



**SOUTHERN CROSS UNIVERSITY**





Southern Cross University

School of Human Services

Course Accreditation Document

Graduate Certificate in Community Development  
(Emergency Management Human Services)

Graduate Diploma in Community Development  
(Emergency Management Human Services)

Masters of Community Development  
(Emergency Management Human Services)

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## Course Overview

### Course Title and Title Abbreviation

#### *Title*

Master of Community Development (Emergency Management/Human Services)  
Graduate Diploma of Community Development (Emergency Management/Human Services)  
Graduate Certificate of Community Development (Emergency Management/Human Services)

#### *Abbreviation*

MCD (EM/HS)  
GDCCD (EM/HS)  
GCCD (EM/HS)

#### *Generic Title*

Master of Community Development  
Graduate Diploma of Community Development  
Graduate Certificate of Community Development

### Level of Course

Masters by Coursework  
Graduate Diploma by Coursework  
Graduate Certificate by Coursework

### Aims of Course and Relationship to University Plan

This course aims to provide flexible options in postgraduate course work for people working in the community in the specific area of Emergency Services or generic Human Services. Underpinning Community Development to both these areas of practice is unique.

For Emergency Services, the course aims to:

- be an internationally recognised program of study for people involved in emergency management in Australia and the Asian and Pacific regions;
- link community development and emergency management;
- be unique, as most emergency management programs concentrating on the macro issues of prediction, response and logistics rather than prevention of severe effects of disasters in communities;
- meet the needs of regional, national and international agencies responsible for emergency management; and
- meet an identified deficit in emergency management education.

For Human Services, the course aims to:

- provide an opportunity for practitioners to apply community development concepts to the developing area of human services;
- incorporate community development into human services practice;
- give community practitioners the opportunity to enhance their skills in community development within the human service area; and
- provide Social Science and other similar graduates with an opportunity to advance their skills and knowledge in community development.

The proposed course serves the University Plan by:

- providing a course which meets needs of regional , national and international communities;
- being innovative and responsive to an identified need that is compatible with the undergraduate offerings of the university;
- delivering a unique program in a region that has a considerable need for disaster preparedness and response;
- providing the course in partnership and collaboration with other world leaders in disaster management education;
- responding to the objectives of International Decade for Natural Disaster Reduction of the United Nations which is concerned with limiting the effect of natural disasters;
- providing a course which is income generating and has potential for international students as well as industry partnerships within Australia; and
- combining two course approval documents (Masters in Human Services and Masters in Community Development) into one flexible and innovative course, thus reducing the course offerings and maximising the course opportunities for students.

### **Need for Course**

The School of Human Services has been working on the development of postgraduate fee paying course for some time. Previously the University Council has approved the development of a Masters of Human Services and more recently, a Masters in Community Development (Emergency Management). This proposal combines both those course development submissions into one flexible course.

At the close of 1997 Jean Griffiths and Stewart Hase visited the University of Madison-Wisconsin which is the major developer of disaster management programs in the world; the Federal Emergency Management Agency in Washington which is the United States government agency responsible for disaster management, response and education; Coventry University which delivers degree programs in disaster management; the Moreton-on-Marsh Fire College; and the United Nations Office of Humanitarian Affairs, I.D.N.D.R. Secretariat.

These meetings clarified that the international emphasis for disaster management has shifted from one of response to one of disaster reduction which is encompassed in the community development processes. No such disaster management program currently exists in the world that includes Community Development as a major focus. Lastly, it was pointed out that Australia is positioned in a region where disasters are

commonplace but where community development initiatives in disaster reduction are critical and yet remain poorly developed. The ever increasing incidence of disasters requiring international communities to provide extensive and expensive aid has highlighted that these vulnerable communities need assistance in taking action to reduce the effects of such disasters.

The University of Madison-Wisconsin, the Federal Emergency Management Agency in Washington, Coventry University, Moreton-on-Marsh Fire College and the United Nations Office of Humanitarian Affairs, I.D.N.D.R. Secretariat expressed their willingness to partner Southern Cross in developing and delivering postgraduate and undergraduate programs in community development in the area of disaster reduction. This partnering includes making available to Southern Cross University existing accredited university course material from the Federal Emergency Management Agency of the United States Government and the Office of Humanitarian Affairs of the U.N. for adaptation to distance delivery in this program.

The Graduate Certificate, Graduate Diploma and Masters courses proposed here are aimed at those people involved in emergency management and training, as well as community development and implementation in Australia, Asia and Pacific countries. It is envisaged that some students may be obtained from Australia and New Zealand. The Queensland Police and the Australian Emergency Management Institute (AEMI) have also showed a keen interest in this program and its appropriateness for developing their staff. Police services throughout Australia have a major role in emergency management and AEMI provides professional development to emergency services throughout Australia. This linking ensures relevance and collaboration with those operating in this field, which are vital requirements for the successful implementation of this program.

Thus it was recommended to the Vice-Chancellor that we move rapidly to establish such a disaster management program which uses a combination of materials already developed by the above institutions as well as the new community development strand developed by Southern Cross University's School of Human Services with an emphasis on community education aspects of disaster prevention. This should be accomplished by forming partnerships with The Centre for Disaster Management at Wisconsin University, the Emergency Management Institute of the Federal Emergency Management Agency in Washington and the current Coventry University-Fire Training College alliance in the United Kingdom. To formulate the Community Development/Community Education strand, we have consulted with the IDNDR Secretariat of the Office of Humanitarian Affairs in United Nations in Geneva and the Australian Emergency Management Institute. As a result the Vice-Chancellor has provided funds for the development of the Graduate Certificate, Graduate Diploma and Masters courses recognising the potential niche market globally for this program.

## Sources of Advice

Advice regarding this course has been obtained from the following group from which An Advisory Committee will be formed.

Mr Alan Hodges Director General, Emergency Management Australia  
Mr Rod McKinnon Director Policy, Planning and Coordination, Emergency Management Australia.  
Mr John Salter, Australian Emergency Management Institute, Mt Macedon Vic  
Dr Don Schramm, University of Wisconsin, Maddison  
Professor Chris Pratt, Coventry University  
Dr Tony Genes, Moreton-In-Marsh Fire College  
Mr Ken McKay, Director Federal Emergency Management Agency USA  
Mr. Stephen Sharro, Deputy Director, Training Division, Federal Emergency Management Agency USA  
Mr Phillipe Boule, Director IDNDR Secretariat Department of Humanitarian Affairs, United Nations, Geneva  
Dr Wayne Blanchard, Federal Emergency Management Agency USA  
Mr Terry Jeggle, IDNDR Secretariat, Department of Humanitarian Affairs, United Nations, Geneva  
Ms Christine Schneider, IDNDR Secretariat, Department of Humanitarian Affairs, United Nations, Geneva  
Dr Elizabeth Ozanne, Department of Social Work and Social Policy, University of Melbourne.  
Dr Jim Ife, School of Social Work and Social Administration, University of Western Australia  
Mr Mark Wilson, Manager Primary and Extended Care, Mid North Coast Health Service Northern Sector.  
Dr. Tony Vinson, Director of Research, UNIYA Jesuit Social Justice Centre  
Ms Jean Griffiths, Head, School of Human Services  
Ms Uschi Bay, School of Human Services  
Dr Stewart Hase, School of Social and Workplace Development  
Dr Herbert Biggs, School of Human Services

## Duration of Course

Like other coursework postgraduate programs offered at Southern Cross University the three awards represent entry and exit levels.

Graduate Certificate	4 Units of 150hrs	1 Trimester F/T	2 Trimesters P/T
Graduate Diploma	8 Units of 150hrs	2 Trimesters F/T	4 Trimesters P/T
Masters	12 Units of 150hrs	3 Trimesters F/T	6 Trimesters P/T

## Year of Introduction

The course will be introduced in the second Trimester of 1999.

## Field of Study

030299 Humanities and Social Sciences-Other

## **Delivery Mode**

The course will be offered as a combination of external and internal study, full and part-time.

## **Transitional Arrangements**

Not Applicable

## **Intake in EFTSU for First Three Intakes**

1999 20 EFTSU  
2000 20 EFTSU  
2001 20 EFTSU

## **Intake in Persons by Attendance Status**

1999 40 students in a combination external - internal study  
2000 40 students in a combination external - internal study  
2001 40 students in a combination external - internal study

## **Resource Impact Statement**

See Attached Documentation

## **Fees**

This will be a full fee course.

## **Indicative Course Structure**

While the units for each of the awards appear as discrete subject areas there are a number of themes that provide the substantive theoretical underpinning for the course. These themes are:

- rights and responsibilities of communities;
- social development;
- application to industry/community;
- ethics;
- learning communities; and
- critical thinking and inquiry.



## Schedule of Units

Principles of Community Development (Core)	New
Community Education in Emergency Management (Core)	New
Political, Economic and Cultural aspects of Community (Core)	New
Issues in Emergency Management	New
Living in a Hazardous Environment	New
Disaster Preparedness & Prevention	New
Social Dimensions of Disaster	New
Analytical Methodologies in Emergency Management	New
Conceptual Context of Human Services	New
Analysis of contemporary policy in Human Services	New
Delivery Systems in Human Service	New
Evaluation and Accountability in Human Services	New
Research Dissertation	ED756
Independent Study Unit	IS165
Elective	

**RESOURCE IMPACT STATEMENT  
COURSE DEVELOPMENT APPROVAL/ACCREDITATION**

**1. New Academic Staff Costs**

Year 1	.5 Lecturer C
Year 2	.5 Lecturer B
Year 3	Nil
Year 4	Nil

**2. New General Staff**

Year 1	.2 HEW 3
Year 2	.2 HEW 3
Year 3	Nil
Year 4	Nil

**3. Cost Savings**

Year 1	Nil
Year 2	Nil
Year 3	Nil
Year 4	Nil

**4. Set Up Costs**

**Equipment:**

**( a ) Computing**

Year 1	Nil
Year 2	Nil
Year 3	Nil
Year 4	Nil

**(b) Other Items over \$5,000**

The major cost of this program is the development of distance materials which has already been funded with an innovation grant.

Year 1	Nil
Year 2	Nil
Year 3	Nil
Year 4	Nil

**5. Other Non-Salary Items**

Year 1	\$7000
Year 2	\$7000
Year 3	\$7000
Year 4	\$7000

The major NSI costs for this program are in the cost of providing external study materials and in travel to maintain partnerships with the organisations collaborating on the program, thus ensuring that the material in the program is current and maintained at the "cutting edge". It is anticipated that the majority of these costs will be met through the income generated and through the School of Human Services.

**6. Work Experience**

Year 1	Nil
Year 2	Nil
Year 3	Nil
Year 4	Nil

**7. Library and Facilities Costs**

**(a) Library**

No library resources required above those normally allocated to the school.

**(b) Facilities**

Number of additional:

< staff offices required	Nil
< lecture theatres required	Nil
< tutorial rooms required	Nil
< computers required	Nil
< laboratories required	Nil
< other requirements	Nil

No additional facilities are required as it is anticipated that all these requirements can be met from the School of Human Services current allocation and from utilising the computer laboratories during the major non-teaching period.

## **8. Expected Sources of Funds**

Full fee paying

### **Course Entry Requirements**

Applicants for admission to these courses in Emergency Management shall:

- a) have fulfilled all the requirements for admission to a degree or qualification of equivalent standing at this or another university or tertiary institution; or
- b) have demonstrated academic achievement, professional standing or experience (or a combination of these) considered to be equivalent to the requirement of (a).

### **Teaching/Learning Methods**

This course will be offered primarily by external studies using a variety of teaching methods including printed study guides, reading resources, internet access, teleconferencing, email tutorials, on-site mentoring, and work-based learning. The courses will be mounted on the internet using the model currently being developed by the University's on-line pilot projects.

The School of Human Services has extensive experience in offering courses by external studies as evidenced by the success of the Bachelor of Social Sciences. While prescribed content is delivered through self-instructional materials there is flexibility in activities and assessment for the participant to apply learning in their own specific context. Thus elements of the learning experience are negotiated between the academic, the participant and, in some cases, the sponsor.

The option will be provided to overseas participants and by negotiation with their sponsoring agency or government to attend a face-to-face component at Southern Cross University, to be conducted at a time suitable to access university facilities and to the student. In these cases the course will involve a mix of distance and face-to-face methods.

## **Assessment Methods**

The School of Human Services uses a variety of assessment methods designed to address the Unit objectives and is as individualised as practicable. The School is particularly concerned that the assessment is relevant, weighted appropriately, formative and that the student is not over-assessed.

Assessment methods used by the School are consistent with common practice in higher education and include essays, project reports, research reports, and practical activities. This course will mainly utilise case studies, learning contracts or projects.

Since assessment is formative, extensive feedback is given students as well as additional tutorials (by telephone or email) as required. Marking criteria and standards are continuously evaluated by cross-marking and by peer appraisal.

## **Course Monitoring**

Course monitoring is a continuous process through student feedback and formal appraisal, annual review of the curricula and assessment by a meeting of staff, and feedback by sponsors.

A comprehensive review involving all stakeholders of this course will be undertaken every 3 years to ensure its relevance to the emergency management community and in recognition of the rapidly changing areas of community development and emergency management. This is well within the University policy of course review every six years.

**Unit Statement**

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<b>Unit Title:</b>	<b>Perspectives of Community Development</b>
Unit Code:	TBA
Award Name:	<b>Masters of Community Development</b>
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Community development is increasingly being utilised as a process by which social change is initiated. This Unit aims to introduce students to the theoretical and contextual components that influence the process of community development in a variety of situations.

**Objectives**

On completion of this Unit students should be able to:

1. Identify the contextual factors of the global environment and national and regional characteristics that impact upon community development.
2. Discuss the theoretical underpinnings of community development.
3. Critically analyse the context in which community development occurs.
4. Differentiate between approaches to community development.
5. Apply community development methodologies to different situations.

## Handbook Entry

Provides students with an overview of the contextual and theoretical elements of Community Development. Approaches to community development will be critically analysed using the contextual and theoretical elements and apply the process of community development to a variety of settings.

## Syllabus

Overview of Community

Contextual Factors: Global environment  
National and Regional Characteristics

Emerging themes in Community Development

Theoretical elements of Community Development

Community Development across a variety of settings

Approaches to Community Development

Strategies and methods of community development

Community Development in Human Services and Emergency Management

## Prescribed Text

TBA

## Reference Materials

Bennett, L., (1997) Urban redevelopment and grassroots action in Chicago and Sheffield: themes, variations and uncertain legacies. *International Journal of Urban and Regional Research*. Vol 21 o 4 pp 664-677.

Booth, M., (1997) Community Development: 'Oiling the Wheels of Participation'? *Community Development Journal* Vol 32 No 2 pp 151-158.

Bournat, J., Johnson, J., Pereira, C., Pilgrim, D., Williams, F., Eds (1997)*Community Care: A Reader*. Macmillan: London.

Campfens, H Ed (1997). *Community Development around the world: Practice, Theory, Research & Training*. University of Toronto Press: Toronto Canada.

Coulton, CJ., (1996) Poverty, work, and community: a research agenda for an era of diminishing federal responsibility. *Social Work* Vol 41 No 5, pp 509-520.

Craig, G & Mayo, M Eds (1995) *Community Empowerment: A Reader in Participation and Development..* Zed Books: London.

Craig, G., (1998) Community Development in a Global Context *Community Development Journal*. Vol 33. No 1 pp 2-17.

Crow, G., (1997) *Comparative Sociology and Social Theory: Beyond the Three Worlds*. Macmillan: London.

Ife, J., (1995) *Community Development: Creating community alternatives - vision, analysis and practice*. Addison Wesley: Melbourne.

Friedman, J (1992), *Empowerment: The Politics of Alternative Development*. Blackwell: Oxford.

Gilbert, A., (1994) Third world cities: poverty, employment, gender roles and the environment during a time of restructuring. *Urban Studies.*, Vol 31 No 4-5, pp 605-34.

Handy, J W., (1993) Community economic development: some critical issues. *The Review of Black Political Economy*. Vol 21 No 3 pp 41-65.

Hesselbein, F., Goldsmith, M., Beckhard, R., & Schubert, R F Eds (1998) *The Community of the Future*. Jossey-Bass Publisher: San Francisco.

Howes, M., (1997) NGO's and the institutional development of membership organisations: a Kenyan case. *Journal of Development Studies*. Vol 33 No 6, pp 820-848.

Kenny, S., (1994) *Developing Communities for the Future: Community Development in Australia*. Nelson: Melbourne.

Knack, R., (1993) Empowerment to the people. *Planning*. Vol 59 No 2 pp 21-9.

Nowak, J., (1997) Neighbourhood initiative and the regional economy. *Economic Development Quarterly*. Vol 11 No 1 pp 3-11.

Packham, C., (1998) Community Auditing as community development. *Community Development Journal*. Vol 33 No 3 pp 249-259.

Pearson, M., & Scherer, P., (1997) Balancing security and sustainability in social policy. *OECD Observer*, April - May, (205) p 6-10.

Rahman, A., (1993) *People's Self-development: Perspectives on Participatory Action Research*. Zed Books: London.

Riches, G., (1997) *First World Hunger*. Macmillan: London

Sadan, E., & Churchman, A., (1997) Process-focused and product-focused community planning: Two variations of empowering professional practice. *Community Development Journal*. Vol 32 No 1 pp 3-16.

Stafford, C., Furz B., (1997) *Society and Change: A Sociological Introduction to Contemporary Australia*. 2nd edit. Macmillan: Sydney.

Titterton, M., Ed (1994) *Caring for People in the Community: The New Welfare*. Jessica Kingsley Publishers: London.

## **Journals**

American Journal of Community Psychology  
Community Development Journal  
Community Quarterly  
Journal of Housing and Community  
Social Forces

## **Web Sites**

### **Student Assessment Requirements**

#### **Assessment Item 1**

This assessment item relates to objectives 1 & 2

**Type:** Essay

**Length:** 2000 words

**Value:** 40%

**Due Date:**

#### **Assessment Item 2**

This assessment item relates to objectives 1, 2, 3, 4 & 5

**Type:** Case Study

**Length:** 3,500-4,000 words

**Value:** 60%

**Due Date:**

### **Intended Distribution Of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

**Southern Cross University**

**School of Human Services**

**Unit Statement**

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<b>Unit Title:</b>	<b>Political, Economic and Cultural aspects of Community Development</b>
Unit Code:	TBA
<b>Award Name:</b>	<b>Masters of Community Development</b>
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Community development can only occur with a thorough understanding of the political, economic and cultural context in which it occurs. This Unit aims to challenge students to analyse those contextual elements which impact significantly on the process of community development. In addition students will be challenged to question their own values and beliefs in relation to the political, economic and cultural elements of communities.

**Objectives**

On completion of this Unit students should be able to:

1. Identify their own values and beliefs about the political, economic and cultural influences on communities.
2. Analyse the political influences and processes of communities.
3. Determine the economic needs of the community within a social development context.

4. differentiate between the cultural elements of the community, the host culture and the development process.

### **Handbook Entry**

Students will explore their personal values and beliefs as they impact on the process of community development. They will explore in depth the political processes and influences on the communities, as well as economic influences within a social development framework. Culture within the community will be examined.

### **Syllabus**

Overview of the Context of Communities

Personal Values and Beliefs and Perceptions

Political elements in Communities

- Global, National, Regional and Local
- Power versus Empowerment
- Paternalism versus Self Determination

Economic needs within a social development framework

- Social Development and Economic Paternalism
- Economic Development versus Human Rights
- Humanitarianism versus Community Empowerment

Cultural Dimensions of Community

- Cultural sensitivity and significance
- Community Culture within a host culture
- Conflicts between cultural elements

Case studies from a variety of countries

### **Prescribed Text**

TBA

### **Reference Materials**

Bennett, L (1997) Urban redevelopment and grassroots action in Chicago and Sheffield: themes, variations and uncertain legacies. *International Journal of Urban and Regional Research* , Dec 1997 v21 n4 p664-677.

Bournat, J., Johnson, J., Pereira, C., Pilgrim, D., Williams, F., Eds (1997)*Community Care: A Reader*. Macmillan: London.

Campens, H, Ed (1997). *Community Development around the world: Practice, Theory, Research & Training*. University of Toronto Press: Toronto Canada.

Clark , A M (1995) Non-governmental organizations and their influence on international society. *Journal of International Affairs*, Wntr 1995 48 n2 p507-525.

Clarke, S E & Gaile, G L (1997) Local politics in a global era: thinking locally, acting globally. *The Annals of the American Academy of Political and Social Science* May 1997 v551 p28-42

Craig, G & Mayo, M Eds (1995) *Community Empowerment: A Reader in Participation and Development*. Zed Books: London.

Esman, MJ (1997) Public administration, ethnic conflict, and economic development *Public Administration Review*, Nov-Dec 1997 v57 n6 p527-534 .

Friedman, J (1992), *Empowerment: The Politics of Alternative Development*. Blackwell: Oxford.

Grayson, D (1998) Take your partners for the future. *New Statesman (1996)*, April 24, 1998 v127 n4382 p26

Handy, J W., (1993) Community economic development: some critical issues. *The Review of Black Political Economy*. Vol 21 No 3 pp 41-65.

Jakobsen , P V (1996) National interest, humanitarianism or CNN: what triggers UN peace enforcement after the Cold War? *Journal of Peace Research*, May 1996 Vol 33 no 2 pp 205-16

Kenny, S., (1994) *Developing Communities for the Future: Community Development in Australia*. Nelson: Melbourne.

Knudsen, D C (1997) Response: what works best? Reflections on the role of theory in planning. *Economic Development Quarterly*, August 1997 Vol 11 no 3 pp 208-212.

Lattas, A (1996) : Humanitarianism and Australian nationalism in colonial Papua. *The Australian Journal of Anthropology*, August 1996 v7 n2 p141-66.

Lloyd, J (1997) Charities and other big international agencies aren't best placed to deal with famine. The better answer is to cultivate democracy and rights in the countries concerned. *New Statesman (1996)*, August 22, 1997 Vol 126 no4348 p9.

Lucy, R., (1993) *The Australian Form of Government: Models in Dispute*. Macmillan: Melbourne.

Morrison, B M (1998) The transcendence of locality and the persistence of community in Sri Lanka, 1980-1995. *Journal of Asian and African Studies*, Vol 33 No 2 pp 205-233.

Pearson, M, & Scherer, P., (1997) Balancing security and sustainability in social policy. *OECD Observer*, April - May, (205) p 6-10.

Peterson, W H (1998) Rational ignorance or citizenship education? Our second democracy? *Vital Speeches*, April 1, 1998 v64 n12 p368-71

Rahman, A., (1993) *People's Self-development: Perspectives on Participatory Action Research*. Zed Books: London.

Rahman, A., (1993) *People's Self-development: Perspectives on Participatory Action Research*. Zed Books: London.

Riches, G., (1997) *First World Hunger* Macmillan: London

Robinson, M (1997) Imaginative possessions: John Galway Foster Lecture. *Critical Quarterly*, Winter 1997 v39 n4 p3-9

Roberts, A., (1994) The road to hell: humanitarian intervention. *Current*, June 1994 n363 p24-9

Sollis, P (1994) The relief-development continuum: some notes on rethinking assistance for civilian victims of conflict. *Journal of International Affairs*, Wntr 1994 47 n2 p451-471.

Sullivan, P (1996) All Free Man Now: Culture, Community and Politics in the Kimberley Region, North-Western Australia *Australian Institute of Aboriginal and Torres Strait Islander Studies, Report Series*, 1996, pp xiv + 130, ISBN 0 85575 274 2

Titterton, M., Ed (1994) *Caring for People in the Community: The New Welfare*. Jessica Kingsley Publishers: London.

Talhawi G H (1997) Palestinians in Jerusalem: the denationalization of a community. *Middle East Policy*, Sep 1997 v5 n3 p57-69

Widner, J & Mundt, A (1998) Researching social capital in Africa *Africa*, Wntr 1998 v68 n1 p1-25.

Yin, J S (1998) The community development industry system: a case study of politics and institutions in Cleveland, 1967-1997. *Journal of Urban Affairs*, Spring 1998 v20 n2 p137-58

## **Journals**

American Journal of Community Psychology  
Community Development Journal  
Community Quarterly  
Journal of Housing and Community  
Social Forces

## **Web Sites**

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to objectives 1, 2, 3 & 4

**Type:** Project analysing a community

**Length:** 5,000-6,000 words

**Value:** 100%

**Due Date:**

### **Intended Distribution Of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

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Unit Statement

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Unit Title:	Community Education
Unit Code:	TBA
Award Name:	Masters of Community Development
Type of Unit:	Core
Pre-requisites:	Principles of Community Development
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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### Aims

Education at the community level is one of the major strategies of Community Development. This Unit aims to introduce students to the processes involved in educating communities for both immediate and longer-term problems. The unit will utilise educational techniques to facilitate the development of learning communities.

### Objectives

On completion of this Unit students should be able to:

1. Discuss the principles of adult and organisational learning as they apply to learning communities.
2. Identify factors which influence community learning.
3. Analyse the learning needs of the community in a variety of situations.
4. Distinguish between the various roles of community educator and how the various roles impact on the choice of learning strategies.
5. Develop and implement an educational program at the community level.

## Handbook Entry

Provides students with an overview of learning theories and educational strategies as they apply to community education. The unit explores the various educational roles as they relate to community educational needs.

## Syllabus

Overview of Learning Communities

Principles of Adult and Public Education

Learning Theories

Role of Community Educator

Factors which influence community learning:

- Social
- Political
- Economic
- Cultural

Assessing Community Learning needs

Emergency Situations versus Social Change

Case studies in Community Education

## Prescribed Text

TBA

## Reference Materials

Beggs, J J, Haines, V A & Hurlbert, J S (1996) Situational contingencies surrounding the receipt of informal support. *Social Forces Vol 75 No 1* pp 201-223.

Bournat, J., Johnson, J., Pereira, C., Pilgrim, D., Williams, F., Eds (1997) *Community Care: A Reader*. Macmillan: London.

Campfens, H Ed (1997). *Community Development around the world: Practice, Theory, Research & Training*. University of Toronto Press: Toronto Canada.

Craig, G & Mayo, M Eds (1995) *Community Empowerment: A Reader in Participation and Development*. Zed Books: London.

Crowther, J., & Shaw M., (1997) Social Movements and the Education of Desire. *Community Development Journal. Vol 32 No 3* pp 266-279.

Ife, J., (1995) *Community Development: Creating community alternatives - vision, analysis and practice*. Addison Wesley: Melbourne.

Foley, G., Ed., (1995) *Understanding adult education and training*. Allen & Unwin: Sydney

Friedman, J (1992), *Empowerment: The Politics of Alternative Development*. Blackwell: Oxford.

Gillespie, D F., & Murty, S., (1994) Cracks in a postdisaster service delivery network. *American Journal of Community Psychology*. Vol 22 , No 5 pp 639-661.

Hesselbein, F., Goldsmith, M., Beckhard, R., & Schubert, R F Eds (1998) *The Community of the Future*. Jossey-Bass Publisher: San Francisco.

Kenny, S., (1994) *Developing Communities for the Future: Community Development in Australia*. Nelson: Melbourne.

Knowles, M., (1990) *The Adult Learner: A neglected species*. Gulf Publishing: Houston Texas.

Newman, M., (1994) *Defining the Enemy: Adult Education in Social Action*. Stewart Victor Publishing: Sydney.

Pearson, M., & Scherer, P., (1997) Balancing security and sustainability in social policy. *OECD Observer*, April - May, (205) p 6-10.

Poster, C., & Kruger, A., Eds (1990)..*Community Education in the Western World*. Routledge: London.

Rahman, A., (1993) *People's Self-development: Perspectives on Participatory Action Research*. Zed Books: London.

Riches, G., (1997) *First World Hunger* Macmillan: London

Schram, B., & Mandell, B. R., (1994) *An Introduction to Human Services : Policy and Practice*. 2nd edit., New York :Macmillan

Stafford, C., Furz B., (1997) *Society and Change: A Sociological Introduction to Contemporary Australia*. 2nd edit. Macmillan: Sydney.

Thorpe, M., Edwards, R., & Hanson, A., Eds (1993) *Culture and Process of Adult Learning*. Routledge: London.

Titterton, M., Ed (1994) *Caring for People in the Community: The New Welfare*. Jessica Kingsley Publishers: London.

## **Journals**

American Journal of Community Psychology  
Community Development Journal  
Community Quarterly  
Journal of Housing and Community  
Social Forces

## **Web Sites**

### **Student Assessment Requirements**

#### **Assessment Item 1**

This assessment item relates to objectives 1 & 2

**Type:** Essay

**Length:** 2000 words

**Value:** 40%

**Due Date:**

#### **Assignment Item 2**

This assessment item relates to objectives 3, 4 & 5

**Type:** Community Education Proposal

**Length:** 3,500-4,000 words

**Value:** 60%

**Due Date:**

### **Intended Distribution Of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Southern Cross University

School of Human Services

Unit Statement

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<b>Unit Title:</b>	<b>Issues in Disaster Management</b>
Unit Code:	TBA
Award Name:	<b>Masters of Community Development</b>
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Presents a number of major concepts underpinning disaster management and preparedness in the context of community development. These concepts are: the scope of disaster management; an overview of the principles and practice of disaster response and recovery; economics and disaster; legal and ethical issues of disasters; politics and disasters; and community development.

**Objectives**

On completion of this Unit students should be able to:

1. Outline the development of international, national and local government policy in emergency management.
2. Describe the types, effects and threat of disasters worldwide.
3. Compare and contrast policy and processes associated with disaster response, disaster recovery, disaster preparedness and hazard mitigation.
4. Describe the role of major international and national agencies involved in emergency management.
5. Analyse the economic, social, legal and ethical implications of a community development approach to disaster preparedness and mitigation.

6. Outline the major issues involved in community education and preparedness for disasters.
7. Describe the role of technology in disaster preparedness.

### **Handbook Entry**

A number of major issues in contemporary emergency management are covered in this Unit that is a foundation for the rest of the course which has a more specific community development orientation. The Unit provides a broad outline of the nature of disasters, response, recovery, preparedness and mitigation from an international perspective.

### **Syllabus**

The aims and scope of disaster management  
International, national and local agencies involved in disaster management  
The politics of disasters  
The nature of disasters  
Hazardous environments  
International trends in disaster management  
Policy and planning for disaster management  
Ethics and disasters  
Hazard mitigation  
Economic and social issues in disaster preparedness  
Community education  
Technology, change and disaster management  
The future of disaster management

### **Prescribed Text**

TBA

### **Reference Materials**

Alexander, D., (1993) *Natural Disasters*. New York: Chapman & Hall.

Allison, R E ( 1993) *Global Disasters: Inquiries into Management Ethics* Des Moines IA: Prentice Hall.

Auf der Heide, E (1989) *Disaster Response: Principles of Preparation and Coordination*. St Louis: Mosby.

Baldi, B., (1995) *Emergency Preparedness Policy-Making: A comparative Analysis between California and Italy*. Newark DE: Disaster Research Centre.

Banerjee, M M & Gillespie, D F., (1995) Linking Preparedness and Organisational Disaster Response Effectiveness. *Journal of Community Practice*. Vol 2 No 3

Beatley, T., (1989) Towards a Moral Philosophy of Natural Disaster Mitigation *International Journal of Mass Emergencies and Disasters*, Vol7 pp5-32

Bourriau, J (1992) *Understanding Catastrophe: Its Impact on Life on Earth* New York: Cambridge University Press.

Burby, R J., & Wagner, F. (1996) Protecting Tourists from Death and Injury in Coastal Storms. *The Journal of Disaster Studies and Management*. Vol 20 No 1, pp 49-60.

Cole, L., (1994) *Element of Risk: the Politics of Radon*. New York: Oxford University Press.

Comfort L K Ed. (1988) *Managing Disaster: Strategies and Policy Perspectives*. Durham NC: Duke University Press, 1988.

Cutter S., Ed (1994) *Environment Risks and Hazards*. Englewood Cliffs NJ: Prentice Hall.

Drabek, T E (1990) *Emergency Management: Strategies for Maintaining Organizational Integrity*. New York: Springer-Verlag.

Drabek, T E & Hoetmer, G J Eds (1991) *Emergency Management: Principles and Practice for Local Government*. Washington DC: International City Management Association.

Drabek, T E (1994) *Disaster Evacuation and the Tourist Industry*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Drabek, T E (1996) *Disaster Evacuation Behaviour: Tourist and other Transients*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Dynes, R. & Tierney K J Eds (1994) *Disasters, Collective Behaviour and Social Organisation* Newark DE: University of Delaware Press.

Erickson K (1994) *A New Species of Trouble: Explorations in Disaster, Trauma and Community* New York: WW Norton & Co.

Gillespie D F (1993) *Partnerships for Community Preparedness*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Gillespie, D F & Banerjee M M (1993) Prevention Planning and Disaster Preparedness. *Journal of Applied Social Science* Vol 17 No 2 pp 219-236.

Houts P The SWOT Analysis: Another Planning Tool for Emergency Management. *Australian Journal of Emergency Management* Vol 11 No 3 pp12-19

Lindell, M K., (1992) *Behavioural Foundations of Community Emergency Planning*. Washington DC: Hemisphere Publishing

- Lindell, M K (1994) Are Local Emergency Planning Committees Effective in Developing Community Disaster Preparedness? *International Journal of Mass Emergencies and Disasters*. Vol 12 pp 159-182.
- May, P J & Burby, R J (1996) Coercive Versus Cooperative Policies: Comparing Intergovernmental Mandate Performance *Journal of Policy Analysis and Management* Vol 15 No 2 pp 171-201
- May P J (1996) *Environmental Management and Governance: Intergovernmental Approaches to Hazards and Sustainability*. London: Routledge.
- Merriman, P A & Browitt, C W A Eds (1993) *Natural Disasters: Protecting Vulnerable Communities*. London: Thomas Telford.
- Neal, D M & Phillips, B D (1995) Effective Emergency Management: Reconsidering the Bureaucratic Approach *Disasters* Vol 19 pp 327-337.
- Nigg, J M (1995) *Disaster Recovery as a Social Process*. Newark DE: Disaster Research Centre.
- Paton D & Long N Eds (1996) *Psychological Aspects of Disasters: Impact, Coping and Intervention* Palmerston North New Zealand: Dunmore Press
- Perry, R W & Lindell M K (1991) The Effects of Ethnicity on Evacuation on Evacuation Decision-Making. *International Journal of Mass Emergencies and Disasters* Vol 9 pp 47-68.
- Phillips, B D (1993) Cultural Diversity in Disasters: Sheltering, Housing and Long Term Recovery. *International Journal of Mass Emergencies and Disasters*, Vol 11 No 1 pp 99-110.
- Phillips, B.D., (1993) Cultural Diversity in Disaster Situations. *International Journal of Mass Emergencies and Disasters*. March 1993.
- Quarentelli, E L (1995) *Disasters are Different: Therefore Planning For and Managing them requires Innovative as well as Traditional Behaviours*. Newark DE: Disaster Research Institute.
- Quarentelli, E L (1995) *The Future is not the Past Repeated: Projecting Disasters of the 21<sup>st</sup> Century from Present Trends*. Newark DE: Disaster Research Institute.
- Raphael, B., (1986) *When Disaster Strikes: How Individuals and Communities Cope*. New York: Basic Books.
- Silverstein, M (1992) *Disasters: Your Right to Survive*. Washington DC: Brassey's
- Sylves, R T., (1991) Adopting Integrated Emergency Management in the United States: Political and Organisational challenges. *International Journal of Mass Emergencies and Disasters*. Vol 9, pp 413-424.
- Sylves, R T., Ed (1996) *Disaster Management in the US and Canada*. Springfield IL: Charles C Thomas.

Waugh, W L & Ronald, J H Eds (1990)*Handbook of Emergency Management: Policies and Programs for Dealing with Major Hazards and Disasters*. Westport CN: Greenwood Press.

World Health Organisation (1995) *Establishing a Mass Casualty Management System* Washington DC: Pan American Health Organisation, Pan American Sanitary Bureau

### **Journals**

Australian Journal of Emergency Management  
Disaster Prevention and Management  
Disaster Recovery  
International Journal of Mass Emergencies and Disasters

### **Student Assessment Requirements**

#### **Assessment Item 1**

This assessment item relates to objectives 1 - 7

**Type:** Essay

**Length:** 2500 words

**Value:** 50%

**Due Date:**

#### **Assessment Item 2**

This assessment item relates to Unit objectives 1 - 7

**Type:** Project Report

**Length:** 2500 words

**Value:** 50%

**Due Date:**

### **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

**Southern Cross University**

**School of Human Services**

**Unit Statement**

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<b>Unit Title:</b>	<b>Disaster Preparedness and Prevention</b>
Unit Code:	TBA
Award Name:	<b>Masters of Community Development</b>
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Planning for potential disaster to reduce its impact is a major responsibility for communities and involves significant policy development and implementation. This Unit prepares participants to develop and implement plans using available community, government and private sources that will mitigate the effects of disasters.

**Objectives**

On completion of this Unit students should be able to:

1. Identify international best practice in disaster planning and mitigation.
2. Describe the principles and processes involved in disaster preparedness.
3. Coordinate the essential community and government agencies to develop a disaster preparedness and mitigation plan.
4. Undertake a disaster vulnerability and resource assessment of a community.
5. Develop a disaster preparedness and mitigation plan
6. Communicate a disaster and mitigation plan to the community and relevant agencies.
7. Critically evaluate existing disaster and mitigation plans.

## Handbook Entry

Provides a foundation understanding and practical application of planning for disaster preparedness by communities. The Unit examines international practice in community disaster planning processes, the theory and practice of community preparedness, and how to prepare an effective disaster plan.

## Syllabus

International policy in disaster planning and mitigation  
International best practice in disaster preparedness and mitigation  
Pre-planning requirements  
The theory of mitigation  
Hazard and risk assessment/vulnerability/resource assessment  
Hazard mitigation  
Community assessment  
The planning process and methodologies  
Generic and hazard-specific disaster/hazard plans  
Coordination of the plan and team/community building  
Community growth/development impact  
Mutual aid agreements  
Exercising disaster plans  
Legal issues

## Prescribed Text

TBA

## Reference Materials

Alexander, D., (1993) *Natural Disasters*. New York: Chapman & Hall.

Allison, R E ( 1993) *Global Disasters: Inquiries into Management Ethics* Des Moines IA: Prentice Hall.

Auf der Heide, E (1989) *Disaster Response: Principles of Preparation and Coordination*. St Louis: Mosby.

Baldi, B., (1995) *Emergency Preparedness Policy-Making: A comparative Analysis between California and Italy*. Newark DE: Disaster Research Centre.

Banerjee, M M & Gillespie, D F., (1995) Linking Preparedness and Organisational Disaster Response Effectiveness. *Journal of Community Practice*. Vol 2 No 3

Beatley, T., (1989) Towards a Moral Philosophy of Natural Disaster Mitigation *International Journal of Mass Emergencies and Disasters*, Vol7 pp5-32

Bourriau, J (1992) *Understanding Catastrophe: Its Impact on Life on Earth* New York: Cambridge University Press.

- Burby, R J., & Wagner, F. (1996) Protecting Tourists from Death and Injury in Coastal Storms. *The Journal of Disaster Studies and Management*. Vol 20 No 1, pp 49-60.
- Comfort L K Ed (1988) *Managing Disaster: Strategies and Policy Perspectives*. Durham NC: Duke University Press, 1988.
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- Drabek, T E & Hoetmer, G J Eds (1991) *Emergency Management: Principles and Practice for Local Government*. Washington DC: International City Management Association.
- Drabek, T E (1994) *Disaster Evacuation and the Tourist Industry*. Boulder CO: Institute of Behavioural Science, University of Colorado.
- Drabek, T E (1996) *Disaster Evacuation Behaviour: Tourist and other Transients*. Boulder CO: Institute of Behavioural Science, University of Colorado.
- Dynes, R. & Tierney K J Eds (1994) *Disasters, Collective Behaviour and Social Organisation* Newark DE: University of Delaware Press.
- Erickson K (1994) *A New Species of Trouble: Explorations in Disaster, Trauma and Community* New York: WW Norton & Co.
- Freeman, R. M., (1998) The real event model or the organizational convenience model? A national survey of correctional emergency preparedness evaluation methodology. *Prison Journal* Vol 78 No 2 pp 152-166.
- Gillespie D F (1993) *Partnerships for Community Preparedness*. Boulder CO: Institute of Behavioural Science, University of Colorado.
- Gillespie, D F & Banerjee M M (1993) Prevention Planning and Disaster Preparedness. *Journal of Applied Social Science* Vol 17 No 2 pp 219-236.
- Houts P The SWOT Analysis: Another Planning Tool for Emergency Management. *Australian Journal of Emergency Management* Vol 11 No 3 pp12-19
- Lindell, M K., (1992) *Behavioural Foundations of Community Emergency Planning*. Washington DC: Hemisphere Publishing
- Lindell, M K (1994) Are Local Emergency Planning Committees Effective in Developing Community Disaster Preparedness? *International Journal of Mass Emergencies and Disasters*. Vol 12 pp 159-182.
- May, P J & Burby, R J (1996) Coercive Versus Cooperative Policies: Comparing Intergovernmental Mandate Performance *Journal of Policy Analysis and Management* Vol 15 No 2 pp 171-201

May P J (1996) *Environmental Management and Governance; Intergovernmental Approaches to Hazards and Sustainability*. London: Routledge.

Merriman, P A & Browitt, C W A Eds (1993) *Natural Disasters: Protecting Vulnerable Communities*. London: Thomas Telford.

Neal, D M & Phillips, B D (1995) Effective Emergency Management: Reconsidering the Bureaucratic Approach *Disasters Vol 19* pp 327-337.

Nigg, J M (1995) *Disaster Recovery as a Social Process*. Newark DE: Disaster Research Centre.

Paton D & Long N Eds (1996) *Psychological Aspects of Disasters: Impact, Coping and Intervention* Palmerston North New Zealand: Dunmore Press

Perry, R W & Lindell M K (1991) The Effects of Ethnicity on Evacuation on Evacuation Decision-Making. *International Journal of Mass Emergencies and Disasters Vol 9* pp 47-68.

Phillips, B D (1993) Cultural Diversity in Disasters: Sheltering, Housing and Long Term Recovery. *International Journal of Mass Emergencies and Disasters, Vol 11* No 1 pp 99-110.

Phillips, B.D., (1993) Cultural Diversity in Disaster Situations. *International Journal of Mass Emergencies and Disasters*. March 1993.

Quarentelli, E L (1995) *Disasters are Different: Therefore Planning For and Managing them requires Innovative as well as Traditional Behaviours*. Newark DE: Disaster Research Institute.

Quarentelli, E L (1995) *The Future is not the Past Repeated: Projecting Disasters of the 21<sup>st</sup> Century from Present Trends*. Newark DE: Disaster Research Institute.

Raphael, B., (1986) *When Disaster Strikes: How Individuals and Communities Cope*. New York: Basic Books.

Sylves, R T., Ed (1996) *Disaster Management in the US and Canada*. Springfield IL: Charles C Thomas.

Waugh, W L & Ronald, J H Eds (1990) *Handbook of Emergency Management: Policies and Programs for Dealing with Major Hazards and Disasters*. Westport CN: Greenwood Press.

World Health Organisation (1995) *Establishing a Mass Casualty Management System* Washington DC: Pan American Health Organisation, Pan American Sanitary Bureau

## Journals

Australian Journal of Emergency Management  
Disaster Prevention and Management  
Disaster Recovery  
International Journal of Mass Emergencies and Disasters

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 1, 2 & 7

**Type:** Essay

**Length:** 2500 words

**Value:** 50%

**Due Date:**

### **Assessment Item 2**

This assessment item relates to Unit objectives 3 - 5 & 6

**Type:** Project Report

**Length:** 3000 words

**Value:** 50%

**Due Date:**

### **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

**Unit Statement**

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Unit Title:	Living in a Hazardous Environment
Unit Code:	TBA
Award Name:	Masters of Community Development
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Understanding the nature and effects of hazardous environments, hazardous materials, and terrorism are central to effective disaster preparedness. This Unit provides a detailed analysis of many different hazards, their causes, effects, distribution, mitigation and community preparedness.

**Objectives**

On completion of this Unit the student should be able to:

1. Describe the causes, characteristics and effects of known hazards in the student's own region.
2. Map the distribution of major hazards internationally.
3. Develop mitigation plans for major hazards in the student's own region.
4. Critically analyse mitigation plans for common major hazards.
5. Prepare citizen awareness and preparedness programs for common local hazards.

## Handbook Entry

Provides a detailed understanding of most of the known natural and human made hazards that can lead to disasters and major emergencies. The Unit then examines the principles and practice of mitigation for a number of local and international hazards.

## Syllabus

The causes, characteristics and effects of:

Avalanche  
Civil disorder  
Drought  
Earthquake  
Epidemics  
Fires  
Flood  
Hail  
Hazardous materials  
Hurricanes, cyclones and storms  
Industrial accidents  
Landslides  
Nuclear plant accidents  
Terrorism  
Transport accidents  
Tsunamis  
Volcanoes  
Bush fires and wildfires  
War

## Prescribed Text

TBA

## Reference Materials

Aguirre, B., (1993) The Human Ecology of Tornadoes *Demography Vol 4* pp 623-633.

Aguirre, B., (1994) Population and the detection of Weak Tornadoes. *International Journal of Mass Emergencies and Disasters. Vol 12* pp 261-277.

Aguirre, B., (1995) The Social Organisation of Search and Rescue: Evidence from the Guadalajara Gasoline Explosion. *International Journal of Mass Emergencies and Disasters, Vol 13* pp 67-92.

Alexander, D., (1993) *Natural Disasters*. New York: Chapman & Hall.

Baldwin, T K., (1993) Earthquake Awareness in Southeast Missouri: A Study in Pluralistic Ignorance. *International Journal of Mass Emergencies and Disasters Vol 11* pp 351-363.

Baron J., (1993) Attitudes toward Managing Hazardous Waste: What should be cleaned up and who should pay for it? *Risk Analysis Vol 13* Pp 183- 192.

Bradford, J K (1994) Biological Hazards and Emergency Management *Journal of Contingencies and Crisis Management Vol 2* No 1 pp39-48

Boulton, P., (1993) Community Context and Uncertainty Following a Damaging Earthquake: Low-Income Latinos in Los Angeles, California. *Environmental Professional Vol 15* pp 240-247.

Bourriau, J (1992) *Understanding Catastrophe: Its Impact on Life on Earth* New York: Cambridge University Press.

Burby, R J., & Wagner, F. (1996) Protecting Tourists from Death and Injury in Coastal Storms. *The Journal of Disaster Studies and Management. Vol 20* No 1, pp 49-60.

Burton, I. M., Kates, R. W. & White, G. F. (1993) *The Environment as Hazard. 2<sup>nd</sup> edit.* New York: Guilford Press.

Cutter S (1993) *Living with Risk* London: Edward Arnold.

Cutter S., Ed (1994) *Environment Risks and Hazards.* Englewood Cliffs NJ: Prentice Hall.

Flin, R., Stewart, K & Slaven, G., (1996) Emergency decision making in the offshore oil and gas industry. *Human Factors. Vol 38* No2. Pp 262-278.

Handmer, J (1996) Policy Design and Local Attributes for Flood Hazard Management. *Journal of Contingencies and Crisis Management Vol 4* No 4 PP 189-197.

Hoffman, B R & Riley K J (1995) *Domestic Terrorism: A National Assessment of State and Local Preparedness.* Santa Monica, CA: Rand Corp.

Irvin T R & Strong, C B *Emergency Response and Hazardous Chemical Management: Principles and Practices* Delray Beach FL: St Lucie Press.

Jasanoff, S (1994) *Learning from Disaster: Risk Management after Bhopal.* Philadelphia, PA University of Pennsylvania Press.

Johnson, D Sullivan S & Jones G W (1996) A survey of emergency response planning as practiced in boiler/industrial furnace facilities burning hazardous waste derived fuels. *Journal of Environment Health. Vol 59* No 1 pp 12-19

Kapoor R., (1992) *The psychosocial Consequences of an Environmental Disaster: Selected Case Studies of the Bhopal Gas Tragedy.* New York: Human Sciences Press.

Keating M., (1997) Preparing for the Increasing Threat of Terrorism. *Disaster Recovery Journal Vol 18* No 1 pp 10-11.

- Kletz T., (1993) *Lessons from Disaster: How Organisations have no memory and accidents recur.* Houston: Gulf Publishing Co.
- Kreps, G A (1995) Disaster as Systemic Event and Social Catalyst: A Clarification of Subject Matter. *International Journal of Mass Emergencies and Disasters.* Vol 13 No 3 pp 255-284.
- Lindell, M K., & Meier, M J (1994) Effectiveness of Community Planning for Toxic Chemical Emergencies *Journal of the American Planning Association* Vol 60 pp 222-234
- May, P J & Burby, R J (1996) Coercive Versus Cooperative Policies: Comparing Intergovernmental Mandate Performance *Journal of Policy Analysis and Management* Vol 15 No 2 pp 171-201
- May P J (1996) *Environmental Management and Governance: Intergovernmental Approaches to Hazards and Sustainability.* London: Routledge.
- McGuire B., (1997) Waiting for the big one. *Geographical Magazine.* Vol 17 No 8 pp 66-71.
- Medvedev Z., (1990) *The Legacy of Chernobyl* New York: Basic Books.
- Quarentelli, E L (1995) *Disasters are Different: Therefore Planning For and Managing them requires Innovative as well as Traditional Behaviours.* Newark DE: Disaster Research Institute.
- Quarentelli, E L (1995) *The Future is not the Past Repeated: Projecting Disasters of the 21<sup>st</sup> Century from Present Trends.* Newark DE: Disaster Research Institute.
- Phillips, B (1992) Planning for the Expected: Evacuation in a Chemical Emergency. *Disaster Management* Vol 4 No 2 pp 103-108.
- Raphael, B., (1986) *When Disaster Strikes: How Individuals and Communities Cope.* New York: Basic Books.
- Rosenthal, U & Kouzmin A., (1997) Crises and crisis management: toward comprehensive government decision making. *Journal of Public Administration Research and Theory.* Vol 7 No 2 pp 277-305.
- Shlapentokh, V., (1998) Fear of the future in the modern world: a Russian case. *International Journal of Comparative Sociology.* Vol 39. No 2 pp 161-177.
- Silverstein, M (1992) *Disasters: Your Right to Survive.* Washington DC: Brassey's
- Sylves, R T., (1991) Adopting Integrated Emergency Management in the United States: Political and Organisational challenges. *International Journal of Mass Emergencies and Disasters.* Vol 9, pp 413-424.
- Sylves, R T., Ed (1996) *Disaster Management in the US and Canada.* Springfield IL: Charles C Thomas.

Washington, G T (1998) After the flood: a strategic primary health care plan for homeless and migrant populations. *Nursing and Health Care Perspectives*. Vol 19 No 2 pp 66-72.

Waugh, W L & Ronald, J H Eds (1990)*Handbook of Emergency Management: Policies and Programs for Dealing with Major Hazards and Disasters*. Westport CN: Greenwood Press.

World Health Organisation (1995) *Establishing a Mass Casualty Management System* Washington DC: Pan American Health Organisation, Pan American Sanitary Bureau

## **Journals**

Australian Journal of Emergency Management  
Disaster Prevention and Management  
Disaster Recovery  
International Journal of Mass Emergencies and Disasters  
Journal of Contingencies and Crisis Management  
Prehospital and Disaster Medicine Journal

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment relates to objectives 1, 2 & 3

**Type:** Essay

**Length:** 2500 words

**Value:** 50%

**Due Date:**

### **Assessment Item 2**

This assessment relates to objectives 4 & 5

**Type:** Project Report

**Length:** 3000 words

**Value:** 50%

**Due Date:**

## **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Unit Statement

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Unit Title:	Social Dimensions of Disasters
Unit Code:	TBA
Award Name:	Masters of Community Development
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Community reactions to disaster and to disaster preparedness are determined by complex social and psychological factors. This Unit examines these factors in detail so that the student may better understand how to design appropriate disaster preparedness and hazard mitigation programs.

**Objectives**

On completion of this Unit students should be able to:

1. Critically evaluate the history and research regarding human behaviour in relation to disaster and disaster preparedness.
2. Describe the four phases of the Disaster Life Cycle.
3. Outline disaster mythology patterns, their sources and their effects on people.
4. Predict common human responses to disasters and disaster preparedness.
5. Describe the role of stress on a person's reaction to disaster and basic prevention methods.
6. Determine the most appropriate communication strategies in communities given known human responses to disasters and disaster preparedness.
7. Identify potential problems in the ways organisations might behave in response to disaster, hazard mitigation and preparedness.

## Handbook Entry

Provides a detailed analysis of the sociological and psychological aspects of disasters and disaster preparedness in individuals, communities and organisations.

## Syllabus

Definitions of disasters  
History of research in human behaviour associated with disasters  
The Disaster Life Cycle  
Disaster mythology  
Disaster warnings  
Community evacuation behaviour  
Building effective warning systems  
Victim response in disasters  
Non-victim responses  
Looting behaviour.  
Crisis decision making  
Disaster response and recovery in communities  
Stress  
Communication in communities during disaster  
Communication and preparedness

## Prescribed Text

TBA

## Reference Materials

Alexander, D., (1993) *Natural Disasters*. New York: Chapman & Hall.

Allison, R E ( 1993) *Global Disasters: Inquiries into Management Ethics* Des Moines IA: Prentice Hall.

Aguirre, B., (1995) The Social Organisation of Search and Rescue: Evidence from the Guadalajara Gasoline Explosion. *International Journal of Mass Emergencies and Disasters*, Vol 13 pp 67-92.

Becker, S M., (1997) Psychosocial Assistance after Environmental Accidents: A policy Perspective. *Environmental Health Perspectives*. Vol 105. Dec. pp1557-1563

Buckle, P., (1995) Community Based Management of Social Disruption Following Disasters. *The Australian Journal of Emergency Management*. Vol 10. Pp 31-38

Comfort L K Ed (1988) *Managing Disaster: Strategies and Policy Perspectives*. Durham NC: Duke University Press, 1988.

Drabek, T E (1990) *Emergency Management: Strategies for Maintaining Organizational Integrity*. New York: Springer-Verlag.

Drabek, T E & Hoetmer, G J Eds (1991) *Emergency Management: Principles and Practice for Local Government*. Washington DC: International City Management Association.

Drabek, T E (1994) *Disaster Evacuation and the Tourist Industry*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Drabek, T E (1996) *Disaster Evacuation Behaviour: Tourist and other Transients*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Dynes, R. & Tierney K J Eds (1994) *Disasters, Collective Behaviour and Social Organisation* Newark DE: University of Delaware Press.

Dynes R (1995) Working Sociologists as Globetrotters: Utilising Disaster Research and Policy Networks. *Journal of Applied Sociology*. Vol 12 pp

Dynes, R., (1994) *Situational Altruism: Toward and Explanation of Pathologies in Disaster Assistance* Disaster Research Center, University of Delaware.

Enarson, E., & Morrow, B H Eds (1998) *The Gendered Terrain of Disaster: Through the Eyes of Women* Westport, CT: Greenwood Publishing.

Fischer H W (1994) *Response to Disaster: Fact versus Fiction & its Perpetuation – the Sociology of Disaster* Manham MD: University Press of America

Gillespie D F (1993) *Partnerships for Community Preparedness*. Boulder CO: Institute of Behavioural Science, University of Colorado.

Gillespie, D F & Banerjee M M (1993) Prevention Planning and Disaster Preparedness. *Journal of Applied Social Science* Vol 17 No 2 pp 219-236.

Johnston, W & Davey C L (1997) The psychological impact of negative TV news bulletins: the catastrophizing of personal worries. *British Journal of Psychology*. Vol 88 No 1 pp 85-92.

Lindell, M K., (1992) *Behavioural Foundations of Community Emergency Planning*. Washington DC: Hemisphere Publishing

Kreps, G. & Bosworth S L (1994) Disaster, Organising, and Role Enactment: A Structural Approach. *American Journal of Sociology*. Pp 428-463.

Kreps G., (1995) Disaster as Systemic Event and Social Catalyst: a Clarification of Subject Matter. *International Journal of Mass Emergencies and Disasters*. Vol 13 No 3, pp 255-284.

Kroll-Smith, J & Couch S R (1990) Sociological Knowledge and the Public at Risk: A 'Self-Study' of Sociology, Technological Hazards and Moral Dilemmas. *Sociological Practice Review*. Vol 1 No 1 pp 102-127

- Merriman, P A & Browitt, C W A Eds (1993) *Natural Disasters: Protecting Vulnerable Communities*. London: Thomas Telford.
- Moran C., & Colless (1995) Positive Reactions Following Emergency and Disaster Responses. *Disaster Prevention and Management Vol 4 No 1* pp 55-60.
- Neal, D M & Phillips, B D (1995) Effective Emergency Management: Reconsidering the Bureaucratic Approach *Disasters Vol 19* pp 327-337.
- Nigg, J M (1994) *Influence of Symbolic Interaction of Disaster Research*. Newark DE: Disaster Research Centre.
- Nilson, D., (1994) Disaster Beliefs and Ideological Orientation. *Journal of Contingencies and Crisis Management. Vol 3 No 1* pp 12-17.
- Paton D & Long N Eds (1996) *Psychological Aspects of Disasters: Impact, Coping and Intervention* Palmerston North New Zealand: Dunmore Press.
- Peacock, W G., Morrow, B G., & Gladwin H. Eds (1997) *Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters*. London: Routledge.
- Perry, R W & Lindell M K (1991) The Effects of Ethnicity on Evacuation on Evacuation Decision-Making. *International Journal of Mass Emergencies and Disasters Vol 9* pp 47-68.
- Phillips, B D (1993) Cultural Diversity in Disasters: Sheltering, Housing and Long Term Recovery. *International Journal of Mass Emergencies and Disasters, Vol 11 No 1* pp 99-110.
- Phillips, B.D., Garza, L & Neal, D M (1994) Intergroup Relations in Disasters: Service Delivery Barriers After Hurricane Andrew. *The Journal of Intergroup Relations . Vol 21* pp 19-27.
- Quarentelli, E L (1995) *Disasters and Catastrophes: Their Conditions in and Consequences for Social Development*. Newark DE: Disaster Research Institute.
- Quarentelli, E L (1994) *Draft of a Sociological Research Agenda for the Future: Theoretical, Methodological and Empirical Issues*. Newark DE: Disaster Research Institute.
- Quarentelli, E L (1994) *Looting and Antisocial Behaviour in Disasters*. Newark DE: Disaster Research Institute.
- Raphael, B., (1986) *When Disaster Strikes: How Individuals and Communities Cope*. New York: Basic Books.
- Rosso I., (1993) *Community Reconstruction After an Earthquake: Dialectical Sociology in Action* Westport CT: Praeger
- Shlapentokh, V., (1998) Fear of the future in the modern world: a Russian case. *International Journal of Comparative Sociology. Vol 39. No 2* pp 161-177.

Simile, C M (1995) *Disaster Settings and Mobilizations for Contentious Collective Action: Case Studies of Hurricane Hugo and the Loma Prieta Earthquake.*

Tierney, K (1995) *Societal Impacts and Emergency Response.* Newark DE: Disaster Research Institute.

Tierney, K (1994) *Sociology's Unique Contributions to the Study of Risk.* Newark DE: Disaster Research Institute.

## **Journals**

Australian Journal of Emergency Management  
Disaster Prevention and Management  
Disaster Recovery  
International Journal of Mass Emergencies and Disasters

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 4, 5, 6 & 7

**Type:** Essay

**Length:** 2500 words

**Value:** 50%

**Due Date:**

### **Assessment Item 2**

This assessment item relates to Unit objectives 4 & 5

**Type:** Project Report

**Length:** 3000 words

**Value:** 50%

**Due Date:**

## **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Unit Statement

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Unit Title:	Analytical Methodologies in Emergency Management
Unit Code:	TBA
Award Name:	Masters of Community Development
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Prepares the student to use critical methods to evaluate disaster preparedness and hazard mitigation, undertake effective community consultation and analyse current research in the area of disaster management.

**Objectives**

On completion of this Unit students should be able to:

1. Describe the range of evaluation methods that have been used in disaster research.
2. Utilise common quantitative and qualitative designs to evaluate disaster preparedness programs.
3. Undertake effective community consultation processes.
4. Critically evaluate studies and evaluation about disaster management and disaster preparedness.
5. Prepare professional reports on evaluations of disaster management programs.

## Handbook Entry

Provides the student with a range of methods for the evaluation of current research and for the conduct of evaluations of disaster preparedness programs. A number of qualitative and quantitative approaches to evaluation are examined as well as current examples of evaluation studies in emergency management.

## Syllabus

Overview of analytical methods  
Theory and evaluation  
Unique characteristics of emergency management research  
Ethical issues  
Problem formulation  
Data collection  
Survey techniques  
Case study methods  
Community consultation methods  
Cost-benefit analysis  
Report writing

## Prescribed Text

TBA

## Reference Materials

- Alexander, D., (1993) *Natural Disasters*. New York: Chapman & Hall.
- Baldi, B., (1995) *Emergency Preparedness Policy-Making: A comparative Analysis between California and Italy*. Newark DE: Disaster Research Centre.
- Banerjee, M M & Gillespie, D F., (1995) Linking Preparedness and Organisational Disaster Response Effectiveness. *Journal of Community Practice*. Vol 2 No 3
- Bourriau, J (1992) *Understanding Catastrophe: Its Impact on Life on Earth* New York: Cambridge University Press.
- Comfort L K Ed (1988) *Managing Disaster: Strategies and Policy Perspectives*. Durham NC: Duke University Press, 1988.
- Dawson, G (1993) A Comparison of Research and Practice: A Practitioners View. *International Journal of Mass Emergencies and Disasters*. Vol 11. pp 55-62.
- De Vaus, D. (1995). *Surveys in social research* (4th Ed). Sydney: Allen & Unwin.
- Dynes, R. & Tierney K J Eds (1994) The Structure of Disaster Research: Its Policy and Disciplinary Implications. *International Journal of Mass Emergencies and Disasters* Vol 15, pp 5-23.

Dynes R (1995) Working Sociologists as Globetrotters Utilising Disaster Research and Policy Networks. *Journal of Applied Sociology*. Vol 12 pp

Freeman, R. M., (1998) The real event model or the organizational convenience model? A national survey of correctional emergency preparedness evaluation methodology. *Prison Journal* Vol 78 No 2 pp 152-166.

Jones, A. & May, J. (1992). Working in human service organisations. Melbourne: Longman Cheshire

Kellehear, A. (1993). The unobtrusive researcher: A guide to methods. Sydney: Allen & Unwin.

Gillespie, D F & Banerjee M M (1993) Prevention Planning and Disaster Preparedness. *Journal of Applied Social Science* Vol 17 No 2 pp 219-236.

Lindell, M K., (1992) *Behavioural Foundations of Community Emergency Planning*. Washington DC: Hemisphere Publishing

Marshall, C & Rossman, G B (1989) *Designing Qualitative Research* Newbury Park: Sage

May, T. (1997). *Social Research* (2nd Ed). London: Open University Press.

Merriam, S., (1988) *Case Study Research in Education: A Qualitative Approach..* San Francisco: Jossey-Bass

Newman, W L (1997) *Social Research Methods*. 3<sup>rd</sup> Edit. Boston: Allen & Unwin.

Nigg, J M (1995) *Disaster Recovery as a Social Process*. Newark DE: Disaster Research Centre.

Paton D & Long N Eds (1996) *Psychological Aspects of Disasters: Impact, Coping and Intervention* Palmerston North New Zealand: Dunmore Press

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, Calif: Sage Publications.

Patton, M. Q. (1987). *Qualitative methods in evaluation*. Newbury Park, Calif: Sage Publications.

Phillips, B.D., (1993) Cultural Diversity in Disaster Situations. *International Journal of Mass Emergencies and Disasters*. March 1993.

Quarentelli, E L (1995) *The Future is not the Past Repeated: Projecting Disasters of the 21<sup>st</sup> Century from Present Trends*. Newark DE: Disaster Research Institute.

Raphael, B., (1986) *When Disaster Strikes: How Individuals and Communities Cope*. New York: Basic Books.

Robson, C. (1993). *Real world research: A resource for social scientists and practitioner-researchers*. Oxford: Blackwell Publishers.

Strauss A., & Corbin J., (1990) *Basics of Qualitative Research: Grounded Theory Procedures and Techniques* Newbury Park: Sage

Silverman D., (1993) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction.* Newbury Park: Sage

Stringer, E. T. (1996). *Action research: A handbook for practitioners.* Perth: Curtin University of Technology.

Uhr, J. (Ed) (1991). *Program Evaluation.* Federalism Research Centre. Canberra: ANU.

Wadsworth, Y. (1997). *Everyday evaluation on the run .* 2nd Ed Sydney: Allen & Unwin.

### **Journals**

Australian Journal of Emergency Management  
Disaster Prevention and Management  
Disaster Recovery  
International Journal of Mass Emergencies and Disasters

### **Student Assessment Requirements**

#### **Assessment Item 1**

This assessment item relates to Unit objectives 1, 2 & 3

**Type:** Project Report

**Length:** 2500 words

**Value:** 50%

**Due Date:**

#### **Assessment Item 2**

This assessment item relates to Unit objectives 4 & 5

**Type:** Project Report

**Length:** 2500 words

**Value:** 50%

**Due Date:**

## **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

**Unit Statement**

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<b>Unit Title:</b>	<b>Conceptual Contexts of Human Services</b>
Unit Code:	TBA
Award Name:	Masters of Human Services
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Human Service organisations and practitioners have endured rapid changes over the past decade and this Unit will analyse some of those historical changes. To enable the development of advanced skills in analysis and synthesis, it is essential that students have a thorough understanding of the philosophical context of current human services. This Unit aims to provide a framework in which human services will be critically analysed in this and subsequent units of the course

**Objectives**

On completion of this Unit students should be able to:

1. Describe the historical development of human services and how this impacts upon the contemporary directions and practices in human services.
2. Analyse the conceptual filters to understanding human services practice.
3. Critically analyse the differing discourses in human services.
4. Apply the framework and analyse a human service.

## Handbook Entry

Provides students with an overview of the complexities of Human Services from a historical, socio-political perspective. In order to critically analyse the industry, students will examine some of the filters to their understanding and also examine a theoretical framework for human services discourse. The Unit will apply the framework to human services and link the subsequent core units in the course.

## Syllabus

Overview of Human Services

Historical review

Socio-political context of Human Services development

Ethics and Values - social and personal

Power & Knowledge Dichotomies- Positivist/Humanist; Hierarchical/Anarchist

Theoretical Frameworks for Human Services

Application of frameworks to analyses of Human Services

## Prescribed Text

Ife, J. (1997). *Rethinking social work: Towards critical practice*. Sydney: Longman.

Study Guide and Book of Readings for this unit.

## Reference Materials

Agger, B., (1998) *Critical Social Theories: An Introduction*. Macmillan: Melbourne

Billis, D., (1993) *Organising Public and Voluntary Agencies*. London: Routledge

Bournat, J., Johnson, J., Pereira, C., Pilgrim, D., Williams, F., Eds (1997) *Community Care: A Reader*. Macmillan: London.

Canova, T.A., (1994). The Swedish model betrayed. *Challenge!*. Vol 37, No 3 May/June, pp 360-40

Clark, E., Soulsby, A., (1998) Organisation- community embeddedness: The social impact of enterprise restructuring in the post-communist Czech Republic. *Human Relations*. Vol 51 No 1, pp 25-50.

Coulton C.J., (1996) Poverty, work, and community: a research agenda for an era of diminishing federal responsibility. *Social Work* Vol 41 No 5, pp 509-520.

Crow, G., (1997) *Comparative Sociology and Social Theory: Beyond the Three Worlds*. Macmillan: London.

Dalley, G., (1996) *Ideologies of Caring*. 2nd edit. Macmillan: London.

- Farrar, A., & Inglis, J., eds . *Keeping it Together: State and Civil Society in Australia*. Sydney: Pluto Press
- Freeman, E., (1996) Welfare reforms and services for children and families: setting a new practice, research and policy agenda. *Social Work, Vol 41 (5): pp 521-33*
- Holton, R.J., (1998). *Globalization and the Nation-State* Macmillan: Melbourne
- Hugman, R., (1998) *Social Welfare and Social Value: Policy and Practice*. Macmillan: Melbourne
- Jones, A., & May, (1992) *Working in Human Service Organisations: A Critical Introduction*. Melbourne: Longman
- Ife, J., (1995) *Community Development: Creating community alternatives - vision, analysis and practice*. Addison Wesley: Melbourne.
- Midwinter, E., (1994) *The Development of Social Welfare in Britain*. Buckingham: Open University Press.
- Papadakis, E., (1993) Class interests, class politics and welfare state regime. *The British Journal of Sociology. Vol 44 (2) pp 249-271*.
- Pearson, M., & Scherer, P., (1997) Balancing security and sustainability in social policy. *OECD Observer, April - May, (205) p 6-10*
- Riches, G., (1997) *First World Hunger* Macmillan: London
- Schram, B., & Mandell, B. R., (1994) *An Introduction to Human Services : Policy and Practice*. 2nd edit., New York :Macmillan
- Stafford, C., Furz B., (1997) *Society and Change: A Sociological Introduction to Contemporary Australia*. 2nd edit. Macmillan: Sydney.
- Thieman, AA & Dail, PW., (1997) Predictors of out-of-home placement in a family preservation program: Are welfare recipients particularly vulnerable? *Policy Studies Journal Vol 25 No 1, pp 124-140*.
- Titterton, M., Ed (1994) *Caring for People in the Community: The New Welfare*. Jessica Kingsley Publishers: London.
- Thomas, A., (1996). The International Labour Organisation. Its origins, development and future. *International Labour Review. Vol 135 No 3-19974, pp 261-276*.
- Wilson, J., Thomson, J., McMahon, A., (1996). *The Australian Welfare State: Key Documents and Themes*. Macmillan: Sydney.

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 1 & 2

**Type:** Essay

**Length:** 2500-3000 words

**Value:** 40%

**Due Date:**

### **Assessment Item 2**

This assessment item relates to Unit objectives 3 & 4

**Type:** Project

**Length:** 3,500-4,000 words

**Value:** 60%

**Due Date:**

### **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Unit Statement

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Unit Title:	Analysis of Contemporary Policy in Human Services
Unit Code:	TBA
Type of Unit:	Masters of Human Services
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Unit Assessor:	TBA

---

**Aims**

The aim of this Unit is to introduce students to key discourses in the field of policy analysis. Students will be encouraged to uncover the underlying philosophies in human service policy. Policies will be analysed to distinguish the impact of various paradigms on policy development, implementation and review.

**Objectives**

On completion of this Unit, students should be able to:

1. Analyse the processes of policy implementation.
2. Define and analyse conflicting policy analysis paradigms.
3. Compare and contrast key discourses in the field of human service policy analysis.
4. Distinguish between various policy paradigms as applied to human service policy.

## Handbook Entry

Identifies key discourses in the field of public policy analysis as it applies to human services. Defines the conflicting paradigms available to policy analysts and explores current policies by uncovering the underlying arguments. Utilising these paradigms of analysis, the policies are contextualised historically, ideologically, socially and politically and are related to policy development, implementation and review.

## Syllabus

The process of policy analysis and development process - a positivist perspective  
The rhetorical turn in policy analysis - a post-positivist perspective  
Comparative discourses applied to policy analysis  
Contemporary human service policy. Issues such as globalisation, human rights, competitive tendering, risk management, corporatisation, monetary policy.

## Prescribed Text

Patton, C. & Sawicki, D. 1993, *Basic Methods of policy analysis and planning*, Prentice Hall, Englewood Cliffs, NJ.

Fischer, F. & Forester, J.(eds) 1993, *The argumentative turn in policy analysis and planning*, Duke University Press, Durham and London.

## Reference Materials

Considine, M. (1994) *Public Policy in Australia: A Critical Approach*, Melbourne: MacMillan.

Dalton, T., Draper, M., Weeks, W., & Wiseman, J. (1996), *Making Social Policy in Australia: An Introduction*, Sydney: Allen & Unwin.

Davis, G., Wanna, J., Warhurst, J. & Weller, P. (1993), *Public Policy in Australia*, Sydney: Allen & Unwin.

Danziger, M. (1995) Policy Analysis Postmodernized: Some Political and Pedagogical Ramifications, *Policy Studies Journal*, 23,3, 435-450.

Donnison, D. (1997) *Policies for a Just society*, Melbourne: MacMillan,

Esping-Andersen, G. (1990) *The Three Worlds of Welfare Capitalism*, Cambridge: Polity Press.

Formaini, R. (1990), *The Myth of Scientific Public Policy*, New Brunswick NJ: Transaction Books.

Lasch, C. (1995), *The revolt of the elites and the betrayal of democracy*, New York: W.W. Norton.

NSW Council of Social Services (1997), *Investing in our Community: Social and economic priorities for the 1998/99 State Budget*, NCOSS, Sydney.

Postman, N. (1992), *Technology: The surrender of culture to technology*, New York: Knopf.

Roe, E. (1994), *Narrative policy analysis: Theory and Practice*, London: Duke University Press.

Stone, D.A. (1988), *Policy paradox and political reason*, New York: HarperCollins.

Thorgmorton, J. A. (1991), The rhetorics of policy analysis, *Policy Sciences*, 24, 153-179.

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 1 & 2

**Type:** Essay

**Length:** 2500 - 3000 words

**Value:** 40%

**Due Date:**

### **Assessment Item 2**

This assessment item relates to Unit objectives 3 & 4

**Type:** Essay and Analysis

**Length:** 3,500-4,000 words

**Value:** 60%

**Due Date:**

## **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Unit Statement

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Unit Title:	Delivery Systems in Human Services
Unit Code:	TBA
Award Name:	Masters of Human Services
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Delivery systems in human services have operated on a number of models and have undergone substantial change. Using a model of competing discourses in human services, this Unit aims to critically evaluate human service delivery within an organisational context. Consideration is given to the relationship of the service user and the delivery system.

**Objectives**

Upon completion of this Unit, students should be able to:

1. Apply organisational theory to human service delivery.
2. Evaluate discourses in relation to human service delivery systems.
3. Critically analyse the goals, beliefs, and philosophies of organisations in program development and delivery.
4. Identify the nature and role of change in human service delivery.
5. Analyse the construct of 'service user'.
6. Articulate the processes in developing human service delivery systems

## Handbook Entry

Provides students with a critical evaluation of human service delivery systems and an understanding of these developments in the Australian environment. Organisational contexts of delivery and the role of change are examined, as is the role of the individual service user.

## Syllabus

Overview of human service delivery systems in contemporary Australia  
Organisations and human services  
Underpinnings of human service delivery  
Impact of change in human service delivery  
The service user and the delivery system

## Prescribed Text

Healey, J (1998) *Welfare Options* . Allen and Unwin St Leonard's NSW.

Inglis, J and Rogan, L. (Eds) (1993). *Beyond Swings and Roundabouts: Shaping the Future of Community Services in Australia*, Pluto Press, Leichhardt NSW.

## Reference Materials

Au, C. (1996) Rethinking Organizational Effectiveness: Theoretical and Methodological Issues in the Study of Organizational Effectiveness for Social Welfare Organizations, *Administration in Social Work, Fall Vol 20, 4*, pp. 1-22.

Bargal, D. and Schmid, H (1992) Organizational Change and Development in Human Service Organizations: a Prefatory Essay, *Administration in Social Work Summer-Fall Vol 16, 3-4*, pp. 1-14.

Barlow, D.M. (1997) Electronic Community Networks in Rural Australia: A Model for Social Development in the Information Society, *Australian Social Work Vol 50, 1, March*, pp 3-8.

Bielefeld, W. and Corbin, J.J. (1996) The Institutionalization of Nonprofit Human Service Delivery: the Role of Political Culture, *Administration and Society, November, Vol 28, 3*, pp. 362-390.

Bills, D. (1993) *Organising Public and Voluntary Agencies*, Routledge, London.

Braye, S. and Preston-Shoot, M (1995) *Empowering Practice in Social Care*, Open University Press, Buckingham UK

Crawford, F. (1997) No Continuing City: A Postmodern Story of Social Work, *Australian Social Work Vol 50, 1, March*, pp 23-30.

Gutierrez, L and Alvarez, R.A. and Nemon, H and Lewis, E.A. (1996) Multicultural Community Organizing: a strategy for change, *Social Work, September, Vol 41, 5*, pp. 501-509.

Industry Commission (1995) *Charitable Organisations in Australia*, Melbourne: AGPS.

McDonald, C. (1995) The Challenge from Within Organisational Commitment in Nonprofit Human Service Organisations, *Australian Social Work Vol 48, 1, March*, pp 3-11.

Jones, A. and May J. (1992) *Working in Human Service Organisations: A Critical Introduction*, Longman, Melbourne.

Mehr, J. (1995) *Human Services Concept and Intervention Strategies*, 6th ed., Massacheutts: Allyn & Bacon.

Neukrug, E. (1994) *Theory, Practice and Trends in Human Services: An Overview of an Emerging Profession*, Pacific Grove CA: Brooks/Cole.

Schram, B and Reid Mandell, B (1994) *An Introduction to Human Services Policy and Practice* 2nd ed, Macmillan College Publishing, Masseurcheuttes.

Sonin, D. and Horn, D. (1996) Practitioners' Experience in Telstra, *Australian Social Work Vol 49, 1, March*, pp 31-36.

Titterton, M. ed (1994) *Caring for People in the Community: The New Welfare*, Jessica Kingsley Publishers, London.

Woodside, M. & McClam, T. (1994) *An Introduction to Human Services*, 2nd ed, Pacific Grove CA: Brooks/Cole.

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 1, 2 & 3

**Type:** Essay

**Length:** 1500-2000 words

**Value:** 40%

**Due Date:**

## **Assessment Item 2**

This assessment item relates to Unit objectives 4, 5 & 6

**Type:** Project

**Length:** 3,000-3,500 words

**Value:** 60%

**Due Date:**

### **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

Unit Statement

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<b>Unit Title:</b>	<b>Evaluation and Accountability in Human Services</b>
Unit Code:	TBA
Award Name:	Masters of Human Services
Type of Unit:	Core
Pre-requisites:	Nil
Co-requisites:	Nil
Mode of Study:	External
Semester Offered:	
Teaching Unit:	School of Human Services
DEET Discipline:	2.01
Staffing:	TBA

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**Aims**

Practitioners in Human Service organisations are increasingly required to be accountable for the delivery, assessment and evaluation of services and programs. To enable appropriate accountability, students require a thorough understanding of the theoretical and process dimensions of evaluative research in human services. This Unit aims to provide an overview of research, evaluation theory and practice currently relevant to human services. Evaluation research in human services will be explained using models of competing discourses.

**Objectives**

On completion of this Unit students should be able to:

1. Apply the theoretical dimensions of evaluative research in human services.
2. Relate accountability to the basic processes of research and evaluation methods.
3. Describe the complex ethical issues in evaluating human services.
4. Analyse the complex reporting issues in human service evaluations.

5. Evaluate a human service program or project.
6. Critically assess published evaluations in human services.

### **Handbook Entry**

This Unit aims to look at the role of evaluation and accountability in human service practice. Students will be introduced to methods and techniques of data collection and analysis that facilitate evaluative research while at the same time satisfying ethical and accountability dimensions. Students will be provided with skills to critically evaluate a human service program or project and to assess published evaluations in human services.

### **Syllabus**

Accountability and evaluation in human services  
Research models in human services  
Evaluation models in human services  
Evaluative research processes  
Ethics and accountability in evaluative research  
Reporting the evaluative research  
Roles of the practitioner/researcher  
The role of enquiry in promoting change  
Analysis of published evaluations

### **Prescribed Text**

Newman, W.L. (1997). *Social research methods* 3rd ed. Boston: Allen & Unwin

### **Reference Materials**

De Vaus, D. (1995). *Surveys in social research* 4th ed. Sydney: Allen & Unwin.

Jones, A. & May, J. (1992). *Working in human service organisations*. Melbourne: Longman Cheshire

Kellehear, A. (1993). *The unobtrusive researcher: A guide to methods*. Sydney: Allen & Unwin.

May, T. (1997). *Social Research* 2nd ed. Open University Press.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, Calif: Sage Publications.

Patton, M. Q. (1987). *Qualitative methods in evaluation*. Newbury Park, Calif: Sage Publications.

Robson, C. (1993). *Real world research: A resource for social scientists and practitioner-researchers*. Oxford: Blackwell Publishers.

Stringer, E. T. (1996). *Action research: A handbook for practitioners*. Perth: Curtin University of Technology.

Uhr, J. (Ed) (1991). *Program Evaluation*. Federalism Research Centre. Canberra: ANU.

Wadsworth, Y. (1997). *Everyday evaluation on the run*. 2nd ed. Sydney: Allen & Unwin.

## **Student Assessment Requirements**

### **Assessment Item 1**

This assessment item relates to Unit objectives 1 & 2

**Type:** Project

**Length:** 2000 words

**Value:** 40%

**Due Date:**

### **Assessment Item 2**

This assessment item relates to Unit objectives 3, 4, 5 & 6

**Type:** Research Proposal

**Length:** 2,500-3,000 words

**Value:** 60%

**Due Date:**

## **Intended Distribution of Student Load**

The assumed student workload for the Unit is 150 hours which comprises reading the Study Guide and undertaking guided activities, examining readings and texts, accessing other resources and preparation of assessments.

## Staffing and Resources

U.U.H. BAY MSW(Melb)

H.C. BIGGS BA(Hons)(Qld),PhD(Massey)MAPS

H.G. BYRNE RN, BEdNurs(ArmCAE),MHIthSc(NE),FRCNA

J.E. FOSTER BSocSc(SocWk)(PIT),MSW(Melb)

J.A. GRIFFITHS BA(Qld), GradDipCoun (BCAE),MNA(UNSW)

R.P. HOLLOWAY BEd( N'cleCAE)

E.M. NUSKE BSc(Hns)SocStuds,MA AppliedSocStuds, CQSW

R.N. VAN DER VEEN BA(Wat),BSW(Hons)(Lake),MSW(James Cook)

Emeritus Professor Tony VINSON BADipSocStud(Syd),MA(Hons)DipSocPhD(UNSW)

## **Rules**

### **Graduate Certificate In Community Development (Emergency Management/Human Services)**

**Abbreviated Title: GCCD (EM/HS)**

#### **Introduction**

The Graduate Certificate, Graduate Diploma and Masters in Community Development (Emergency Management/Human Services) are designed to provide graduates senior emergency services personnel and human services practitioners to undertake advanced study in community development.

#### **Course Structure**

The Graduate Certificate requires completion of at least four (4) Units described in the accompanying schedule.

#### **Rules Governing Candidature**

##### **1. Admission to Candidature**

- 1.1 Applicants for admission to candidature for the Graduate Certificate shall:
- (a) have fulfilled all the requirements for admission to a degree or qualifications of equivalent standing at this or another university or tertiary institution; or
  - (b) have demonstrated academic, professional standing or work experience considered to be equivalent to the requirement of (a).
- 1.2 An applicant for candidature shall apply to the Head, School of Human Services on the prescribed form.
- 1.3 Admission to candidature and the trimester of commencement shall be determined by the Head of School.
- 1.4 After admission to candidature, a candidate shall submit a program of study for approval by the Head of School.

##### **2. Requirements for the Graduate Certificate**

To satisfy requirements for the Graduate Certificate the candidate shall complete a program equivalent to at least four (4) units of study approved by the Head of School, including units selected from the appropriate Schedule annexed to these Rules. In special circumstances other coursework units may be approved by the Head of School.

### **3 . Period of Candidature**

- 3.1 Except with the permission of the School Board, a full-time candidate shall pursue the approved course of study for not more than three (3) fifteen (15) week trimesters of full time study and not more than six (6) trimesters of part-time study. There will be three (3) fifteen (15) week trimesters in each calendar year.
- 3.2 The School Board may grant leave of absence from candidature and the period of such leave shall not be counted as part of the prescribed period of candidature.

### **4 . Enrolment**

Unless the Head of School otherwise determines:

- (a) a candidate shall remain enrolled for the duration of each semester; and
- (b) a candidate shall enrol in not more than four (4) units in any one semester. Provided that where the Head of School's discretion is exercised such a candidate shall be permitted to enrol in not more than five (5) units in any one semester.

### **5 . Completion of a Unit**

A candidate shall have completed a unit when either:

- (a) a grade indicating satisfactory completion of the unit has been attained as prescribed in Assessment and Examination Rule 9; or
- (b) the candidate has been granted advanced standing in the Unit.

### **6 . Advanced Standing**

- 6.1 Advanced standing may be awarded for up to three (3) units of the course.
- 6.2 At the discretion of the School Board, a candidate may be granted advanced standing for up to two (2) units on the basis of units completed at this University or at another University or tertiary institution, provided that those units have not been counted towards another qualification and they have a reasonable correspondence to units prescribed for the coursework program.
- 6.3 At the discretion of the School Board, a candidate may be granted advanced standing for up to two (2) units on the basis of professional standing and/or work experience deemed to be equivalent to the objectives of the course.
- 6.4 A candidate who, within three (3) months of completing all the requirements for the Graduate Certificate, elects to enrol in the Graduate Diploma or Masters shall be granted advanced standing for four (4) units towards those degrees subject to the candidate surrendering the right to be awarded the Graduate Certificate.

- 6.5 A candidate granted advanced standing in accordance with the provision of 6.3 and 6.4 but who subsequently fails to complete the Graduate Diploma or Masters on application shall be entitled to be awarded the Graduate Certificate at the next appropriate graduation ceremony.

## 7. Admission to the Graduate Certificate

A candidate who has fulfilled the requirements of these Rules and otherwise has complied with the provision of all By-laws and other Rules applicable to the University, may be admitted to the Graduate Certificate in Community Development (Emergency Management/Human services).

### Schedule of Units

Principles of Community Development (Core)	New
Political, Economic and Cultural Aspects of Community (Core)	New

#### Emergency Management Strand

Issues in Emergency Management	New
Disaster Preparedness and Prevention	New

#### Human Services Strand

Conceptual Contexts of Human Services	New
Delivery Systems in Human Services	New