



# DFVP20002 *Domestic and Family Violence Responses and Interventions*

## Term 1 - 2021

Profile information current as at 17/05/2022 03:26 pm

All details in this unit profile for DFVP20002 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 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 - 2021

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

1. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Student Unit and Teaching Evaluation

**Feedback**

DFVP20002 required us to analyse research, data, systems and organisational practice. This has really helped me with understanding and being more tolerant with other services I am working with through integrated responses to DFV for our clients. My learning has definitely benefited my practice with colleagues and clients.

**Recommendation**

Continue providing learning materials focused on research and organisational practice.

#### Feedback from Student Unit and Teaching Evaluation

**Feedback**

The practical application of the assignments helped me apply what I learnt in my daily practice with DFV clients and strengthened my practice. I would recommend anyone working in DFV field to do this course. Very well balanced!

**Recommendation**

Continue with the focus on personal professional practice in assessment items.

#### Feedback from Student Unit and Teaching Evaluation

**Feedback**

I appreciated the weekly summaries and found them to be comprehensive and in themselves, a resource to draw upon. I think the learning activities within the summaries were a good guide for further reflection on the point of discussion/topic of the week. I also wanted to say that there was so much put into this unit to support students' learning - the printed summaries were supported by pre-recorded video, which was really helpful.

**Recommendation**

Continue providing weekly learning guides, learning activities, and recorded lectures.

#### Feedback from Student Unit and Teaching Evaluation

**Feedback**

I am sorry to say that I did not enjoy the power point assessment task - its just a personal preference. I guess that when I do a power point for work, what I would say is organically structured. Hence my dislike for the assessment - I had to spell out (in the notes section) what I would say.

**Recommendation**

Consider the utility of PowerPoint presentations as an assessment strategy.

#### Feedback from Student Unit and Teaching Evaluation

**Feedback**

Accessing the library was difficult and I struggled to find the resources I was looking for, however this challenged me to find other ways to find information through google and other academic sites.

**Recommendation**

Embed more information on using the library search function in the Moodle site.

## 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)
- CQU Library hosted Literature Databases

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Nicola Cheyne** Unit Coordinator

[n.cheyne@cqu.edu.au](mailto:n.cheyne@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	All readings are provided in the Unit eReading List	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Key concepts: Primary, secondary, tertiary prevention	All readings are provided in the Unit eReading List	

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Organisational structures	All readings are provided in the Unit eReading List	

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Organisational behaviours	All readings are provided in the Unit eReading List	

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Different perspectives on Domestic and Family Violence	All readings are provided in the Unit eReading List	

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Victims (1)	All readings are provided in the Unit eReading List	<b>Assessment 1</b> Due: Week 6 Friday (23 Apr 2021) 5:00 pm AEST
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Victims (2)	All readings are provided in the Unit eReading List	
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: 'at risk populations'	All readings are provided in the Unit eReading List	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Perpetrators (1)	All readings are provided in the Unit eReading List	<b>Assessment 2 - Portfolio</b> Due: Week 9 Friday (14 May 2021) 5:00 pm AEST
Week 10 - 17 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Responding to Domestic and Family Violence: Perpetrators (2)	All readings are provided in the Unit eReading List	
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Self-reflection: Values, ethics, perspectives	All readings are provided in the Unit eReading List	
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Self-reflection: Values, ethics, perspectives (2)	All readings are provided in the Unit eReading List	<b>Assessment 3 - Essay</b> Due: Week 12 Friday (4 June 2021) 5:00 pm AEST

## Assessment Tasks

### 1 Assessment 1

#### Assessment Type

Portfolio

#### Task Description

##### Assessment 1 - Portfolio

Type: Portfolio

Due date: Friday 23<sup>rd</sup> April, Week 6, 5pm AEST

Weighting: 30%

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

Unit Coordinator: Nicola Cheyne

#### Learning Outcomes Assessed

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.
4. Identify treatment modalities for working with people experiencing/ perpetrating domestic violence with a focus on

vulnerable populations.

## **Aim**

The aim of this assessment item is for to develop your understanding of primary, secondary and tertiary prevention responses in the domestic and family violence service system in Australia.

## **Context**

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

1. The Domestic and Family Violence (DFV) service system in Australia
2. Primary, secondary, and tertiary prevention/responses to DFV
- 3. DFV prevention/response: Strengths, limitations and challenges**

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

## **Instructions**

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

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

Your work must be driven by high-quality academic literature. You must include in-text referencing and a reference list for your portfolio containing at least six high-quality academic resources. You must use APA 7<sup>th</sup> referencing style. Wikipedia and generic websites are NOT to be used as a resource or reference.

### **1. Complexities and challenges in the integrated/coordinated DFV service system in Australia (500 words)**

Multiple services/organisations play a role in Australia's response to domestic and family violence, including government and non-government services (e.g. police, probation and parole, child protection, domestic violence services). Demonstrate your understanding of the complexities and challenges this creates in adequately responding to victim/survivors and perpetrators using an integrated/coordinated service system (consider contradictory organisational structures/behaviours etc).

· Avoid considering each organisation in isolation – instead look at the complexities and challenges in the organisations working together to respond to DFV

### **2. Primary, secondary, and tertiary prevention/responses to DFV (500 words)**

Explain what is meant by primary, secondary, and tertiary prevention/responses to DFV and give Australian examples for each level (make sure this is a specific and implemented program/response e.g., Respectful Relationships program rather than the National Plan or state/territory plans/strategies).

· Define the types of responses and acknowledge complexities and overlaps across these three categories  
· Provide examples of implemented programs

### **3. DFV prevention program/response: Rationale, strengths, limitations and challenges (500 words)**

Choose one example of a prevention program/response to domestic and family violence (e.g. Respectful Relationships Program, Men's Behaviour Change Programs, Intensive Family Support etc). Engage with national and international empirical literature and reliable academic sources and analyse the rationale for the program/response and documented strengths, limitations and challenges.

## **Literature and references**

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

## **Requirements**

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

## Resources

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

## Submission

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

## Marking Criteria

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

## Assessment Due Date

Week 6 Friday (23 Apr 2021) 5:00 pm AEST

## Return Date to Students

Week 8 Friday (7 May 2021)

Feedback will be provided within 10 working days of submission

## Weighting

30%

## Assessment Criteria

DFVP20002 - Assessment 1 Portfolio					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%
<b>Complexities and challenges of the multi-service DFV sector in Australia (30%)</b>	Demonstrated well developed understanding of the complexities and challenges in adequately responding to victim/ survivors and perpetrators created by the multiple services in the DFV sector; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated understanding of the complexities and challenges in adequately responding to victim/ survivors and perpetrators created by the multiple services in the DFV sector; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated understanding of the complexities and challenges in adequately responding to victim/ survivors and perpetrators created by the multiple services in the DFV sector and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated understanding of the complexities and challenges in adequately responding to victim/ survivors and perpetrators created by the multiple services in the DFV sector, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (19.2% - 14.85%)	Unable to demonstrate understanding of the complexities and challenges in adequately responding to victim/survivors and perpetrators created by the multiple services in the DFV sector, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)



<b>Primary, secondary, and tertiary prevention/ responses to DFV (30%)</b>	Provided an excellent outline of the three types of prevention, key terms, overlaps in definitions, and Australian examples of prevention; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas demonstrating outstanding critical thinking (30.0% - 25.35%)	Provided a very good outline of the three types of prevention, key terms, overlaps in definitions, and Australian examples of prevention; all points elaborated with illustrative examples and original ideas and thoughts presented; demonstrating critical thinking (25.2% - 22.35%)	Provided a good outline of the three types of prevention, key terms, overlaps in definitions, and Australian examples of prevention, and most points were elaborated with details; information is relevant; original thought presented (22.2% - 19.35%)	Provided an outline of the three types of prevention, key terms, overlaps in definitions, and Australian examples of prevention (general points with little or no specific details provided) and/or irrelevant information provided (19.2% - 14.85%)	Unable to effectively outline the three types of prevention, key terms, overlaps in definitions, and/or Australian examples of prevention, or only a few general points made (14.7% - 0.0%)
<b>Rationale, strengths, limitations and challenges of a DFV prevention program/ response (30%)</b>	Effective and insightful overview of rationale, strengths, limitations and challenges of a prevention program/response; using excellent examples/ evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Provides an effective overview of rationale, strengths, limitations and challenges of a prevention program/response; well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Provides a clear overview of rationale, strengths, limitations and challenges of a prevention program/response; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (22.2% - 19.35%)	Provides an overview of rationale, strengths, limitations and challenges of a prevention program/response; some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (19.2% - 14.85%)	Lacks an overview of rationale, strengths, limitations and challenges of a prevention program/response; absence of supporting academic literature (14.7% - 0.0%)
<b>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</b>	Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

**Comments /100 /30%**

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit via the unit Moodle site, Turnitin submission point in Microsoft Word format only. A Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

**Learning Outcomes Assessed**

- Identify and 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 Assessment 2 - Portfolio

### Assessment Type

Portfolio

### Task Description

#### Assessment 2

Type: Portfolio

Due date: Friday 14<sup>th</sup> May, Week 9, 5pm AEST

Weighting: 30%

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

Unit Coordinator: Nicola Cheyne

### Learning Outcomes Assessed

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.

### Aim

The aim of this assessment item is for you to develop your understanding of domestic and family violence responses to vulnerable populations in Australia.

### Context

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

1. Domestic and Family Violence (DFV) responses and vulnerable populations
2. DFV responses for Aboriginal and Torres Strait Islander peoples
3. Personal reflection

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

### Instructions

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

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

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

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

#### **1. DFV responses and vulnerable/priority populations (600 words)**

In addition to women, some populations are particularly vulnerable to DFV (e.g. CALD peoples, people with disabilities, LGBTIQ+). Choose one priority population and explain why/how this population is particularly vulnerable and note challenges/barriers they may experience in accessing and interacting with key DFV services (e.g. police, child safety, health, victim support, advocacy, men's behaviour change programs, correction, courts, housing etc).

#### **2. DFV responses for Aboriginal and Torres Strait Islander peoples (600 words)**

Concerns have been raised regarding the suitability of current DFV responses for Aboriginal and Torres Strait Islander peoples (for example, see Blagg, Bluett-Boyd & Williams, 2015

[https://20ian81kynqg38b3l3eh8bf-wpengine.netdna-ssl.com/wp-content/uploads/2019/02/Ff-150806-8\\_4-3-Indigenous-Women-1.pdf](https://20ian81kynqg38b3l3eh8bf-wpengine.netdna-ssl.com/wp-content/uploads/2019/02/Ff-150806-8_4-3-Indigenous-Women-1.pdf)). Draw on key Australian resources to demonstrate your understanding of these concerns and their implications for practice.

• Make sure your discussion is focused on concerns/issues with mainstream services rather than innovative services for

Aboriginal and Torres Strait Islander peoples

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

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

#### **Literature and references**

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

#### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
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- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Include a cover page providing your name, the name and code of the unit, and the title of the assessment.

#### **Resources**

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

#### **Submission**

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

#### **Marking Criteria**

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

#### **Assessment Due Date**

Week 9 Friday (14 May 2021) 5:00 pm AEST

#### **Return Date to Students**

Week 11 Friday (28 May 2021)

Feedback will be provided within 10 working days of submission

#### **Weighting**

30%

#### **Assessment Criteria**

DFVP20002 - Assessment 2 Portfolio					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%

<b>DFV responses and vulnerable populations (35%)</b>	Demonstrated well developed understanding of how the chosen population is particularly vulnerable and challenges experienced in accessing and interacting with key DFV services; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (35.0% - 29.58%)	Demonstrated understanding of how the chosen population is particularly vulnerable and challenges experienced in accessing and interacting with key DFV services; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (29.4% - 26.08%)	Demonstrated understanding of how the chosen population is particularly vulnerable and challenges experienced in accessing and interacting with key DFV services and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (25.9% - 22.58%)	Demonstrated understanding of how the chosen population is particularly vulnerable and challenges experienced in accessing and interacting with key DFV services, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (22.4% - 17.33%)	Unable to demonstrate understanding of how the chosen population is particularly vulnerable and challenges experienced in accessing and interacting with key DFV services, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (17.15% - 0.0%)
<b>Suitability of DFV responses for Aboriginal and Torres Strait Islander peoples (35%)</b>	Effective and insightful overview of concerns around the suitability of DFV responses for Aboriginal and Torres Strait Islander peoples and implications for practice; using excellent examples/evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (35.0% - 29.58%)	Provides an effective overview of concerns around the suitability of DFV responses for Aboriginal and Torres Strait Islander peoples and implications for practice; well supported by appropriate examples/evidence; most key points are supported with relevant academic literature demonstrating critical thinking (29.4% - 26.08%)	Provides a clear overview of concerns around the suitability of DFV responses for Aboriginal and Torres Strait Islander peoples and implications for practice; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (25.9% - 22.58%)	Provides an overview of concerns around the suitability of DFV responses for Aboriginal and Torres Strait Islander peoples and implications for practice; some errors/contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (22.4% - 17.33%)	Lacks an overview of concerns around the suitability of DFV responses for Aboriginal and Torres Strait Islander peoples and implications for practice; absence of supporting academic literature (17.15% - 0.0%)
<b>Personal reflection (20%)</b>	Provided an excellent outline of key learnings or the importance of this area for own practice; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas demonstrating outstanding critical thinking (20.0% - 16.9%)	Provided a very good outline of key learnings or the importance of this area for own practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (16.8% - 14.9%)	Provided a good outline of key learnings or the importance of this area for own practice, and most points were elaborated with details; information is relevant; original thought presented (14.8% - 12.9%)	Provided an outline of key learnings or the importance of this area for own practice (general points with little or no specific details provided) and/or irrelevant information provided (12.8% - 9.9%)	Unable to effectively outline key learnings or the importance of this area for own practice, or only a few general points made (9.8% - 0.0%)
<b>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</b>	Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar – a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar – attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /30%

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit via the unit Moodle site, Turnitin submission point in Microsoft Word format only. A Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

## Learning Outcomes Assessed

- Analyse 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 Assessment 3 - Essay

### Assessment Type

Written Assessment

### Task Description

#### Assessment 3 - Essay

Type: Written Assessment

Due date: Friday 4<sup>th</sup> June, Week 12, 5pm AEST

Weighting: 40%

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

Unit Coordinator: Nicola Cheyne

### Learning Outcomes Assessed

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.
5. Self-reflect on values, ethics and perspectives in domestic and family violence contexts.

### Aim

The objective of this assessment item is to develop and assess your understanding of integrated responses to domestic and family violence.

### Instructions

Integrated responses are growing in popularity. Produce an essay that critically evaluates integrated responses to domestic and family violence.

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

**Your essay must include:**

- A clear introduction that introduces your topic and notes the key contents/sub-topics addressed in the essay.
- A discussion of what is meant by “integrated responses” (consider challenges and difficulties in relation to terms and definitions, such as differences between “integrated”, “coordinated”, and “collaborative” responses.)
- A discussion of the strengths, weaknesses and challenges associated with integrated responses
- A discussion of the suitability of integrated responses for vulnerable populations
- A discussion of the implications (e.g., ethics, values) of integrated responses for your area of practice
- A clear conclusion that summarises your key points (do not introduce new information in your conclusion).

**Literature and references**

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

**Requirements**

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

**Resources**

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

**Submission**

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

**Marking Criteria**

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

**Assessment Due Date**

Week 12 Friday (4 June 2021) 5:00 pm AEST

**Return Date to Students**

Review/Exam Week Friday (11 June 2021)

Feedback will be provided within 10 working days of submission

**Weighting**

40%

**Assessment Criteria**

DFVP20002 - 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>Meaning of integrated responses and strengths, weaknesses and challenges (30%)</b>	Effective and insightful overview of the meaning of integrated responses and their strengths, weaknesses and challenges; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Provides an effective overview of the meaning of integrated responses and their strengths, weaknesses and challenges, well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Provides a clear overview of the meaning of integrated responses and their strengths, weaknesses and challenges, with some relevant examples/evidence; relevant supporting academic literature provided (22.2% - 19.35%)	Provides an overview of the meaning of integrated responses and their strengths, weaknesses and challenges with some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (19.2% - 14.85%)	Lacks an overview of the meaning of integrated responses and their strengths, weaknesses and challenges; absence of supporting academic literature (14.7% - 0.0%)
<b>Suitability of integrated responses for vulnerable populations (30%)</b>	Demonstrated well developed understanding of the suitability of integrated responses for vulnerable populations; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated understanding of the suitability of integrated responses for vulnerable populations; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated understanding of the suitability of integrated responses for vulnerable populations; most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated understanding of the suitability of integrated responses for vulnerable populations (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 understanding of the suitability of integrated responses for vulnerable populations, or only a few general points made, and/or factual errors presented; ack of research to support conclusions (14.7% - 0.0%)
<b>Implications of integrated responses (e.g., ethics, values) for your area of practice (30%)</b>	Provided an excellent outline of the implications of integrated responses for practice, insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Provided a very good outline of the implications of integrated responses for practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Provided a good outline of the implications of integrated responses for practice; most points were elaborated with details; information is relevant; original thought presented; relevant supporting academic literature provided (22.2% - 19.35%)	Provided an outline of the implications of integrated responses for practice (general points with little or no specific details given) and/or irrelevant information provided; some supporting academic literature provided (19.2% - 14.85%)	Unable to effectively outline the implications of integrated responses for practice, or only a few general points made; absence of supporting academic literature (14.7% - 0.0%)
<b>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</b>	Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

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- 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