



DFVP20002 Domestic and Family Violence Responses and Interventions

Term 1 - 2020

Profile information current as at 03/05/2024 10:10 pm

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 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback

Feedback

Assessment templates - valued by students

Recommendation

Continued use of assessment templates to assist student writing

Feedback from Personal reflection

Feedback

Tutorials

Recommendation

Continued scheduling of regular tutorial sessions to allow interaction among students and lecturer

Feedback from Personal reflection

Feedback

Weekly announcements

Recommendation

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

Unit Learning Outcomes

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

1. 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

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

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

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Nicola Cheyne Unit Coordinator
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Emily Hurren Paterson Unit Coordinator
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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Required Reading Pease, B. (2008). <i>Engaging men in men's violence prevention: Exploring the tensions, dilemmas and possibilities (Issues Paper, 17)</i> . Sydney, NSW: Australian Domestic & Family Violence Clearinghouse.	
	Ellsberg, M., Arango, D. J., Morton, M., Gennari, F., Kiplesund, S., Contreras, M., & Watts, C. (2015). Prevention of violence against women and girls: What does the evidence say? <i>Lancet</i> , 385(9977), 1555-1566.	
	Supplementary Reading Carlson, J., Casey, E., Edleson, J.L., Tolman, R.M., Walsh, T.B., & Kimball, E. (2015). Strategies to engage men and boys in violence prevention: A global organizational perspective. <i>Violence Against Women</i> , 21(11), 1406-1425. doi: 10.1177/1077801215594888	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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National Public Health Partnership. (2006). *The language of prevention*. Melbourne, VIC: Author.

Our Watch. (2014). *Key terms, definitions and statistics. Policy Brief 1*. Melbourne, VIC: Author.

Key concepts: Primary, secondary, tertiary prevention

Our Watch. (2015). *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne, VIC: Author.

World Health Organization. (2014). *Global status report on violence prevention*. Geneva, Switzerland: Author.

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Bowstead, J.C. (2015). Why women's domestic violence refuges are not local services, <i>Critical Social Policy</i> , 35, 327-349.	
Organisational structures	Ishkanian, A. (2014). Neoliberalism and violence: The big society and the changing politics of domestic violence in England. <i>Critical Social Policy</i> , 34(3), 333-353. doi: 10.1177/0261018313515973	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Humphreys, C., & Absler, D. (2011). History repeating: Child protection responses to domestic violence. <i>Child & Family Social Work</i> , 16(4), 464-473. doi: 10.1111/j.1365-2206.2011.00761.x	
Organisational behaviours	Richards, K. (2011). <i>Children's exposure to domestic violence in Australia. Trends and Issues in Crime and Criminal Justice</i> , No. 419. Canberra, ACT: Australian Institute of Criminology.	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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. *Family Relations*, 56, 427-439. doi: 10.1111/j.1741-3729.2007.00471.

Meier, J. S. (2015). Johnson's differentiation theory: Is it really empirically supported? *Journal of Child Custody*, 12(1), 4-24.

Vacation Week - 13 Apr 2020

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

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Victims (1)	<p>Gillis, J. R., Diamond, S. L., Jebely, P., Orekhovsky, V., Ostovich, E. M., & MacIsaac, K. (2006). Systemic obstacles to battered women's participation in the judicial system - when will the status quo change? <i>Violence Against Women</i>, 12(12), 1150-1168. doi: 10.1177/1077801206293500</p> <p>Jeffries, S. (2016). In the best interests of the abuser: Coercive control, child custody proceedings and the 'expert' assessments that guide judicial determinations. <i>Laws</i>, 5(1), 1-17. doi: 10.3390/laws5010014</p>	<p>Briefing Document on Types of Prevention Due: Week 6 Monday (20 Apr 2020) 5:00 pm AEST</p>

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Responding to Domestic and Family Violence: Victims (2)	Blumenfeld, S. (2015). <i>Guide for engaging & supporting parents affected by domestic violence</i> . Chicago, IL: National Center on Domestic Violence, Trauma & Mental Health.	
	Meyer, S. (2014) <i>Victims' experiences of short- and long-term safety and wellbeing: Findings from an examination of an integrated response to domestic violence. Trends and Issues in Crime and Criminal Justice, No. 478</i> . Canberra, ACT: Australian Institute of Criminology.	
	Warshaw, C., Sullivan, C. M., & Rivera, E. A. (2013). <i>A systematic review of trauma-focused interventions for domestic violence survivors</i> . Chicago, IL: National Center on Domestic Violence, Trauma & Mental Health.	

Week 8 - 04 May 2020

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</i> , 43, 263-281. doi: 10.1375/acri.43.2.263	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Perpetrators (1)	Day, A., Chung, D., O'Leary, P., & Carson, E. (2009). Programs for men who perpetrate domestic violence: An examination of the issues underlying the effectiveness of intervention programs. <i>Journal of Family Violence</i> , 24(3), 203-212. doi: 10.1007/s10896-008-9221-4 Ferraro, K. J. (2017). <i>Current research on Batterer Intervention Programs and implications for policy</i> . Minneapolis, MN: Battered Women's Justice Project.	PowerPoint Presentation Due: Week 9 Monday (11 May 2020) 5:00 pm AEST

Week 10 - 18 May 2020

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.

Featherstone, B., & Peckover, S. (2007). Letting them get away with it: Fathers, domestic violence and child welfare. *Critical Social Policy*, 27(2), 181-202. doi: 10.1177/0261018306075708

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Kondrat, M. E. (1999). Who Is the "Self" in self-aware: Professional self-awareness from a Critical Theory Perspective, <i>Social Service Review</i> , 73, 451-477.	
Self-reflection: Values, ethics, perspectives	Vlais, R., Ridley, S., Green, D., & Chung, D. (2017). <i>Family and domestic violence perpetrator programs: Issues paper of current and emerging trends, developments and expectations</i> . Perth, WA: Stopping Family Violence.	

Week 12 - 01 Jun 2020

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</i> , 15, 393-412. doi: 10.1891/0886-6708.23.2.133	Written Assessment - Self-Reflection on Controversies in DFV Due: Week 12 Monday (1 June 2020) 5:00 pm AEST

Assessment Tasks

1 Briefing Document on Types of Prevention

Assessment Type

Portfolio

Task Description

1500 words

THE TASK

For the purpose of this assessment piece, please write a briefing document (in the form of a brief essay) that outlines current primary, secondary and tertiary domestic violence prevention responses in your state/territory that emerged in response to the National Plan to Reduce Violence against Women and Children 2010-2022.

YOU MUST ADDRESS THE FOLLOWING ELEMENTS IN YOUR BRIEFING DOCUMENT:

- Provide a basic explanation of primary, secondary and tertiary prevention strategies in DFV

- Describe your state/territory responses consistent with the National Plan
 - o Determine some of the prevention strategies that have been put into place at the primary, secondary and tertiary levels
 - o Please provide specific examples of prevention programs
- Identify some of the remaining gaps and/or controversies in the primary, secondary and tertiary responses to DFV adopted by your state/territory
 - o Provide broad examples that extend beyond your own organisation
- Identify how the service provider/agency you work for can contribute to filling these gaps/addressing these controversies
 - o If you are not currently working in a DFV-related field, consider the contributions you could make in a position of your interest

REQUIREMENTS

- You should include at least SIX sources in your essay (e.g., journal articles, academic books, government reports) - avoid blog/websites
- The assignment should be presented in essay format using Times News Roman 12-point font with 1.5 spacing
- You must use APA referencing style
- Please include a cover page (a template is provided on the Moodle site)
- Please consider the marking criteria and learning outcomes when preparing your assignment

Assessment Due Date

Week 6 Monday (20 Apr 2020) 5:00 pm AEST

Return Date to Students

Week 8 Monday (4 May 2020)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20002 - Portfolio Activity 1: Briefing paper on Types of Prevention					
	High Distinction	Distinction	Credit	Pass	Fail
Provides a basic explanation of primary, secondary and tertiary prevention strategies in DFV (20%)	Provides elaborate and insightful description of prevention strategies in DFV; relevant original sources referenced (20.0% - 16.9%)	Provides insightful description of prevention strategies in DFV; relevant original sources referenced (16.8% - 14.9%)	Provides appropriate description of prevention strategies in DFV; original sources referenced (14.8% - 12.9%)	Attempt to provide a description of prevention strategies in DFV is evident; makes an attempt to reference sources (12.8% - 9.9%)	Description of prevention strategies in DFV is absent and/or lacks supporting sources (9.8% - 0.0%)
Analyses state/territory response to the national plan - determines the prevention strategies that have been put into place at the primary, secondary and tertiary levels (30%)	Prevention strategies at the primary, secondary and tertiary levels are comprehensively explained; uses the most appropriate illustrative examples to underline discussion points; relevant original sources referenced and integrated into the discussion (30.0% - 25.35%)	Prevention strategies at the primary, secondary and tertiary levels are well discussed; relevant illustrative examples used to underline discussion points; relevant original sources referenced (25.2% - 22.35%)	Prevention strategies at the primary, secondary and tertiary levels are clearly identified; examples provided are relevant to the discussion; original sources largely referenced (22.2% - 19.35%)	Recognisable effort to discuss strategies at the primary, secondary and tertiary levels; examples provided could be more clearly discussed; makes an attempt to reference original sources (19.2% - 14.85%)	Identification of prevention strategies at the primary, secondary and tertiary levels is unclear or absent; references to relevant sources missing/absent (14.7% - 0.0%)

Identifies any remaining gaps and/or controversies in the primary, secondary and tertiary responses to DFV adopted by the selected state/territory and how they might respond to these (40%)	Comprehensive identification of gaps/controversies and how they might respond to these; uses the most appropriate examples/evidence to underline discussion points; relevant original sources referenced and integrated into the discussion; great insight demonstrated (40.0% - 33.8%)	Very good identification of gaps/controversies and how they might respond to these; relevant examples/evidence used to underline discussion points; relevant original sources referenced; keen insight demonstrated (33.6% - 29.8%)	Clear identification of gaps/ controversies and how they might respond to these; examples/evidence provided are relevant to the discussion; original sources largely referenced; insight demonstrated (29.6% - 25.8%)	Recognisable effort to identify gaps/ controversies and how they might respond to these; examples/evidence provided could be more clearly discussed; makes an attempt to reference original sources (25.6% - 19.8%)	Identification of gaps/controversies and how they might respond to these is unclear or absent; references to relevant sources missing/absent (19.6% - 0.0%)
Academic writing, structure, paraphrasing, APA referencing, spelling and grammar (10%)	Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar – a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar – attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)
Comments				/100	/30%

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Identify and 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 PowerPoint Presentation

Assessment Type

Portfolio

Task Description

PowerPoint Presentation (8-10 slides, with a word-for-word script in the notes section of each slide; approximately 1,000 words in notes section of slides; additional words permitted on slides)

The response to Domestic and Family Violence (DFV) draws resources from multiple different organisations/service providers, including government and non-government sectors. For example, key service providers include Police, Child

Safety, Health, Victim Support/Advocacy Services, Men's Behaviour Change Programs, Corrections, Courts, Housing etc. For this assessment item, you are required to produce a presentation suitable for an audience of your peers. In your presentation, you must explain the organisational structures and behaviours/practices of YOUR agency/service provider and ONE of the above-listed DFV service providers (or similar), and consider how these may impact upon DFV prevention and response. NOTE: If you don't currently work in a DFV-related field, you may choose two of the service providers instead.

In your presentation, you must address the following:

- *Outline* - begin your presentation with an outline/overview slide noting the key topics to be covered
- *Roles of service providers* - Note the primary role of each of the service providers in relation to DFV (for example, who are their primary and secondary clients, and what are their funded objectives?)
- *Similarities and differences* - Analyse the similarities and differences between the approaches of the two service providers (consider what impact this could have on DFV victim-survivors and perpetrators, and list the potential challenges to the two services providing an integrated response to DFV)
- *Potential challenges* - For each of the two services, note the potential challenges in working with vulnerable populations (please choose ONE of the following vulnerable populations to focus on: CALD, Aboriginal and Torres Strait Islander, People with disabilities, LGBTIQ+)
- *Conclusion* - finish your presentation with a brief reiteration of your key points/take home messages

GUIDELINES

- Your presentation should be between 8 and 10 slides in length (not including the title page and end-text references)
- Each slide should contain succinct bullet points (maximum six per slide)
- Information on the slides does not count towards the upper word limit of 1,000 words (+/- 10%)
- Your notes sections should form the word-for-word 'script' of your presentation (what you would say if you were presenting the slides to an audience. Your overall word limit should be divided relatively equally across the slides, ensuring that you are explaining and expanding upon the contents of your slides, and not simply repeating the contents)
- You may wish to include images (need to be appropriately referenced) or web links to bring the presentation to life
- The presentation should be composed in a style appropriate for your audience
- A PowerPoint template is provided for you on the Moodle site with additional information
- There is a guide on Moodle regarding how to turn your PowerPoint presentation into a pdf that displays the notes pages for submission

The assignment should be presented as a PowerPoint presentation with notes pages. No specific font is required (although a font size of 20 is generally recommended to assist your audience to see the slides) - the PowerPoint should be aesthetically pleasing, free of grammatical and spelling errors and include appropriate in-text citations and a full reference list at the end in APA style. You should include at least five academic resources.

Assessment Due Date

Week 9 Monday (11 May 2020) 5:00 pm AEST

Return Date to Students

Week 11 Monday (25 May 2020)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20002 - Portfolio Activity 2: Presentation					
	High Distinction	Distinction	Credit	Pass	Fail
Overview of the primary role of each selected service provider in relation to DFV (20%)	Excellent overview of the primary role of each selected service provider; all ideas on slides and notes pages are referenced to original sources (20.0% - 16.9%)	Very clear overview of the primary role of each selected service provider; almost all ideas on slides and notes pages are referenced to original sources (16.8% - 14.9%)	Clear overview of the primary role of each service provider; most ideas on slides and notes pages are referenced (14.8% - 12.9%)	Attempt to overview primary role of each service provider is evident; some attempt to reference sources in slides and/or notes pages (12.8% - 9.9%)	Overview of the primary role of each service provider is missing or incomplete; references missing in slides and/or notes pages (9.8% - 0.0%)

Analysis of the similarities and differences between the perspectives of the two service providers (implications for victims and perpetrators, challenges to integration) (40%)	Outstanding analysis of similarities and differences between the perspectives of service providers and discussion of implications for victims and perpetrators and challenges to integration; excellent discussion of ideas; all ideas are supported with evidence on slides and notes pages (40.0% - 33.8%)	Very good analysis of similarities and differences between the perspectives of service providers and discussion of implications for victims and perpetrators and challenges to integration; ideas are clearly discussed; almost all ideas are supported with evidence on slides and notes pages (33.6% - 29.8%)	Analysis of similarities and differences between the perspectives of service providers is clearly presented and implications for victims and perpetrators and challenges to integration discussed in some depth; most ideas clearly discussed; most ideas are supported with evidence on slides and notes pages (29.6% - 25.8%)	An attempt made to analyse some similarities and/or differences between the perspectives of service providers and discuss implications for victims and perpetrators and challenges to integration; ideas could be more clearly discussed; some supporting evidence provided on slides and/or notes pages (25.6% - 19.8%)	Lacks an analysis of the similarities and differences between the perspectives of service providers; ideas are vague or unclear; an absence of supporting evidence on slides and/or notes pages (19.6% - 0.0%)
Identification of potential challenges to these two services in working with vulnerable populations (30%)	Excellent identification of potential challenges to these two services working together with vulnerable populations; all ideas on slides and notes pages are referenced to original sources (30.0% - 25.35%)	Very clear identification of potential challenges to these two services working together with vulnerable populations; almost all ideas on slides and notes pages are referenced to original sources (25.2% - 22.35%)	Clear identification of potential challenges to these two services working together with vulnerable populations; most ideas on slides and notes pages are referenced (22.2% - 19.35%)	Attempt to identify potential challenges to these two services working together with vulnerable populations is evident; some attempt to reference sources in slides and/or notes pages (19.2% - 14.85%)	Identification of potential challenges to these two services working together with vulnerable populations is missing or incomplete; references missing in slides and/or notes pages (14.7% - 0.0%)
Presentation/format of slides, academic writing, paraphrasing, APA referencing, spelling and grammar (10%)	Most appropriate presentation/format of slides, well written following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good presentation/format of slides, academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good presentation/format of slides, writing, referencing style and spelling and grammar – a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with presentation/format of slides, writing, referencing and spelling and grammar – attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, inappropriate presentation/format of slides, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)
Comments				/100	/30%

Referencing Style

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

Submission

Online

Submission Instructions

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 Written Assessment - Self-Reflection on Controversies in DFV

Assessment Type

Written Assessment

Task Description

2,000 words

In the field of Domestic and Family Violence (DFV), there are points of controversy relating to definitions of DFV and perspectives on its causes. For this assessment item, you must engage with the following resource:

Australia's National Research Organisation for Women's Safety. (2015). ANROWS's response to the One in Three Campaign's Supplementary Submission to the Senate's Finance and Public Administration References Committee. Canberra, ACT: Finance and Public Administration References Committee. Retrieved from <http://www.aph.gov.au/DocumentStore.ashx?id=9368504d-34d0-4453-ba15-3a800b5f7c8c&subId=298581>

Note: The submissions from the One in Three Campaign can be accessed here for additional context (No.23): https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Finance_and_Public_Administration/Domestic_Violence/Submissions

After engaging with the above resource, you are required to write a detailed self-reflection, that outlines the following:

- What are the key perspectives/controversies outlined in the resource? (Use academic literature to support your analysis)
- Describe your reactions while reading the provided resource, and reflect on **your informed conclusions** on the best definition of DFV and the causes of DFV (use research to support your conclusions)
- Provide a detailed reflection on the ways in which your own perspectives on the definition and causes of DFV may impact your current or future practice/behaviours (for example, how might your perspectives impact on your interactions with victim-survivors, perpetrators, and other service providers/agencies etc? Use academic literature to support your reflection - for example, ethics guidelines, best practice guidelines, practice standards etc)

You should aim to use up to 10 academic sources for this assignment (e.g., journal articles, scholarly books, government reports/documents). The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You must use APA referencing style.

Assessment Due Date

Week 12 Monday (1 June 2020) 5:00 pm AEST

Return Date to Students

Exam Week Monday (15 June 2020)

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

DFVP20002 - Written Assessment: Self-Reflection on Controversies in DFV

High Distinction

Distinction

Credit

Pass

Fail

Identification of key perspectives/controversies regarding definition and causes of DFV (30%)	Effective and insightful identification of the key perspectives/controversies regarding definition and causes of DFV; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Effective identification of the key perspectives/controversies regarding definition and causes of DFV; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Clear identification of the key perspectives/controversies regarding definition and causes of DFV; relevant supporting academic literature provided (22.2% - 19.35%)	Demonstrates some awareness of the key perspectives/controversies regarding definition and causes of DFV; some supporting academic literature provided (19.2% - 14.85%)	Demonstrates a lack of awareness of the key perspectives/controversies regarding definition and causes of DFV; absence of supporting academic literature (14.7% - 0.0%)
Self-reflection on reactions to resource and informed conclusions on definition and causes of DFV (30%)	Demonstrated very advanced reflexivity in regard to personal reactions to the resource and informed conclusions on definition and causes of DFV; insightful discussion of fully elaborated points; clear & detailed information; effective links to cited references; many original thoughts & ideas presented (30.0% - 25.35%)	Demonstrated advanced reflexivity in regard to personal reactions to the resource and informed conclusions on definition and causes of DFV; all points elaborated upon; effective links to cited references with original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated reflexivity in regard to personal reactions to the resource and informed conclusions on definition and causes of DFV; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated reflexivity in regard to personal reactions to the resource and informed conclusions on definition and causes of DFV, but only 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 reflexivity in regard to personal reactions to the resource and informed conclusions on definition and causes of DFV; only a few general points made; lack of research to support conclusions (14.7% - 0.0%)
Identification of potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours (30%)	Effective and insightful identification of the potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Effective identification of the potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Clearly identifies the potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours; relevant supporting academic literature provided (22.2% - 19.35%)	Demonstrates some awareness of the potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours; some supporting academic literature provided (19.2% - 14.85%)	Demonstrates a lack of awareness of the potential impacts of personal perspectives on the definition and causes of DFV on practice/behaviours; absence of supporting academic literature (14.7% - 0.0%)
Academic writing, structure, paraphrasing, APA referencing, spelling and grammar (10%)	Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar – a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar – attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /40%

Referencing Style

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

Submission

Online

Submission Instructions

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. A specific Zoom meeting is offered for

students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

Learning Outcomes Assessed

- 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