

# **230.291 Special Topic**

## **Disaster Risk + Emergency Management Internship**



## **Administration Guide**

## **Joint Centre for Disaster Research**

**2019**

## **Acknowledgement**

This administration guide was developed by:  
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# Welcome

Welcome to 230.291 Special Topic Disaster Risk + Emergency Management Internship.

As the first institution in New Zealand to offer emergency management studies, we have more graduates in emergency management than any other university in New Zealand and have a proud and distinctive following of alumni.

In 2010, Massey University celebrated 50 years of providing quality distance study. We are also the recipient of more tertiary teaching excellence awards than any other University in New Zealand – so you have made a wise choice to study with a tertiary leader in both emergency management and distance education.

This course provides a first-hand experience of disaster risk and emergency management within relevant organisations in New Zealand. The course is intended to enable students to apply and further develop their knowledge, self-awareness, and competency in practically-focused working environments.

Key aspects of the course are delivered and contributed by students through Stream (also known as “Moodle”) an e-learning platform which will enhance your distance learning experience. We have developed the course to exploit the opportunities of e-learning with the introduction of online forums, forum assessments and much more – so supplement the real-world experience and learning you will acquire through the course.

The course coordination team looks forward supporting you to develop your knowledge in this exciting and rapidly growing field.

## Course Coordinators



**Jon (Mitch) Mitchell** is the course coordinator for this course (or “course”) and contributes to several other under- and postgraduate courses. As the course coordinator, Mitch is your first point of contact for most of the course related matters, including learner support, assessment, concerns and overall guidance.

Mitch is a comprehensive emergency management professional with over 20 years’ experience in New Zealand, Australia, the United Kingdom, North America and Asia. Mitch’s emergency management planning, capability-building, leadership, and response and recovery management experience covers a broad spectrum of hazards, including: earthquake, flood, wildfire, severe snow emergencies, civil unrest, oil refinery blockade, and human and animal disease epidemics.

A highlight of Mitch’s career to date was as an alternate Group Controller during the Canterbury, New Zealand earthquake sequence commencing September 2010 and Chief of Staff Planning Intelligence during the response to the February 2011 Christchurch earthquake. At that time Mitch had been Manager of the Canterbury Regional Emergency Management Office for 3 years, having spent 7 years as the Regional Emergency Management Planner for Canterbury.

Mitch was the CDEM Groups’ representative to the NZ Coordinated Incident Management System (CIMS) steering committee from 2007 to 2014. With his research focus being on the application of incident, emergency and incident response and recovery management systems and capabilities.

Mitch has been involved in university teaching since the mid-1990s, and is Massey Master of Emergency Management Graduate. He also has a BA in human geography and a Post Graduate Diploma in political geography and planning. Mitch is the coordinator for the MCDEM Controller Development Programme for the Ministry of Civil Defence & Emergency Management.

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**Jane E. Rovins, PhD, MPH, CEM** is CEO of Disaster Reduction & Resilience Solutions, Ltd and a Senior Lecturer at Massey University (New Zealand) with expertise in international disaster risk management, risk reduction, training and policy development for all hazards with melded experience encompassing the full spectrum of corporate, academia, consulting, federal, and private stakeholders. Throughout her career, she has received prominent awards for her expertise and leadership, including induction into the International Women in Emergency Management Hall of Fame; the Innolec Lectureship in Disaster Risk Reduction award at the Faculty of Science, Masaryk University, Brno, Czech Republic in December 2012, among others.

DRR Solutions provides assistance and solutions to governments through planning, training, and review of disaster risk management and climate change programs, plans and projects. Previously, she was inaugural Executive Director of Integrated Research on Disaster Risk (IRDR) Programme — Beijing, P.R. China, an international global disaster risk organization leading cutting-edge programs; an Associate Professor at the Emergency & Disaster Management Department, American Public University System/American Military University; a Disaster Specialist in partnership with the Association of Southeast Asian Nations (ASEAN) Regional Forum; Senior Operations Planner for All About Training, Inc. where she planned and developed training programs, tools, and credentialing plans for disaster risk and recovery personnel nation-wide; and worked for the United States Federal Emergency Management Agency during the four 2004 hurricanes in Florida, Hurricane Katrina and Hurricane Rita. She has lived and worked in 40 different countries.

Dr. Rovins is a member of several prominent organizations including the co-chairing the World Metrological Organization (WMO) Working Group on Societal and Economic Research Applications; International Association of Emergency Managers (IAEM); and IAEM China Region Expert and Advisor Committee; among others. She has a Doctor of Philosophy in International Development from Tulane University, Law School (New Orleans, Louisiana, USA); a Master of Public Health in International Health and Complex Emergencies from Tulane University, School of Public Health and Tropical Medicine; a Bachelor of Science in Health Appraisal and Enhancement/Exercise Science, Miami University (Oxford, Ohio, USA); and is a Certified Emergency Manager (CEM).

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# The Course

## Aim and learning outcomes

Students who successfully complete the course will be able to:

1. Demonstrate understanding of the work context and develop personal and professional goals.
2. Critically evaluate their own performance on a specific work related projects on disaster risk and emergency management.
3. Apply disaster risk and emergency management theories, concepts and skills learned in previous study/experience to a work related real world situation.
4. Demonstrate problem solving and analysis ability in a disaster and emergency management work environment.

This course provides an opportunity for students to get first-hand internship experience of disaster risk and emergency management by working alongside with the professional within domain related organisations in New Zealand. The internship enables students to enhance their ability by allowing them to apply, evaluate and upskill their knowledge of disaster risk and emergency management and grow their self-awareness and competence in practically-based working environments.

As with most things in life, you will get out of this course something equivalent, but with added value, to the level of effort and interaction that you put in. Contemporary emergency management is predominantly about people and their interactions with each other, the hazards they face, and the social, physical and administrative structures that they depend upon or live with. The same is true of this course. Make the most of the opportunities that this course provides, and enjoy yourself as you learn from and contribute to the knowledge of emergency management.

## Course structure

The course is based on a month-long internship within a disaster risk or emergency management organisation, building on past knowledge, including that acquired on the preceding 130.201 B1 National Expedition. The internship is supplemented with learning development tasks which include:

- Active and supported participation in the internship.
- Context Exploration. (Essay. 10%)
- Internship report. (Intern + host report template. 20%)
- Self-reflective journal. (Substantive weekly entry. 30%)
- Learning Portfolio presentation. (20 minutes multi-media. 40%)

Each component of the programme is outlined below:

### **Internship Participation**

For you to gain value from the course you will have to actively immerse yourself in the internship experience.

### **Context Exploration**

This assignment provides the foundation for the rest of your internship experience. You will be required to submit an essay in which you will explain what you intend achieve the learning outcomes of the course, describe the value of what you intend to experience and learn, and how you will make the most of your internship experience the future.

### **Assessment of Emergency Management in Practice**

This assessment will be conducted through structured report form your supervisor within your host organisation. The hosts will be asked to report on your enthusiasm, professionalism, application of disaster risk and emergency management knowledge, and your ability to identify, analyse and solve problems.

### **Reflective Journal**

Maintaining a diary with daily entries reflecting on the items identified in your learning contract and learning goals essay, along with discussion topic set by the course coordinator. You are also required to make do a class presentation on your journal reflections during the final week of the course.

### **Learning Portfolio:**

The final set of assessment for this course consists of you pulling together your experiences, learning and self-reflection from your internship experience into structured learning portfolio. You will also be required to present a summary of your learning portfolio to your peers and invited host organisation supervisors and other stakeholders.



## Learning hours

This 15 credit course (3-4 U.S. credits) involves 150 total learning hours. Students are required to undertake an internship of approximately 120 hours (4 weeks) to successfully complete the course. It is expected that approximately 60-70 hours of the internship will be directly 'creditable' to the 150 learning hours of the course. The indicative learning hours for the course are therefore as follows:

Accessing learning resources (academic readings, audio logs, independent research)	15 Hours
Assignments completed during the Internship (Content Exploration, Emergency Management in Practice)	15 Hours
Contribution of the Internship work and Reflective Exercises	80 hours
Learning Portfolio completed after the Internship	40 hours
<b>Total Learning Hours</b>	<b>150 hours</b>

## Core Textbooks

There are no set texts for this course, all learning resources are provided.

## Course Structure & Learning Guide

With the exception of weekly group meetings, your interactions with the teachers will generally be via Massey's Online Learning Environment – "Stream". Similarly, all of your learning resources and assignments will be accessed and completed on Stream.

When you visit the Stream site for the Course, you will see that the resources are laid out sequentially and in some ways the Course has been constructed so that you can start at the top and work your way through each topic, completing your assignments along the way.

However, your learning experience in this course is intended to be an iterative one. The topics and assignments are *interdependent* in that they refer to, and build on, one another. This means that you should expect to refer back (often!) to earlier topics and assignments you have already completed as you work through the course.

The course structure is set out in the following table along with timelines for your engagement with each topic.

## Study guide and Internship overview

Please refer to Stream for confirmed readings for each day.

Stream Topic	Week	Activity
Welcome	When you first access the course	<ul style="list-style-type: none"> <li>Read your course and assignment guide</li> <li>Review the other resources in the Welcome Topic</li> </ul>
Basic Concepts about Systems Thinking and Wicked Problems	From Friday 7 June to Friday 12 July	<ul style="list-style-type: none"> <li>Work through your learning resources</li> <li>Post any questions, comments and feedback to the Course Forum</li> <li>Complete the online Quiz by Friday 22 June</li> </ul>
System Tools and Methods	From Saturday 15 to Friday 21 June	<ul style="list-style-type: none"> <li>Work through the <a href="#">Systems Tools &amp; Methods</a> and <a href="#">Context Exploration</a> learning resources which will prompt you to review/research what you know about New Zealand, your host organisation, your job and your ideas about Disaster Risk and Emergency Management issues.</li> <li>Carefully review the requirements of the Context Exploration Assignment and complete each Section.</li> <li>Post any questions, comments and feedback to the Course Forum</li> </ul>
<b>Course Break to accommodate the National Expedition Sunday 24 June to Saturday 7 July</b>		
Internship Activities & Resources	Monday 8 July to Friday 2 August	<ul style="list-style-type: none"> <li>Work through the Learning Resources during the first and second weeks of your Internship to sharpen your reflective skills.</li> <li>Carefully review the requirements of the <a href="#">Self-reflective Diary</a> – your first Entry is due on Friday 12 July and each Friday thereafter.</li> <li>Carefully review the requirements of the Digital Reflective Journal Assignment – your first Entry is due on Tuesday 16 July and the second Entry is due on <b>Tuesday 30 July</b>.</li> <li>During the third and fourth weeks of your Internship work through the “Preparing your Learning Portfolio” resources on Stream and begin work on this important assignment task.</li> </ul> <p><b>Remember, during each week of your internship you are expected to submit your Self-reflective Diary each Friday (12, 19, 26 July and 2 August) and Digital Reflections on the Tuesday of the 2nd and 4th week.</b></p> <p>You will also need to complete preparatory work on your <a href="#">Learning Portfolio</a>.</p>

### WARNING:

**We are emphasising creativity and reflective practice in this course. In many of the assessments we are asking you to reflect upon your experience and to write about what YOU think. We are also getting you to use Systems Tools and Methods that are challenging – even to experienced practitioners. With this in mind... do not expect that there will be a ‘right’ answer or a magic formula – ‘real-world’ thinking is messy and hard!**

## Your online learning environment

As with most Massey courses, this course makes use of Stream to help create an interactive “online learning environment”. The stream site provides you with access to readings, information forums, assessment forums, online assignment submission and much more. The Stream forums are where most of the contact between staff and students occurs. The forums are a way to hold discussion between students and have staff contribute, moderate and add to the discussion. Make sure you set up your student profile and engage with the site to communicate and collaborate with others taking the course, and with your course coordinator.

You are also expected to use Stream for one of your assessments. Each day you will be asked to provide a diary entry or comment about a topic from your activities that day. You will also be expected to respond on Stream to at least two of your peers’ entries each week. Participation in these forums contributes to a significant proportion of your marks for this course and is where students tend to get a great deal of value from the active learning experience. Please check the assessment guidelines for more details.

Accessing and participating in the online learning environment will help you do well in the course and the self-reflective diary contributes 20% of the course grade. It increases motivation for finishing readings in a timely manner and provides increased exposure to the material, which will in turn increase retention. Engagement with Stream will help you in the follow ways:

- **Lecturer-to-Student Communication:** The course coordinator will post any important notices, updates, instructions and additional readings on Stream. You should check Stream at daily to stay up to date with what is going on and check your email regularly as we use Stream emails for speedy communication.
- **Student-to-Lecturer Communication:** It is important to communicate with the course coordinator directly via Stream, especially if you have any questions. Often these questions are useful to other students and can alert the course coordinator to potential areas of confusion. The course coordinators will endeavour to respond to your enquires in a timely manner, but please allow sufficient time.
- **Student-to-Student Communication:** Stream allows you to have increased interaction with your peers. Make sure you visit the site and read and respond to other discussions that might be going on between your peers.

In the appendices you will find information on how to access the online learning environment.

## What you can expect of us

You can expect our active engagement to help you complete the course successfully. This means:

- weekly emails each Monday about course activities
- responses to all emails, discussion forum postings addressed to the teacher, and specific course related questions posted in the Course Forum within 24 hours during the working week (Mon-Fri).
- if, for any reason, one of the teachers will not be available during the course this will be notified via the Course Forum
- assignment feedback will be delivered to you as per the details for each assignment.

## What we expect of you

- We expect your active engagement and best endeavours to complete the course successfully. The teachers can see information about your use of Stream during the course and we will be watching!
- When you post questions or comments to the Course Forum:
  - Use a meaningful subject line
  - Address your messages to your intended audience
  - Support your peers! If you know the answer to a question that is posted – don't be shy. You should answer as well as ask questions.
  - Be respectful and considerate in your online interactions
- We expect you to abide by the conditions of the **Student Code of Conduct**

# Assignments and Assessment

As previously outlined, this course is taught partially through Stream, so if there are any updates, changes or revisions to assessment requirements they will be published through the Stream site. Please check on Stream for the most recent information. All assessments are to be submitted via Stream. Assessment result will also be returned to you via Stream.

## Assignment 1: Context Exploration (10%)

### Purpose

This assignment has several purposes. It is intended to:

- enhance your understanding of the organization and the context in which you'll be working
- capture your 'baseline thinking' about the organisation/system including your values and assumptions
- enable us to give you feedback on your use of systems tools and methods prior to the start of your internship
- form the foundation for Assignments 3 and 4 where you will be expected to reflect upon, re-work and revise your responses in the light of what you have learned during your time in New Zealand.

A major feature of the Context Exploration is the application of three systems methods (Boundary Critique, Metaphor and Self-Reflection) in Section 2. Doing this effectively will require creativity and 'out-of-the-box' thinking. Please use the Course Forum to discuss any questions you have about the Assignment.

**Due date for submission via Stream: 11.55 pm 12 July**

### Learning Outcomes Being Assessed

- LO1. Demonstrate understanding of the work context and develop personal and professional goals.
- LO3. Apply disaster risk and emergency management theories, concepts and skills learned in previous study/experience to a work related real world situation.

### Details of the Assignment

Your Investigative Design will bring together an initial application of the Systems Tools and Methods with any information you've gathered about the organisation in which you will be working. It is expected that the Investigative Design will be structured as follows.

#### Section 1: Description of the organisation in which you'll be working and its context (4 Marks)

This should include:

- What you know about New Zealand, its hazard scape, and its approach to disaster risk and emergency management
- What you know about the organisation in which you'll be working based on initial contact with your Internship Host and any other information you have accessed

- What you know about the job you expect to be performing
- What you expect to encounter by way of disaster risk and emergency management issues

You should feel free to use pictures or audio-visual links where relevant and appropriate.

## **Section 2: Applying systems tools and methods to what you know about your organization (6 Marks)**

This Section is comprised of three components: an Initial Boundary Critique, Metaphor Analysis and Self-Reflection. Completion of each component should be based upon your current knowledge about the organization / system in which you'll be working.

### **Initial Boundary Critique**

Considering your organization, develop appropriate responses for each of the following questions:

About the 'clients'

1. Who do you think are its main client(s)?
2. What do you think is the main purpose of the organization (i.e., the purpose pursued to serve the clients)?
3. What do you think are the organisation's measures of success (e.g., production, profit etc)?

About the 'decision-makers' (those who control the organisation/system)

4. Who do you think is the main decision-taker in the system? That is, who has the power to change the measures of improvement? Note that this person or group could be internal or external to the organization.
5. What resources or components do you think should be controlled by decision-taker?
6. What resources or components do you think should *not* be controlled by decision-taker (i.e., they form part of the system/organisation's wider environment)?

About the 'designers' (experts who design and develop the system/organisation)

7. Who do you think are the designers of the organisation?
8. What kind of expertise should inform the design of the organisation? Who should be considered an expert in the system?
9. Who do you think should be the guarantor of the system, i.e., where ought the system designers/experts seek a guarantee that their designs are effective?

About people and other entities (e.g., fauna and flora) affected by, but not directly involved in, the system/organisation

10. Who do you think should represent the concerns of those who will/might be affected by the system/organisation?
11. What mechanisms or opportunities exist for the affected to become involved?
12. Considering those involved in, and those affected by, the organisation, whose world views do you think are the most important to the organisation's design?

### **Metaphor Analysis**

Of the five Metaphors described in the learning resources (Machine, Organism, Brain, Culture, Political), select **three** and **for each one describe at least one** issue or concern that each Metaphor could highlight in relation to your organization. An example is provided below:

*Thinking about the application of the Resilience Metaphor to a community or organisation in the Wellington region, issues could arise as a result of the shared beliefs and values of cooperative individuals and organisations in the area. Perhaps community, social, or organisational values and beliefs have been passed down through the generations and these could now act as constraints (or enablers) to innovation in disaster risk and emergency management practices.*

### **Self-Reflection**

Describe some of the values and assumptions that you will bring to your internship experience in New Zealand. For example, you might have experience working in a similar organization and are assuming that you will be familiar with the way the organization works in New Zealand. Perhaps, given your background, you are more likely to value either 'top-down' over 'community-based' practices? Or vice-versa? Take the opportunity in this Section to be honest!

### **Section 3: Questions Arising from Sections 1 and 2**

Re-read your responses in Sections 1 and 2 and identify three questions, issues or concerns that you would like to examine further during your time in New Zealand.

### **Section 4: Information sources and methods you intend to use to find out more about your organization and its context**

Thinking about the questions, issues or concerns you identified in Section 3, what sources of information or evidence are most likely to enhance your knowledge of the area? What methods could you use to collate and analyse the information?



## Assignment 2: Emergency Management in Practice (20%)

### Learning Outcomes Being Assessed

- LO1. Demonstrate understanding of the work context and develop personal and professional goals.
- LO2. Critically evaluate their own performance on a specific work related projects on disaster risk and emergency management.
- LO3. Apply disaster risk and emergency management theories, concepts and skills learned in previous study/experience to a work related real world situation.
- LO4. Demonstrate problem solving and analysis ability in a disaster and emergency management work environment.

This assessment will be conducted through structured report from your supervisor within your host organisation. The hosts will be asked to report on your enthusiasm, professionalism, application of disaster risk and emergency management knowledge, and your ability to identify, analyse and solve problems.

The report is to be submitted by your host supervisor by 30 July.

## Assignment 3: Self-Reflective Diary (30%)

### Learning Outcomes Being Assessed

- LO2. Critically reflect on their own performance on a specific work related project.

Maintaining a diary with weekly discussions on a topic, as set by the course coordinator. You are also required to make a class presentation on your diary discussions during the 4th week of the course.

This assessment component is worth 30% of the total course mark

Date of submission via stream: 11.55pm – 12, 19 and 26 July and 2 August.

## Assignment 4: Learning Portfolio (40%)

### Learning Outcomes Being Assessed

- LO2. Critically evaluate their own performance on a specific work related projects on disaster risk and emergency management.
- LO3. Apply disaster risk and emergency management theories, concepts and skills learned in previous study/experience to a work related real world situation.
- LO4. Demonstrate problem solving and analysis ability in a disaster and emergency management work environment.

The final set of assessment for this course consists of you pulling together your experiences, learning and self-reflection from your internship experience into structured learning portfolio. You will also be required to present a summary of your learning portfolio to your peers and invited host organisation supervisors and other stakeholders.

*This assessment component is worth 40% of the total course mark*

*Date of essay submission via Stream: **2 August - 11.55pm***

## Internship Assessment

Each of the assigned pieces of work will be assessed and graded as follows:

<b>Excellent</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
85 to 100%	70 to 85 %	55 to 70 %	<55%
a. Responds fully to all aspects of the Section b. Expression is clear and concise c. Effectively utilises the resources provided on Stream as well as other resources sourced independently d. Correctly acknowledges and documents sources e. Begins and ends effectively f. Provides adequate supporting arguments, evidence, examples, and details g. Is free of errors in grammar, punctuation, word choice, spelling, and format h. Maintains a level of excellence throughout, and shows originality and creativity in realizing a-f	Realizes a-g fully and completely and demonstrates overall excellence but does not show the same level of originality or creativity	Realizes a-g adequately and demonstrates overall competence but contains a few, relatively minor errors or flaws. A Satisfactory mark may still exhibit great creativity and originality, but those qualities don't make up for poor or careless writing	Fails to realize some elements of a-h adequately and contains relatively serious errors or flaws, or many minor ones

## Assignment Submission

All assignments are required to be submitted online using Stream and in MS Word format (.doc and .docx) or in PDF. If you are unable to do this, please contact the course coordinator to arrange an alternative means of submission.

Forum posts are automatically saved and the course coordinator can view each discussion as it was posted and each individual student's activity and postings can be viewed separately. It is not necessary to submit your postings separately - just get on the forums and participate.

**CAUTION:** Posts can be lost through faults in your web browser or just by clicking the wrong button while composing a post. You cannot save partially completed posts without posting them to the forum. Students may wish to compose their posts in another word processor, save them as is prudent, and copy-and-paste them into Stream when the post is complete.

### **Student submission of electronic assignments to Turnitin™**

Many of you are aware of the increasing difficulties educational institutions are having dealing with issues of plagiarism. This problem impacts on students as it disadvantages honest students, undermines the credibility of the qualification, and takes up huge staffing resources that could be better spent elsewhere. Massey has purchased a licence to a product called Turnitin®, which is a text matching web application, and is one of many tools available to deal with the problem.

**Plagiarism** is defined by Massey University as:

Presenting as one's own work the work of another, including copying or paraphrasing of another's work without acknowledging it as another person's work through full and accurate referencing. It applies to material presented through written, spoken, electronic, broadcasting, visual, performance or other medium.

Any form of plagiarism is considered to be academic misconduct and is viewed seriously by this University. Plagiarism can be avoided by correctly acknowledging the authorship of any material in your assignment that is not your own work. For guidance on how to avoid plagiarism, please go to:

<http://owll.massey.ac.nz>

This course requires you to submit an electronic version of your assignment to Turnitin. The electronic version you submit will be compared with material available on the world wide web including many electronic books, journals, newspapers, cheat sites (or paper mills), web pages and previously submitted assignments.

For instructions on how to upload your assignments either to the Stream course website or through Turnitin.com., please go to:

<http://www.massey.ac.nz/massey/learning/online-learning/guide/how-to/assignment.cfm>

or

[http://www.massey.ac.nz/massey/fms/NCTL/Turnitin/Student submission to TII 070311.pdf?12F3FD1432FE5560D71EED4CCC245E27](http://www.massey.ac.nz/massey/fms/NCTL/Turnitin/Student%20submission%20to%20TII%20070311.pdf?12F3FD1432FE5560D71EED4CCC245E27)

### **Extensions and late assignments**

Extensions may be granted at the discretion of the course coordinator. Zero grades are given for assignments that include instances of plagiarism. Work submitted after the due date, without an extension being granted, will be penalised. A late assignment will lose one mark from the student's score for that assignment for every weekday after the due-date, and no feedback is provided on assignments received later than two weeks after the due date.

Assignment information for this course (in this admin guide) is clearly explained. Thus, extensions are given only in exceptional circumstances. Exceptional circumstances do not include having several assignments due at the same time, or having several tests coming up, or being busy at work.

It is important to:



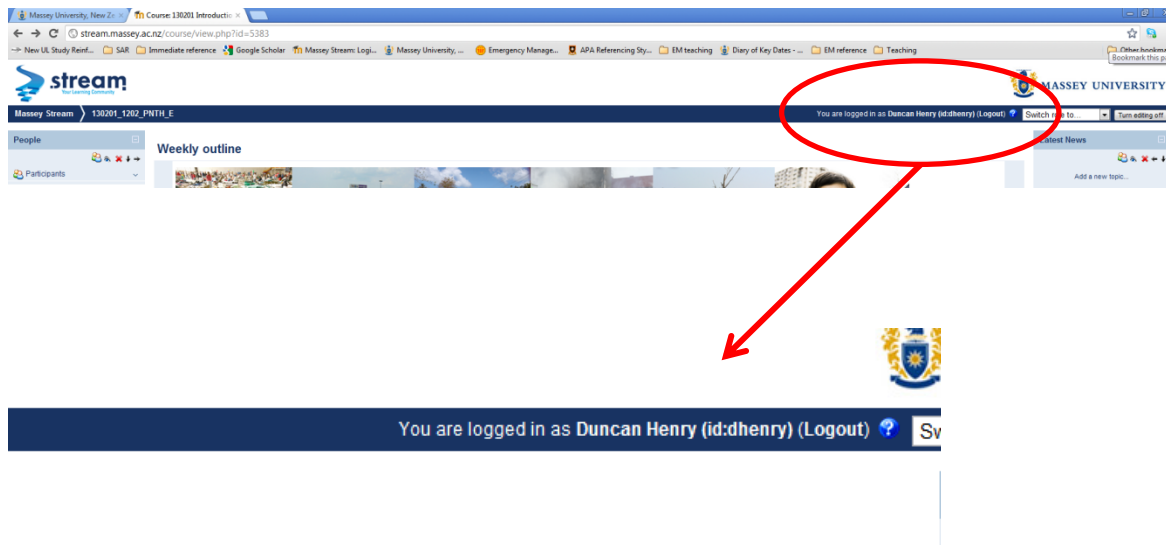
### **Exam**

**There is no exam for this course.**

APPENDICES

## Appendix 1: Student profile

Please complete your profile on Stream, this allows the course staff and other students to get to know you and you to get to know each other. Your fellow students can be of great help to you as this course attracts many people already working in emergency management.



Whether you share personal information and contact details is up to you, though we hope you will consider including:

- Your current role in emergency management, or your area of work
- Your experience
- Your education
- Previous courses you have taken at Massey
- Your reasons for taking this course

## Appendix 2: How to access Stream

You can access Stream via any computer connected to the Internet. If you have an Internet connection at home or elsewhere, you can access the Stream site for this course at any time. It is also possible to access the online environment from work (seek permission first if from work as there may be access issues, e.g. firewall protection), friends' computers, libraries or similar public access points such as Internet cafes.

The screenshot shows the Massey University homepage. At the top, there is a navigation bar with tabs for Home, About Massey, Learning, Research, Admission, Student life, and Contact Massey. Below this, there is a large blue banner with the text 'ENROL' and 'Nau mai, welcome to Massey University'. To the right, there is a search bar and a 'Search Massey' button. Below the banner, there are several sections: 'Courses', 'Extramural', 'Colleges', 'Departments', 'Academic teaching timetables', 'Examinations', 'Online learning', and 'Learning resources'. A red arrow points to the 'Stream' link under 'Online learning', which is labeled with a '1'. Below the banner, there is a section for 'Undergraduate and postgraduate' courses, a search bar, and a 'Search' button. Below this, there is a section for 'Scholarships, bursaries and awards' with a search bar and a 'Search' button. At the bottom, there are four icons: 'International students', 'Alumni Portal', 'MyMassey 2', and 'Staffroom'. A red arrow points to the 'MyMassey 2' icon, which is labeled with a '2'.

You can access Stream from the Massey homepage (through 1 or 2 option as shown above) or directly from <http://stream.massey.ac.nz>. The following instructions outline the process for accessing Stream from the Massey homepage.

- Learning – online learning. Click on the Stream link to take you to the login page for Stream. The login page also contains links to other resources such as FAQs (Frequently Asked Questions).
- **MyMassey** on the Massey home page. Then click on the **Stream (Moodle)** tile.

**Tip:** When you log into Stream, the system will ask your ID and PIN, use your 8 digit Massey Student ID number and 4 digit PIN.

Student ID:

PIN:

(Staff: please use your username and password)

For more information on using Stream, please check Massey University's Guide to Using Stream link: [http://www.massey.ac.nz/massey/learning/onlinelearning/guide/guide\\_home.cfm](http://www.massey.ac.nz/massey/learning/onlinelearning/guide/guide_home.cfm)





## Appendix 3: Massey University Library

The Library provides resources and help to support your study. Please contact them if you need help finding information or requesting library material.

Phone: 0800 MASSEY (0800 627 739) ask for the Library

Or

call direct +64 6 350 5670 ext. 2880

Email: [library@massey.ac.nz](mailto:library@massey.ac.nz)

There are three key ways to access Library help and resources while studying at a Distance:

- **Distance Library Service** – the library delivery system especially for you.
- **Library Website** – access to the library resources and services.
- **Visiting the Library in person** – make the most of any visits to campus.

### Distance library service

The Distance Library Service delivers course-related library materials to students who are eligible (students studying predominantly distance or block mode courses in a semester). For information about using the Distance Library Service, see the *Library For Extramurals* section of our website (<http://library.massey.ac.nz>) and the printed *Library Services for Extramurals (Distance Learning)* brochure. If you are uncertain about your eligibility, and/or you need a copy of the brochure, please contact the Distance Library Service.

The library staff will:

- Send books and journal articles to you (at no charge).
- Note: The Library must comply with the Copyright Act, which restricts the amount that can be copied (normally one chapter or article, or 10 percent from any one publication).
- Help you to find information that you need for your study.
- Teach you how to use databases and resources effectively to do your own research.
- **Undergraduate students** get help from professional librarians over the telephone (use the 0800 number), email or live via the Internet. They will talk you through finding articles, books and other research on your topic.
- **Postgraduate students** book a Research Consultation. This is training with a subject specialist librarian and can be by telephone, email or live via the Internet.

Details and contacts are available on the *Library for Extramurals* section of the website.

**Studying outside New Zealand?** The library will supply materials to help you with your studies, but there may be some restrictions. Please contact the library for more information.

When you are using the Library from a distance it is especially vital to plan ahead to allow plenty of time just in case the material or assistance you need is not immediately available.

**Library website** (<http://library.massey.ac.nz>)



The screenshot shows the Massey University Library homepage. At the top, the text reads "Massey University Library" and "Te Putanga ki Te Ao Mātauranga". Below this is a search bar with the label "Encore" and a "Search" button. Underneath the search bar are several links and descriptions:

- Classic Library Catalogue**: Search Encore or the Classic Library Catalogue to find Library books, journals, DVDs and other material.
- Subject Guides**: Find and connect to article databases, reference material, websites and more on your topic.
- Article Databases**: Find and search an Article Database for journal or newspaper articles on your topic.
- How to Find...**: Looking for books or journal articles? Our How to Find pages will help you to get results.
- Log in to MyLibrary**: Use MyLibrary to check your record, request and renew, and set up MyLibrary preferences.

You can use the library website to find resources by:

- searching the **Classic Library Catalogue (or Encore)** to find and request books, theses, DVDs and other items held at any of the Massey Libraries.
- using **Subject Guides** – a quick way to the key resources in your subject area
- searching **Article Databases** to find journal and newspaper articles on a topic
- searching the **Classic Library Catalogue** using the Journals tab to find known journal articles from reading or reference lists
- printing copies of past exam papers – sorry the library does not have the answers!

You can also log in to your **MyLibrary** record to check your due dates, renew your books, view your reading history and request items from the Catalogue.

There are request forms on the website to request resources and help – look under the *Quick Links* for *Forms*.

For advice on finding information see the **How to Find** section. These pages include onscreen demonstrations of key information skills that will help you get started.

As well as the *Library for Extramurals* page, use the *Library for Undergraduates* or *Postgraduates* (whichever is appropriate), *Subject Guides*, *Article Databases*, and check out our blog *Library out Loud* (LoL) for the latest news from them.



## Using the library in person

You're welcome at any of the Massey Campus Libraries – at Albany, Manawatu (Turitea and Hokowhitu) and Wellington. Services available from these libraries include access to computers and photocopiers, wireless network from your laptop (setup is required), Information Desks where you can get help in using library resources, research consultations for postgraduate students and EndNote support. All Massey libraries provide help and support, but not all resources are held in every library.

All the details about the Massey libraries, including opening hours, locations and services are available on the library website, under *About Us*.

When you are visiting, why not take advantage of our professional help (at the Information Desks) or if you are a postgraduate, book a Research Consultation with a subject specialist Librarian. Details are on the *Library for Postgraduates* page.

## EndNote

EndNote is specialised referencing software for organising the sources and materials you find. It allows you to:

- Create, store, and manage your references
- Import and store references from electronic databases

- Annotate, sort and search your references
- Create bibliographies instantly in a variety of bibliographic styles
- Insert citations into your Microsoft Word documents.

See the library's *EndNote* webpage (under *Quick Links* on the website) for further information on ordering the software, and our training and help materials.

## Appendix 5: APA referencing

In the essay marking guide, you will see that marks are allocated for presentation of assignment, structure and style (i.e., use of correct English) and the quality of referencing. The correct formatting style to be used in your essay is APA 6<sup>th</sup> edition.

APA format is a particular style of referencing that is used. For your guidance, some examples of APA formatting are included below. *You should be able to look at those examples and copy the patterns you need. This is the quickest, easiest way to get your referencing correct.* There is also a very good referencing page available via the Massey OWLL website. You will find this if you go into the Stream site for this course. On the right hand side, you will find a section called Student Learning and under there is the OWLL link and a link to APA referencing, or go directly to:

<http://owll.massey.ac.nz/main/referencing.php>

You can also refer to the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*, (2010), in the Massey University library. The reference number is 808.06615 Pub. This book contains a description and sample of (probably) everything you will need. This is a manual for the enthusiasts in the class. You should otherwise find the following referencing samples in your Course Administration Guide to be sufficient.

### Referencing in APA format

#### References in the text of your essay

Cite all references in the text (the body of the essay) by enclosing in parentheses the authors surname and the year of publication, for example: A recent study (Jones, 2012) demonstrated that...

If the name of the author occurs in the text, the reference citation need be only the year of publication, for example: Prasanna (2012) stated that ...

#### Multiple Authors

If the reference has two authors, connect the surnames by an ampersand (&) if the reference is in parentheses (brackets), for example: A recent study (Jones & Smith, 2011) ... or by "and" if the authors are referred to in the text, for example: Jones and Smith (2011) demonstrated that ...

If a reference has more than two authors, the citation includes the names of all authors the first time it appears. Later citations of the same reference include only the surname of the senior author and the abbreviation "et al." for example: A recent study (Jones, Smith, Boren & White, 2010) suggests that ... . The study previously cited (Jones et al., 2010) is...

#### Quotations

If you quote directly from a source, give the page number(s), for example: Alexander (2014) claims that emergency planning is in its infancy as a new discipline and communities are "gradually becoming aware of the need for disaster and contingency plans at many scales and in diverse sectors and jurisdictions" (p. 125).

Use quotes sparingly. It is almost always better to use your own words, or to use quotes to emphasise or support something you have already said.

### **Citing secondary references.**

When you cite an article or book which you have not actually read, but which is referred to in another source which you have read, the format is: Smith (1999, cited in Black, 2009). In such a case, the Reference section would include a reference to Black's publication - not Smith's.

#### 1. The reference list at the end of your assignment

The References section at the end of the essay includes all references cited in the text - and only those references. It is not a complete bibliography on a topic. References are arranged alphabetically by author's surname, or for multiple authors by the name of the senior (first-named) author. Second and subsequent lines are indented.

- Names are given in inverted order - followed by initial or initials for both male and female authors (e.g., Clarke, P., not Clarke, Peter). In the case of multiple authorship, the inverted order is used for all names, with each name separated from the preceding name with a comma. The final name is preceded by an ampersand (&).
- References to a single author appear first, followed by those of which he or she is the senior author. References with one senior and different second or third authors are arranged alphabetically by the surname of the second author, etc.
- Several references to the same author or authors are arranged by year of publication, the earliest first.
- Use italics for book or Journal titles and for volume number. However in a manuscript the title and volume number are underlined instead.

### **References to Books**

Cite author, year, title, place of publication, and publisher, in that order (for publication, give publisher's name in as brief a form as it will be fully intelligible). Take note of the order and punctuation in the following examples.

Harraway, M. (2008). *Large Scale Incident Management*. Clifton Park, NY: Delmar Cengage.

State which edition was used, except for first editions. Note that *edition* is abbreviated (ed.).

Coppola, D. P. (2011). *Introduction to international disaster management* (2<sup>nd</sup> ed.). Boston, MA: Butterworth Heinemann.

### **Edited book and specific chapter**

Note that *Editor* is abbreviated (Ed.).

Alexander, D. (2014). Emergency and disaster planning. In A. Lopez-Carresi, M. Fordham, B. Wisner, I. Kelman & J. C. Gaillard (Eds.). *Disaster management: International lessons in risk reduction, response and recovery* (pp. 125-178). New York, NY: Routledge.

### **References to Journal Articles**

Cite author, year, title or article, journal title, volume, and page numbers, in that order.

Decker, R. J. (2001). Acceptance and utilisation of the Incident Command System in first response and allied disciplines: An Ohio study. *Journal of Business Continuity & Emergency Planning*, 5(3), 224-230.

Lam, C., Mau-Roung, L., Shin-Han, T., & Wen-Ta, C. (2010). A pilot study of citizens' opinions on the Incident Command System in Taiwan. *Disasters*, 34(2), 447-469. doi: 10.1111/j.1467-7717.2009.01137.x

Saunders, J. M. (2007). Vulnerable populations in an American Red Cross shelter after Hurricane Katrina. *Perspectives in Psychiatric Care*, 43(1), 30-37. doi: 10.1111/j.1744-6163.2007.00103.x

### **How to Cite Information From the Internet and the World Wide Web:**

There is a correct way to cite information from the internet and the World Wide Web. If you cite such information, then you have access to the internet. You will find complete instructions on the APA Web site. Below are some brief guidelines showing the general form. Note the requirement to include date information.

#### **Online periodical:**

Author, A.A., Author, B.B., & Author, C.C. (2009). Title of article. Title of Periodical, xx, xxx-xxx. Retrieved month day, year, from source.

#### **Online document:**

Author, A.A. (2011). Title of work. Retrieved month day, year, from source.

## Appendix 6: Supporting your learning at Massey University

Whether you are; a distance or internal student, first year or postgraduate, a high achiever or just scraping by, Massey University is committed to helping you reach your full learning potential.

During your studies, you may want to explore effective ways in dealing with the following:

- planning essays and reports
- assignment structure and format
- using and referencing sources
- using Stream to its full effect
- enhancing study skills
- effective time management strategies
- reading and note-taking
- exam preparation

Support is available in the following programmes to help you to advance and further develop your skills in academic writing.

- Internal Individual Appointments

You can make an appointment to discuss either study skills, using Stream effectively or the review of an assignment with a Learning/Writing Consultant or Advisor. Make sure you book in advance to avoid disappointment.

- Internal Workshops

Each campus offers a series of workshops to cater to the wide genre of students ranging from first year students to postgraduates. Students will be able to participate in on presentations that cover strategies for writing assignments to effective time management.

- OWLL (Online Writing and Learning Link) Website

The Online Writing and Learning Link is a centralised website for academic writing and study resources. It allows all Massey students to access an extensive range of resources about study skills, assignment writing, referencing, exam skills, FAQs and basic Word formatting. Go to <http://owll.massey.ac.nz> for more information.

- Writing and Study Skills Handouts

A large collection of handouts on topics ranging from the correct way of referencing to effective exam strategies is available. View these online at <http://owll.massey.ac.nz> or request a hard copy if you do not have Internet access.

Student Learning Development Services have created an *Academic Writing: A Guide to Tertiary Level Writing* booklet which is also downloadable free from the OWLL website. If you would like a hard copy, you can purchase it for \$5.00 from Student Learning Development Services.

- Extramural Regional Seminars



These are offered in many regional centres around New Zealand at the start of Semester 1 and 2 introducing students to the academic support services available, offering one-to-one appointment slots as well as covering topics such as time management, reading and note-taking, researching and writing assignments and referencing. These seminars are organised by Student Learning Development Services, Manawatu campus. For further information go to:

[http://owll.massey.ac.nz/regionalworkshops\\_ex.html](http://owll.massey.ac.nz/regionalworkshops_ex.html)

- Extramural On-Campus Days

These are offered in Auckland, Palmerston North, Wellington and Christchurch on the Saturday before semester starts. Students not only have access to all the activity and content offered at the Regional Seminars (describe above), but also have the opportunity to get further information from lecturers from the Colleges and consultants specialising in Stream and post-graduate work. The On Campus days are also organised by Student Learning Development Services, Manawatu campus. For further information go to: [http://owll.massey.ac.nz/regionalworkshops\\_ex.html](http://owll.massey.ac.nz/regionalworkshops_ex.html)

- Extramural Online Assignment Pre-reading Service

If your primary mode of study is distance, you are entitled to utilise the online assignment pre-reading service. Distance students can email up to 2 assignments per semester to Writing Consultants for review and advice, before submitting the assignment for marking to your lecturer. The turnaround time is 3 to 5 working days. All pre-readings are handled through the Manawatu Massey campus. To find out more about the service visit: <http://owll.massey.ac.nz/pre-reading.html>

- Fax or Post Service

If any distance student cannot access the online pre-reading service, a draft assignment can be sent by post or fax to the Manawatu campus. Consultants post back faxed and mailed assignments, so please include a postal address. Faxed and mailed assignments are usually return mailed within 5 working days.

- Academic Support Request Form

A web-based Academic Support Request form is located within the OWLL website. Distance students can submit requests, ranging from help about writing assignments to effective ways of learning in the university setting. It does not give specific content-based assistance. Consultants will respond to these requests by the following business day. Go to [http://owll.massey.ac.nz/academic\\_support.html](http://owll.massey.ac.nz/academic_support.html)

- Staff Supporting your Learning at Massey

Various support staff members are available to provide you with assistance to all of these services whether it be the Pasifika, Postgraduate, Kaiarahi, Learning, or Writing consultants. To book an appointment to utilise their services, see below.

### **Manawatu Campus – Student Learning Development Services (distance and Manawatu internal students)**

For any queries regarding any of the services mentioned above, please contact:

Phone: +64 6 3502251  
Email: SLC-PN@massey.ac.nz  
Fax: (06) 350 5760  
Website: <http://owll.massey.ac.nz>  
Hours: 8.30am – 4.30pm  
Location: Manawatu Campus  
Geography Building 1.11 (between Registry and SST buildings)  
Address: For pre-reading or any general enquiries  
Student Learning Development Services  
Massey University  
Private Bag 11 222  
Manawatu Mail Centre  
Palmerston North 4442

### **Auckland Campus – Student Learning Centre**

For all Auckland students who would like to book an appointment to see an advisor, please contact:

Extramural Learning Coordinator

Phone: +64 9 414 0800, Extn 9288

### **Wellington Campus – Student Learning Centre**

For all Wellington students who would like to book an appointment to see an advisor, please contact:

Extramural Learning Support Advisor

Phone: +64 4 801 5799, Extn 6131



**Massey University Extramural Students' Society (EXMSS)** is your student support organisation. EXMSS services include financial assistance in time of hardship, advocacy support, free phoning to lecturers, communication with other students, free shuttles to contact courses and much more. To connect with EXMSS, your student society, go to [www.exmss.org.nz](http://www.exmss.org.nz).

**Disability Services** have offices and staff on the Albany, Manawatu (Turitea) and Wellington Campuses of Massey University. For any enquiries, please contact 0800 Massey (0800 627 739) and ask to be put through to Disability Services or email: [disinfo@massey.ac.nz](mailto:disinfo@massey.ac.nz).

## Appendix 7: Feeling overwhelmed?

### Are you...

- Having doubts, sudden feelings of incompetence?
- Having awful realisations of time running out?
- In other words, thinking of withdrawing?

### Before you do, ask yourself...

- Will I regret this later?
- Will I feel better after a cup of coffee/the baby has gone to sleep/the weather has improved?
- Do I really have to decide now?
- Should I write to or phone my course coordinator?

### Tell yourself...

- I've got this far, I might as well finish.
- I have the right kind of reasons to ask for an extension of time for the assignment.
- I could even send in a draft outline if I am confused and don't know if I'm on the right track.
- There are people around who can help if I ask.

### Do...

- Talk about it with your course coordinator. Often students withdraw because, working in isolation, they do not realise that other students are having the same problems and in fact, compared to others, they are doing very well. Make contact and find out how you are going, and what suggestions the course coordinator can make to help you. Discuss withdrawing with your family, your employer and others important to you.
- Get on with what needs to be done now (leave future tasks to the future).

### If after all that you find you have no alternative but to withdraw then...

- Check the *Distance Handbook*. Note what date you need to withdraw before if you don't wish to have the course recorded as a failure.
- Please contact Massey University at 0800 MASSEY or email [contact@massey.ac.nz](mailto:contact@massey.ac.nz) to withdraw. But contact me too, if you possibly can. I am interested to hear what your problems have been, and whether there is some way I can make it possible for you to take this course again in a future year.

The only way you can be withdrawn or change your course is to notify the Enrolment Office. Writing to the course coordinator or tutor does not affect your withdrawal.

## Appendix 8: Self-evaluation on progress

Weeks

This is a self-evaluation for you to complete as best you can. Send it to your course coordinator or tutor as soon as you feel your piece of work is ready for feedback, depending on the amount of feedback you want to convey on your progress. If you wish to have direct contact regarding a difficulty, please state this in Question 4 and your course coordinator will be in touch.

Course Title and Code Number:

Course Coordinator's Name:

Student Name:

ID Number:

Put a tick in the box by the most appropriate answer:

1. I have read
- |                          |             |
|--------------------------|-------------|
| <input type="checkbox"/> | all         |
| <input type="checkbox"/> | most        |
| <input type="checkbox"/> | some        |
| <input type="checkbox"/> | very little |

of the Study Guides and Readings for WEEKS .....-.....

2. I have been able to understand
- |                          |             |
|--------------------------|-------------|
| <input type="checkbox"/> | all         |
| <input type="checkbox"/> | most        |
| <input type="checkbox"/> | some        |
| <input type="checkbox"/> | very little |

of the Study Guides and Readings for WEEKS .....-.....

3. Put a tick beside one of the following which best expresses your feelings at this stage of your progress in this course:

(a) I am really satisfied with the work I have finished in WEEKS .....-..... The study guide, readings and written work are stimulating and I find that I can manage very well with the work load.

(b) I have felt some satisfaction with the work I completed in WEEKS .....-..... I have learnt a good deal but I do lose the point sometimes. I cannot always complete the readings and written work.

(c) There is too much work expected of me in WEEKS .....-....., and I feel put off by the readings and some of the written work.

(d) There are not enough readings and other study materials to keep me stimulated, and I am making progress through the course very quickly.

(e) I am having quite a few difficulties with WEEKS .....-....., and would like to be contacted so I can get back on track.

4. Write a brief statement about how you see yourself progressing through the course. If you have particular concerns, please state what they are. Be as specific as possible, referring to a particular section of your study guide, or titles of readings.

.....  
.....  
.....  
.....  
.....

Thank you for keeping me informed about your progress. Please cut out and send to me at the following address:

Jon Mitchell  
Joint Centre for Disaster Research  
Massey University  
PO Box 756  
Wellington 6140  
Internship Administration Guide 2019 – Version 2.0 7 Jan 2019

New Zealand

# Appendix 8: Course evaluation

## 230.291 Introduction to Civil Defence Emergency Management in New Zealand

Please send this completed evaluation form in with your final assignment, or mail it at the end of the course to: 320.291 Internship, Emergency Management, NSATS Assignments Office, Massey University, Private Bag 11555, Manawatu Mail Centre, Palmerston North 4442.

It is deliberately open-ended to permit you to make constructive criticisms. It is intended to be anonymous and will be removed from your mailing prior to passing to the course coordinator.

Many thanks for your cooperation.

Jon (Mitch) Mitchell. 130.201 Course Coordinator

---

1. **Learning outcomes**

Did you find that the course met the learning outcomes?

**Comment:**

.....  
.....  
.....  
.....  
.....

2. **Material**

Please comment on the **appropriateness** of the following components to the Learning Outcomes:

(a) **Host Organisation**

.....  
.....  
.....

(b) **Study guide**

.....  
.....  
.....

(c) **Stream/Online environment**

.....  
.....  
.....

3. **Assistance from Massey staff**

Please comment upon the support given by staff.

.....  
.....  
.....

4. **Comments or suggestions you would like to make**

.....  
.....  
.....  
.....

**Thank you for taking the time to complete this evaluation form.**