



# PBHL13002 Public Health Disaster Management

## Term 2 - 2020

Profile information current as at 13/12/2025 05:45 pm

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 - 2020

- 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 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. Group Work**

Weighting: 45%

### **3. Written Assessment**

Weighting: 35%

## 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**

Group assessment task was challenging for some.

##### **Recommendation**

Guidance will be provided relative to effective teamwork.

#### Feedback from Unit coordinator reflection

##### **Feedback**

Students appreciated input from disaster management specialists. Recent disaster events provide opportunities to update curriculum.

##### **Recommendation**

Refresh seminar topics and presenters to reflect recent disaster events.

## 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
<b>1 - Communication</b>	•	•	•	•	•	•
<b>2 - Problem Solving</b>			•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•		•	•
<b>5 - Team Work</b>				•	•	•
<b>6 - Information Technology Competence</b>				•	•	•
<b>7 - Cross Cultural Competence</b>				•	•	•
<b>8 - Ethical practice</b>	•	•		•	•	•
<b>9 - Social Innovation</b>						
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>						

## Alignment of Assessment Tasks to Graduate Attributes

## 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](mailto:d.trott@cqu.edu.au)

**Lisa Bricknell** Unit Coordinator

[l.bricknell@cqu.edu.au](mailto:l.bricknell@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

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

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Legislative framework - Queensland & Australia		<b>Assessment task 1- Online Quiz</b> Opens: Week 2 Friday (24 Jul. 2020) 11:45 pm AEST

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Public Health Hazards		<b>Assessment task 1- Online Quiz</b> Due: Week 3 Friday (31 July 2020) 11:45 pm AEST

### Week 4 - 03 Aug 2020

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

### Week 5 - 10 Aug 2020

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

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Building Community Resilience		<b>Assessment task 2- Hazard analysis</b> Due: Week 6 Friday (28 Aug 2020) 11:45 pm AEST

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Disaster Risk Reduction		

**Week 8 - 07 Sep 2020**

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

**Week 9 - 14 Sep 2020**

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

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Recovery		

**Week 11 - 28 Sep 2020**

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

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Communication strategies		<b>Assessment task 3- Community Participation in Disaster Risk Reduction</b> Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST

**Review/Exam Week - 12 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 19 Oct 2020**

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 5:00pm on the Friday of Week 2 and remain open until Friday of Week 3.
- 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.
- There will be 12 quiz questions.

**Number of Quizzes**

1

## **Frequency of Quizzes**

### **Assessment Due Date**

Week 3 Friday (31 July 2020) 11:45 pm AEST

### **Return Date to Students**

After the quiz has closed on Friday of Week 3.

### **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**

Group Work

### **Task Description**

#### **Part A: Report (80% of the grade allocated to assessment task 2)**

A scenario of a extreme weather event impacting on the hypothetical community of Goldstone is provided on Moodle. As a team of public health professionals working for the Council, you have been assigned the task of assisting to plan 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 and after 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, prioritising them 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: 3500 words ( $\pm 10\%$  is acceptable).**

**Part B: Team participation (20% of the grade allocated to assessment task 2)**

1. Complete a self and peer assessment task evaluating the quality of participation from each of your team members and an assessment of your own contribution. This activity will contribute 15% of the grade allocated to Assessment Task 2.
2. Complete a short reflection (no more than 500 words) on the way in which the team environment contributed to the problem-solving process and ways in which your own participation could have made work more effective. This activity will contribute 5% of the grade allocated to Assessment Task 2.

**Assessment Due Date**

Week 6 Friday (28 Aug 2020) 11:45 pm AEST

**Return Date to Students**

Week 8 Friday (11 Sept 2020)

**Weighting**

45%

**Assessment Criteria**

Your submission will be graded according to the following criteria:

**Part A: (80% of the assessment grade)****Relevance (30%)**

- summarises relevant disaster hazards information from credible and reputable sources
- report is relevant to the topics covered in the scenario
- makes appropriate connections between evidence, opinion and recommendations
- appropriately uses relevant tools to consider risks

**Validity (40%)**

- depth and extent of discussion of the evidence presented
- accuracy of the application of evidence to opinion and recommendations
- opinion and recommendations have been based on critical thought, analysis of the evidence and synthesis of new ideas
- depth and range of evidence provided in report

**Organisation (20%)**

- quality of consideration of the required components- attention paid to relevant standards and/or legislation, identified hazards, controls, and corrective actions, etc., opinion is clearly expressed, recommendations are reasonable
- structure and flow of information
- coherence and clarity of expression (spelling, grammar, syntax)

**Presentation (10%)**

- style and formatting of report
- typographical matters (types, font, etc.)
- referencing is consistent and in accordance with Harvard style
- length (3500 words ± 20%)

**Part B: (20% of the assessment grade)**

- Reliability
- Time management
- Group dynamics
- Depth of reflection

**Referencing Style**

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

**Submission**

Online Group

**Submission Instructions**

The report will be submitted by the group. The self and peer assessment and reflection will be submitted individually.

## **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

## **3 Assessment task 3- Community Participation in Disaster Risk Reduction**

### **Assessment Type**

Written Assessment

### **Task Description**

#### **Task Description**

Using the Goldstone community as a case study, write a discussion paper investigating how community participation and partnerships could enhance community disaster resilience. You should consider both disaster risk reduction, preparation and recovery contexts. Use current evidence from the scholarly literature and relevant humanitarian resources to support your ideas.

You should prepare your paper as a publication for a relevant journal. An exemplar will be provided on Moodle as a guide.

**Word limit: 3000 words ( $\pm 20\%$  is acceptable).**

### **Assessment Due Date**

Week 12 Friday (9 Oct 2020) 11:45 pm AEST

### **Return Date to Students**

Grade will be returned following certification of grades.

### **Weighting**

35%

### **Assessment Criteria**

Your submission will be graded according to the following criteria:

#### **Relevance (30%)**

- summarises relevant information from credible and reputable sources
- article is relevant to the issue under investigation
- response activities to the reduction of risk factors
- response activities are appropriate
- response activities are thoroughly explained
- effectiveness of the response activities is evaluated

#### **Validity (50%)**

- depth and extent of discussion
- discussion is thorough and logically presented
- accuracy of the statements proposed
- recommendations for future community participation and partnerships have been based on critical thought, analysis of the evidence and synthesis of new ideas
- creativity in integrating existing evidence to propose solutions
- depth and range of research

### **Organisation (10%)**

- structure and flow of information
- coherence and clarity of expression (spelling, grammar, syntax)
- all sources attributed

### **Presentation (10%)**

- style and formatting
- typographical matters (types, font, headings etc)
- referencing is consistent and in accordance with Harvard style
- length (3000 words ± 20%)

### **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

# 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