



DSMG29005 *Community Safety and Education*

Term 1 - 2024

Profile information current as at 29/07/2024 03:42 pm

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 - 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 SUTE Unit Comments Report, T1, 2023

Feedback

The unit resources were effective and useful, and the assessment requirements were clear. The learning objectives are applicable, and the students can utilise the content they learned.

Recommendation

Continue to offer learning resources and activities to build student skills in community education and safety.

Feedback from SUTE Teacher evaluations (T1, 2023), What were the best aspect(s) of Vivian Romero's teaching?

Feedback

Students felt the lecturer was very accessible during the unit, all feedback provided was constructive, and students could build on it for their subsequent assessments.

Recommendation

Continue to provide accessible meeting hours and constructive feedback.

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

Elise Rivera Unit Coordinator
e.rivera@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------------------|---|
| Theme One: Getting comfortable with community, safety and education <ul style="list-style-type: none">• 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 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------------------|------------------------------|
| Theme One: Getting comfortable with community, safety and education <ul style="list-style-type: none">• Conceptualising community• Conceptualising safety• Conceptualising education• Reflecting on your understanding of education | Readings available on the Moodle site | |

Week 3 - 18 Mar 2024

| 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- Drop-in help session

Week 4 - 25 Mar 2024

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 (29 Mar 2024)
5:00 pm AEST

Week 5 - 01 Apr 2024

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

Vacation Week - 08 Apr 2024

Module/Topic Chapter Events and Submissions/Topic

Week 6 - 15 Apr 2024

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 - 22 Apr 2024

Module/Topic Chapter Events and Submissions/Topic

Theme Three: Problem Posing, Listening and Naming

- Identifying safety problems
- Critical Pedagogy
- Questioning assumptions
- Defining root causes
- Reflecting on listening and naming

Readings available on the Moodle site Virtual Class- Drop-in help session

Week 8 - 29 Apr 2024

Module/Topic Chapter Events and Submissions/Topic

Theme Three: Problem Posing, Listening and Naming

- Identifying safety problems
- Critical Pedagogy
- Questioning assumptions
- Defining root causes
- Reflecting on listening and naming

Readings available on the Moodle site

Assessment 2 Opposite-Editorial (Op-Ed) Due: Week 8 Friday (3 May 2024) 5:00 pm AEST

Week 9 - 06 May 2024

Module/Topic Chapter Events and Submissions/Topic

Theme Four: Problem Posing, Dialogue and Reflection

- Codification
- Critical thinking
- Critical Pedagogy

Readings available on the Moodle site

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------------------|-------------------------------------|
| Theme Four: Problem Posing, Dialogue and Reflection <ul style="list-style-type: none">• Codification• Critical thinking• Critical Pedagogy | Readings available on the Moodle site | Virtual Class- Drop-in help session |

Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------------------|------------------------------|
| Theme Five: Problem Posing, Collaborative Action <ul style="list-style-type: none">• Critical Pedagogy• Reflection• Next steps | Readings available on the Moodle site | |

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------------------------------------|--|
| Theme Five: Problem Posing, Collaborative Action <ul style="list-style-type: none">• Critical Pedagogy• Reflection• Next steps | Readings available on the Moodle site | Assessment 3 Safety and Education Activity Due: Week 12 Friday (31 May 2024) 5:00 pm AEST |

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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

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 in this unit. Once you have selected a safety issue to focus your assessment on, you will need to also select a community of interest who is related to or impacted by the issue. For example, if I choose road safety as a safety issue, then the community might be young drivers in NSW under age 25 years. You can select the community based on geographical location (Melbourne community), identity (e.g., Greek community), and/or similar interests (e.g., volunteer group). Following this, you will create a Pinterest board illustrating this safety issue and community, which you will need to seek feedback on through collaborative discussions with someone (e.g., co-worker, friend) and then improve it based on their suggestion(s). You will need to write a summary of this discussion and the recommended improvement in addition to how you have addressed their feedback. Lastly, you will write an analytical written piece analysing the safety issue, the chosen community, your collaborative discussion, and educational safety activities that are appropriate for the safety issue and the safety and education needs of the selected community. With the exception of the collaborative discussion with another person, the other components should draw on relevant peer-reviewed literature.

Assessment 1 requires three parts.

Part one requires you to create and populate a Pinterest board with items relevant to your chosen safety topic and your

chosen community. Items may include websites, news/journal articles, videos, books, images etc. You must have at least 10 items uploaded to your Pinterest board. These 10 items should include content (e.g., images, journal articles, websites) on your chosen safety topic AND chosen community, and at least one item must be an educational safety activity related to your chosen safety issue. The educational safety activity should relate to prevention, preparedness, response or recovery.

Part two requires you to find someone else (e.g., classmate, family member, coworker) to provide feedback on your Pinterest curation. In one or two sentences, can they summarise what your curation is about? Can they determine what your chosen safety issue is and the community you have chosen to focus on? From this person's interpretation and understanding of your curation, they must provide at least one recommendation for improvement to your curation. For example, to include a different type of educational safety activity that might be more appropriate. In this assignment, you will need to thoroughly describe your collaborative discussions with this person and their recommendation(s) for improvement. Additionally, you must include some reflection of community education as relevant to the chosen safety issue and community of interest and discuss how you have improved the Pinterest curation based on the feedback that you received.

Part three requires you to assess the items of your Pinterest curation and develop a concise but analytical written piece of 750 words, whilst drawing on relevant academic literature. It will analyse the safety and education needs within your chosen community for the selected safety issue and based on this context, make evidence-informed judgements about appropriate several educational safety activities concerning prevention, preparedness, response and/or recovery. It should be explicitly stated which category (prevention, preparedness, response, recovery) the educational safety activities fall under.

At minimum, your written piece should include a screen shot of your Pinterest curation and answer the following questions:

- What is your chosen safety issue?
- What community have you chosen to target?
- What story does your Pinterest board tell about the safety and education needs of your community?
- What was the summary statement about your Pinterest board that you received from your collaborator? How have you improved your Pinterest board based on their feedback? Based on your collaborative discussion, what reflections do you have concerning community education as relevant to the chosen safety issue and community of interest?
- What are suitable educational safety activities (concerning prevention, preparedness, response, recovery) for your chosen community based on their safety and education needs as related to the selected safety issue?

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

Please note that a declaration must be provided if Generative Artificial Intelligence is used on this assessment.

Assessment Due Date

Week 4 Friday (29 Mar 2024) 5:00 pm AEST

Return Date to Students

Week 6 Friday (19 Apr 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.

Broadly, you will be assessed on:

- Analysis of your safety issue of interest
- Analysing the safety and education needs of your chosen community within the context of the safety issue that you have selected
- Appraising how certain characteristics of a community impact community safety and education
- Summarising the feedback received through collaborative discussions with another person and how you have improved the Pinterest board accordingly, whilst reflecting on community education as relevant to the chosen safety issue and community of interest based on this conversation
- Analysis of the literature to determine appropriate educational safety activities (concerning prevention, preparedness, response, recovery) for your chosen community based on their safety and education needs as related to the selected safety
- Communicating a clear and compelling curation of safety education

Referencing Style

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

Submission

Online

Submission Instructions

Upload MS Word document on Moodle, 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
- Work collaboratively with individuals and groups in the community to enhance learning in a range of settings.

2 Assessment 2 Opposite-Editorial (Op-Ed)

Assessment Type

Written Assessment

Task Description

Building upon your findings from Assessment 1, you will further examine your safety issue for your selected/targeted community in-depth using relevant, peer-reviewed evidence. Based on the in-depth analysis of the safety issue and its root causes, you will formulate an educational activity that is appropriate for addressing the issue for individuals and groups within your targeted community, while accounting for those with complex needs. You will also investigate the factors that shape an understanding of your safety issue as well as evaluate Preston et al. (2015) contemporary perspective and educational framework on community-based learning in community response during disasters. Using the Preston et al. (2015) framework, you will need to ascertain where you think your targeted community sits in terms of their community learning (navigation, organisation, reframing). Communicating your understanding of safety issue(s) to a broader audience helps to enhance learning in a range of settings.

Assessment 2 requires you to write an 800–1000-word Op-ed (Op-Ed). The Op-ed was historically a column in the print newspaper opposite the opinion piece. An Op-ed is an informed written piece about a writer's own thoughts about a specific issue for a particular audience. These short pieces position the voice of the writer to advocate a specific point of view.

The aim of this Op-ed is to provide the community with a critical, evidence-based assessment of your chosen safety issue and formulate an education activity that is appropriate for the issue and your chosen community. The Op-ed is a balance between description and analysis. Your submission must be high-level analysis, capable of being published in your local newspaper or in the Australian Journal of Emergency Management or the Public Health Association of Australia's Intouch blog.

At minimum, your review should cover the following:

- A description and analysis of your safety issue supported by peer-reviewed literature
- Critical evidence-informed analysis and discussion of the root causes of the safety issue
- Formulate an educational activity for the targeted community and chosen safety issue that should be conducted as supported by relevant peer-reviewed literature
- Using the Preston et al. (2015) educational framework, ascertain where you think your targeted community sits in terms of their community learning (navigation, organisation, reframing)

Please upload a self-marked rubric in addition to the Op-ed.

Please note that a declaration must be provided if Generative Artificial Intelligence is used on this assessment.

Reference:

Preston, J., Chadderton, C., Kitagawa, K., & Edmonds, C. (2015). Community response in disasters: an ecological learning framework. *International Journal of Lifelong Education*, 34(6), 727–753. <https://doi.org/10.1080/02601370.2015.1116116>

Assessment Due Date

Week 8 Friday (3 May 2024) 5:00 pm AEST

Return Date to Students

Week 10 Friday (17 May 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.

Broadly, you will be assessed on:

- Describing the safety issue thoroughly with support of relevant literature
- Appraising the root causes of an identified safety issue
- Formulating an educational activity that should be conducted to address the issue with support of relevant literature
- Ascertaining where your community sits in terms of their type of community learning according to the Preston et al. (2015) article
- Communicating a persuasive and compelling high-level analysis of the safety issue and description of an appropriate educational activity

Referencing Style

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

Submission

Online

Submission Instructions

Upload MS Word document and self-marked rubric on Moodle.

Learning Outcomes Assessed

- Appraise the variables that impact upon community safety and education
- 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

3 Assessment 3 Safety and Education Activity

Assessment Type

Presentation

Task Description

Education is a basic element of social change. A community strengths-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 is a contemporary and useful way to collaborate in the education process with community members and is particularly relevant to safety education. Additionally, the problem-posing educational approach provides an educational opportunity to develop a discussion starter and strategise actions in response to your chosen safety issue for the selected community. Given this, in Assessment 3 you will focus on the application of this problem-posing educational approach to formulate a safety and education activity, through collaboration with another person, that is relevant to your selected safety issue and suits the safety and education needs of the chosen community. For Assessment 3, you will need to use peer-reviewed literature to critically analyse the safety issue. The problem-posing educational approach and the use of relevant peer-reviewed literature should be used to critically analyse the safety and community needs of your chosen community.

Assessment 3 is a recorded PechaKucha presentation with annotated speaker notes documenting your problem-posing educational approach. A PechaKucha is a recorded PowerPoint presentation of 20 slides with 20 seconds allocated to each slide. There are three main parts to this presentation: naming, dialogue and reflection, and strategy. To reflect a community strengths-based approach, you will be collaborating with a classmate, a work colleague or a member of the identified community you had nominated in Activity 3.1 Forum 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 chosen safety issue and the selected community's safety and education?

DIALOGUE AND REFLECTION

2. What is your discussion starter for the safety issue?
3. What were the results of the problem-posing discussion with your collaborator? What insights did you gain through this process regarding the safety and education needs of your chosen community? (Referring back to Module 4,

discussion questions include: What do you see is happening here from your own viewpoint? Why do you think is happening?)

STRATEGY

4. What feasible strategies were discussed for the chosen community based on their safety and education needs regarding the safety issue?
5. What aspect(s) of this problem-posing process will you develop into a safety education activity to meet the community's safety and education needs regarding the safety issue?
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 in the PechaKucha presentation (1 slide per question specified above). 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 notes section of the PowerPoint presentation.

Upload PowerPoint slide presentation and self-marked rubric to the Moodle.

Please note that a declaration must be provided if Generative Artificial Intelligence is used on this assessment.

Specific details and resources are available on the Moodle.

Assessment Due Date

Week 12 Friday (31 May 2024) 5:00 pm AEST

Return Date to Students

Exam Week Friday (14 June 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.

Broadly, you will be assessed on:

- Creating a discussion starter
- Evidencing your collaborative approach
- Formulating an appropriate educational activity for your chosen safety issue
- 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

Online

Submission Instructions

Upload PowerPoint presentation and self-marked rubric on Moodle.

Learning Outcomes Assessed

- Critically analyse safety and education needs within the community
- 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