



DFVP20003 *Advanced Studies in Domestic and Family Violence Practice*

Term 2 - 2017

Profile information current as at 03/05/2024 07:18 pm

All details in this unit profile for DFVP20003 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.

Corrections

Unit Profile Correction added on 27-07-17

Under **Schedule** in Week 12 under the Column 'Events and Submissions' *Portfolio Activity 3* should be removed - there is no Portfolio Activity 3

Under **Conditions** the minimum mark should be removed - it should be blank

General Information

Overview

The unit will provide you with opportunities to develop specialist knowledge, in the context of domestic and family violence, of how victims, perpetrators and their families may change. The modalities to support/ guide change, the impact of “self” on the case work process, as well as the influences of culture, gender and power on interpersonal communication are explored in this unit. The ethical and social responsibilities that accompany working in this area are also identified. You will critically reflect on comparative methodologies relevant to researching domestic and family violence that can be applied to practice. You will be encouraged to develop a sense of professional identity and recognise the impact of undertaking this unit on your own professional practice and/or professional development through reflection.

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 2 - 2017

- Distance

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: 60%

2. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback

Feedback

Student experience assessment lacking specificity

Recommendation

Changes implemented that will reflect a higher level of specificity in assessment tasks and requirements while retaining an acceptable level of flexibility.

Feedback from Student feedback

Feedback

Student experience of work overload

Recommendation

Changes implemented to limit the number and range of required tasks while maintaining the standards required for academic attainment at this level. Requirements for online tutorial participation will be made less formal.

Unit Learning Outcomes

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

1. Analyse the theories underpinning different treatment perspectives in domestic and family violence contexts
2. Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples
3. Determine the impact of "self" on casework practice in domestic and family violence contexts
4. Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts
5. Apply ethical and social responsibilities to working with clients in domestic and family violence contexts.

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Marika Guggisberg Unit Coordinator
m.guggisberg@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: The concept of self in practice	Haldane, H. (2013). Working at the frontline in domestic violence. In A. Taylor & M. Connolly (Eds.), <i>Understanding violence: Context and practice in the human services</i> . (2nd ed., pp.118-130). Christchurch: Canterbury University Press. Brown, J. & James, K. (2014) Therapeutic responses to domestic violence in Australia: A history of controversies. <i>Australian & New Zealand Journal of Family Therapy</i> , 35, 169-184.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Mediating change	Murphy, C.M. & Maiuro, R.D.(2008). Understanding and facilitating the change process in perpetrators and victims of intimate partner violence: Summary and commentary. <i>Violence & Victims</i> 23(4), 525-536	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Theorising engagement & assessment processes

Breckenridge, J. & Hamer, J. *Traversing the maze of 'evidence' and 'best practice' in domestic and family violence service provision in Australia*. Australian Domestic & family Violence Clearinghouse. Issues Paper 26, May 2014.

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Core theories of the change process	McPhail, B.A., Busch, N.B., Kulkarni, S. & Rice, G. (2007). An integrative feminist model: The evolving feminist perspective on intimate partner violence. <i>Violence Against Women</i> 13 (8) 817-841	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Integrative theories of the change process	Avert Family Violence (2010) <i>Screening, risk assessment and safety planning- Paper</i> . Commonwealth of Australia. Gulliver, P. & Fanslow, J. (2015) <i>Risk assessment: What is it and how can it be applied in family violence?</i> New Zealand Family Clearinghouse. Issues Paper 9, October 2015.	Portfolio Activity 1

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Core practices	Mandel, D. (2010) Child welfare and domestic violence: Tackling the thorny questions that stand in the way of collaboration and improvement of child welfare practice. <i>Violence Against Women</i> 16 (5), 530-536.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous modalities	Hovane, V. (2015) Improving outcomes through a shared understanding of family violence in Aboriginal communities. InPsych: Australian Psychological Society. October	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Systemic modalities	Bullock, K. (2014) Integrated approaches to domestic violence? An exploration of the role of the victim and women's safety work in cognitive-behavioural programmes. <i>Probation Journal</i> 61 (10), 27-43	Portfolio Activity 2

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Identifying and responding to the needs of clients from diverse backgrounds: Trauma and intergenerational violence.

Becker-Blease, K.A. & Frey, J.J. (2005) Beyond PTSD: An evolving relationship between trauma theory and family violence research. *Journal of Interpersonal Violence*, 20 (4) 403-411.

Siegel, J. (2013) Breaking the Links in intergenerational Violence: An Emotional Regulation Perspective. *Family Process*, 52, (2), 163-178.

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients: Trauma and intergenerational transmission	McMaster, K. (2016) Restoring the balance: Restorative justice and intimate partner violence. In Hayden, A., Gelsthorpe, L. & Morris, A. A restorative approach to family violence: Changing Tack. Farnham, UK: Routledge. 93-108.	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identifying and responding to the needs of clients from diverse backgrounds: Restoration and accountability	Jenkins, A. (2009) "Violence, resistance and restorative practice". In <i>Becoming Ethical: A parallel, political journey with men who have abused</i> . Lyme Regis: Russel House. 3-26.	Written Assessment Written Assessment - Essay Due: Week 11 Friday (29 Sep 2017) 11:45 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients: Rights and responsibilities	McDowell, T., Libal, K. & Brown, A.E. (2012). Human rights in the practice of family therapy: Domestic violence, a case in point. <i>Journal of Feminist Family Therapy</i> , 24 1-23.	Portfolio Activity 3

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

Portfolio Activity 1 - 1000 words (250 + 750), 30%

In preparation:

Carefully read through the Portfolio Case Studies document (provided on Moodle) and **select one** of the two studies as the reference study for these portfolio activities.

Use these two documents (available in Moodle) as the basis for this activity:

1. Avert Family Violence (2010) Screening, risk assessment and safety planning- Paper, Commonwealth of Australia.
2. Gulliver, P. and Fanslow, J (2015) Risk assessment: What is it and how can it be applied in family violence? New Zealand Family Clearinghouse. Issues Paper 9, October 2015.

You do not need to retrieve additional references.

This activity has two parts: Part A (250 words) - Plan and Part B (750 words) - Case Assessment. Further details are provided through Moodle.

Portfolio Activity 2 - 1000 words, 30%

Identify key relevant practice elements implicit in the modality chosen in Portfolio Activity 2 and provide behavioural examples of their application with the selected family.

Reflect on the ways in which, in this case, the practitioner's use of self, management of ethical issues and observation of social responsibility may impact on practice.

You should include a brief introduction and conclusion and at least eight references including academic journal articles.

Assessment Due Date

Portfolio Activity submission is at the end of Weeks 5 and 8

Return Date to Students

Assessment will be returned approximately 10 working days after submission

Weighting

60%

Minimum mark or grade

10 marks

Assessment Criteria

Structure
(15%) Approach &
Argument
(70%) Academic writing
and referencing (15%)
See marking key on
Moodle

Referencing Style

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

Submission

Online

Submission Instructions

Submission through Moodle.

Learning Outcomes Assessed

- Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples
- Determine the impact of "self" on casework practice in domestic and family violence contexts
- Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts
- Apply ethical and social responsibilities to working with clients in domestic and family violence contexts.

Graduate Attributes

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

2 Written Assessment - Essay

Assessment Type

Written Assessment

Task Description

You are required to write an essay to thoroughly investigate and address a key issue in domestic and family violence practice: the debate over theories underpinning domestic and family violence practice in relation to the Duluth Model. At least six journal articles should be used with a total of 10 references. Further details are provided through Moodle.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 11:45 pm AEST

Return Date to Students

Assessment will be returned approximately 10 working days after submission.

Weighting

40%

Minimum mark or grade

10 marks

Assessment Criteria

Structure (15%)

Approach & Argument (70%)

Academic writing and referencing (15%)

A detailed marking key is provided on Moodle

Referencing Style

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

Submission

Online

Submission Instructions

Submission through Moodle.

Learning Outcomes Assessed

- Analyse the theories underpinning different treatment perspectives in domestic and family violence contexts
- Determine the impact of “self” on casework practice in domestic and family violence contexts
- Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts

Graduate Attributes

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

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