



DFVP20002 *Domestic and Family Violence Responses and Interventions*

Term 1 - 2019

Profile information current as at 24/04/2024 04:58 am

All details in this unit profile for DFVP20002 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 unit will provide you with specialist knowledge of responses and interventions to domestic and family violence, with a focus on the concepts of risk and safety as they apply to victims and perpetrators in the domestic and family violence context. Critical use is made of evidence-based research and practice and policy documents addressing domestic and family violence issues. This will enable you to explore some of the complex practice and theoretical challenges that arise from working to prevent domestic and family violence at a community level and working with distinct client groups of victims and perpetrators. You will learn more about domestic and family violence as it affects people from vulnerable populations, such as Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander communities. Legal and safety considerations that arise from working in this context and ethical, professional and self-management implications for practice are explored in this unit.

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 - 2019

- 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

Assessment Feedback

Recommendation

Alignment of marking criteria with overall feedback to allow students a clearer breakdown of marks

Feedback from student evaluation

Feedback

Zoom meetings

Recommendation

Student preference of time and weekday will be gauged - continue to provide recordings as this seems to be appreciated by those who cannot attend in real-time

Unit Learning Outcomes

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

1. Identify and apply primary, secondary and tertiary prevention responses to domestic and family violence.
2. Evaluate organisational structures and behaviours which are relevant to and impact upon domestic and family violence prevention and responses.
3. Analyse and articulate the differences between perspectives on domestic and family violence.
4. Identify treatment modalities for working with people experiencing/ perpetrating domestic violence with a focus on vulnerable populations.
5. Self-reflect on values, ethics and perspectives in domestic and family violence contexts.

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - Cognitive, technical and creative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - Self-management					<input type="radio"/>
6 - Ethical and Professional Responsibility					<input type="radio"/>
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Portfolio - 30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2 - Portfolio - 30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3 - Written Assessment - 40%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Pease, B. (2008). Engaging men in men's violence prevention: Exploring the tensions, dilemmas and possibilities, Issues Paper, 17, Sydney, NSW: Australian Domestic & Family Violence Clearinghouse.	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Key concepts: Primary, secondary, tertiary prevention	World Health Organization. (2014). Global status report on violence prevention. Retrieved from: http://www.who.int	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational structures	Bowstead, J.C. (2015). Why women's domestic violence refuges are not local services, <i>Critical Social Policy</i> , 35, 327-349.	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Organisational behaviours	Humphreys, C. (2008). Problems in the system of mandatory reporting of children living with domestic violence. <i>Journal of Family Studies</i> , 14, 228-239. doi:10.5172/jfs.327.14.2-3.228	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Different perspectives on Domestic and Family Violence	Leone, J. M., Johnson, M. P., & Cohan, C. L. (2007). Victim help-seeking: Differences between intimate terrorism and situational couple violence. <i>Family Relations</i> , 56, 427-439. doi: 10.1111/j.1741-3729.2007.00471.	Briefing Document on DFV Perspectives Due: Week 5 Monday (8 Apr 2019) 11:45 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Responding to Domestic and Family Violence: Victims (1)

Eckhardt, C. I., Murphy, C. M., Whitaker, D. J., Sprunger, J., Dykstra, R., & Woodard, K. (2013). The effectiveness of intervention programs for perpetrators and victims of intimate partner violence. *Partner Abuse, 4*, 196-231. doi: 10.1891/1946-6560.4.2.196.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Victims (2)	Meyer, S. (2014). Victims' experiences of short- and long-term safety and wellbeing: Findings from an examination of an integrated response to domestic violence. <i>Trends and Issues in Crime and Criminal Justice Series, No 478</i> , Canberra, ACT: Australian Institute of Criminology.	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: 'at risk populations'	Marchetti, E. (2010). Indigenous sentencing courts and partner violence: Perspectives of court practitioners and elders on gender power imbalances during the sentencing hearing. <i>Australian and New Zealand Journal of Criminology, 43</i> , 263-281. doi: 10.1375/acri.43.2.263	DFV Factsheet Due: Week 8 Monday (6 May 2019) 11:45 pm AEST

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Perpetrators (1)	ANROWS (2016). Perpetrator interventions in Australia. Retrieved from: http://anrows.org.au	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Perpetrators (2)	Lucas, P., Winter, R., Hughes, C., & Walsh, K. (2016). Increasing men's awareness of the effects on children exposed to family and domestic violence. Tasmania: University of Tasmania.	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self-reflection: Values, ethics, perspectives	Kondrat, M. E. (1999). Who Is the "Self" in self-aware: Professional self-awareness from a Critical Theory Perspective, <i>Social Service Review, 73</i> , 451-477.	Academic Essay - Integrated Responses Due: Week 11 Monday (27 May 2019) 11:45 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self-reflection: Values, ethics, perspectives (2)	Iliffe, G. & Steed, L.G. (2000). Exploring the Counselor's Experience of Working With Perpetrators and Survivors of Domestic Violence, <i>Journal of Interpersonal Violence, 15</i> , 393-412. doi: 10.1891/0886-6708.23.2.133	

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Briefing Document on DFV Perspectives

Assessment Type

Portfolio

Task Description

1000 words

Background

The perspectives on domestic and family violence (DFV) adopted by an organisation influence their responses to DFV victims and perpetrators. For example, the Family Court of Australia and the Federal Circuit Court of Australia (2016) highlight notions of intimate partner terrorism and situational couple violence in their Family Violence Best Practice Principles. These concepts have arguably had a significant influence on decisions made in relation to co-parenting arrangements, including the underestimation of the seriousness of domestic violence and prioritisation of children's visitation with their parents over potential threats to their safety. Intimate partner terrorism and situational couple violence are commonly associated with Johnson's (2006) typology of DFV. This typology is often surrounded by criticism associated with how service providers respond to DFV, how the context and severity of DFV are assessed and whether victims and perpetrators of DFV are two distinct groups (see Week 5 Study Guide for a brief overview of these issues). Please note that other perspectives exist but should not form part of the discussion for this assessment piece.

Your Task

For the purpose of this assessment piece, please write a briefing document (in the form of a brief essay) that could be distributed to organisations highlighting the key features, benefits and challenges of these two perspectives. What implications do these two different perspectives have for service delivery for either victims or perpetrators of domestic and family violence? You only need to write about one of these client groups. You will need to examine how applying these perspectives to DFV and those affected by it may improve and/or hinder service delivery for your chosen target population (victims or perpetrators).

You should consider the following elements when structuring your assessment piece:

- * Brief introduction outlining the key points in the essay
- * The nature of each perspective
- * Contentious issues associated with identifying prevalence rates of DFV victimisation/perpetration
- * Benefits and challenges associated with framing/understanding DFV under these perspectives
- * Implications for service delivery (do they hinder or help?)
- * Brief conclusion summarising the key points of the essay

You should include at least five academic references in your essay (e.g., journal articles, academic books).

References

Johnson, M.P. (2006). Apples and oranges in child custody disputes: Intimate terrorism vs. situational couple violence. *Journal of Child Custody*, 2(4), 43-52. doi: 10.1300/J190v02n04_03

The Family Court of Australia & the Federal Circuit Court of Australia. (2016). Family violence best practice principles. Canberra, ACT: Australian Government. Retrieved from <http://www.familycourt.gov.au/wps/wcm/connect/fcoaweb/reports-and-publications/publications/family+violence/family-violence-best-practice-principles>

The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic; a discussion of the relevant key issues and implications for service delivery; and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

Assessment Due Date

Week 5 Monday (8 Apr 2019) 11:45 pm AEST

Return Date to Students

Week 6 Monday (22 Apr 2019)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

Key features of perspectives and contentious issues (20%)

Identification of benefits and challenges of conceptualising DFV using perspectives and service delivery implications for identified client group (30%)

Approach, argument and structure (30%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Identify and apply primary, secondary and tertiary prevention responses to domestic and family violence.
- Evaluate organisational structures and behaviours which are relevant to and impact upon domestic and family violence prevention and responses.
- Identify treatment modalities for working with people experiencing/ perpetrating domestic violence with a focus on vulnerable populations.

Graduate Attributes

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

2 DFV Factsheet

Assessment Type

Portfolio

Task Description

1000 words

This assessment provides you with the opportunity to thoroughly investigate a key issue in Domestic and Family Violence (DFV): the complex and specific concerns associated with DFV as experienced by those who identify in such a way as to place them among the LGBTIQ+ community.

"Supporting people who identify as Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) requires an in-depth understanding of the issues they experience" (1800 RESPECT, 2016, p.1).

Task

In your role as a practitioner of a DFV support service, you have been asked by your manager to develop a 'Factsheet' that could be used as a handout to other workers in your service specifically addressing the issue of DFV with reference to working with people who identify as LGBTIQ+.

The manager wants you to:

- integrate the quote above
- identify the target group for service provision
- include definition(s) (e.g., of the target group, DFV)
- include prevalence data for this group

- identify specific key issues (i.e. complexities, vulnerabilities and barriers to help-seeking), and
- outline intervention/prevention-related implications (e.g., what do services need to do in order to better meet the needs of victim-survivors who identify as LGBTIQ+?).

Guidelines:

You should provide a well organised 'Factsheet' with information that demonstrates understanding of the specific vulnerability of those who identify as LGBTIQ+, barriers the target group faces and how these can be addressed and overcome through considerate human service delivery.

A minimum of five references (including journal articles published 2010 or later) should be integrated. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

References

1800 RESPECT. (2016). LGBTI experiences of violence Sydney, NSW: National Sexual Assault Domestic Family Violence Counselling Service. Retrieved from <https://www.1800respect.org.au/inclusive-practice/supporting-people-who-identify-as-lgbti/>

Assessment Due Date

Week 8 Monday (6 May 2019) 11:45 pm AEST

Return Date to Students

Week 10 Monday (20 May 2019)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

Creativity, aesthetics, appropriateness, organisation of information (20%)

Quote, complexity and vulnerabilities identified (20%)

Analysis, data synthesis, and use of evidence (40%)

Quality of academic presentation (20%)

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Analyse and articulate the differences between perspectives on domestic and family violence.
- Identify treatment modalities for working with people experiencing/ perpetrating domestic violence with a focus on vulnerable populations.
- Self-reflect on values, ethics and perspectives in domestic and family violence contexts.

Graduate Attributes

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

3 Academic Essay - Integrated Responses

Assessment Type

Written Assessment

Task Description

2500 words

Task

For this assessment, you are asked to review national and/or international literature to form a view as to whether integrated responses to Domestic and Family Violence (DFV) constitute 'best practice'. You are required to write an academic essay that provides you with the opportunity to thoroughly investigate and critique integrated service responses to DFV.

Guidelines

The essay should consist of the following elements:

- * Introduction that outlines your argument and each of the points presented in your essay in support of that argument
- * Definition of the concept 'integrated response'
- * Explanation of what makes an effective 'integrated response' a best practice approach
- * Comparison and differentiation of the concepts of 'integrated response' with 'inter-agency responses, 'collaborative responses' or 'partnership responses'
- * Identification and discussion of challenges associated with forming integrated responses to DFV (e.g. agency-specific, legislative) and how these might be overcome
- * Consideration of the benefits of integrated responses for victim-survivors, perpetrators, and services involved
- * Discussion of relevance for highly vulnerable population groups
- * Conclusion that summarises the argument and the key points and evidence presented in the essay

A minimum of ten academic references (i.e. journal articles) published 2010 or later are required for this assessment piece. In addition, you may draw on relevant practice guidelines and published reports or service manuals.

The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of the different key points, and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

Assessment Due Date

Week 11 Monday (27 May 2019) 11:45 pm AEST

Return Date to Students

Review/Exam Week Monday (10 June 2019)

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

Development of thesis (20%)

Knowledge of content area & development of ideas (40%)

Organisation (20%)

Academic writing, paraphrasing, referencing (20%)

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Evaluate organisational structures and behaviours which are relevant to and impact upon domestic and family violence prevention and responses.
- Analyse and articulate the differences between perspectives on domestic and family violence.
- Self-reflect on values, ethics and perspectives in domestic and family violence contexts.

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