



# DFVP20001 *Domestic and Family Violence* *Theories and Perspectives* Term 3 - 2020

Profile information current as at 27/04/2024 05:19 am

All details in this unit profile for DFVP20001 have been officially approved by CQU University 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 3 - 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 Unit and Teaching Evaluation

**Feedback**

Nicola provided us with incredibly helpful information with lots of examples and templates to use. This is my first formal studies in about 23 years and have felt both very supported and that the unit was very informative and useful in my learning. The essays expanded my thoughts and evidence base of current strategies in Victoria and contemporary theories.

**Recommendation**

Continue to provide essay templates and maintain the focus in assessment on relevance to personal professional practice

## Feedback from Student Unit and Teaching Evaluation

**Feedback**

Each unit was very helpful for my DFV practice. I enjoyed the variety of assessment questions and presentations styles. Thank you for the after hours tutorials and for recording these.

**Recommendation**

Continue to allow students to choose theories to apply to their practice and continue providing live web tutorials.

## Feedback from Student Unit and Teaching Evaluation

**Feedback**

The topic of this unit is interesting and was supported by a good range of readings. I liked the recorded lectures and lecture notes. By reading and listening, I felt more engaged with the content. Dr. Nicola was very approachable and knowledgeable. I also appreciated that, while being theory-based, the information was constantly drawn back to the application in practice.

**Recommendation**

Continue to provide a range of readings and recorded lectures. Continue connecting theory to professional practice.

## Feedback from Student Unit and Teaching Evaluation

**Feedback**

Feedback on assignments was detailed and useful. The assignment questions were detailed and required a broad range of aspects to be considered in the assignments, this was somewhat difficult to do in the word count accepted.

**Recommendation**

Continue providing detailed feedback, but consider how the assessment items can be better scaffolded to direct students in completing the assignments and provide more resources on concise writing.

## Feedback from Student Unit and Teaching Evaluation

**Feedback**

I did struggle with the powerpoint presentations and although I thought I followed the suggestions provided by Nicola I didn't seem to have grasped the intended ideas as well. Nicola is very open to questions however and did provide great feedback which I know I can ask more.

**Recommendation**

As a number of students noted the difficulty they faced in preparing the PowerPoint presentation, it is recommended that the utility of PowerPoint presentations be considered and whether this is an effective method of assessment going forward.

## Feedback from Student Unit and Teaching Evaluation and personal communications

**Feedback**

Some students noted that they found it difficult to apply theory to their practice, particularly if they were not currently working or if they were not in a DFV-specific role.

**Recommendation**

As some students found it difficult to apply theory to their practice, more scaffolding will be provided around how to apply theory to practice in teaching and assessment items. The assessment instructions will more specifically reference that students can think of theory as it applies to their current practice or the future role they would like to enter, whether that role is DFV-specific or not, as everyone has a role in the response to DFV.

## 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



### 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
<b>1 - Portfolio - 30%</b>	○	○	○	○	○	○		
<b>2 - Portfolio - 30%</b>	○	○	○	○	○	○		
<b>3 - Written Assessment - 40%</b>	○	○	○	○				

## 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Emily Hurren Paterson** Unit Coordinator  
[e.hurrenpaterson@cqu.edu.au](mailto:e.hurrenpaterson@cqu.edu.au)

## Schedule

### Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to domestic and family violence: A gender and human rights perspective	All readings are provided in the Unit eReading List	

### Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Key concepts and definitions - Domestic and Family Violence: Intimate Partner Violence; Elder Abuse; Sibling Abuse	All readings are provided in the Unit eReading List	

### Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic

Contemporary theories of Domestic and Family Violence All readings are provided in the Unit eReading List

#### Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary theories of Domestic and Family Violence (continued)	All readings are provided in the Unit eReading List	

#### Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Data sources and challenges: Retrieving and analysing data; identifying data challenges	All readings are provided in the Unit eReading List	<b>Assessment 1</b> Due: Week 5 Friday (18 Dec 2020) 5:00 pm AEST

#### Week 6 - 21 Dec 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	All readings are provided in the Unit eReading List	

#### Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
History and legislation: Violence against women movement; implications of legislation for victims and perpetrators	All readings are provided in the Unit eReading List	

#### Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
At-risk groups: Socio-political structures and Aboriginal and Torres Strait Islander peoples	All readings are provided in the Unit eReading List	<b>Assessment 2</b> Due: Week 8 Friday (15 Jan 2021) 5:00 pm AEST

#### Week 9 - 18 Jan 2021

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	All readings are provided in the Unit eReading List	

#### Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal context of professional practice	All readings are provided in the Unit eReading List	

#### Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal context of professional practice (continued)	All readings are provided in the Unit eReading List	<b>Assessment 3</b> Due: Week 11 Friday (5 Feb 2021) 5:00 pm AEST

#### Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary portrayals and debates in domestic and family violence	All readings are provided in the Unit eReading List	

### Exam Week - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessment 1

#### Assessment Type

Portfolio

#### Task Description

##### Assessment 1

Type: Portfolio

Due date: Week 5, Friday, 5pm AEST

Weighting: 30%

Length: 1,500 words plus or minus 10% (excluding reference list)

Unit Coordinator: Emily Hurren Paterson

#### Learning Outcomes Assessed

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

#### Aim

The aim of this portfolio is to demonstrate your understanding of key terminology, definitions, and conceptualisations associated with domestic and family violence (DFV) in Australia, as well as the importance of gender in understanding DFV.

#### Context

Terminology, definitions and conceptualisations of DFV have varied across time and jurisdictions. This has important implications for general understandings of what DFV is and who are the victims/survivors and perpetrators.

During the first half of this term, you will compile a portfolio that demonstrates your understanding of the following key topics:

1. DFV: Terms, definitions, and legislation
2. Gendered and gender-neutral conceptualisations of DFV

This portfolio will require you to gather and draw upon a range of research evidence (journal articles and grey literature including government reports/data).

#### Instructions

The two key topics for the portfolio are elaborated upon below.

Each topic should be addressed in a separate section of your portfolio. Complete the portfolio as a Microsoft Word document.

Your work must be driven by high-quality academic literature. You must include in-text referencing and a reference list for your portfolio containing at least six high-quality academic resources. You must use APA 7th referencing style.

Wikipedia and generic websites are NOT to be used as a resource or reference.

##### **1. DFV: Terms, definitions, and legislation (700-800 words)**

DFV is an umbrella term for multiple categories of abuse/violence.

- Demonstrate your understanding of the multiple forms of DFV covered in DFVP20001
  - Define key terms and explain challenges associated with definitions
- Identify relevant DFV legislation in your State/Territory and determine whether each of the above forms of DFV are suitably represented in this legislation
  - Discuss strengths/limitations/implications

##### **2. Gendered and gender-neutral conceptualisations of DFV (700-800 words)**

The National Plan to Reduce Violence Against Women and their Children 2010-2022 (the National Plan) presents DFV as a gendered issue. Australian DFV legislation is typically gender-neutral. Using key academic literature, analyse the strengths and limitations associated with gendered and gender-neutral conceptualisations of DFV in policy and

legislation.

- What are the strengths of gendered and gender-neutral approaches?
- What are the challenges/limitations of gendered and gender-neutral approaches?

### Literature and References

You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

### Resources

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### Assessment Due Date

Week 5 Friday (18 Dec 2020) 5:00 pm AEST

### Return Date to Students

Week 7 Monday (4 Jan 2021)

Feedback will be provided within 10 working days of submission

### Weighting

30%

### Assessment Criteria

DFVP20001 - Assessment 1 Portfolio					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%



<b>DFV: Terms, definitions and legislation (45%)</b>	Demonstrated well developed understanding of the multiple forms of DFV, including key terms and challenges, and the presence/absence of these behaviours in legislation; insightful discussion of fully elaborated points with effective illustrative examples; clear and detailed information, many original thoughts and ideas, and effective links to cited references (45.0% - 38.03%)	Demonstrated understanding of the multiple forms of DFV, including key terms and challenges, and the presence/absence of these behaviours in legislation; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (37.8% - 33.53%)	Demonstrated understanding of the multiple forms of DFV, including key terms and challenges, and the presence/absence of these behaviours in legislation and most points were elaborated with details; information is relevant and supported by appropriate references; original thoughts presented (33.3% - 29.03%)	Demonstrated understanding of the multiple forms of DFV, including key terms and challenges, and the presence/absence of these behaviours in legislation, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (28.8% - 22.28%)	Unable to demonstrate understanding of the multiple forms of DFV, including key terms and challenges, and the presence/absence of these behaviours in legislation, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (22.05% - 0.0%)
<b>Gendered and gender-neutral conceptualisations of DFV (45%)</b>	Effective and insightful overview of the strengths and challenges/ limitations associated with gendered and non-gendered conceptions of DFV; using excellent examples/ evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (45.0% - 38.03%)	Provides an effective overview of the strengths and challenges/ limitations associated with gendered and non-gendered conceptions of DFV; well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (37.8% - 33.53%)	Provides a clear overview of the strengths and challenges/ limitations associated with gendered and non-gendered conceptions of DFV; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (33.3% - 29.03%)	Provides an overview of the strengths and challenges/ limitations associated with gendered and non-gendered conceptions of DFV; some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (28.8% - 22.28%)	Lacks an overview of the strengths and challenges/ limitations associated with gendered and non-gendered conceptions of DFV; absence of supporting academic literature (22.05% - 0.0%)
<b>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</b>	Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (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 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit via the unit Moodle site, Turnitin submission point in Microsoft Word format only. 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. 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 Assessment 2

### Assessment Type

Portfolio

### Task Description

#### Assessment 2

Type: Portfolio

Due date: Friday Week 8, 5pm AEST

Weighting: 30%

Length: 1,500 words plus or minus 10% (excluding reference list)

Unit Coordinator: Emily Hurren Paterson

### Learning Outcomes Assessed

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

### Aim

The aim of this portfolio is to demonstrate your understanding of the impact of theory on ethical practice in the area of domestic and family violence (DFV).

### Context

Theories can influence interactions with victim/survivors and/or perpetrators, particularly as they influence conceptualisations of Domestic and Family Violence (DFV) (e.g. causes of DFV, importance of gender, etc) and perspectives regarding appropriate responses to victim/survivors and perpetrators.

Throughout this term, you will compile a portfolio that demonstrates your understanding of the following key topics:

1. Application of Feminist Theory to DFV
2. Application of the Family Violence perspective to DFV
3. Personal reflection

This portfolio will require you to gather and draw upon a range of research evidence (journal articles and grey literature including government reports/data).

### Instructions

The three key topics for the portfolio are elaborated upon below.

Each topic should be addressed in a separate section of your portfolio. Complete the portfolio as a Microsoft Word document.

Your work must be driven by high-quality academic literature. You must include in-text referencing and a reference list for your portfolio containing at least six high-quality academic resources. You must use APA 7<sup>th</sup> referencing style.

Wikipedia and generic websites are NOT to be used as a resource or reference.

#### **1. Application of Feminist Theory to DFV (600 words)**

- Provide an overview of feminist theory.
- Explain how feminist theory guides conceptualisation of DFV (for example, the causes of DFV and the importance of gender)
- Explain how feminist theory could guide responses to DFV (e.g. interventions, interactions with victim/survivors and/or perpetrators)
  - Describe strengths and limitations of this theory

#### **2. Application of the Family Violence perspective to DFV (600 words)**

- Choose one family violence perspective and provide an overview (for example systems theory, ecological theory etc)
- Explain how your selected theory guides conceptualisation of DFV (for example the causes of DFV and the importance of gender)
- Explain how your selected theory could guide responses to DFV (e.g. interventions, interactions with victim/survivors and/or perpetrators)
  - Describe strengths and limitations of this theory

#### **3. Personal reflection (300 words)**

- In this section, you are required to produce a personal reflection. In your reflection, discuss your key learnings from completing this portfolio and/or discuss how the knowledge you have gained from this portfolio may impact on your future practice (e.g. future interactions with victim/survivors and/or perpetrators of DFV etc).

## Literature and References

You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

## Resources

- We recommend that you access your discipline specific [library guide: the Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## Assessment Due Date

Week 8 Friday (15 Jan 2021) 5:00 pm AEST

## Return Date to Students

Week 10 Friday (29 Jan 2021)

Feedback will be provided within 10 working days of submission

## Weighting

30%

## Assessment Criteria

DFVP20001 - Assessment 2 Portfolio					
	<b>High Distinction</b> 100-85%	<b>Distinction</b> 84-75%	<b>Credit</b> 74-65%	<b>Pass</b> 64-50%	<b>Fail</b> 49-0%

<b>Application of Feminist Theory to DFV (35%)</b>	<p>Demonstrated well developed understanding of feminist theory, how it guides conceptualisation of DFV and responses to DFV; insightful discussion of fully elaborated points with effective illustrative examples; clear and detailed information, many original thoughts and ideas, and effective links to cited references (35.0% - 29.58%)</p>	<p>Demonstrated understanding of feminist theory, how it guides conceptualisation of DFV and responses to DFV; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (29.4% - 26.08%)</p>	<p>Demonstrated understanding of feminist theory, how it guides conceptualisation of DFV and responses to DFV and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (25.9% - 22.58%)</p>	<p>Demonstrated understanding of feminist theory, how it guides conceptualisation of DFV and responses to DFV, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (22.4% - 17.33%)</p>	<p>Unable to demonstrate understanding of feminist theory, how it guides conceptualisation of DFV and responses to DFV, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (17.15% - 0.0%)</p>
<b>Application of Family Violence Perspective to DFV (35%)</b>	<p>Demonstrated well developed understanding of selected family violence perspective, how it guides conceptualisation of DFV and responses to DFV; insightful discussion of fully elaborated points with effective illustrative examples; clear and detailed information, many original thoughts and ideas, and effective links to cited references (35.0% - 29.58%)</p>	<p>Demonstrated understanding of selected family violence perspective, how it guides conceptualisation of DFV and responses to DFV; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (29.4% - 26.08%)</p>	<p>Demonstrated understanding of selected family violence perspective, how it guides conceptualisation of DFV and responses to DFV and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (25.9% - 22.58%)</p>	<p>Demonstrated understanding of selected family violence perspective, how it guides conceptualisation of DFV and responses to DFV, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (22.4% - 17.33%)</p>	<p>Unable to demonstrate selected family violence perspective, how it guides conceptualisation of DFV and responses to DFV, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (17.15% - 0.0%)</p>
<b>Personal Reflection (20%)</b>	<p>Provided an excellent outline of the key learnings or the importance of this area for own practice; insightful discussion of fully elaborated points with effective illustrative examples; clear and detailed information; many original thoughts and ideas demonstrating outstanding critical thinking (20.0% - 16.9%)</p>	<p>Provided a very good outline of the key learnings or the importance of this area for own practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (16.8% - 14.9%)</p>	<p>Provided a good outline of the key learnings or the importance of this area for own practice, and most points were elaborated with details; information is relevant; original thought presented (14.8% - 12.9%)</p>	<p>Provided an outline of the key learnings or the importance of this area for own practice (general points with little or no specific details provided) and/or irrelevant information provided (12.8% - 9.9%)</p>	<p>Unable to effectively outline the key learnings or the importance of this area for own practice, or only a few general points made (9.8% - 0.0%)</p>

**Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)**

Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit via the unit Moodle site, Turnitin submission point in Microsoft Word format only. 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. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

**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 Assessment 3

**Assessment Type**

Written Assessment

**Task Description**

**Assessment 3**

Type: Written Assessment (Essay)

Due date: Friday Week 11, 5pm AEST

Weighting: 40%

Length: 2,000 words plus or minus 10% (excluding reference list)

Unit Coordinator: Emily Hurren Paterson

**Learning Outcomes Assessed**

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.
4. Evaluate a range of types of domestic and family violence and related impacts, theories, history and legislation.

**Aim**

The aim of this assessment item is for to develop and assess your understanding of the disproportionate impact of DFV on Aboriginal and Torres Strait Islander women and implications for service delivery.

**Instructions**

Aboriginal and Torres Strait Islander peoples are disproportionately impacted by Domestic and Family Violence (Note: Family violence is often the preferred term among Aboriginal and Torres Strait Islander populations). You must produce an essay that critically analyses this overrepresentation and implications for service delivery.

You must use formal academic writing style. Your essay must be based on research evidence/evidence-based practice and include at least ten (10) empirical, peer-reviewed journal articles.

**Your essay must include:**

- a clear introduction that introduces your topic and notes the key contents/sub-topics addressed in the essay.
- A discussion of the extent of overrepresentation using appropriate Australian prevalence data (identify challenges and limitations associated with available data sources)
- A discussion of relevant socio-political structures impacting on this overrepresentation (e.g. gender, structural disadvantage, historical contributors such as government policies and legislation, intergenerational trauma etc)
- An application of intersectionality theory (describe the key features of this theoretical framework and its relevance to explaining overrepresentation and barriers to service provision)
- A discussion of key learnings for ethical service delivery arising from the above points
- A clear conclusion that summarises your key points (do not introduce new information in your conclusion).

**Literature and References**

You can use unit provided materials and other credible sources (journal articles, books) to reference your assessment. The quality and credibility of your sources are important. Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

**Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

**Resources**

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

**Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

**Assessment Due Date**

Week 11 Friday (5 Feb 2021) 5:00 pm AEST

**Return Date to Students**

Exam Week Friday (19 Feb 2021)

Feedback will be provided within 10 working days of submission

**Weighting**

40%

**Assessment Criteria**

DFVP20001 - Assessment 3 Written Assessment					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%

**Discussion of extent of overrepresentation (20%)**

Effective and insightful overview of the extent of overrepresentation using appropriate Australian prevalence data, identifying challenges and limitations associated with available data sources; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (20.0% - 16.9%)

Provides an effective overview of the extent of overrepresentation using appropriate Australian prevalence data, identifying challenges and limitations associated with available data sources; well supported by appropriate examples/evidence; most key points are supported with relevant academic literature demonstrating critical thinking (16.8% - 14.9%)

Provides a clear overview of the extent of overrepresentation using appropriate Australian prevalence data, identifying challenges and limitations associated with available data sources, with some relevant examples/evidence; relevant supporting academic literature provided (14.8% - 12.9%)

Provides an overview of the extent of overrepresentation using appropriate Australian prevalence data, identifying challenges and limitations associated with available data sources with some errors/contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (12.8% - 9.9%)

Lacks an overview of the extent of overrepresentation, or does not identify challenges and limitations associated with available data sources; absence of supporting academic literature (9.8% - 0.0%)

**Discussion of socio-political structures impacting on overrepresentation (20%)**

Effective and insightful overview of the socio-political structures impacting on overrepresentation; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (20.0% - 16.9%)

Provides an effective overview of the socio-political structures impacting on overrepresentation; well supported by appropriate examples/evidence; most key points are supported with relevant academic literature demonstrating critical thinking (16.8% - 14.9%)

Provides a clear overview of the socio-political structures impacting on overrepresentation, with some relevant examples/evidence; relevant supporting academic literature provided (14.8% - 12.9%)

Provides an overview of the socio-political structures impacting on overrepresentation with some errors/contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (12.8% - 9.9%)

Lacks an overview of the socio-political structures impacting on overrepresentation; absence of supporting academic literature (9.8% - 0.0%)

**Application of intersectionality theory (30%)**

Demonstrated well developed application of intersectionality theory including description of key features of theory and relevance to explaining overrepresentation and barriers to service provision; 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 application of intersectionality theory including description of key features of theory and relevance to explaining overrepresentation and barriers to service provision; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)

Demonstrated application of intersectionality theory including description of key features of theory and relevance to explaining overrepresentation and barriers to service provision; most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)

Demonstrated application of intersectionality theory including description of key features of theory and relevance to explaining overrepresentation and barriers to service provision (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 application of intersectionality theory, or only a few general points made, and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)

<b>Key learnings for ethical service delivery (20%)</b>	Provided an excellent outline of key learnings for ethical service delivery, 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 key learnings for ethical service delivery; 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 key learnings for ethical service delivery; 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 key learnings for ethical service delivery (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 key learnings for ethical service delivery, or only a few general points made; absence of supporting academic literature (9.8% - 0.0%)
<b>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</b>	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 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

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### 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