



# DFVP20003 *Advanced Studies in Domestic and Family Violence Practice*

## Term 2 - 2021

Profile information current as at 03/09/2025 09:00 am

All details in this unit profile for DFVP20003 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

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 - 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 From student emails

**Feedback**

Student experience was positive

**Recommendation**

Continue personalised student interaction and individual support

#### Feedback from From student report

**Feedback**

Students valued timely feedback, individual support and the approachability of the unit convenor

**Recommendation**

Continue providing timely and detailed feedback, and engaging in student support and encouragement

#### Feedback from From student report

**Feedback**

Students appreciated practice-based assessments

**Recommendation**

Continue to use practice-based assessment tasks

## 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)
- Zoom (both microphone and webcam capability)

## 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

**Marika Guggisberg** Unit Coordinator

[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: The concept of self in practice	Grobbelaar, M., Strauss, Y., & Guggisberg, M. (2020). Working with victims/survivors of intimate partner violence: The 'self' in the therapeutic relationship. In M. L. Knudsen (ed.). <i>Victims of violence: Support, challenges and outcomes</i> (pp. 99 - 128). Nova Science Publishers.	

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Mediating change	Eaton, A. A, Noori, S., Bonomi, A., Stephens, D. P., & Gillum, T. L. (2020). Porn as a form of intimate partner violence: Using the Power and Control Wheel to understand nonconsensual Porn perpetration in intimate relationships. <i>Trauma, Violence &amp; Abuse</i> , 1 - 15 <a href="https://doi.org/10.1177/1524838020906533">https://doi.org/10.1177/1524838020906533</a>	

### Week 3 - 26 Jul 2021

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

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. *Probation Journal*, 61, 27-43.  
 Cintora, P., & Kaiser Laurent, H. (2020). Childhood trauma exposure exacerbates the impact of concurrent exposure to Intimate Partner Violence on women's Posttraumatic Symptoms. *Journal of Traumatic Stress*, 33(6), 1102 - 1110

#### Week 4 - 02 Aug 2021

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, 817-841.	

#### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Integrative theories of the change process	Fanslow, J., & Gulliver, P. (2015). Exploring risk and protective factors for recent and past intimate partner violence against New Zealand Women. <i>Violence and Victims</i> , 30, 960 - 983.  Moulds, L., Day, A., Mayshak, R., Mildred, H., & Miller, P. (2019). Adolescent violence towards parents - Prevalence and characteristics using Australian police data. <i>Australian &amp; New Zealand Journal of Criminology</i> , 52(2), 231 - 249	<b>Portfolio Activity 1</b> Due: Week 5 Monday (9 Aug 2021) 11:45 pm AEST

#### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
	.	

#### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Core practices	Jumarali, S., Nnawulezi, N., Williams, E., & Burk, C. (2020). The impact of mandatory reporting laws on survivors of intimate partner violence: Intersectionality, Help-Seeking and the Need for Change. <i>Journal of Family Violence</i> , 35, 255 - 267.	

#### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Indigenous modalities

Guggisberg, M. (2019). Aboriginal women's experiences with intimate partner sexual violence and the dangerous lives they live as a result of victimization. *Journal of Aggression, Maltreatment & Trauma, 28*, 186 - 204.

#### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Systemic modalities	Seymour, K. (2018). "Stand up, speak out and act": A critical reading of Australia's White Ribbon campaign. <i>Australian &amp; New Zealand Journal of Criminology, 51</i> , 293 - 310.	<b>Portfolio Activity 2</b> Due: Week 8 Monday (6 Sept 2021) 11:45 pm AEST

#### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Identifying and responding to the needs of clients from diverse backgrounds (Part 1)	Siegel, J. (2013). Breaking the Links in intergenerational Violence: An Emotional Regulation Perspective. <i>Family Process, 52</i> , 163-178.	

#### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Identifying and responding to the needs of clients from diverse backgrounds (Part 2)	Douglas, H. (2019). Policing Domestic and Family Violence. <i>International Journal for Crime, Justice and Social Democracy, 8</i> , 31 - 49.	

#### Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients (Part 1).	Cowan, C., El-Hage, N., Green, J., Rice, L., Young, L., & Whiteside, M. (2019). Investigating the readiness of hospital social workers to respond to Domestic and Family Violence. <i>Australian Social Work, 1 - 11</i> . Shearson, K. M. (2021). Seeking help from police for intimate partner violence: Applying a relationship phase framework to the exploration of victims' evolving needs. <i>Journal of Interpersonal Violence, 36</i> (3-4), 1745 - 1771.	<b>Written Assessment</b> Due: Week 11 Monday (27 Sept 2021) 11:45 pm AEST

#### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Application of ethical and social responsibilities to working with clients (Part 2)	Fitz-Gibbon, K., Walklate, S., McCulloch, J., & Maher, J. (2018). Securing women's lives - making them count and accounting for men's violence. In K. Fitz-Gibbon, S. Walklate, J. McCulloch & J. M. Maher (eds.). <i>Intimate partner violence, risk and security: Securing women's lives in a global world</i> , (pp. 269 - 274). . and DeKeseredy, W. (pp 137 - 139). London, UK: Routledge	

## Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Portfolio Activity 1

#### Assessment Type

Portfolio

#### Task Description

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references)

#### Aim

For this portfolio activity you are asked to identify and consider implications of place-based social isolation for victim/survivors of domestic and family violence (DFV) and practitioners. The academic literature indicates that abuse of women and children is reinforced for clients in rural and remote areas. The question arises how practitioners mitigate vulnerabilities and adjust modalities to meet the needs of their clients along with focusing on ethical and social responsibilities.

#### Instructions

Demonstrate your knowledge and understanding from the academic literature by identifying and considering specific issues related to victim/survivors living in rural and remote areas. Please follow the steps below to complete your assessment task:

- **Prevalence:** Examine the prevalence of different forms of DFV (e.g., child abuse and/or neglect; intimate partner violence) in different geographical areas.
- **Risk factors:** Discuss specific risk factors for and explanations of increased rates of DFV in rural and remote areas.
- **Service provision:** Outline some important considerations about service provision for clients living in rural and remote areas; make specific mention of social and ethical responsibilities.

#### Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a header.

Write in the third-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations

#### Resources

You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific [library 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

#### Assessment Due Date

Week 5 Monday (9 Aug 2021) 11:45 pm AEST

## Return Date to Students

Assessments will be returned within 10 working days

### Weighting

30%

### Assessment Criteria

## ASSESSMENT 1 Portfolio

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%
Identification of the difference in prevalence rates depending on geographical area (20%)	Provides fully correct prevalence rates discussing different forms of DFV in relation to geographic location, demonstrating insight into specific associated vulnerabilities (16.90-20)	Provides prevalence rates of different forms of DFV in relation to geographic location with some insight into specific associated vulnerabilities (14.90-16.89)	Provides prevalence rates of some DFV in relation to geographic location with little context explanation (12.90-14.89)	Provides statistical information related to DFV with general information, may use incidence data (9.90-12.89)	Provides inadequate and/or irrelevant statistical information related to DFV (<9.90)	Examination of prevalence data related to DFV is absent (0)
Identification and discussion of risk factors and explanation of increased rates of DFV in rural/remote areas (40%)	Provides in-depth and very insightful discussion of the most relevant risk factors that explain increased rates of DFV in rural/remote areas (33.80-40)	Provides in-depth and insightful discussion of the most relevant risk factors that explain increased rates of DFV in rural/remote areas (29.80-33.79)	Provides clear critical discussion of some important risk factors that explain increased rates of DFV in rural/remote areas (25.80-29.79)	Provides information on risk factors that explain increased rates of DFV in rural/remote areas, but discussion is superficial (19.80-25.79)	Provides inadequate and/or irrelevant discussion of risk factors that explain increased rates of DFV in rural/remote areas. (<19.80)	Identification of risk factors and explanation of increased rates of DFV in rural/remote areas is absent (0)
Implications for service provision for clients living in rural/remote areas applying ethical and social responsibilities (20%)	Effectively and insightfully presented discussion of clients' needs including consideration of diverse backgrounds and implications making reference to ethical and social responsibilities; demonstration of critical thinking (16.90-20.00)	Effectively presented discussion of clients' needs including some consideration of diverse backgrounds and implications making reference to ethical and social responsibilities; demonstration of critical thinking (14.90-16.89)	Clearly presented discussion of clients' needs including consideration of diverse backgrounds and implications making reference to ethical and social responsibilities; demonstration of developing critical thinking (12.90-14.89)	Discussion of clients' needs including attempt of consideration of diverse backgrounds and implications with some reference to ethical and social responsibilities; superficial analysis (9.90-12.89)	Lacks logical discussion of clients' needs, limited insight into ethical and social responsibilities in relation to diverse backgrounds and implications for service delivery (<9.90)	Presentation of discussion of clients' needs and/or implications for service provision are absent (0)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission of Assessments 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.

### 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

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references).

## **Aim**

For this portfolio activity you are asked to critically analyse different treatment interventions for victim/survivors of domestic and family violence (DFV) and reflect on their appropriateness for Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander clients. Consider the different experiences of victim/survivors and how the modalities you evaluate address the diversity of clients in DFV service provision. **In relation to the impact of 'self', you have the opportunity to consider whether or not lived experience is a benefit or barrier to working in the DFV space.**

## **Instructions**

Demonstrate your knowledge and understanding of different treatment interventions for victim/survivors of DFV. Critically reflect on their appropriateness for specific subgroups such as CALD and Aboriginal and Torres Strait Islander clients. In your evaluation consider whether DFV service provision is enhanced or limited by the practitioner's lived experiences. Discuss the following points in your assessment:

- **Different treatment Interventions:** Identify two different treatment approaches for victim/survivors of DFV. Examine theoretical underpinnings of the interventions.
- **Evaluation of modalities:** Discuss the appropriateness of the modalities specific to subgroups such as CALD and Aboriginal and Torres Strait Islander clients.
- **Service provision:** Discuss the practitioner's 'self' in the context of lived experience and provide an argument for or against it being a benefit or barrier to service provision.

## **Literature and references**

In this assessment use at least six contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. 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 Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS).

## **Requirements**

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a header.

Write in the third-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## **Resources**

You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific [library 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.

## **Assessment Due Date**

Week 8 Monday (6 Sept 2021) 11:45 pm AEST

## **Return Date to Students**

Assessments will be returned within 10 working days

## **Weighting**

30%

## Assessment Criteria

### ASSESSMENT 2 Portfolio

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%
Identification of two different treatment interventions for victim/survivors of DFV (20%)	Provides an outstanding description of appropriate treatment interventions for victim/survivors of DFV (16.90-20)	Provides an excellent description of appropriate treatment interventions for victim/survivors of DFV (14.90-16.89)	Provides an appropriate description of appropriate interventions for victim/survivors of DFV (12.90-14.89)	Provides a description of appropriate interventions for victim/survivors of DFV (9.90-12.89)	Provides a description of interventions that is either inappropriate or irrelevant. (<9.90)	Description of interventions is absent (0)
Examination of theoretical underpinnings of the interventions (20%)	Provides an in-depth examination of theoretical underpinnings of the interventions including conflicting perspectives (16.90-20)	Provides an insightful examination of theoretical underpinnings of the interventions including conflicting perspectives (14.90-16.89)	Provides an appropriate examination of theoretical underpinnings of the interventions (12.90-14.89)	Provides an adequate examination of theoretical underpinnings of the interventions (9.90-12.89)	Attempt to provide an examination of theoretical underpinnings of the interventions is evident (<9.90)	Attempt to provide an examination of theoretical underpinnings of the interventions is absent (0)
Discussion of appropriateness of modalities for subgroups such as CALD and Aboriginal and Torres Strait Islander clients (20%)	Provides an outstanding critical reflection on the appropriateness of the modalities specific to subgroups such as CALD and Aboriginal and Torres Strait Islander clients; effectively discussing the different experiences of clients (16.90-20)	Provides an excellent critical reflection on the appropriateness of the modalities specific to subgroups such as CALD and Aboriginal and Torres Strait Islander clients; discussing the different experiences of clients (14.90-16.89)	Provides an appropriate critical reflection on the appropriateness of the modalities specific to subgroups such as CALD and Aboriginal and Torres Strait Islander clients; discussing the different experiences of clients (12.90-14.89)	Provides an adequate reflection on the appropriateness of the modalities specific to subgroups such as CALD and Aboriginal and Torres Strait Islander clients; discussing the different experiences of clients (9.90-12.89)	Provides some general reflection on the appropriateness of the modalities, omitting reference to CALD and/or Aboriginal and Torres Strait Islander clients (<9.90)	Reflection on the appropriateness of the modalities is absent (0)
Service provision implications of a practitioner's lived experiences (20%)	Insightful discussion of service implications in relation to lived experience of a practitioner being a benefit or barrier to working in the DFV space (16.90-20.00)	Excellent discussion of service implications in relation to lived experience of a practitioner being a benefit or barrier to working in the DFV space (14.90-16.89)	Appropriate discussion of service implications in relation to lived experience of a practitioner being a benefit or barrier to working in the DFV space (12.90-14.89)	Adequate discussion of service implications to lived experience of a practitioner being a benefit or barrier to working in the DFV space (9.90-12.89)	Limited or irrelevant discussion of whether or not a practitioner's lived experiences constitute a benefit or barrier to working in the DFV space (<9.90)	Consideration of service implications in relation to lived experiences is absent (0)
Academic writing, paraphrasing and referencing (in-text and end-text style) (20%)	Well written analysis following all academic writing and referencing conventions - fully correct, no errors (16.90-20.00)	Good academic writing and referencing style, (minor, insignificant errors) (14.90-16.89)	Good writing and referencing style - some minor errors (more careful editing is required) (12.90-14.89)	Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style (9.90-12.89)	Major difficulties, inappropriate paraphrasing and referencing (<9.90)	No evidence of academic writing, paraphrasing and referencing (0)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission of Assessments 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.

### 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**

Weighting: 40%

Length: 2000 words plus or minus 10% (excluding references)

## **Aim**

For this written assessment you are asked to write an academic essay on risk and capacity assessment implications of victim/survivors of domestic and family violence (DFV) and practitioners. The academic literature indicates that abuse of women and children should routinely be assessed in relation to risk and safety and clinical judgements to be made on how their needs are best met. The practitioner is required to recognise different patterns in relation to risk and safety and mobilise appropriate resources, that incorporate women's protective strategies. In this regard, clinical judgements are inevitable as information always needs to be interpreted within the clinical context obtained.

## **Instructions**

Write an academic essay incorporating the topics mentioned above (i.e., risk and safety assessment, meeting clients' needs, women's protective strategies, clinical judgements on information obtained such as the genuineness with which individuals respond, and mobilisation of appropriate resources). Demonstrate your knowledge and understanding from the academic literature by discussing theoretical information and approaches to assist clients, the self as a practitioner, and the needs and capacities of specific client groups along with their vulnerabilities. Please follow the steps below to complete your assessment task:

- **Title** - Provide an appropriate title for your assessment indicating the topic of your academic essay.
- **Introduction** - Introduce the issue of risk and safety assessment, provide important definitions and an outline of the structure of your academic essay (academic citations should be used).
- **Body** - Discuss the topics one by one (each issue requires a separate paragraph) using information from the academic literature.
- **Conclusion** - Commence with a brief summary of the main points, followed by concluding remarks (personal opinions can be stated here) and a future outlook (no new information and no citations should be used).

## **Literature and references**

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. 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 Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS).

## **Requirements**

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on each page in a header.

Write in the third-person perspective.

Use formal academic language.

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Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

## Assessment Due Date

Week 11 Monday (27 Sept 2021) 11:45 pm AEST

## Return Date to Students

Assessments will be returned within 10 working days

## Weighting

40%

## Assessment Criteria

### ASSESSMENT 3 - Academic Essay

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%
Examination and understanding of risk and safety needs of clients in the DFV context (20%)	Provides an outstanding examination and understanding of risk and safety needs of clients in the DFV context making mention of different family members and providing appropriate definitions of theoretical concepts (16.90-20)	Provides an excellent examination and understanding of risk and safety needs of clients in the DFV context making mention of different family members and providing appropriate definitions of theoretical concepts (14.90-16.89)	Provides an appropriate examination and understanding of risk and safety needs of clients in the DFV context making limited mention of different family members and definitions of theoretical concepts (12.90-14.89)	Provides an examination of risk and safety needs of clients in the DFV context with limited understanding and/or missing mention of different family members and/or missing definitions of theoretical concepts (9.90-12.89)	Provides an examination of risk and safety needs with very limited understanding and/or inappropriate or irrelevant information. (<9.90)	Examination of risk and safety needs is absent (0)
Knowledge of content area and development of ideas (40%)	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 (33.80-40)	Demonstrated well developed understanding of all content with all points elaborated with illustrative examples and effective links to cited references with original ideas & thoughts presented (29.80-33.79)	Demonstrated appropriate understanding of content presented and points were elaborated with details; information is relevant supported by appropriate references; Some original thought presented (25.80-29.79)	Demonstrated understanding of content (general points made with little specific details given) and/or irrelevant information given and/or inappropriate references used (19.80-25.79)	Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented (<19.79)	Knowledge of content and development of ideas absent (0)
Development of essay (format, organisation and paragraph structure) (20%)	Effectively presented and developed essay using excellent organisation with all information in effective order. Argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion (16.90-20.00)	Effectively presented essay, well supported by excellent organisation with all information in effective order. Argument flows well; paragraphs well . Paragraphs are well constructed; effective introduction and conclusion (14.90-16.89)	Clear structure of academic essay, supported by most appropriate organisation with information in effective order. Argument flows appropriately with; paragraphs being well constructed; adequate introduction and conclusion (12.90-14.89)	Structure is evident but at times unclear and inconsistent organisation with some information out of order. Paragraphs are mostly well constructed with adequate introduction and conclusion sections (9.90-12.89)	Essay lacks logical structure and the paper is mostly disorganised and little or no logical flow. Ineffective and/or missing introduction and/or conclusion sections (<9.89)	Format, organisation and paragraph structure absent (0)
Academic writing, paraphrasing and referencing (in-text and end-text style) (20%)	Well written paper following all academic writing and referencing conventions - fully correct, no errors (16.90-20.00)	Effective academic writing and referencing style, (minor, insignificant errors) (14.90-16.89)	Appropriate writing and referencing style - some errors (more careful editing is required) (12.90-14.89)	Adequate writing and referencing style. Observed errors with writing and referencing - focus of attention is required to improve academic writing and referencing style (9.90-12.89)	Major difficulties with academic writing and referencing and/or inappropriate paraphrasing and inadequate references provided (<9.89)	No evidence of academic writing, paraphrasing and referencing (0)

## Referencing Style

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

## 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