



# DFVP20001 *Domestic and Family Violence* *Theories and Perspectives* Term 3 - 2021

Profile information current as at 24/04/2024 02:41 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 - 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 evaluation

##### Feedback

Students appreciated the focus on practice in their assessment items.

##### Recommendation

Continue to provide practice-focused assignments for students in the unit.

#### Feedback from Student evaluation

##### Feedback

Students appreciated being informed about the connection between theory and practice.

##### Recommendation

Expand efforts to demonstrate the connection between theory and practice by adding in additional examples to the unit materials and through videos.

#### Feedback from Student evaluation

##### Feedback

Students would appreciate more instructions on the assignment than is provided in written instructions and pre-recorded assessment videos.

##### Recommendation

Hold drop-in sessions specifically for questions on the assignments.

## 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%			•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>3 - Written Assessment - 40%</b>	•	•		•	

## Alignment of Graduate Attributes to Learning Outcomes

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

## 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 Nov 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 Nov 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 Nov 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 Nov 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	

### Vacation Week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5 - 13 Dec 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	<b>Assessment 1 - Portfolio</b> Due: Week 5 Friday (17 Dec 2021) 5:00 pm AEST

### Week 6 - 20 Dec 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	

### Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 03 Jan 2022		
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	<b>Assessment 2 - Portfolio</b> Due: Week 7 Friday (7 Jan 2022) 5:00 pm AEST
Week 8 - 10 Jan 2022		
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 - 17 Jan 2022		
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 - 24 Jan 2022		
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 - 31 Jan 2022		
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 - Essay</b> Due: Week 11 Friday (4 Feb 2022) 5:00 pm AEST
Week 12 - 07 Feb 2022		
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, 17 December 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), specifically intimate partner violence (IPV).

## **Instructions**

Present your answers to the following tasks in paragraph/short answer format (no introduction or conclusion). Altogether your answers to these tasks will entail a detailed analysis of current knowledge regarding IPV victimisation/perpetration experiences of men compared to women.

Please follow the steps below to complete your assessment task:

1. Present current Australian national data (e.g., Australian Bureau of Statistics) on IPV perpetration and IPV victimisation. Are there gendered patterns of perpetration and victimisation? (i.e. who are the perpetrators and who are the victims?) (approx. 400 words).
2. What are the key points of agreement and disagreement in academic literature, regarding the gendered nature of IPV? Ensure you identify the arguments for viewing IPV as gendered, and identify the arguments against viewing IPV as gendered (approx. 800 words).
3. Has your examination of data and literature, challenged your previous understanding or beliefs about the nature of IPV? Explain your response (approx. 300 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 (17 Dec 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

Vacation Week Saturday (31 Dec 2022)

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>Australian data on IPV victimisation and perpetration (including discussion of gender) (30%)</b>	Effective and insightful overview of Australian data on IPV victimisation and perpetration and discussion of gender; using excellent examples/evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Effective overview of Australian data on IPV victimisation and perpetration and discussion of gender; well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (25.34% - 22.35%)	Clear overview of Australian data on IPV victimisation and perpetration and discussion of gender; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (22.34% - 19.35%)	Provides an overview of Australian data on IPV victimisation and some/no discussion of gender; some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (19.34% - 14.85%)	Lacks an overview of Australian data on IPV victimisation and perpetration and discussion of gender; absence of supporting academic literature (14.84% - 0.0%)
<b>Key points of agreement and disagreement on gendered nature of IPV (40%)</b>	Demonstrated well developed understanding of points of agreement and disagreement regarding the gendered nature of IPV; 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 points of agreement and disagreement regarding the gendered nature of IPV; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (33.79% - 29.8%)	Demonstrated evolving understanding of points of agreement and disagreement regarding the gendered nature of IPV; most points were elaborated with details; information is relevant and supported by appropriate references; original thoughts presented (29.79% - 25.8%)	Demonstrated some understanding of points of agreement/ disagreement regarding the gendered nature of IPV; general points with few specific details provided and/or irrelevant information provided and/or few references used (25.79% - 19.8%)	Did not demonstrate understanding of points of agreement/ disagreement regarding the gendered nature of IPV; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (19.79% - 0.0%)
<b>Personal response to key learnings from the assignment (20%)</b>	Effective and insightful discussion of challenges to personal beliefs/ understanding arising from the portfolio, demonstrating outstanding critical thinking (20.0% - 16.9%)	Provides an effective discussion of challenges to personal beliefs/ understanding arising from the portfolio, demonstrating critical thinking (16.89% - 14.9%)	Provides a solid discussion of challenges to personal beliefs/ understanding arising from the portfolio, demonstrating some critical thinking (14.89% - 12.9%)	Provides a discussion of challenges to personal beliefs/ understanding arising from the portfolio; minimal evidence of critical thinking (12.89% - 9.9%)	Lacks a discussion of challenges to personal beliefs/ understanding arising from the portfolio; absence of critical thinking (9.89% - 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) (8.44% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.44% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.44% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.94% - 0.0%)
<b>Comments /100</b>	<b>/30%</b>				

## 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, 7 January 2022 (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 theoretical perspectives informing the foundations of various DFV organisations/services and the impact of these perspectives on their responses to DFV.

### Instructions

Present your answers to the following tasks in paragraph/short answer format (no introduction or conclusion):

1. Consider the approaches of police services and specialist DFV organisations/services (ie. those that provide services to victims, such as counselling, housing or employment services). For these two services (police and specialist DFV service), identify a theory that you think aligns with their general approach to interactions with victims and perpetrators (i.e. you will select two different theories in total).
  - a. Explain the theory you have chosen for each service (approximately 300 words).
  - b. Explain why you think it aligns with the service (i.e. What academic evidence supports your alignment?) (approximately 700 words)
2. How do these theoretical perspectives impact on how these services may approach both victims and perpetrators? (approximately 250 words)
  - a. What are the ethical issues of responding to victims and perpetrators in these ways? (approximately 250 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.

### **Please Note**

If you receive a Fail grade for this assessment item, the Unit Coordinator may allow you an opportunity to re-attempt the assessment item. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that you have made a reasonable attempt at the assessment item. If a re-attempt is offered, you will have only 7 consecutive days to resubmit your assessment and you are only eligible to receive 50% of the available mark if the re-attempt sufficiently addresses the marking criteria. Only one reattempt will be allowed.

### Assessment Due Date

Week 7 Friday (7 Jan 2022) 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 (21 Jan 2022)

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>Explanation of two theories (20%)</b>	Demonstrated well developed understanding of two theories; insightful discussion of fully elaborated points; effective links to cited references (20.0% - 16.9%)	Demonstrated strong understanding of two theories; strong discussion of largely elaborated points; effective links to cited references (16.89% - 14.9%)	Demonstrated evolving understanding of two theories; good discussion of points; information is relevant and supported by appropriate references (14.89% - 12.9%)	Demonstrated some understanding of two theories; general points with few specific details provided and/or irrelevant information provided and/or few references used (12.89% - 9.9%)	Unable to demonstrate understanding of two theories; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (9.89% - 0.0%)
<b>Explanation of how theories align with the two services (40%)</b>	Demonstrated well developed understanding of how the two theories align with the services; 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 how the two theories align with the services; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (33.79% - 29.8%)	Demonstrated evolving understanding of how the two theories align with the services; most points were elaborated with examples; information is relevant and supported by appropriate references; original thought presented (29.79% - 25.8%)	Demonstrated some understanding of how the two theories align with the services; general points with few examples and/or irrelevant information provided and/or few references used (25.79% - 19.8%)	Unable to demonstrate understanding of how the two theories align with the services; few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (19.79% - 0.0%)
<b>Impact of perspectives on responses to victims and perpetrators (including ethical issues of responding in these ways) (30%)</b>	Provided an excellent outline of the impact of perspectives on DFV responses and the ethical issues involved; 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 impact of perspectives on DFV responses and the ethical issues involved; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (25.34% - 22.35%)	Provided a good outline of the impact of perspectives on DFV responses and the ethical issues involved, and most points were elaborated with details; information is relevant; original thought presented (22.34% - 19.35%)	Provided an outline of the impact of perspectives on DFV responses and the ethical issues involved (general points with little or no specific details provided) and/or irrelevant information provided (19.34% - 14.85%)	Unable to effectively outline the impact of perspectives on DFV responses and the ethical issues involved, or only a few general points made (14.84% - 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) (8.44% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.44% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.44% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.94% - 0.0%)
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**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, 4 February 2022 (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,
- Identification of the extent of overrepresentation of Aboriginal and Torres Strait Islander women in DFV statistics using appropriate Australian prevalence data
- A discussion of individual-level factors associated with this violence
- A discussion of relevant societal factors associated with this violence (e.g. gender, structural disadvantage, historical contributors such as government policies and legislation, intergenerational trauma etc),
- Critique what you might miss if you focused only on individual-level factors (i.e. what would be the impacts for Aboriginal and Torres Strait Islander women/victims/perpetrators if you only focus on one level of factors?),
- A discussion of what completing this assignment has meant for your future practice,
- 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.

## Please Note

If you receive a Fail grade for this assessment item, the Unit Coordinator may allow you an opportunity to re-attempt the assessment item. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that you have made a reasonable attempt at the assessment item. If a re-attempt is offered, you will have only 7 consecutive days to resubmit your assessment and you are only eligible to receive 50% of the available mark if the re-attempt sufficiently addresses the marking criteria. Only one reattempt will be allowed.

## Assessment Due Date

Week 11 Friday (4 Feb 2022) 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

Exam Week Friday (18 Feb 2022)

Feedback will be provided within 10 working days of submission

## Weighting

40%

## Assessment Criteria

### DFVP20001 - Assessment 3 Written Assessment

	<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>Discussion of extent of overrepresentation of Aboriginal and Torres Strait Islander women in DFV statistics (10%)</b>	Effective and insightful overview of the extent of overrepresentation using appropriate Australian prevalence data; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (10.0% - 8.45%)	Provides an effective overview of the extent of overrepresentation using appropriate Australian prevalence data; most key points are supported with relevant academic literature demonstrating critical thinking (8.44% - 7.45%)	Provides a clear overview of the extent of overrepresentation using appropriate Australian prevalence data; relevant supporting academic literature provided (7.44% - 6.45%)	Provides an overview of the extent of overrepresentation using appropriate Australian prevalence data, with some errors/contradictions, some evidence provided but needed to be more relevant; some supporting academic literature provided (6.44% - 4.95%)	Lacks an overview of the extent of overrepresentation; absence of supporting academic literature (4.94% - 0.0%)
<b>Discussion of individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women (40%)</b>	Effective and insightful overview of the individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (40.0% - 33.8%)	Provides an effective overview of the individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women; most key points are supported with relevant academic literature demonstrating critical thinking (33.79% - 29.8%)	Provides a clear overview of the individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women, with some relevant supporting academic literature provided (29.79% - 25.8%)	Provides an overview of the individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women with some errors/contradictions, some supporting evidence provided but needed to be more relevant (25.79% - 19.8%)	Lacks an overview of the individual and societal factors impacting on family violence for Aboriginal and Torres Strait Islander women; absence of supporting academic literature (19.79% - 0.0%)

<b>Critique of focusing on only individual-level factors (20%)</b>	Well developed critique of focusing on individual-level factors; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (20.0% - 16.9%)	Strong critique of focusing on individual-level factors; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (16.89% - 14.9%)	Solid critique of focusing on individual-level factors; most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (14.89% - 12.9%)	Developing critique of focusing on individual-level factors (general points with little or no specific details given) and/or irrelevant information provided and/or few references used (12.89% - 9.9%)	Unable to demonstrate critique of focusing on individual-level factors, or only a few general points made, and/or factual errors presented; lack of research to support conclusions (9.89% - 0.0%)
<b>Meaning of assignment for future practice (20%)</b>	Provided an excellent outline of the meaning of the assignment for future practice, insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas; demonstrated outstanding critical thinking (20.0% - 16.9%)	Provided a very good outline of the meaning of the assignment for future practice; all points elaborated with illustrative examples; original ideas and thoughts presented; demonstrated critical thinking (16.89% - 14.9%)	Provided a good outline of the meaning of the assignment for future practice; most points were elaborated with details; information is relevant; original thought presented (14.89% - 12.9%)	Provided an outline of the meaning of the assignment for future practice (general points with little or no specific details given) and/or irrelevant information provided (12.89% - 9.9%)	Unable to effectively outline the meaning of the assignment for future practice, or only a few general points made (9.89% - 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) (8.44% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.44% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.44% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.94% - 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.
- 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