



DFVP20001 Domestic and Family Violence Theories and Perspectives

Term 1 - 2020

Profile information current as at 06/05/2024 02:56 am

All details in this unit profile for DFVP20001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This foundation unit will introduce you to core concepts in the field of domestic and family violence practice including the influence of socio-political structures, particularly as they impact on Aboriginal and Torres Strait Islander peoples. There is a specific focus on investigating terminology issues and the prevailing understanding of domestic and family violence at state, national and global levels. Critical use is made of contemporary research, and practice and policy documents that address domestic and family violence (including intimate partner violence and the abuse of children, older persons, parents, siblings and animals). You will explore legal and safety considerations that arise from working in this context and consider ethical, professional and self-management implications for practice.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Students noted that they wanted more personal practical relevance in the assessment items, as they weren't able to see the connection between the assignment and their daily work practices

Recommendation

Alter assessment items so they focus more specifically on the student's workplace rather than workplaces in general.

Feedback from Student feedback

Feedback

Some of the student feedback highlighted that students valued the assessment templates and this assisted them to structure and write their assignments.

Recommendation

Continued use of assessment templates to assist student writing.

Feedback from Personal reflection

Feedback

When I ran the tutorials, I noticed that students who attended most highly valued the information on how to write the assignments.

Recommendation

Pre-record a video on each assignment to ensure that all students have access to information on writing the assignments whenever they choose to access that information.

Feedback from Personal reflection

Feedback

I believe that students appreciated the weekly announcements, as it gave them a sense of connection to the unit and kept them updated on important information for the unit.

Recommendation

Send weekly announcements to keep students engaged with the unit and informed on key issues beyond the assessment items.

Unit Learning Outcomes

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

1. Critique the socio-political structures associated with domestic and family violence; particularly as they impact on Aboriginal and Torres Strait Islander peoples.
2. Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
3. Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.
4. Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.
5. Examine the ethical and legal context of professional practice in domestic and family violence.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 30%		•	•		
2 - Portfolio - 30%			•	•	•
3 - Written Assessment - 40%	•	•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management					○
6 - Ethical and Professional Responsibility					○
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 30%	○	○	○	○	○	○		
2 - Portfolio - 30%	○	○	○	○	○	○		
3 - Written Assessment - 40%	○	○	○	○				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Emily Hurren Paterson Unit Coordinator
e.hurrenpaterson@cqu.edu.au

Nicola Cheyne Unit Coordinator
n.cheyne@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to domestic and family violence: A gender and human rights perspective	Phillips, J. & Vandenbroek, P. (2014). <i>Domestic, family and sexual violence in Australia: An overview of the issues</i> . Parliamentary Library Research Paper. Parliament of Australia: Department of Parliamentary Services. World Health Organization (WHO) (2013). <i>Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence</i> . Geneva, Switzerland: Author. United Nations - Universal Declaration of Human Rights	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Key concepts and definitions - Domestic and Family Violence: Intimate Partner Violence; Elder Abuse; Sibling Abuse

Australian Bureau of Statistics (ABS) (2013). *Defining the data challenge for family, domestic and sexual violence*, 4529. Canberra, ACT: ABS.
 Australian Bureau of Statistics (ABS) (2009). *Issues in defining family and domestic violence*. Canberra, ACT: ABS.
 Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B. & Lozano, R. (Eds.) (2002). *World report on violence and health*. Geneva, CH: World Health Organization.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary theories of Domestic and Family Violence	Kaukinen, C. (2004). Status compatibility, physical violence, and emotional abuse in intimate relationships, <i>Journal of Marriage and Family</i> , 66(2), 452-471.	
	Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Environment</i> , 22, 572-590	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary theories of Domestic and Family Violence (continued)	Bograd, M. (1999). Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. <i>Journal of Marital and Family Therapy</i> , 25, 275-289.	
	Meyer, S. (2012). Why women stay. A theoretical examination of rational choice and moral reasoning in the context of intimate partner violence. <i>Australian & New Zealand Journal of Criminology</i> , 45, 179-193.	
	Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersection of race, class and gender challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i> , 11, 38-64.	
	ANROWS. (2017). <i>Australians' attitudes to violence against women and gender equality. Findings from the 2017 National Community Attitudes towards Violence Against Women Survey (NCAS)</i> . Sydney, NSW: Author.	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Data sources and challenges:
Retrieving and analysing data;
identifying data challenges

Australian Bureau of Statistics. (2013).
Defining the data challenge for family,
domestic and sexual violence.
Canberra, ACT: ABS.
Kavanagh, A. & Robinson, S. (2015).
We count what matters, and violence
against people with disability matters.
The Conversation.
Nursing and Midwifery Board of
Australia (NMBA). (2018). Code of
conduct for nurses. Principle 3:
Cultural practice and respectful
relationships. Melbourne, VIC: NMBA.

Portfolio Activity 1 Due: Week 5
Monday (6 Apr 2020) 5:00 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
The impact of Domestic and Family Violence: Short- and long-term health, economic and social consequences; global and national perspectives	<p>Braaf, R. & Barrett Meyering, I. (2011). Seeking security: Promoting women's economic wellbeing following domestic violence. Australian Domestic and Family Violence Clearinghouse, Sydney.</p> <p>Morgan, A., & Chadwick, H. (2009). Key issues in domestic violence. Canberra, ACT: Australian Institute of Criminology.</p> <p>VicHealth. (2011) Preventing violence against women in Australia: Research summary: Addressing the social and economic determinants of mental and physical health. Melbourne, Victorian Health Promotion Foundation.</p>	

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
History and legislation: Violence against women movement; implications of legislation for victims and perpetrators	<p>Ailwood, S., Esteal, P., & Kennedy, J. (2012). Law's indifference to women's experience of violence: Colonial and contemporary Australia. Women's Studies International Forum, 35, 86-96.</p> <p>Douglas, H. (2008). Criminal Law's Response to Domestic Violence: What's Going On? Sydney Law Review, 30, 439-469.</p> <p>Longbottom, M. (2018, June 8). Systemic responses continue to fail and traumatise Aboriginal women who survive violence. IndigenousX. Retrieved from https://indigenousx.com.au</p> <p>Weldon, S. L. & Htun, M. (2013). Feminist mobilisation and progressive policy change: Why governments take action to combat violence against women. Gender & Development, 21, 231-247.</p>	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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At-risk groups: Socio-political structures and Aboriginal and Torres Strait Islander peoples

Cheers, B., Binell, M., Coleman, H., Gentle, I., Miller, G., Taylor, J., & Weetra, C. (2006). Family violence: An Indigenous community tells its story. *International Social Work*, 49, 51-63.

Portfolio Activity 2 Due: Week 8
Monday (4 May 2020) 5:00 pm AEST

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
At risk groups: Socio-political structures and other groups, including CALD communities, women with disabilities, older people, women in rural/ remote communities	Mays, J.M. (2006). Feminist disability theory: Domestic violence against women with a disability. <i>Disability & Society</i> , 21, 147-158.	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal context of professional practice	Queensland Government. (2002). Practice standards for working with women affected by domestic and family violence. Brisbane, QLD: Department of Families. Queensland Government. (2018). Working with men who perpetrate domestic and family violence. Brisbane, QLD: Department of Communities.	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal context of professional practice (continued)	Healey, L., Humphreys, C., & Howe, K. (2013). Inclusive domestic violence interventions for women with disabilities. <i>Violence & Victims</i> , 28, 50-68.	Written Assessment Due: Week 11 Monday (25 May 2020) 5:00 pm AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary portrayals and debates in domestic and family violence	Allen, M. (2011). Is there gender symmetry in intimate partner violence? <i>Child & Family Social Work</i> , 16, 245-254. doi:10.1111/j.1365-2206.2010.00735.x/pdf	

Assessment Tasks

1 Portfolio Activity 1

Assessment Type

Portfolio

Task Description

1500 words (+/- 10%)

THE TASK

You are asked to identify and analyse the key features of the theoretical perspective of Intersectionality as it relates to Aboriginal and Torres Strait Islander victim-survivor experiences of Domestic and Family Violence (DFV) and service delivery in this area. You should review and analyse national and international theoretical and empirical evidence to address where the theory's origins are situated and how it relates to Aboriginal and Torres Strait Islander victim-

survivors' experiences in the Australian context. A minimum of six academic references (i.e. journal articles and grey literature) are required for this assessment piece. In addition, you should draw on current Australian statistics (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

NOTE: Family violence is often the preferred term amongst Indigenous populations.

THE FOLLOWING POINTS MUST BE EMBEDDED IN YOUR ASSIGNMENT:

- Key features and origins of this theoretical perspective in relation to DFV
- How this theoretical perspective can be used to explain over-representation of Aboriginal and Torres Strait Islander victim-survivors of family violence
 - Present relevant Australian statistics pertaining to the overrepresentation of Aboriginal and Torres Strait Islander victim-survivors in relation to prevalence and severity.
 - Consider barriers to service provision as a consequence of their intersecting vulnerabilities.
- Explain how this theoretical framework can be applied to guide ethical service delivery for Aboriginal and Torres Strait Islander victim-survivors
 - If you currently work in a DFV-related field, you may choose to present your own de-identified practice examples to illustrate your arguments. Alternatively, you may draw examples from appropriate literature

REQUIREMENTS

- The assignment should be presented in essay format using Times News Roman 12-point font with 1.5 spacing (you are permitted to use subheadings).
- Your essay should contain a clear introduction, body, and conclusion. The conclusion should summarise the key points/take home messages but contain no new information and no citations.
- A minimum of six academic references (i.e. journal articles and grey literature) are required for this assessment piece. In addition, you should draw on current Australian statistics (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).
- You must use APA referencing style.
- Please include a cover page (a template is provided on the Moodle site)
- Please consider the marking criteria and learning outcomes when preparing your assignment

SUBMISSION

Please submit via Moodle as a Word Document.

Assessment Due Date

Week 5 Monday (6 Apr 2020) 5:00 pm AEST

Return Date to Students

Week 6 Monday (20 Apr 2020)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20001 - Portfolio Activity 1					
	High Distinction	Distinction	Credit	Pass	Fail
Key features and origins of intersectionality theory in relation to DFV (30%)	Provides elaborate and insightful description of key features and origins of intersectionality theory in relation to DFV; relevant original sources referenced (30.0% - 25.35%)	Provides insightful description of key features and origins of intersectionality theory in relation to DFV; relevant original sources referenced (25.2% - 22.35%)	Provides appropriate description of key features and origins of intersectionality theory in relation to DFV; original sources referenced (22.2% - 19.35%)	Attempt at description of key features and/or origins of intersectionality theory in relation to DFV but limited; makes an attempt to reference sources (19.2% - 14.85%)	Description of key features and/or origins of intersectionality theory in relation to DFV is absent and/or lacks supporting sources (14.7% - 0.0%)
Application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander victim-survivors of DFV in Australia (30%)	Outstanding application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander survivor-victims; comprehensive understanding of the relationship between theory and prevalence, severity and barriers to service provision; relevant original sources referenced and integrated into the discussion (30.0% - 25.35%)	Excellent application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander survivor-victims; very good understanding of the relationship between theory and prevalence, severity and barriers to service provision; relevant original sources referenced (25.2% - 22.35%)	Well considered application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander survivor-victims; good understanding of the relationship between theory and prevalence, severity and barriers to service provision; original sources largely referenced (22.2% - 19.35%)	Clear and logical application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander survivor-victims; competent understanding of the relationship between theory and prevalence, severity and barriers to service provision; makes an attempt to reference original sources (19.2% - 14.85%)	Unclear/inconsistent/illogical application of intersectionality theory to explain over-representation of Aboriginal and Torres Strait Islander survivor-victims; understanding of the relationship between theory and prevalence, severity and barriers to service provision is not demonstrated; references to relevant sources missing/absent (14.7% - 0.0%)
Application of intersectionality theory to guide ethical service delivery for representation of Aboriginal and Torres Strait Islander victim-survivors in Australia (30%)	Outstanding application of intersectionality theory to guide ethical service delivery, illustrative examples very well presented and great insight demonstrated with key issues well elaborated upon; relevant original sources referenced and integrated into the discussion (30.0% - 25.35%)	Excellent application of intersectionality theory to guide ethical service delivery, illustrative examples outline relevant practice elements of service delivery, and insight demonstrated with key issues discussed; relevant original sources referenced (25.2% - 22.35%)	Well considered application of intersectionality theory to guide ethical service delivery, illustrative examples are relevant to a specified group and relevant service delivery and some insight demonstrated in relation to key issues; original sources largely referenced (22.2% - 19.35%)	Clear and logical application of intersectionality theory to guide ethical service delivery, recognisable effort to provide illustrative examples, but more insight needed to be demonstrated in relation to key issues; makes an attempt to reference original sources (19.2% - 14.85%)	Unclear/inconsistent/illogical/absent application of intersectionality theory to guide ethical service delivery, and/or absent of recognisable effort to provide illustrative examples. Lacks logic and insight in relation to key issues; references to relevant sources missing/absent (14.7% - 0.0%)
Academic writing, structure, paraphrasing, APA referencing, spelling and grammar (10%)	Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /30%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

Learning Outcomes Assessed

- Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
- Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Portfolio Activity 2

Assessment Type

Portfolio

Task Description

Up to 1,000 words in notes section of slides (not including words on PowerPoint slides)

THE TASK

A range of theories and perspectives are covered in this unit. You are asked to develop a PowerPoint presentation for an audience of your peers focusing on ONE theory/perspective covered in Week 3 or 4 of this unit (EXCLUDING intersectionality) and explaining its relevance to your everyday practice.

YOUR PRESENTATION MUST INCLUDE THE FOLLOWING:

- Title slide – include the title/topic of your presentation and your name/details
- Outline – begin your presentation with an outline/overview slide noting the key topics to be covered
- Overview of Theory/Perspective – provide an overview of your chosen theory/perspective and explain its relevance to DFV generally
 - Consider its relevance to understanding the causes, consequences and responses to DFV
 - Does this theory consider gender?
- Application of Theory/Perspective - explain the relevance of this theory to your everyday practice
 - Give examples of how this theory/perspective may guide particular choices you may make and/or interactions you may have with your clients/stakeholders.
- Evaluation of Theory/Perspective - comment on the benefits and challenges of applying this theory/perspective to your everyday practice
 - Can this theory be relied upon in isolation?
 - Are there practical restraints to its application in everyday practice?
- Conclusion - finish your presentation with a brief reiteration of your key points/take home messages
- Reference list - APA format

REQUIREMENTS

- The assignment should be presented as a PowerPoint presentation with notes pages
 - 8-10 slides (not including the title page and reference list slides)
 - Each slide should contain succinct bullet points (max. six per slide)
 - Your notes sections should form the word-for-word 'script' of your presentation (what you would say if you were presenting the slides to an audience - 1,000 words +/- 10%)
 - Your overall word limit should be divided relatively equally across the slides, ensuring that you are explaining and expanding upon the contents of your slides, and not simply repeating the contents
 - The bullet points in the slides themselves are not included in the word limit

- There is a guide on Moodle showing how to turn your PowerPoint presentation into a pdf that displays the notes pages for submission
- The slides and script should be composed in a style appropriate for your audience
 - A PowerPoint template is provided for you on the Moodle site with additional information – this is a guide only
 - You may wish to include images (appropriately referenced) or web links to bring the presentation to life
 - The PowerPoint should be aesthetically pleasing, free of grammatical and spelling errors and include appropriate in-text citations and a full reference list at the end in APA style
 - No specific font is required (although a font size of 20 is generally recommended to assist your audience to see the slides)
- You should include at least six academic resources
- Please consider the marking criteria and learning outcomes when preparing your assignment

SUBMISSION

Please submit via Moodle as a pdf

Assessment Due Date

Week 8 Monday (4 May 2020) 5:00 pm AEST

Return Date to Students

Week 10 Monday (18 May 2020)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20001 - Presentation

	High Distinction	Distinction	Credit	Pass	Fail
Overview of chosen theory/ perspective and relevance to DFV (30%)	Effective and insightful overview of chosen theory/perspective, exceptional explanation of relevance of theory to DFV; all ideas on slides and notes pages are referenced to original sources (30.0% - 25.35%)	Insightful overview of chosen theory/perspective, relevance of theory to DFV very clearly explained; almost all ideas on slides and notes pages are referenced to original sources (25.2% - 22.35%)	Clear overview of chosen theory/perspective, relevance of theory to DFV clearly explained; most ideas on slides and notes pages are referenced (22.2% - 19.35%)	Overview of chosen theory/ perspective provided, relevance of theory to DFV could have been more clearly explained; some attempt to reference sources in slides and/or notes pages (19.2% - 14.85%)	Overview of chosen theory/perspective absent or incorrectly outlined, and/or relevance of theory to DFV not explained; references missing in slides and/or notes pages (14.7% - 0.0%)
Application of theory/perspective to everyday practice (30%)	Application of theory/perspective to everyday practice is outstanding, excellent discussion of relevant and exceptional examples of theory/practice nexus; all ideas are supported with evidence on slides and notes pages (30.0% - 25.35%)	Application of theory/perspective to everyday practice is very clear, very good discussion of relevant and insightful examples of theory/practice nexus; almost all ideas are supported with evidence on slides and notes pages (25.2% - 22.35%)	Application of theory/perspective to everyday practice is clear, good discussion of relevant examples of theory/practice nexus; most ideas are supported with evidence on slides and notes pages (22.2% - 19.35%)	Application of theory/perspective to everyday practice is attempted, examples could have been discussed in further depth/been more relevant to specific elements of practice; some supporting evidence provided on slides and/or notes pages (19.2% - 14.85%)	Application of theory/perspective to everyday practice absent or covered in insufficient depth; an absence of supporting evidence on slides and/or notes pages (14.7% - 0.0%)

Evaluation of benefits and challenges of applying theory/perspective to everyday practice (30%)	Outstanding discussion of benefits and challenges of applying theory/perspective to everyday practice, excellent explanation of relevant issues, demonstrates exceptional insight; all ideas on slides and notes pages are referenced to original sources (30.0% - 25.35%)	Effective discussion of benefits and challenges of applying theory/perspective to everyday practice, very clearly explains relevant issues, demonstrates a high level of insight; almost all ideas on slides and notes pages are referenced to original sources (25.2% - 22.35%)	Good discussion of benefits and challenges of applying theory/perspective to everyday practice, clearly outlines relevant issues, demonstrates insight; most ideas on slides and notes pages are referenced (22.2% - 19.35%)	Discusses benefits and challenges of applying theory/perspective to everyday practice, but some lack of clarity around the relevant issues; some attempt to reference sources in slides and/or notes pages (19.2% - 14.85%)	Lacks understanding of the benefits and challenges of applying theory/perspective to everyday practice; references missing in slides and/or notes pages (14.7% - 0.0%)
Presentation/format of slides, academic writing, paraphrasing, APA referencing, spelling and grammar (10%)	Most appropriate presentation/format of slides, well written following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good presentation/format of slides, academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good presentation/format of slides, writing, referencing style and spelling and grammar – a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with presentation/format of slides, writing, referencing and spelling and grammar – attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, inappropriate presentation/format of slides, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /30%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

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Learning Outcomes Assessed

- Analyse the basis for contemporary theories of domestic and family violence, with a focus on gender.
- Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.
- Examine the ethical and legal context of professional practice in domestic and family violence.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Written Assessment

Assessment Type

Written Assessment

Task Description

2000 words (+/-10%)

THE TASK

For this assessment item you will produce a brief practice paper on an emerging area of research regarding domestic and family violence (DFV) in Australia. To facilitate dissemination of key findings, one or more students may be invited to

have their paper published in the Queensland Centre for Domestic and Family Violence Research publication "The QCDFVR Reader".

You are required to use the template provided in Moodle and produce a practice paper that is suitable for a varied audience of practitioners, researchers, and community members.

You must select from one or more of the following emerging areas:

- Non-fatal strangulation
- DFV sub-populations (e.g. older persons, children, siblings, parents, persons with disability, CALD, LGBTIQ+, or animals)
- Perpetrator accountability

YOU MUST ADDRESS THE FOLLOWING POINTS IN YOUR PRACTICE PAPER:

- Provide a brief overview of your selected emerging area/s
 - Ensure that you define key terms
- Note/list the key legislation pertaining to this issue in your jurisdiction
- Present key data related to prevalence and impact of your selected emerging area/s (e.g. data from ABS, AIC, AIHW, AIFS etc)
- Discuss research challenges relating to your area/s of interest
- Discuss practice challenges relating to your area/s of interest
- Summarise the importance of this area for practitioners and policy makers

REQUIREMENTS

- Please upload a cover page (template provided on Moodle)
- Please use the QCDFVR Reader template provided on the Moodle site
- You must include at least 6 academic resources
- You must use APA referencing style
- Please consider the marking criteria and learning outcomes when preparing your assignment

SUBMISSION

Please submit via Moodle

Assessment Due Date

Week 11 Monday (25 May 2020) 5:00 pm AEST

Return Date to Students

Review/Exam Week Monday (8 June 2020)

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

DFVP20001 - Written Assessment					
	High Distinction	Distinction	Credit	Pass	Fail
Overview of selected emerging area/s, legislation, and prevalence (40%)	Effective and insightful overview of emerging area/s, legislation and prevalence, using excellent examples/evidence, demonstrating outstanding critical thinking; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (40.0% - 33.8%)	Provides an effective overview of emerging area/s, legislation and prevalence, well supported by appropriate examples/evidence, demonstrating critical thinking; most key points are supported with relevant academic literature demonstrating critical thinking (33.6% - 29.8%)	Provides a clear overview of emerging area/s, legislation and prevalence, with some relevant examples/evidence, demonstrating developing critical thinking; relevant supporting academic literature provided (29.6% - 25.8%)	Provides an overview of emerging area/s, legislation and prevalence with some errors/contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (25.6% - 19.8%)	Lacks an overview of emerging area/s, legislation and/or prevalence; absence of supporting academic literature (19.6% - 0.0%)

Overview of research and practice challenges (30%)	Demonstrated well developed understanding of all content presented on research and practice challenges; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated understanding of all content presented on research and practice challenges; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated understanding of research and practice challenges and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated understanding of research and practice challenges (general points with little or no specific details given) and/or irrelevant information provided and/or few references used (19.2% - 14.85%)	Unable to demonstrate understanding of research and practice challenges, or only a few general points made, and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)
	Provided an excellent outline of the importance of this area for practitioners and policy makers; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (20.0% - 16.9%)	Provided a very good outline of the importance of this area for practitioners and policy makers; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; most key points are supported with relevant academic literature demonstrating critical thinking (16.8% - 14.9%)	Provided a good outline of the importance of this area for practitioners and policy makers, and most points were elaborated with details; information is relevant; original thought presented; relevant supporting academic literature provided (14.8% - 12.9%)	Provided an outline of the importance of this area for practitioners and policy makers (general points with little or no specific details given) and/or irrelevant information provided; some supporting academic literature provided (12.8% - 9.9%)	Unable to effectively outline the importance of this area for practitioners and policy makers, or only a few general points made; absence of supporting academic literature (9.8% - 0.0%)
Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)	Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /40%

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

Learning Outcomes Assessed

- Critique the socio-political structures associated with domestic and family violence; particularly as they impact on Aboriginal and Torres Strait Islander peoples.
- Identify and describe relevant research and other sources of data related to domestic and family violence integrating terminology appropriate to the field.
- Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem