



PBHL13002 *Public Health Disaster Management*

Term 2 - 2017

Profile information current as at 17/04/2024 11:48 am

All details in this unit profile for PBHL13002 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

Since the 1960s, the occurrence of natural disasters globally has more than tripled. Extreme weather events are predicted to become even more frequent as our environment continues to change and communities will need to become more resilient if they are to withstand and recover from the effects of disasters. Disaster risk reduction and resilience is based upon a combination of risk reduction strategies combined with increasing intra- and inter-personal resilience, including building on existing strengths and relational networks. Individuals and communities are the starting point to build disaster resilience, consistent with Australia's National Strategy for Disaster Resilience (2011) which underscores "shared responsibility" between governments and communities for disaster resilience. Connecting and working in partnership with the community is the aim in disaster risk reduction (DRR); building on existing networks, resources and strengths; identifying and supporting the development of community leaders; and empowering the community to exercise choice and take responsibility are some of the practical actions that can be undertaken to build a more resilient community. In this unit, you will review the historical aspects of disaster management, contrasting the traditional command and control method against the increasing involvement of the public/community in disaster management. You will examine the benefits and barriers to partnering with the broader community, identifying their level of commitment, making use of the community's emerging skill base, and access to largely underutilised resources. By learning from authentic examples of emergency services and community interaction, you will be able to explore the concepts of engagement, preparedness and resilience and be able to participate in contemporary public health disaster management practices.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisite of 96 credit points

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 2 - 2017

- Distance

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 Undergraduate 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. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 35%

3. **Group Work**

Weighting: 45%

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 Unit Evaluation

Feedback

The online quiz was straightforward to complete and the group disaster planning assignment was enjoyable to complete. The weekly materials were interesting and allowed me to learn about public health disaster management. The tutorials were helpful in gaining insight from professionals and real world examples. The Collaborate sessions to help explain the assignments were very helpful. The Blackboard Collaborate room 'links' for the group assignment were also very useful since the group could communicate in real time and use their microphones in the collaborate room.

Recommendation

Many aspects of this unit continue to engage students, including the authentic assessment, recorded online sessions to clarify assessment and collaboration sessions with discipline experts. Future offerings will see the use of the online discussion tool Zoom.

Feedback from Unit Evaluation

Feedback

I enjoyed the content of the course and the interaction with you Dale and the other students. I also enjoyed the mix up of assessment pieces. The most valuable external info session for me was with Tim & Michael - you should get them every year.

Recommendation

Great to hear. The course continues to benefit all students by offering industry professionals the opportunity to engage in group discussions on unique topics of learning.

Feedback from Unit Evaluation

Feedback

Collaborate sessions should be done at a time that suits most students.

Recommendation

The recorded online discussion session times will be fixed at the start of term and changed as student availability is known.

Feedback from Unit Evaluation

Feedback

Discussion in forums, led by the lecturers.

Recommendation

Online discussion is a place geared towards students asking questions and bringing up points of learning for discussion, a few students took up this opportunity this year, but many did not. The use of discussion forums to be reviewed prior to commencement of term.

Feedback from Unit Evaluation

Feedback

This is the first time in my academic life that I suggest you make (the) text (by) Wisner and Adams 'Environmental Health in emergencies and disasters', a required purchase.

Recommendation

Give students the option to purchase a hard copy or access free online version.

Unit Learning Outcomes

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

1. Identify prominent public health issues during and after disasters
2. Analyse the history and focus of disaster management from a global and domestic perspective.
3. Compare and contrast traditional command and control concepts of disaster management with contemporary community based disaster management frameworks.
4. Evaluate and apply the community based disaster management framework as a means to build and maintain partnerships within the context of disaster management.
5. Collaborate to plan a response to a disaster scenario based on current and emerging evidence.
6. Communicate information relating to disaster management to a wide variety of audiences using both “air and ground” strategies, including through a variety of information technologies and engagement strategies, respectively.

The external accreditation link, i.e. enHealth Environmental Health Officer Skills and Knowledge Matrix, Part 3 - Applied Skills and Knowledge (2009) to relevant learning outcomes, is as follows:

1. Apply understanding of principles, policies and procedures that support public and environmental health emergency PPRR processes.
2. Identify and operate within emergency management structures and chain of command. Facilitate community engagement in planning for, responding to and recovering from incidents and emergencies.
3. Provide information and advice to communities and individuals on emergency planning, preparation, response and recovery (PPRR) processes. Facilitate community engagement in planning for, responding to and recovering from incidents and emergencies. Develop information strategies and campaigns to promote community capacity.
4. Identify, collect and apply data to prepare, plan, respond to and recover from incidents and emergencies. Work with others to apply public and environmental health knowledge and implement plans in high pressure/stressful situation. Determine and prioritise action required to respond to emergencies and incidents.
5. Liaise with and report to partner agencies/departments to develop, review and implement emergency and incident PPRR and disseminate information. Provide advice and leadership within enforcement agencies. Lead/participate in multi-disciplinary teams.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | |
|------------------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Online Quiz(zes) - 20% | • | • | | | | |
| 2 - Written Assessment - 35% | • | • | • | • | | • |
| 3 - Group Work - 45% | • | | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|---------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Communication | • | • | • | • | • | • |

| Graduate Attributes | Learning Outcomes | | | | | |
|---|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 - Problem Solving | | | • | • | • | • |
| 3 - Critical Thinking | • | • | • | • | • | • |
| 4 - Information Literacy | • | • | • | | • | • |
| 5 - Team Work | | | | • | • | • |
| 6 - Information Technology Competence | | | | | • | • |
| 7 - Cross Cultural Competence | | | | | • | • |
| 8 - Ethical practice | • | • | | | • | • |
| 9 - Social Innovation | | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Online Quiz(zes) - 20% | • | | • | • | | • | | | | |
| 2 - Written Assessment - 35% | • | • | • | • | | • | • | • | | |
| 3 - Group Work - 45% | • | • | • | • | • | • | • | • | | |

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)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
 For further information, see the Assessment Tasks.

Teaching Contacts

Dale Trott Unit Coordinator
d.trott@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| Approaches to Public Health Disaster Management | | |

Week 2 - 17 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Legislative framework - Queensland & Australia | | |

Week 3 - 24 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---------|--|
| Public Health Hazards | | Assessment task 1- Online Quiz Due: Week 3 Friday (28 July 2017) 9:00 am AEST |

Week 4 - 31 Jul 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---------|------------------------------|
| Public Health Hazards cont'd | | |

Week 5 - 07 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---------|------------------------------|
| Public Health Hazards cont'd | | |

Vacation Week - 14 Aug 2017

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

Week 6 - 21 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|------------------------------|
| Building Community Resilience | | |

Week 7 - 28 Aug 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---------|--|
| Disaster Risk Reduction | | Assessment task 2- Hazard analysis Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST |

Week 8 - 04 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|---------|------------------------------|
| Partnering with communities in DRR | | |

Week 9 - 11 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---------|------------------------------|
| Planning a disaster response | | |

Week 10 - 18 Sep 2017

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

Week 11 - 25 Sep 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|---------|------------------------------|
| Community partnerships in recovery | | |

Week 12 - 02 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|---------|------------------------------|
| Communication strategies | | |

Review/Exam Week - 09 Oct 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | Assessment task 3- Disaster planning Due: Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST |

Exam Week - 16 Oct 2017

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

Assessment Tasks

1 Assessment task 1- Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

- The quiz will become available at 9:00am on the Friday of Week 2 and remain open until 9:00am the following Friday.
- There is no time limit to complete the quiz and you can save your quiz and return to it later (while the quiz is available).
- You will get your final result from the quiz after the closing date showing which questions you got right or wrong. This will let you know what areas you need to study/revise.
- You should choose the most correct answer.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 3 Friday (28 July 2017) 9:00 am AEST

Return Date to Students

After the quiz has closed.

Weighting

20%

Assessment Criteria

The quiz will assess the student's knowledge of introductory disaster management; the hallmarks of traditional and contemporary approaches; legislation relating to disaster management in Queensland and Australia; and the structure & content of disaster management plans.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify prominent public health issues during and after disasters
- Analyse the history and focus of disaster management from a global and domestic perspective.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Assessment task 2- Hazard analysis

Assessment Type

Written Assessment

Task Description

A scenario of a hypothetical extreme weather event impacting upon a community will be provided to you on Moodle. As an employee of Council, you have been assigned a task to assist Council to prepare for the impending event.

Your task is to:

1. analyse the scenario and identify potential disaster hazards that may create a risk to public health during the event;
2. assess the risk posed by each disaster hazard;
3. identify actions that need to be taken to reduce the risk posed by these disaster hazards, prioritised according to the risk they present; and
4. write a report to Council explaining the disaster hazards and identifying those that should be prioritised for action.

Remember that a disaster is when an event overwhelms a community's capacity to cope. In your report, you need to consider (among other things):

- vulnerable groups
- built environment
- community infrastructure
- available resources
- industry
- geography, climate & natural environment
- communication
- evacuation needs

As with any report, you should use appropriate evidence to support your findings. There is no prescribed format for this task, but your report should use relevant headings and subheadings to guide the reader. A Table of Contents and Executive Summary are not required.

Length: 2500 words (10% under- 20% over is acceptable).

Assessment Due Date

Week 7 Friday (1 Sept 2017) 11:45 pm AEST

Return Date to Students

Week 9 Friday (15 Sept 2017)

Weighting

35%

Minimum mark or grade

You must achieve a minimum grade of 50% for this item and an overall composite grade of 50% to be eligible to pass the unit.

Assessment Criteria

Your submission will be graded according to the following criteria:

Relevance (30%)

- Uses appropriate risk assessment method
- Hazards and risks are clearly aligned with community profile
- Connections between discussion and evidence

Validity (40%)

- Depth and extent of analysis of profile
- Accuracy of risk assessment
- Priorities are well justified
- Clear application of critical thought and analysis in hazard identification and risk assessment
- Depth and extent of evidence used

Organisation (20%)

- Ideas are logically presented
- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify prominent public health issues during and after disasters
- Analyse the history and focus of disaster management from a global and domestic perspective.
- Compare and contrast traditional command and control concepts of disaster management with contemporary community based disaster management frameworks.
- Evaluate and apply the community based disaster management framework as a means to build and maintain partnerships within the context of disaster management.
- Communicate information relating to disaster management to a wide variety of audiences using both “air and ground” strategies, including through a variety of information technologies and engagement strategies, respectively.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Assessment task 3- Disaster planning

Assessment Type

Group Work

Task Description

PART A (30 marks)

In Week 6 of term you will be placed in a group, in the role of a multidisciplinary team of Council employees. As a group you will share your findings and feedback from Assessment Task 2. Using these findings in combination with additional information about the scenario provided on Moodle, your group will prepare a report directed to Council describing a range of strategies you recommend be implemented. These strategies should address Disaster Risk Reduction, Response and Recovery relating to the extreme weather event affecting the community in the scenario. You should include in your report:

- a brief description of the community;
- the hazards likely to impact upon the community in terms of public health, with a discussion of those that need priority and why;
- strategies for addressing the risks posed by these hazards (consider Disaster Risk Reduction, Response and Recovery phases); and
- additional information that would be required to successfully plan and implement these strategies and ways in which this information could be obtained.

As with all academic work, you should support your statements and proposals with evidence from the scholarly and professional literature. There is no prescribed format for this task, but your report should use relevant headings and subheadings to guide the reader. A Table of Contents and Executive Summary are not required.

Length: 4000 words (10% under- 20% over is acceptable).

PART B (15 marks)

Each group member should complete a Self and Peer Assessment (SPA), as provided in Moodle. You will be required to assess both your own performance and that of the other team members with respect to their contribution to this

assessment task.

Failure to contribute positively and actively in any way to the team will result in a fail grade for this assessment task.

Assessment Due Date

Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST

Return Date to Students

After certification of grades.

Weighting

45%

Minimum mark or grade

You must achieve a minimum grade of 50% for this item and an overall composite grade of 50% to be eligible to pass the course.

Assessment Criteria

Your submission will be graded according to the following criteria:

Part A: 30 marks

Relevance (30%)

- Recommends appropriate strategies aligned with identified hazards
- Hazards and risks are clearly aligned with community profile
- Connections between discussion and evidence

Validity (40%)

- Depth and extent of analysis of profile
- Extent to which strategies will reduce risks at which they are targeted
- Priorities are well justified
- Clear application of critical thought and analysis in strategy development
- Depth and extent of evidence used

Organisation (20%)

- Ideas are logically presented
- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

Part B: 15 marks

- Amount of participation
- Reliability
- Quality of contributions
- Time management
- Group dynamics

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify prominent public health issues during and after disasters
- Compare and contrast traditional command and control concepts of disaster management with contemporary community based disaster management frameworks.
- Evaluate and apply the community based disaster management framework as a means to build and maintain partnerships within the context of disaster management.
- Collaborate to plan a response to a disaster scenario based on current and emerging evidence.
- Communicate information relating to disaster management to a wide variety of audiences using both "air and

ground” strategies, including through a variety of information technologies and engagement strategies, respectively.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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