



DFVP20002 *Domestic and Family Violence Responses and Interventions*

Term 3 - 2021

Profile information current as at 17/05/2022 01:40 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 3 - 2021

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student 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



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

Emily Hurren Paterson Unit Coordinator

e.hurrenpaterson@cqu.edu.au

Schedule

Week 1 - 08 Nov 2021

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

Week 2 - 15 Nov 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 Nov 2021

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

Week 4 - 29 Nov 2021

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

Vacation Week - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Different perspectives on Domestic and Family Violence

All readings are provided in the Unit eReading List

Assessment 1 Due: Week 5 Friday (17 Dec 2021) 5:00 pm AEST

Week 6 - 20 Dec 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

Vacation Week - 27 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

Week 7 - 03 Jan 2022

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 - 10 Jan 2022

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 - 17 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Responding to Domestic and Family Violence: Perpetrators (1)

All readings are provided in the Unit eReading List

Assessment 2 - Portfolio Due: Week 9 Friday (21 Jan 2022) 5:00 pm AEST

Week 10 - 24 Jan 2022

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 - 31 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Self-reflection: Values, ethics, perspectives

All readings are provided in the Unit eReading List

Week 12 - 07 Feb 2022

Module/Topic

Chapter

Events and Submissions/Topic

Self-reflection: Values, ethics, perspectives (2)

All readings are provided in the Unit eReading List

Assessment 3 - Essay Due: Week 12 Friday (11 Feb 2022) 5:00 pm AEST

Exam Week - 14 Feb 2022

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Assessment 1

Assessment Type

Portfolio

Task Description

Aim

The aim of this assessment is to extend your understanding of organisational structures, behaviours, and responses, related to domestic and family violence (DFV) victims and perpetrators.

Instructions

You are producing a portfolio that addresses two (2) main tasks. This portfolio requires you to gather and draw upon a

range of research evidence. You must present your portfolio as a single Microsoft Word document, using headings to clearly identify your response to each task. You must include a single reference list in APA 7th format.

You must address the two (2) following tasks to complete your portfolio assessment:

1. Explain what is meant by primary, secondary, and tertiary responses to DFV and give an Australian example of each (approx. 750 words).
 - Define/explain each of these terms/categories (i.e. primary, secondary, and tertiary responses)
 - Explain any complexities or overlaps across these three categories
 - Give an example of an Australian DFV response for each category (i.e. one example of a primary response, one example of a secondary response, and one example of a tertiary response).
2. Several organisations/services can be involved in cases of DFV in Australia, particularly cases where the adult victim or perpetrator has children in their care. Explain challenges that emerge due to the varied organisational structures and behaviours of the services (approx. 750 words).
 - Identify two services that may be involved in cases like these (e.g. police, child safety, family courts, DFV services), and discuss the similarities and differences in their organisational structures and behaviours
 - Explain the challenges/limitations that emerge due to their varying structures and behaviours
 - Identify the potential consequences for DFV victims and perpetrators.

Literature and references

In this assessment use at least 6 good quality academic sources to support your work. Suitable references include peer-reviewed journal articles as well as textbooks and credible grey literature. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 Times New Roman font, 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 excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

Marking Criteria

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

Note Carefully

To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may have an opportunity to re-attempt. In order for the Unit Coordinator to allow a re-attempt, they must be satisfied that you have made a reasonable attempt in the assessment item. If a re-attempt is offered, you will have only 7 consecutive days to resubmit your assessment item and you can only receive 50% of the available marks. Only one reattempt will be allowed.

Assessment Due Date

Week 5 Friday (17 Dec 2021) 5:00 pm AEST

Return Date to Students

Week 7 Friday (7 Jan 2022)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Primary, secondary, and tertiary responses (45%)	Provided an excellent outline of the three types of responses, key terms, overlaps in definitions, and Australian examples. Insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; all key points are supported with relevant academic literature demonstrating outstanding critical thinking	Provided a very good outline of the three types of responses, key terms, overlaps in definitions, and Australian examples. All points elaborated with illustrative examples and effective information; most key points are supported with relevant academic literature demonstrating critical thinking	Provided a good outline of the three types of responses, key terms, overlaps in definitions, and Australian examples. Most points were elaborated with details; information is relevant; relevant supporting academic literature provided.	Provided an outline of the three types of responses, key terms, overlaps in definitions, and Australian examples with some errors. General points with little or no specific details provided, and/or irrelevant information provided. Some supporting academic literature provided.	Unable to effectively outline the three types of responses, key terms, overlaps in definitions, and/or Australian examples, or only a few general points made, or absence of supporting academic literature.	Submission is missing most aspects of task. Little evidence of task requirements.
Organisational structures and behaviours (45%)	Provided an excellent discussion of the similarities and differences in the organisational structures and behaviours of two services, the challenges and limitations that emerge from their differences, and the potential consequences for DFV victims/perpetrators. Fully elaborated points with effective illustrative examples; clear & detailed information; all key points are supported with relevant academic literature demonstrating outstanding critical thinking	Provided a very good outline of the similarities and differences in the organisational structures and behaviours of two services, the challenges and limitations that emerge from their differences, and the potential consequences for DFV victims/perpetrators. All points elaborated with illustrative examples and effective information; most key points are supported with relevant academic literature demonstrating critical thinking	Provided a good outline of the similarities and differences in the organisational structures and behaviours of two services, the challenges and limitations that emerge from their differences, and the potential consequences for DFV victims/perpetrators. Most points were elaborated with details; information is relevant; relevant supporting academic literature provided.	Provided an outline of the similarities and differences in the organisational structures and behaviours of two services, the challenges and limitations that emerge from their differences, and the potential consequences for DFV victims/perpetrators. Some errors; general points with little or no specific details provided, and/or irrelevant information provided. Some supporting academic literature provided.	Unable to effectively outline the similarities and differences in the organisational structures and behaviours of two services, the challenges and limitations that emerge from their differences, and the potential consequences for DFV victims/perpetrators, or only a few general points made or absence of supporting academic literature.	Submission is missing most aspects of task. Little evidence of task requirements.
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident.	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident.	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident.	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident.	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident.	Little to no meaningful writing.

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

Aim

The aim of this assessment is to extend your understanding of perspectives and treatment modalities for domestic and family violence (DFV) victims and perpetrators, with a focus on vulnerable populations, values, and ethics.

Instructions

You are producing a portfolio that addresses three (3) main tasks. This portfolio requires you to gather and draw upon a range of research evidence. You must present your portfolio as a single Microsoft Word document, using headings to clearly identify your response to each task. You must include a single reference list in APA 7th format.

You must address the three (3) following tasks to complete your portfolio assessment:

1. In addition to women, some populations are particularly vulnerable to DFV. Choose one priority population (e.g. CALD peoples, people with disabilities, LGBTIQ+). Explain why/how this population is particularly vulnerable, and note challenges/barriers they may experience in accessing and interacting with key services (e.g. police, child safety, health, victim support, advocacy, men's behaviour change programs, corrections, courts, housing etc).
2. Concerns have been raised regarding the suitability of current DFV responses for Aboriginal and Torres Strait Islander peoples. Draw on key Australian resources to demonstrate your understanding of these concerns and their implications for practice.
 - Ensure your discussion is focused on concerns/issues with mainstream services rather than innovative services for Aboriginal and Torres Strait Islander peoples.
3. Write a personal reflection that outlines what you have learned from completing this portfolio and how you may incorporate this knowledge in your own practice (e.g. future interactions with victim/survivors and/or perpetrators of DFV etc).

Literature and references

In this assessment use at least 6 good quality academic sources to support your work. Suitable references include peer-reviewed journal articles as well as textbooks and credible grey literature. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 Times New Roman font, 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 (you may use first person perspective in your personal reflection task).
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

Marking Criteria

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

Assessment Due Date

Week 9 Friday (21 Jan 2022) 5:00 pm AEST

Return Date to Students

Week 11 Friday (4 Feb 2022)

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
DFV responses and vulnerable populations (35%)	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	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	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	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	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	Submission is missing most aspects of task. Little evidence of task requirements.
Suitability of DFV responses for Aboriginal and Torres Strait Islander peoples (35%)	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	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	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	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	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	Submission is missing most aspects of task. Little evidence of task requirements.
Personal reflection (20%)	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	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	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	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	Unable to effectively outline key learnings or the importance of this area for own practice, or only a few general points made	Submission is missing most aspects of task. Little evidence of task requirements.
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident.	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident.	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident.	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident.	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident.	Little to no meaningful writing.

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

Aim

The aim of this assessment is to extend your understanding of organisational structures and behaviours, and different perspectives of domestic and family violence (DFV), with consideration of values, and ethics.

Instructions

For this assessment, you are writing an academic essay on the below topic:

There are various perspectives regarding the drivers of men's perpetration of DFV and, by extension, various perspectives of how best to intervene with male perpetrators of DFV. You must address the following points in your essay, using research evidence to support each point:

1. Select and describe two (2) different intervention approaches for men's DFV perpetration (e.g. Men's Behaviour Change Programs, couples counselling, mental health counselling, therapy for drug and alcohol problems etc).
2. Identify the rationale/underlying perspective for each of these interventions
3. Discuss the strengths and limitations of each of these interventions for addressing DFV
4. Explain the implications of each of these interventions for perpetrators and victims
5. Discuss your personal values and preferences in relation to interventions for perpetrators, and your reasoning for these.

Please ensure your essay includes a clear introduction, body, and conclusion, and a reference list in APA 7th format.

Literature and references

In this assessment use at least 10 good quality academic sources to support your work. Suitable references include peer-reviewed journal articles as well as textbooks and credible grey literature. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 Times New Roman font, 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 (you may use first person perspective in your personal reflection).
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an [online APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).

- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
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- 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 (11 Feb 2022) 5:00 pm AEST

Return Date to Students

Exam Week Friday (18 Feb 2022)

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Interventions: Descriptions and rationales/perspectives (30%)	Excellent discussion of the two interventions, and the rationale/underlying perspective for each. Excellent examples/evidence where appropriate. Key points are supported with relevant academic literature, demonstrates outstanding critical thinking.	Very good discussion of the two interventions, and the rationale/underlying perspective for each. Well supported by appropriate examples/evidence, relevant key points are supported with academic literature, demonstrates critical thinking.	Good discussion of the two interventions, and the rationale/underlying perspective for each. Some relevant examples/evidence, supporting academic literature provided, demonstrates developing critical thinking.	Satisfactory discussion of the two interventions, and the rationale/underlying perspective for each. Some errors/contradictions, some examples/evidence provided but needed to be more relevant	Limited/inadequate discussion of the two interventions, and the rationale/underlying perspective for each. Demonstrates inadequate understanding of the topic or lacks sufficient supporting literature.	Submission is missing most aspects of task. Little evidence of task requirements.
Strengths and limitations of interventions (30%)	Excellent appraisal of the strengths and limitations of the interventions. Excellent examples/evidence where appropriate. Key points are supported with relevant academic literature, demonstrates outstanding critical thinking.	Very good appraisal of the strengths and limitations of the interventions. Well supported by appropriate examples/evidence, relevant key points are supported with academic literature, demonstrates critical thinking.	Good appraisal of the strengths and limitations of the interventions. Some relevant examples/evidence, supporting academic literature provided, demonstrates developing critical thinking.	Satisfactory appraisal of the strengths and limitations of the interventions. Some errors/contradictions, some examples/evidence provided but needed to be more relevant.	Limited/inadequate appraisal of the strengths and limitations of the interventions. Demonstrates inadequate understanding of the topic or lacks sufficient supporting literature.	Submission is missing most aspects of task. Little evidence of task requirements.
Implications for perpetrators and victims (20%)	Excellent discussion of the implications of the interventions for perpetrators and victims. Excellent examples/evidence, where appropriate. Key points are supported with relevant academic literature, demonstrates outstanding critical thinking.	Very good discussion of the implications of the interventions for perpetrators and victims. Well supported by appropriate examples/evidence, relevant key points are supported with academic literature, demonstrates critical thinking.	Good discussion of the implications of the interventions for perpetrators and victims. Some relevant examples/evidence, supporting academic literature provided, demonstrates developing critical thinking.	Satisfactory discussion of the implications of the interventions for perpetrators and victims. Some errors/contradictions, some examples/evidence provided but needed to be more relevant	Limited/inadequate discussion of the implications of the interventions for perpetrators and victims. Demonstrates inadequate understanding of the topic or lacks sufficient supporting literature.	Submission is missing most aspects of task. Little evidence of task requirements.
Personal values and preferences (10%)	Excellent explanation of personal values and preferences, and the reasons for these. Key points are supported by excellent examples/evidence, demonstrates outstanding critical thinking	Very good explanation of personal values and preferences, and the reasons for these. Key points supported by very good examples/evidence, demonstrates critical thinking	Good explanation of personal values and preferences, and the reasons for these. Key points supported by examples/evidence, demonstrates developing critical thinking.	Satisfactory explanation of personal values and preferences, and the reasons for these. General points with few or no examples/evidence.	Very limited; unable to explain personal values and preferences and the reasons for these, and/or irrelevant information provided.	Submission is missing most aspects of task. Little evidence of task requirements.

Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident.	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident.	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident.	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident.	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident.	Little to no meaningful writing.
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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

- 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