



# DFVP20003 Advanced Studies in Domestic and Family Violence Practice

## Term 2 - 2018

Profile information current as at 09/04/2024 07:56 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.

## 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 - 2018

- 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: 30%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Student feedback

**Feedback**

Student experience - assessment due dates

**Recommendation**

Assessment due dates will be changed to reflect student wishes (assessments will be due on a Monday rather than Friday to allow students to work on weekends on their assessments)

#### Feedback from Student feedback

**Feedback**

Student experience - assessment tasks caused confusion

**Recommendation**

Assessment changes to reflect uniformity across the course will include three separate assessments

#### Feedback from Self-reflection

**Feedback**

Student engagement in online environment

**Recommendation**

Establishment of 'Virtual Office Hours' for face-to-face interaction with fellow students and staff to encourage connections and a sense of community

## 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.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

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

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

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

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Amy Compton-Keen** Unit Coordinator  
[a.compton-keen@cqu.edu.au](mailto:a.compton-keen@cqu.edu.au)

**Brian Sullivan** Unit Coordinator  
[b.sullivan@cqu.edu.au](mailto:b.sullivan@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

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 &amp; New Zealand Journal of Family Therapy</i> , 35, 169-184.	

### Week 2 - 16 Jul 2018

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 &amp; Victims</i> 23(4), 525-536	

### Week 3 - 23 Jul 2018

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 - 30 Jul 2018

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 - 06 Aug 2018

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  <b>Portfolio Activity 1</b> Due: Week 5 Monday (6 Aug 2018) 11:45 pm AEST

#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 20 Aug 2018

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 - 27 Aug 2018

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 - 03 Sep 2018

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  <b>Portfolio Activity 2</b> Due: Week 8 Monday (3 Sept 2018) 11:45 pm AEST

#### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 17 Sep 2018

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 - 24 Sep 2018

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  <b>Written Assessment</b> Due: Week 11 Tuesday (25 Sep 2018) 11:45 pm AEST

#### Week 12 - 01 Oct 2018

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 - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio Activity 1

#### Assessment Type

Portfolio

#### Task Description

**Course Name** Advanced Studies in Domestic and Family Violence Practice

**Course No.** DFVP20003

**Assess No.** 1

**Type** Portfolio

**CLOs  
assessed**

1. Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples. 2. Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts.

**Word Limit**

1000 words (+/- 10%) without references

**Total  
Percentage**

30%

**Details**

**Portfolio Activity 1 due on Monday 06 August 2018 (Week 5) Please note: In Preparation**

Carefully read through the *Portfolio Case Studies* document (separate file uploaded to Moodle) and **select one** of the two studies as the reference study for these assessed portfolio activities. This assessment provides you with an opportunity to use your practice skills and to demonstrate your understanding of client needs in domestic and family violence contexts and appropriately evaluate a range of practice modalities. Please read the case notes for the selected case study (either Case Study 1 - Bee and Cee, or Case Study 2 - Gee and Aitch). Guidelines: After selecting one of the two case studies, carefully read the case notes and develop a plan to respond to immediate safety needs. Then use information provided (readings, weekly modules) to write up a case assessment. Following this, identify a practice modality that you believe is most suited to the case, and justify your choice (why is it likely to be appropriate and effective in this case and for this population group?). Please write up the assessment as if you would write a report that will go into the clients' case file. It should be phrased professionally, being aware that case files can be subpoenaed by the court. You should include at least eight references from the readings and weekly modules.



The assignment should be presented using Times News Roman 12 point font with 1.5 spacing and all pages should be numbered. Please attach the provided assessment cover page to the assignment and submit it for grading as ONE Word Document.



## Notes to Students

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. 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. Read the instructions above carefully and comply with the specific requirements in terms of length, format, structure, required referencing and purpose. **Referencing** The preferred style for CQUniversity School of Nursing and Midwifery is American Psychological Association (APA) referencing. A guide to APA referencing can be accessed through the CQUniversity website.

**Criteria** Please refer to the Marking Key provided via Moodle

**Feedback** According to CQUniversity policy, feedback will be provided within 10 working days submission

## Assessment Due Date

Week 5 Monday (6 Aug 2018) 11:45 pm AEST

## Return Date to Students

Week 6 Monday (20 Aug 2018)

## Weighting

30%

## Assessment Criteria

### DFVP20003 - Portfolio Activity 1: Assessment of Family Needs - Plan to Respond

	Fail	Pass	Credit	Distinction	High Distinction
<b>Part A - Plan (30%)</b>	Plan absent	Plan developed - somewhat simplistic and superficial	Provides appropriate plan with some important considerations	Provides insightful plan with appropriate considerations of risk	Provides elaborate plan to respond effectively to immediate safety needs
<b>Structure (10%)</b>	Structure is not clear, absent of recognisable effort to understand the task	Structure is clear and logical.	Structure is well considered and portfolio is professionally presented with introduction and conclusion	Excellent structure, well presented outlining the direction of the work and a logical approach that would work in practice, having a logical introduction and conclusion	Outstanding structure, very well presented outlining the direction of the work and a logical approach that would work exceptionally well in practice, having a logical introduction and conclusion
<b>Part B - Case Assessment, Approach and Argument (40%)</b>	Lacks logical structure and relevance, topic not appropriately addressed, absence of cohesion	Structure is evident and content addresses the topic; at times not well sought out and/or repetitive; cohesion developing	Clear structure and content addresses all issues - case is well assessed and practice modalities are identified; argument shows assessment of family's needs and there is evidence for suitability	Well sought out case assessment, suitable for the family selected - case is very well assessed and practice modalities are identified; argument shows skillful assessment of family's needs and there is evidence for suitability in relation to this population group.	Effectively and insightfully presented and developed case assessment, suitable for the family selected - case is extremely well assessed and practice modalities are identified; argument shows skillful assessment of the family's needs and there is evidence for suitability in relation to this population group.

<b>Academic writing, paraphrasing, referencing (in-text and end-text) (20%)</b>	Major difficulties, inappropriate paraphrasing and referencing	Some errors with writing and referencing – focus of attention is required to improve academic writing and referencing style	Good writing and referencing style – some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor, insignificant errors)	Well written paper following all academic writing and referencing conventions – fully correct, no errors
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**Comments /100 /30%**

## Referencing Style

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

## Submission

Online

## 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
- 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

# 2 Portfolio Activity 2

## Assessment Type

Portfolio

## Task Description

**Course Name** Advanced Studies in Domestic and Family Violence Practice

**Course No.** DFVP20003

**Assess No.** 2

**Type** Portfolio

**CLOs assessed** 1. Determine the impact of 'self' on casework practice in domestic and family violence contexts.  
2. Apply ethical and social responsibilities to working with clients in domestic and family violence contexts.

**Word Limit** 1000 words (+/- 10%)

**Total Percentage** 30%

## Details

**Portfolio Activity 2 due on Monday 03 September 2018 (Week 8)** For this portfolio activity, you are asked to identify and unpack practice elements implicit in the modality chosen in Portfolio Activity 1 (select the same Case Study) and reflect on the ways in which this case requires the management of ethical issues and observation of social responsibility and how this may impact on practice. Demonstrate your knowledge and understanding of the importance of reflective practice and the use of supervision in anticipated challenges working with specific client groups. A minimum of six academic references (i.e. journal articles) published 2010 or later are required for this assessment piece. In addition, you may draw on Australian standards for ethical and professional practice. The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of the specifics of the case and DFV and relevance to service delivery and concluding remarks.

**Notes to Students** Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. You are encouraged to monitor the Moodle site and your student emails for assessment-related information. **Referencing** The preferred style for CQUniversity School of Nursing and Midwifery is American Psychological Association (APA) V6 referencing style. A guide to APA referencing can be accessed through the CQUniversity website.

**Criteria** Provided via Moodle and e-unit profile

**Feedback** Feedback will be provided **within 10 working days of submission**

### Assessment Due Date

Week 8 Monday (3 Sept 2018) 11:45 pm AEST

### Return Date to Students

Week 10 Monday (17 Sept 2018)

### Weighting

30%

### Assessment Criteria

#### DFVP20003 - Portfolio Activity 2: Behavioural Examples

	Fail	Pass	Credit	Distinction	High Distinction
<b>Reflection - Practitioner's use of self (40%)</b>	Self-reflection absent	Attempt of reflection evident - somewhat hesitant, insight developing	Provides appropriate reflection on use of self and management of ethical issues and observation of social responsibility	Provides insightful reflection with consideration of impact of self and management of ethical issues and observation of social responsibility on practice	Provides elaborate elaborated and insightful reflection with in-depth consideration of impact of self and management of ethical issues and observation of social responsibility on practice
<b>Structure (10%)</b>	Structure is not clear, absent of recognisable effort to understand the task	Structure is clear and logical.	Structure is well considered and portfolio is professionally presented with introduction and conclusion	Excellent structure, well presented outlining the direction of the work with good examples outlining key relevant practice elements	Outstanding structure, very well presented outlining the direction of the work with excellent examples outlining key relevant practice elements
<b>Approach and Argument (30%)</b>	Lacks logic and relevance, topic not appropriately addressed, absence of cohesion	Key relevant practice elements are presented; content addresses the topic; examples appropriate; cohesion developing	Key relevant practice elements are well chosen and presented; content addresses the topic, examples are relevant and cohesion is demonstrated	Effective presentation of key relevant practice elements, examples are most relevant and cohesion is well demonstrated	Most effective presentation of key relevant practice elements, excellent examples, most relevant and well elaborated on; cohesion is skillfully demonstrated
<b>Academic writing, paraphrasing, referencing (in-text and end-text) (20%)</b>	Major difficulties, inappropriate paraphrasing and referencing	Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	Good writing and referencing style - some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor, insignificant errors)	Well written paper following all academic writing and referencing conventions - fully correct, no errors

**Comments /100 /30%**

### Referencing Style

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

### Submission

Online

### 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

### Graduate Attributes

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

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

**Course Name** Advanced Studies in Domestic and Family Violence Practice

**Course No.** DFVP20003

**Assess No.** 3

**Type** Written Assessment (Academic Essay)

**CLOs assessed** 1. Evaluate a range of modalities to assist clients in domestic and family violence contexts, including their relevance to Aboriginal and Torres Strait Islander peoples.  
2. Identify and respond to the needs of clients from diverse backgrounds in domestic and family violence contexts.

**Word Limit** 2500 words (+/- 10%)

**Total Percentage** 40%

### Details

**Written Assessment due on Tuesday 25 September 2018 (Week 11)** You are required to thoroughly investigate and address a key issue in Domestic and Family Violence (DFV) practice – the debate over theories underpinning DFV practice. Several theories have been used to inform domestic and family violence practice modalities. Some current thinking has challenged the orthodoxy of ‘industry-standard’ theoretical approaches as embodied in the Duluth model. Compare and contrast the Duluth model with alternative theories relevant to domestic and family violence practice. In constructing your argument, you should demonstrate your knowledge of the Duluth model and critically evaluate it in relation to at least one alternative model. Guidelines: Identify the Duluth model’s origins and evolution in relation to the field of domestic and family violence practice. Compare and contrast it with an alternative theory and assess its breadth and versatility in application. Compare and contrast it with the chosen alternative theory in relation to its applicability and effectiveness with diverse groups of clients. A minimum of eight academic references (i.e. journal articles) published 2010 or later are required for this assessment piece. In addition, you may draw on Australian standards for ethical and professional practice. You are required to present this assignment in essay format using Times News Roman 12 point font with 1.5 spacing. The essay should contain a brief introduction to the topic, a discussion of the specifics of the case and DFV and relevance to service delivery and concluding remarks.

### Notes to Students

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission. You are encouraged to monitor the Moodle site and your student emails for assessment-related information. **Referencing** The preferred style for CQUniversity School of Nursing and Midwifery is American Psychological Association (APA) V6 referencing style. A guide to APA referencing can be accessed through the CQUniversity website.

**Criteria** Provided via Moodle and e-unit profile

**Feedback** Feedback will be provided **within 10 working days of submission**

### Assessment Due Date

Week 11 Tuesday (25 Sept 2018) 11:45 pm AEST

### Return Date to Students

Review/Exam Week Tuesday (9 Oct 2018)

**Weighting**

40%

**Assessment Criteria****DFVP20003 Written Assessment - Academic Essay**

	<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
<b>Identification and appraisal of alternative theory and Comparison with Duluth Model (20%)</b>	Identification and/or appraisal of alternative theory absent; Comparison and/or Contrast absent	Identification and appraisal of alternative theory presented in basic terms; Clear attempt to compare and contrast made	Identification and appraisal of alternative theory presented and outlined; Comparison and Contrast presented including theories that shaped it	Identification and appraisal of alternative theory presented and outlined with some detail; Comparison and Contrast presented including appropriate theories that shaped it	Identification and appraisal of alternative theory skilfully presented and outlined in great detail; Comparison and Contrast presented including effective discussion of appropriate theories that shaped it
<b>Approach and Argument (30%)</b>	Lacks logical structure and examples, reasons or evidence. Paper is disorganised with little or no structure; difficult to understand what is being argued, and/or missing introduction and/or conclusion	Structure is evident but at times unclear and inconsistent use of examples reasons or evidence. Paper is adequately organised; appropriate introduction and conclusion	Clear structure including provision of adequate examples, reasons and evidence. Good organisation with information in effective order & argument flows; paragraphs well constructed; adequate introduction and conclusion	Effectively presented analysis, well supported by appropriate examples, reasons and evidence, demonstrating critical thinking. Strong organisation with all information in effective order & argument flows well; paragraphs well constructed; effective introduction and conclusion	Effectively and insightfully presented and developed analysis using excellent examples, reasons and evidence, demonstrating outstanding critical thinking. Excellent organisation - argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion
<b>Knowledge of content area &amp; development of ideas (30%)</b>	Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented	Demonstrated understanding of content (general points made with little specific details given) and/or irrelevant information given and/or inappropriate references used	Demonstrated good understanding of content presented and points were elaborated with details; information is relevant supported by appropriate references; Some original thought presented	Demonstrated understanding of all content with all points elaborated with illustrative examples and effective links to cited references with original ideas & thoughts presented	Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, excellent original thoughts & ideas, and effective links to cited references
<b>Academic writing, paraphrasing and referencing (in-text and end-text) style (20%)</b>	Major difficulties, inappropriate paraphrasing and referencing	Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	Good writing and referencing style - some minor errors (more careful editing is required)	Good academic writing and referencing style, (minor, insignificant errors)	Well written paper following all academic writing and referencing conventions - fully correct, no errors

**Comments /100 /40%****Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Analyse the theories underpinning different treatment perspectives 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

## 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