may then be able to strategise changes in response to emergency and disaster situations. The problem-posing educational approach introduced in this unit exemplifies an educational opportunity to develop a discussion starter and strategise actions in response to the safety issue proposed. Given this, in Assessment Task Three, you will focus on the application of this problem-posing educational approach to formulate a safety and education activity.

Assessment Task Three is a recorded PechaKucha presentation with annotated speaker notes documenting your problem-posing educational approach. A PechaKucha is a recorded PowerPoint presentation of 20 images with 20 seconds allocated to each image. There are three main parts to this presentation: naming, dialogue & reflection and strategy. To reflect a community strength-based approach, you will be collaborating with a classmate, a work colleague or a member of the identified community you had nominated in Assessment Task One to complete the activities of the problem-posing educational approach.

When designing this presentation, the following questions must be answered:

NAMING

1. What does the literature say about your identified issue?

DIALOGUE AND REFLECTION

2. What is your discussion starter of the identified issue?

3. What were the results of the problem-posing discussion with your collaborator?

STRATEGY

4. What feasible strategies were discussed?

5. What aspect(s) of this problem-posing process will you develop into a safety education activity?

6. How is this problem-posing approach useful for safety and community-based learning? (Using the literature, you must provide a rationale for or refutation of this approach)

Note that there are six points that need to be covered. It is up to you to decide how you will allocate the remaining 14 slides (for a total of 20 slides). You will need to include your annotated speech directly into the speaker note section of the PowerPoint presentation.

Specific details and resources are available on the Moodle.

Assessment Due Date

Week 12 Friday (2 June 2023) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2023)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The assessment criteria for this unit are in the form of a detailed rubric which is available from the Moodle site.

Broadly, you will be assessed on:

- Creating a discussion starter
- Evidencing your collaborative approach
- Formulating an educational activity
- Evaluating the problem-posing approach for safety and community-based learning
- Communicating a concise and visually appealing presentation

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Upload PowerPoint presentation and self-marked rubric.

Learning Outcomes Assessed

- Critically evaluate contemporary perspectives on community-based learning, safety and education

- Formulate educational activities for individuals and groups within the community, including those with complex needs
- Work collaboratively with individuals and groups in the community to enhance learning in a range of settings.

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