



DSMG29004 Contemporary Issues in Emergency and Disaster Management

Term 2 - 2024

Profile information current as at 29/07/2024 03:41 pm

All details in this unit profile for DSMG29004 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

This unit is a review of contemporary issues related to emergency and disaster management, focusing on those issues that have particular significance for you and your specific industry context. You will identify one contemporary emergency or disaster management related issue of interest and investigate that issue comprehensively. Based on your investigation, you will then identify future directions and recommendations and communicate your findings in an appropriate genre to the academic community and your specific industry context.

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

Pre-requisites: DSMG28001 Foundations of Emergency and Disaster Management

DSMG20003

Research for 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 2 - 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. **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](#).

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 Student discussion

Feedback

Linking assessment work to external industry initiatives

Recommendation

Continue linking assessment tasks to industry initiatives that are appropriate to the learning and assessment work of the unit, for example, the National Disaster Wicked Challenge.

Unit Learning Outcomes

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

1. Identify contemporary issues impacting the emergency or disaster management context
2. Critically evaluate appropriate peer-reviewed and industry-based literature sources relevant to an identified contemporary emergency or disaster management issue
3. Synthesise the located literature in order to formulate future directions and recommendations for addressing the identified issue
4. Formulate findings and recommendations in the appropriate genre for the academic community and the specific emergency or disaster management context.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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
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 (both microphone and webcam capability)

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

Helen Keen-Dyer Unit Coordinator

h.keendyer@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage One: Setting the scene and selecting a topic		Online Classroom Drop-in Session. Wednesday 6.00 to 6.30 pm AEST (QLD Time). Unit welcome, unit overview and guidance on selecting an appropriate assessment topic (burning interest).

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage One: Setting the scene and selecting a topic		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage One: Setting the scene and selecting a topic		Online Classroom Drop-in Session. Wednesday 6.00 to 6.30 pm AEST (QLD Time).

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Two: Reviewing the literature		Assessment 1: Burning interest in emergency and disaster management Due: Week 4 Wednesday (31 July 2024) 4:00 pm AEST

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Two: Reviewing the literature		

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Two: Reviewing the literature		

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Stage Two: Reviewing the literature

Online Classroom Drop-in Session.
Wednesday 6.00 to 6.30 pm AEST
(QLD Time).

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Two: Reviewing the literature		

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Three: Refining and presenting your topic		Assessment 2: Reviewing the Literature Due: Week 9 Wednesday (11 Sept 2024) 4:00 pm AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Three: Refining and presenting your topic		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stage Three: Refining and presenting your topic		Online Classroom Drop-in Session. Wednesday 7.00 to 6.30 pm AEST (QLD Time).

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Consolidation and bringing the threads together.		Assessment 3: Bringing it all together Due: Week 12 Thursday (3 Oct 2024) 4:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1: Burning interest in emergency and disaster management

Assessment Type

Written Assessment

Task Description

In assessment task one, you will search the literature and, after doing so, select a topic (a contemporary issue) and compile a short, annotated bibliography. In addition, you will document the search strategy (and individual steps) used to source the literature you selected for the annotated bibliography.

Please note: the topic you select will be unique to you and your specific area of interest in emergency and disaster management. The topic will be used for all assessment work, so after searching the literature, please carefully consider your choice. You can pick *any* emergency or disaster management-related topic that you consider is both important to the context you work or volunteer in (or aspire to work or volunteer in) and one that can be improved upon; that is, you can make recommendations for enhancement (addressed in a later task). You may wish to consider the topic of this year's Natural Hazards Research Australia (NHRA) Disaster Wicked Challenge (see Moodle site for more information about the wicked challenge).

Assessment task one is broken into two parts:

Part 1) Literature search

In Part 1) you will provide a detailed account of the search strategy you used to locate the sources for your annotated bibliography (Part 2). Using the CQUniversity Australia seven (7) step process for searching databases as a framework (the process can be found in the 'Assessment Resources and Help' section of the DSMG29004 eReading List and in the Moodle Assessment tile), you describe the steps taken in order to search the CQUniversity library catalogue. You *must* use the CQUniversity library catalogue for this task. Part 1) is to be presented as a table showing the actions, results and the rationale for these actions. A template, which includes the table, has been provided on Moodle (see Assessment tile). You *must* use the provided table.

There is no set word count on Part 1) as it will depend upon your particular actions and refinements.

Part 2) Contemporary issue

In part 2), you will:

- Name your burning interest.
- Develop a short, annotated bibliography which contains four (4) sources.
- Three (3) of the four (4) sources **MUST** be peer-reviewed sources, and you must confirm their peer-reviewed nature in the title.
- Each annotation will be 150 to 200 words (maximum). The word count does not include the citation heading.
- Each source must be related to your burning interest.
- Based on the four (4) entries of the annotated bibliography, you will produce a short overview of 200-250 words arguing the importance of your chosen contemporary issue to emergency and disaster management.

Important note for those entering the NHRA Disaster Wicked Challenge: The assessment tasks in this unit are individual tasks and must not be completed in a group or be the work of collaborators. For those entering the NHRA Disaster Wicked Challenge, you may use your own personal work from this competition, but you cannot use the work of your teammates. If you have entered (or plan to enter) the Disaster Wicked Challenge, please feel free to contact me to discuss how you can use your work from the Disaster Wicked Challenge to satisfy the assessment requirements of this unit.

Assessment Due Date

Week 4 Wednesday (31 July 2024) 4:00 pm AEST

Return Date to Students

Week 6 Friday (23 Aug 2024)

Weighting

20%

Assessment Criteria

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

- Knowledge of contemporary emergency or disaster management-related issues, with depth in a selected topic
- Application of knowledge and skills in relation to the selected topic
- Communication and presentation

Referencing Style

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

Submission

Online

Submission Instructions

Submitted via Moodle.

Learning Outcomes Assessed

- Identify contemporary issues impacting the emergency or disaster management context
- Critically evaluate appropriate peer-reviewed and industry-based literature sources relevant to an identified contemporary emergency or disaster management issue

2 Assessment 2: Reviewing the Literature

Assessment Type

Written Assessment

Task Description

In assessment task two, you will expand your exploration and understanding of the chosen topic to produce a short

literature review (for the topic you selected in assessment task one). Your literature review will answer either an overarching question or a thesis statement, which you must develop. The question or thesis statement will narrow down and guide you in collecting, synthesising and articulating an analytic reading of the literature related to the chosen topic. At the end of the literature review, you will formulate a minimum of two (2) possible future directions and associated recommendations for either addressing the issue (e.g., practical strategies) or knowing more about the issue (e.g., future research).

The literature review is your description and, importantly, your analysis of the available literature. The literature review should explicate and reinforce the key ideas and concepts related to your burning interest and the reasons why your topic is important. Your submission should have at least 15 references. The emphasis must be on peer-reviewed articles. However, some may be non-peer-reviewed sources, such as textbooks, government documents, news articles, non-peer-reviewed articles or web pages (see marking rubric for more details). Please consult the Moodle site and eReading List for details on the literature review genre. A template has been provided on the Moodle site (see the Assessment tile). You must use the provided template.

Assessment task two will be up to 3000 words (approx.).

Important note for those entering the NHRA Disaster Wicked Challenge: The assessment tasks in this unit are individual tasks and must not be completed in a group or be the work of collaborators. For those entering the NHRA Disaster Wicked Challenge, you may use your own personal work from this competition, but you cannot use the work of your teammates. If you have entered the Disaster Wicked Challenge, please contact me to discuss how you can use your work from the Disaster Wicked Challenge to satisfy the assessment requirements of this unit.

Assessment Due Date

Week 9 Wednesday (11 Sept 2024) 4:00 pm AEST

Return Date to Students

Week 11 Wednesday (25 Sept 2024)

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. However, broadly you will be assessed on:

- Knowledge of the literature related to contemporary emergency or disaster management issues, with depth in a selected topic
- Knowledge of the elements that relate to a selected topic
- Application of the literature relevant to a selected topic
- Communication and presentation.

Referencing Style

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

Submission

Online

Submission Instructions

Submitted via Moodle.

Learning Outcomes Assessed

- Identify contemporary issues impacting the emergency or disaster management context
- Critically evaluate appropriate peer-reviewed and industry-based literature sources relevant to an identified contemporary emergency or disaster management issue
- Synthesise the located literature in order to formulate future directions and recommendations for addressing the identified issue
- Formulate findings and recommendations in the appropriate genre for the academic community and the specific emergency or disaster management context.

3 Assessment 3: Bringing it all together

Assessment Type

Presentation

Task Description

In assessment task three, you will bring the threads together and deliver a presentation related to your chosen topic

(burning interest). As such, this assessment task has both a written component (Part 1) and audio component (Part 2).

Part 1) Written component

You have four (4) options for the written presentation component. The option you select will be used as the basis of your audio component, so please select your option with both Part 1) and Part 2) in mind.

Written component Option 1) Abstract

Option 1 takes the form of an abstract (like you see at a Conference). A template has been provided (see Assessment tile in Moodle). You must use the template, which includes a reference list on the last page. Your abstract will include four components and be no more than 400 words (max.). It will include information on:

1. Background (to your topic and why it is important)
2. Summary of the relevant literature
3. Broad recommendation(s) for enhancement
4. How the enhancement(s) are envisaged to improve an aspect of policy or practice.

Written component Option 2) PowerPoint presentation

Option 2 takes the form of a PowerPoint presentation. The presentation will have a maximum of 9 slides. The first slide should include the title of your presentation and your name. The last slide will be a reference list. A PowerPoint template has been provided (see Assessment tile in Moodle). You must use the template, which includes a reference list on the last slide. While you can decrease the number of slides, you *must not* add additional slides (9 slides maximum). The PowerPoint presentation will include four components of content:

1. Background (to your topic and why it is important)
2. Summary of the relevant literature
3. Broad recommendation(s) for enhancement
4. How the enhancement(s) are envisaged to improve an aspect of policy or practice.

Written component Option 3) Poster presentation

Option 3 takes the form of a poster presentation, like you would see at a conference. A Poster Presentation template has been provided in the Assessment section of the Moodle site. The template is a PowerPoint slide specially set up for developing Poster Presentations. For option 3) you *must* include a reference list somewhere on the poster. The Poster Presentation will include four content components:

1. Background (to your topic and why it is important)
2. Summary of the relevant literature
3. Broad recommendation(s) for enhancement
4. How the enhancement(s) are envisaged to improve an aspect of policy or practice.

Written component Option 4) Other written artefact

Option 4 gives you the opportunity to choose the written artefact type. Option 4 *must* be approved by the Unit Coordinator *before* you fully commit to this option and before you commence work on developing the submission. Your submission must be related to your contemporary issue (from assessment tasks one and two) but could take a number of forms - limited only by your imagination. Below are two examples:

- Mythbuster activity: Select a piece of stimulus (for example, a newspaper article, social media article, or other) and unpack the issue at the centre of the stimulus. Using the literature, present a response (e.g., editorial response) that either confirms or refutes the claim(s) made.
- A flyer, webpage, education and training package or the like.

Like the above options, the written artefact for option 4 must include information on:

1. Background (your topic and its importance)
2. Relevant literature
3. Recommendation(s) for enhancement or for addressing the issue at the centre of the stimulus
4. How the enhancement(s) are envisaged to address the issue at the centre of the stimulus.

For option four (4), you must add a reference list either as part of the artefact or as a separate document, e.g., as a Word document or PDF. The specifics will be negotiated directly with the Unit Coordinator.

Part 2) Audio component

Part 2) is the audio component of the task. The format of Part 2) will depend on which of the above options you choose (see details below). The presentation itself is an extrapolation, that is, an expanded discussion of the topic and a verbal presentation of what you submitted in Part 1). The audio presentation can be a maximum of 10 minutes.

Audio component Option 1) Abstract

For the abstract option, you will submit an MP3 file that you record using voice-only software (for example, the Voice

Memos app for Apple users or the Android equivalent). *Do not* record as a video file, for example, *do not* use the camera on your phone. With this option, you will submit 2 pieces:

- 1) Word file (written component - abstract)
- 2) MP3 audio file

Audio component Option 2) PowerPoint presentation

For the PowerPoint presentation option, you will record your audio directly onto the PowerPoint slides. The audio component *must* be recorded directly onto the PowerPoint slides using the recording feature in PowerPoint. With this option, you will submit 1 piece:

- 1) The PowerPoint presentation (with audio recorded directly onto the slides)

Audio component Option 3) Poster presentation

For the Poster presentation option, you will record your audio directly onto the poster. The audio component *must* be recorded directly onto the poster, which is a PowerPoint slide, using the recording feature in PowerPoint. With this option, you will submit 1 piece:

- 1) The Poster presentation (with audio recorded directly onto the Poster)

Audio component Option 4) Other written artefact

For the 'other written artefact' option, you will negotiate the written and audio component directly with the Unit Coordinator. That said, you will likely submit an MP3 file that you record using voice-only software (for example, the Voice Memos app for Apple users or the Android equivalent). *Do not* record as a video file, for example, *do not* use the camera on your phone. With this option, you will likely submit 2 pieces:

- 1) Word file (written component - other written artefact)
- 2) MP3 audio file

* Remember: option 4 *must* be approved by the Unit Coordinator before you fully commit to this option and before you commence work on developing your submission.

Important note for those entering the NHRA Disaster Wicked Challenge: The assessment tasks in this unit are individual tasks and must not be completed in a group or be the work of collaborators. For those entering the NHRA Disaster Wicked Challenge, you may use your own personal work from this competition, but you cannot use the work of your teammates. If you have entered the Disaster Wicked Challenge, please contact me to discuss how you can use your work from the Disaster Wicked Challenge to satisfy the assessment requirements of this unit.

Assessment Due Date

Week 12 Thursday (3 Oct 2024) 4:00 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

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. However broadly, you will be assessed on:

- Knowledge of the literature related to contemporary emergency or disaster management related issues, with depth in a selected topic
- Ability to analyse a selected topic and relevant literature in order to make a recommendation for enhancement
- Ability to communicate (present) the topic and literature relevant to a selected topic
- Communication and presentation

Referencing Style

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

Submission

Online

Submission Instructions

Submitted via Moodle

Learning Outcomes Assessed

- Synthesise the located literature in order to formulate future directions and recommendations for addressing the identified issue

- Formulate findings and recommendations in the appropriate genre for the academic community and the specific emergency or disaster management context.

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