



# DFVP20001 *Domestic and Family Violence* *Theories and Perspectives* Term 1 - 2021

Profile information current as at 24/04/2024 12:15 pm

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 - 2021

- 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)
- CQU Library hosted Literature Databases

## 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

**Nicola Cheyne** Unit Coordinator  
[n.cheyne@cqu.edu.au](mailto:n.cheyne@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

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 - 15 Mar 2021

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 - 22 Mar 2021

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 - 29 Mar 2021

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

#### Week 5 - 05 Apr 2021

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	Assessment 1 Due Friday 5pm (9th April, 2021) <b>Assessment 1 - Portfolio</b> Due: Week 5 Friday (9 Apr 2021) 5:00 pm AEST

#### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 19 Apr 2021

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	

#### Week 7 - 26 Apr 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	Assessment 2 Due Friday 5pm (30th April, 2021) <b>Assessment 2 - Portfolio</b> Due: Week 7 Friday (30 Apr 2021) 5:00 pm AEST

#### Week 8 - 03 May 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	

#### Week 9 - 10 May 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 - 17 May 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 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Ethical and legal context of professional practice (continued)

All readings are provided in the Unit eReading List

Assessment 3 Due Friday 5pm (28th May 2021)

**Assessment 3 - Essay** Due: Week 11 Friday (28 May 2021) 5:00 pm AEST

### Week 12 - 31 May 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	

## Assessment Tasks

### 1 Assessment 1 - Portfolio

#### Assessment Type

Portfolio

#### Task Description

##### Assessment 1 - Portfolio

Type: Written assessment

Due date: 5.00pm (AEST) Friday, 09 April 2021 (Week 5)

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Nicola Cheyne

#### 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.

#### Aim

The aim of this assessment is to guide your exploration of the relationship between gender and domestic and family violence (DFV).

#### Instructions

Present a detailed analysis of current knowledge regarding DFV victimisation/perpetration experiences of men compared to women.

Please follow the steps below to complete your assessment task:

1. Explain the different forms that DFV can take (e.g. different behaviours and relationships) (approx. 400 words)
2. Expanding on the forms of DFV, present a range of data and research regarding DFV victimisation/perpetration of men and women (i.e. Include prevalence data AND peer-reviewed research regarding gender differences in DFV and a discussion of strengths and limitations of these sources) (approx. 600 words)
3. Drawing together these points, present an argument regarding whether DFV is gendered (approx. 500 words)

#### Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, AIHW, AIFS, ABS, ANROWS, and AIC.

#### 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 header.
- 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 excludes the reference list but includes in-text references and direct quotations.

### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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 (9 Apr 2021) 5:00 pm AEST

### Return Date to Students

Week 6 Friday (23 Apr 2021)

Feedback will be provided within 10 working days of submission

### Weighting

30%

### Assessment Criteria

#### DFVP20001 - Assessment 1 Portfolio

	<b>High Distinction 100-85%</b>	<b>Distinction 84-75%</b>	<b>Credit 74-65%</b>	<b>Pass 64-50%</b>	<b>Fail 49-0%</b>
<b>Forms of DFV (behaviours and relationships) (20%)</b>	Effective and insightful overview of the forms of DFV; using excellent examples/ evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (20.0% - 16.9%)	Provides an effective overview of the forms of DFV; 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 forms of DFV; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (14.8% - 12.9%)	Provides an overview of the forms of DFV; 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 forms of DFV; absence of supporting academic literature (9.8% - 0.0%)

<b>DFV Perpetration/ Victimisation of Men and Women (based on data and research) (40%)</b>	Demonstrated well developed understanding of DFV perpetration/ victimisation of men and women based on data and research; 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 (40.0% - 33.8%)	Demonstrated strong understanding of DFV perpetration/ victimisation of men and women based on data and research; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (33.6% - 29.8%)	Demonstrated evolving understanding of DFV perpetration/ victimisation of men and women based on data and research; most points were elaborated with details; information is relevant and supported by appropriate references; original thoughts presented (29.6% - 25.8%)	Demonstrated some understanding of DFV perpetration/ victimisation of men and women based on data and research; general points with few specific details provided and/or irrelevant information provided and/or few references used (25.6% - 19.8%)	Unable to demonstrate understanding of DFV perpetration/ victimisation of men and women; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (19.6% - 0.0%)
<b>Argument Regarding the Gendered Nature of DFV (30%)</b>	Effective and insightful argument regarding the gendered nature of DFV; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Provides an effective argument regarding the gendered nature of DFV; well supported by appropriate examples/evidence; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Provides a solid argument regarding the gendered nature of DFV, with some relevant examples/ evidence; relevant supporting academic literature provided (22.2% - 19.35%)	Provides an argument regarding the gendered nature of DFV with some errors/contradictions, some examples/ evidence provided but needed to be more relevant; some supporting academic literature provided (19.2% - 14.85%)	Lacks an argument regarding the gendered nature of DFV; absence of supporting academic literature (14.7% - 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 - Portfolio

### Assessment Type

Portfolio

### Task Description

#### Assessment 2 - Portfolio

Type: Written assessment

Due date: 5.00pm (AEST) Friday, 30 April 2021 (Week 7)

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Nicola Cheyne

### 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

### Aim

The aim of this assessment is to guide your exploration of the relationship between conceptualisations of domestic and family violence (DFV) and responses/interventions.

### Instructions

A recent ABC News article described a clinical trial seeking to determine whether taking an antidepressant can help prevent violent reoffending by men with a history of DFV (Gleeson, 2021). The article includes the opinions of multiple people, and, although it is not explicitly stated, these individuals have different conceptualisations of the causes of DFV and different views on how best to respond/intervene in DFV.

Your task is to read the new article by Gleeson (2021) and identify two theories covered in DFVP20001 that could be associated with the different viewpoints expressed in the newspaper article. Explain how these theories guide conceptualisation of DFV and responses/interventions for DFV. Consider the potential strengths and limitations of the clinical trial in relation to stopping/reducing DFV, and the implications for professional practice. Your work should be guided by academic resources, but where possible, you should also draw examples from the news article to illustrate your points.

#### ***Please follow the steps below to complete your assessment task:***

1. Introduce the two theories you have selected and explain how each theory guides conceptualisation of DFV (for example, the causes of DFV and the importance of different concepts such as gender etc). Your discussion of these theories should be guided by academic resources. Where possible, draw examples from the news article to illustrate your points (approx. 500 words).
2. Explain how each of the two theories could guide responses to DFV (for example, interventions with victim-survivors and/or perpetrators and other methods of prevention of DFV). Your discussion should be guided by academic resources. Where possible, draw examples from the news article to illustrate your points (approx. 500 words).
3. Guided by your responses to the above points, and your knowledge of DFV, comment on the potential strengths and limitations of the clinical trial in stopping/reducing DFV and implications for professional practice (approx. 500 words).

### Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, AIHW, AIFS, ABS, ANROWS, and AIC.

### 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 header.
- 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 excludes the reference list but includes in-text references and direct quotations.

### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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.

### References

Gleeson, H. (2021, January 5). Could a common antidepressant help some men deal with their domestic violence? *ABC News*. <https://www.abc.net.au/news/2021-01-05/reinvest-trial-men-domestic-violence-antidepressant/12988544>

### Assessment Due Date

Week 7 Friday (30 Apr 2021) 5:00 pm AEST

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.

### Return Date to Students

Week 9 Friday (14 May 2021)

Feedback will be provided within 10 working days of submission

### Weighting

30%

### Assessment Criteria

#### DFVP20001 - Assessment 2 Portfolio

**High Distinction**  
100-85%

**Distinction** 84-75%

**Credit** 74-65%

**Pass** 64-50%

**Fail** 49-0%

<b>Overview of two theories and how they guide conceptualisation of DFV using examples from the news article (30%)</b>	Demonstrated well developed understanding of two theories and how they guide conceptualisation of DFV; insightful discussion of fully elaborated points with effective illustrative examples from the news article; clear and detailed information, many original thoughts and ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated strong understanding of two theories and how they guide conceptualisation of DFV; all points elaborated with illustrative examples from the news article and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated evolving understanding of two theories and how they guide conceptualisation of DFV; most points were elaborated with examples from the news article/specific details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated some understanding of two theories and how they guide conceptualisation of DFV; general points with few examples from the news article/specific details provided and/or irrelevant information provided and/or few references used (19.2% - 14.85%)	Unable to demonstrate understanding of two theories and how they guide conceptualisation of DFV; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)
<b>Explanation of how theories guide responses to DFV using examples from the news article (30%)</b>	Demonstrated well developed understanding of how the two theories guide responses to DFV; insightful discussion of fully elaborated points with effective illustrative examples from the news article; clear and detailed information, many original thoughts and ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated strong understanding of how the two theories guide responses to DFV; all points elaborated with illustrative examples from the news article and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated evolving understanding of how the two theories guide responses to DFV; most points were elaborated with examples from the news article/specific details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated some understanding of how the two theories guide responses to DFV; general points with few examples from the news article/specific details provided and/or irrelevant information provided and/or few references used (19.2% - 14.85%)	Unable to demonstrate understanding of how the two theories guide responses to DFV; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)
<b>Strengths and limitations of clinical trial in stopping/reducing DFV and implications for practice (30%)</b>	Provided an excellent outline of the strengths and limitations of the trial and implications for practice; insightful discussion of fully elaborated points with effective illustrative examples; clear and detailed information; many original thoughts and ideas demonstrating outstanding critical thinking (30.0% - 25.35%)	Provided a very good outline of the strengths and limitations of the trial and implications for practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (25.2% - 22.35%)	Provided a good outline of the strengths and limitations of the trial and implications for practice, and most points were elaborated with details; information is relevant; original thought presented (22.2% - 19.35%)	Provided an outline of the strengths and limitations of the trial and implications for practice (general points with little or no specific details provided) and/or irrelevant information provided (19.2% - 14.85%)	Unable to effectively outline the strengths and limitations of the trial and implications for practice, or only a few general points made (14.7% - 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

- 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 - Essay

### Assessment Type

Written Assessment

### Task Description

#### Assessment 3 - Essay

Type: Written assessment

Due date: 5.00pm (AEST) Friday, 28 May 2021 (Week 11)

Weighting: 40%

Length: 2000 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Nicola Cheyne

### 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

### Aim

The aim of this assessment is to develop your understanding of the disproportionate impact of domestic and family violence (DFV) on Aboriginal and Torres Strait Islander women, and implications for service delivery.

### Instructions

You must produce an essay that critically analyses the disproportionate impact of DFV on Aboriginal and Torres Strait Islander women and discuss implications for service delivery. Note: Family violence is often the preferred term among Aboriginal and Torres Strait Islander populations.

You must use formal academic writing style. Your essay must be based on research evidence/evidence-based practice and include at least ten (10) good quality academic resources.

#### **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 of Aboriginal and Torres Strait Islander women in DFV statistics 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/implications for 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

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use

seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, AIHW, AIFS, ABS, ANROWS, and AIC.

### 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 header.
- 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 excludes the reference list but includes in-text references and direct quotations.

### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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 (28 May 2021) 5:00 pm AEST

### Return Date to Students

Review/Exam Week Friday (11 June 2021)

Feedback will be provided within 10 working days of submission

### Weighting

40%

### Assessment Criteria

DFVP20001 - Assessment 3 Written Assessment					
	<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%

**Discussion of extent of overrepresentation of Aboriginal and Torres Strait Islander women in DFV statistics (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

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

- 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.
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### 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