



DFVP20004 *Child Safety and Domestic and Family Violence*

Term 2 - 2019

Profile information current as at 26/08/2025 09:47 am

All details in this unit profile for DFVP20004 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will provide you with specialist knowledge of child safety and risk in domestic and family violence practice. Critical use is made of evidence-based research, and practice and policy documents addressing issues related to children in a domestic and violence context. You will be encouraged to critically appraise the practical and theoretical considerations inherent in working with statutory and community responses to the needs of children in the context of family violence. You will explore the issues of ethnicity, class, and gender in the analysis of care and protection of children in domestic and family violence contexts. Legal and safety considerations that arise from working with this client group will be addressed and you will consider ethical, professional and self-management implications for practice.

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 - 2019

- 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 Formal and informal student feedback

Feedback

Students appreciated the extensive feedback on assignments and the tutorials devoted to writing the assessment items

Recommendation

Continue giving extensive feedback and continue offering the tutorials on each of the assessment items

Feedback from Formal student feedback

Feedback

Some students would appreciate more regular pre-recorded tutorial sessions

Recommendation

Pre-record short weekly lectures/tutorials so that students can access these videos at their convenience

Unit Learning Outcomes

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

1. Evaluate child protection issues in the domestic and family violence context, with particular consideration of Aboriginal and Torres Strait Islander families
2. Examine the relationship between policy, legislation and practice responses in the domestic and family violence field
3. Interpret and communicate the role of evaluation research in the domestic and family violence and care and protection of children domain
4. Apply ethical values to domestic and family violence practice
5. Formulate a safety plan for vulnerable families in domestic and family violence contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	<input type="radio"/>				
2 - Communication	<input type="radio"/>				
3 - Cognitive, technical and creative skills	<input type="radio"/>				
4 - Research	<input type="radio"/>				
5 - Self-management	<input type="radio"/>				
6 - Ethical and Professional Responsibility	<input type="radio"/>				
7 - Leadership					<input type="radio"/>
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%	<input type="radio"/>							
2 - Portfolio - 30%	<input type="radio"/>							
3 - Written Assessment - 40%	<input type="radio"/>							

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)
- Access to webcam or other recording device for presentation (assessment piece)

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

Emily Hurren Paterson Unit Coordinator
e.hurrenpaterson@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to child safety and domestic and family violence: legislation & policy	Queensland Child Protection Act (1999) Queensland Domestic and Family Violence Protection Act (2012) The National Plan to reduce violence against women and their children (The National Plan) (2009)	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Recent reforms in child safety and domestic and family violence	Queensland Government (2013). Taking Responsibility: A roadmap for Queensland Child Protection, Queensland Government response to the Queensland Child Protection Commission of Inquiry final report. Retrieved from: http://www.cabinet.qld.gov.au/documents/2013/Dec/Response%20cpcol/Attachments/Response.pdf	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of children's voices in child-focused responses	Edleson, J.L., Nguyen, H.T., Kimball, E. (2011). <i>Honor Our Voices: A guide for practice when responding to children exposed to domestic violence</i> . Minneapolis, MN: Minnesota Center Against Violence and Abuse (MINCAVA). Retrieved from: http://www.honourourvoices.org/docs/GuideforPractice.pdf	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Prioritising children and their safety in different service responses	Spinney, A. (2013). Safe from the start? An action research project on early intervention materials for children affected by domestic and family violence , <i>Children & Society</i> , 27(5), 397-405.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Impact of domestic and family violence on children	Howel, K. and Miller-Graff, L. (2014). Protective factors associated with resilient functioning in young adulthood after childhood exposure to violence , <i>Child Abuse & Neglect</i> , 38(12), 1985-1994.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Double the risk: overlap of domestic and family violence exposure and child abuse/neglect	McGuigan, W. and Pratt, C. (2001). The predictive impact of domestic violence on three types of child maltreatment , <i>Child Abuse & Neglect</i> , 25, 869-883.	Portfolio item 1 (Friday, 11:45pm) Presentation Due: Week 6 Monday (26 Aug 2019) 5:00 am AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
At the extreme end: domestic homicide involving children	Hazel, L., Hamilton, A., Jaffe, P. and Campbell, M. (2013). Assessing children's risk for homicide in the context of domestic violence , <i>Journal of Family Violence</i> , 28(2), 179-189.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The intersection of domestic and family violence and child safety in practice: working with affected families	Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., & ... Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice . <i>Professional Psychology: Research And Practice</i> , 39(4), 396-404.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The intersection of domestic and family violence and child safety in practice: risk assessment and safety planning	Darlington, Y., Healy, K. and Feeney, J. (2010). Approaches to assessment and intervention across four types of child and family welfare services , <i>Children and Youth Services Review</i> , 32(3), 356-364.	Portfolio item 2 (Friday, 11:45pm) Funding application Due: Week 9 Monday (16 Sept 2019) 5:00 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The intersection of domestic and family violence and child safety in practice: recent shifts and practice models	Casanueva, C., Smith, K., Ringeisen, H., Dolan, M. and Tueller, S. (2014). Families in need of domestic violence services reported to the child welfare system: Changes in the National Survey of Child and Adolescent Well-Being between 1999-2000 and 2008-2009 , <i>Child Abuse & Neglect</i> , 38(10), 1683-1693.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culturally specific considerations at the intersection of domestic and family violence and child safety	Tilbury, C. (2009). The over-representation of indigenous children in the Australian child welfare system , <i>International Journal of Social Work</i> , 18(1), 57-64.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
What works: reflection on promising practice models	NSW Government (2014). Safer Pathway. Domes violence and child protection guidelines. Retrieved from: http://www.crimeprevention.nsw.gov.au/domesticviolence/Documents/lt%20stop/dv_cp%20guidelines.pdf	Essay Due: Week 12 Monday (7 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation

Assessment Type

Portfolio

Task Description

Portfolio Activity 1: Presentation (30%)

Presentation of overview of the issue from a child- or adult victim-focused service perspective

For this assignment you will need to prepare a 12 minute presentation on the key issues relating to service delivery at the intersection of Child Protection and domestic and family violence (DFV). Your target audience is practitioners from various practice backgrounds including specialist and mainstream service providers.

Frame your service delivery angle from one of the following two perspectives:

- 1) From the perspective of a service provider in the area of child protection or intensive family support services (i.e. a service provider whose primary clients are children/ young people).
- 2) From the perspective of a service provider in the area of specialised victim support services (i.e. a service provider whose primary clients are the adult victims of DFV/ the non-abusive parent or carer).

In your presentation you will need to address the following:

- Describe the nature and extent of the intersection of child safety/ wellbeing and DFV?
 - Provide a brief overview of estimated exposure rates and the overlap of DFV and child abuse or neglect.
- What do we know about the impact of DFV on children's social and emotional development and physical wellbeing?
 - Unpack the various adverse outcomes for children exposed to DFV and highlight why it is important to intervene and make children's safety paramount.
- What are your challenges from a service provider perspective around adequately supporting your primary clients (e.g. children) while at the same time ensuring the safety and wellbeing of the 'secondary' clients (e.g. adult victim)?
 - identify and explain the challenges associated with your primary service mandate, mandatory reporting (where applicable), restrictions around information sharing with other key stakeholders and the presence or absence of adequate referral pathways.
- How can these challenges be managed in everyday practice?
 - Identify what constitutes safe practice around working collaboratively with other key stakeholders at the intersection of Child Protection and DFV to prioritise victim's and children's safety, whilst avoiding victim blaming.

This assignment should be presented in the form of a recorded video presentation accompanied by a set of slides. Your slides should offer a guide through your presentation in the form of succinct dot points. Avoid lengthy sentences or paragraphs on your slides. Overloading your slides with written information is a poor substitute for your own words. There is no word limit but your presentation should not exceed 10 minutes in length. You may wish to use some images to bring your presentation to life. You should draw on the academic and grey literature around the intersection of Child Protection and DFV to substantiate any claims you make around the nature and extent of the issue, its impact on children and the implications it has for good practice. A minimum of six references should be incorporated. References may include academic publications, government publications, grey literature or relevant practice guidelines.

As part of this assignment you will need to upload your PowerPoint slides along with your video recording. Video recordings will need to be uploaded to YouTube or Cloudstor and a link to the recording will need to be emailed to the course coordinator by the specified due date. Instructions on how to upload videos to YouTube or Cloudstor will be provided via Moodle. For this assignment, you will be marked based on content and presentation style reflected in your recording as well as your slides.

Additional notes to students:

For this assignment you will either require a webcam and relevant presentation capturing software or any video recording device if you choose to capture yourself next to a computer with your PowerPoint presentation. I would encourage you to use the webcam and presentation capturing software option as it will help you capture consistent voice, video and slide quality. For this purpose you may wish to use something like Screencast-O-Matic (which you can access free of charge for presentations of up to 15 minutes [here](#)) or Camtasia, which also offers free trial access [here](#). These software tools will allow you to share your screen (i.e. your PowerPoint presentation) while talking to the camera (attached to or integrated into your computer) and record your presentation at the same time (similar to the Echo360 lecture recordings you are used to). However, if you are familiar with another software tool or you wish to record yourself using another recording device (e.g. an iPhone) while delivering your presentation next to a computer screen, that is also acceptable. Your choice of recording or software will not affect your mark as long as both your slides and you as the presenter are captured in the recording and video and voice recording quality is adequate.

Assessment Due Date

Week 6 Monday (26 Aug 2019) 5:00 am AEST

Return Date to Students

Week 9 Monday (16 Sept 2019)

Weighting

30%

Assessment Criteria

Portfolio Activity 1: PRESENTATION

HD	D	C	P	F
Structure (15%)				
Slides and notes are used very effectively. There is a clear and succinct introduction and conclusion: they introduce the topic and outline the direction of the presentation/ bring presentation to a logical close.	Slides and notes are used effectively. There is a clear and appropriate introduction/ conclusion: they introduce the topic and outline the direction of the presentation/ bring presentation to a coherent close	Slides and notes are used very well. There is an appropriate introduction/ conclusion and the direction of the presentation is logical.	Slides and notes are clear. The introduction/ direction/ conclusion are mostly apparent.	Slides and notes are not clear. There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion.
Excellent presentation of assignment. The presenter demonstrates an expert command of the topic and the presentation is well-paced, confident and compelling. The submitted written material (i.e. presentation slides) is very well-presented and free from errors.	A very good presentation. The presenter demonstrates a very sound understanding of the topic and the presentation is delivered confidently. The written material (i.e. presentation slides) has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation. The presenter demonstrates a sound understanding of the topic and the presentation is delivered well. The written material (i.e. presentation slides) has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	The presenter demonstrates an understanding of the topic and the presentation conveys this. This assignment could be improved through improved pacing/ other delivery style matters etc. The written material (i.e. presentation slides) has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. The presentation style is not engaging/ credible and presenter does not demonstrate a grasp of the content. The written material (i.e. presentation slides) has many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors).

Approach and Argument (70%)

ACTIVITY ONE (Learning Outcomes 2, 4) **Brief overview** of estimated exposure rates and the overlap of DFV and child abuse or neglect. What is known about the impact of DFV on children's development and wellbeing? **Identification** of challenges from a service provider perspective around adequately supporting primary clients (e.g. children) while ensuring the safety and wellbeing of the 'secondary' clients (e.g. adult victim). **Identification** of how challenges be overcome in everyday practice. Content is entirely relevant to the **topic**, the approach comprehensively addresses the task and the presentation proceeds logically and is within the set time/ word limit.

Content is very relevant to the **topic**, the approach clearly addresses the task and the presentation proceeds logically and is within the set time/ word limit.

Content is appropriate to the **topic**, the approach mostly addresses the task and the presentation for the most part proceeds logically and is within the set time/ word limit.

Content addresses the **topic** but the presentation is at times repetitive or lacks cohesion and is within the set time/ word limit with a 10% allowance (under or over the set limit).

Content is irrelevant and or does not address the **topic** and the presentation lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance and/ or time limit has not been observed.

Audience appropriateness

Content is entirely relevant for the **audience**. The presentation fully caters for a practitioner audience with varying levels of understanding of the intersection of Child Protection and domestic and family violence. The presentation conveys complex material in a very accessible and respectful manner.

Content is very relevant for the **audience**. The presentation generally caters for a practitioner audience with varying levels of understanding of the intersection of Child Protection and domestic and family violence and presents complex material in an accessible manner.

Content is relevant for the **audience**. The presentation only partly caters for a practitioner audience with varying levels of understanding of the intersection of Child Protection and domestic and family violence and mostly presents complex material in an accessible manner.

Content is somewhat relevant for the **audience**. The presentation attempts to cater for a practitioner audience with varying levels of understanding of the intersection of Child Protection and domestic and family violence and only in parts presents complex material in an accessible manner.

Content is not relevant for the **audience**. It is not respectful of their needs and is either unlikely to be understood or too simplistic for them.

Referencing (15%)

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.

Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions

Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions

Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions

Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations

Consistently accurate with referencing. A minimum of 6 references used, including journal articles, grey literature and practice guidelines.

1 or 2 consistent referencing errors identified. A minimum of 6 references used including journal articles, grey literature and practice guidelines.

3 or 4 consistent referencing errors identified. A minimum of 6 references used including journal articles, grey literature and practice guidelines.

3 or 4 inconsistent referencing errors identified. A minimum of 6 references used including journal articles, grey literature and practice guidelines.

Many inaccuracies with referencing (>5). Fewer than 6 references used. Few or no journal articles sourced. Presentation relies primarily on website information.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate child protection issues in the domestic and family violence context, with particular consideration of Aboriginal and Torres Strait Islander families
- Examine the relationship between policy, legislation and practice responses in the domestic and family violence field
- Interpret and communicate the role of evaluation research in the domestic and family violence and care and protection of children domain

Graduate Attributes

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

2 Funding application

Assessment Type

Portfolio

Task Description

Portfolio Activity 2 - Preparing a program funding application (30%)

This portfolio activity requires you to prepare a grant application for a program funding round for child-focused interventions in a domestic violence service setting. The intervention you request funding for needs to benefit children directly or indirectly and be evidence based. For the purpose of your application you may choose an intervention program that falls into one of the following program categories:

1) *Parent-focused interventions (e.g. educational programs that target the non-abusive or the abusive parent and benefit children through better/safer parenting practices)*

2) *Parent-child-focused interventions (e.g. interventions incorporating a component that directly targets children and a component that directly targets the non-abusive or abusive parent)*

3) *Child-focused interventions (e.g. therapeutic playgroups, trauma counselling)*

You are expected to complete a funding application using the template provided in Moodle. You will need to complete all

sections (selection criteria) by providing the readers (decision makers/ policy personnel) with an overview of the proposed intervention, the rationale behind your choice supported by the empirical and/or theoretical evidence base, its cultural appropriateness and a brief outline of what resources will be required to implement the intervention and how its effectiveness will be measured. You are not required to provide a budget as part of your application, but you will need to outline the resources required to implement your proposed strategy in a meaningful way (e.g. staff qualifications and hours, resource material, room/space).

When addressing your selection criteria, you will need to draw on the empirical and theoretical evidence base to support your choice of intervention along with its target population, the anticipated benefits, the rationale behind its nature and duration and how cultural inclusiveness will be addressed. You need to support the relevant sections with appropriate in-text references and provide a complete reference list at the end. A minimum of six references should be incorporated. References may include academic publications and government publications.

Assessment Due Date

Week 9 Monday (16 Sept 2019) 5:00 pm AEST

Return Date to Students

Week 12 Monday (7 Oct 2019)

Weighting

30%

Assessment Criteria

Portfolio Activity 2: **FUNDING APPLICATION**

HD	D	C	P	F
Structure (15%)				
Fully adheres to the word limited provided for each section.	Generally adheres to the word limited provided for each section.	Partly adheres to the word limited provided for each section.	Occasionally adheres to the word limited provided for each section.	Fails to adhere to the word limited provided for each section.
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).

Approach and Content (70%)

ACTIVITY TWO (Learning Outcomes 1, 2, 3, 4)

1. Description of program/ intervention a) Target population is identified.

b) Rationale for target population is based on relevant literature c) Overarching aims and objectives are identified. d) Nature and duration of approach is identified
2.Relevance e) Benefit/s for primary target population identified f) Broader benefits/ implications/ indirect benefits identified g) Evidence base is identified **3.Cultural considerations** h) Effectiveness for Indigenous and/ or CALD backgrounds identified i) Mechanisms to ensure it is suitability for children and/ or parents from diverse cultural backgrounds identified

4.Required resources j) Presents a brief overview of what is feasible and required (staff hours/ qualifications match intervention) k) Presents space requirements (availability/ hire/ duration) identified l) Presents additional resources (phone calls, printing, equipment)
5.Assessment of outcomes m) Identification of strategies to measure immediate and/ or long-term benefits n) Indication of what type of data could be examined/ sources of data
 Content is entirely relevant to the **topic**, the approach comprehensively addresses the task and presentation of content is logical. **All aspects have been addressed.**

Content is very relevant to the **topic**, the approach clearly addresses the task and the presentation is logical within the set word limit.

Content is appropriate to the **topic**, the approach mostly addresses the task and presentation of content is for the most part logical and is within the set word limit.

Content addresses the **topic** but is at times repetitive or lacks cohesion. It is within the set word limit with a 10% allowance (under or over the set limit).

Content is irrelevant and does not address the **topic** and the presentation of content lacks cohesion. The word limit has not been adhered to, the word limit

All aspects have been addressed.

All aspects have been addressed.

All aspects have been addressed

is well over or under the 10% allowance. **Not all aspects have been addressed/ have been inadequately addressed.**

Audience appropriateness Content is entirely relevant for the audience . The content caters for an audience of funding decision- makers/ policy personnel. It conveys complex material convincingly.	Content is very relevant for the audience . The presentation caters for an audience of funding decision- makers/ policy personnel. It conveys complex material very clearly.	Content is relevant for the audience . The presentation caters for an audience of funding decision-makers/ policy personnel. It conveys complex material clearly.	Content is somewhat relevant for the audience . The presentation caters for an audience of funding decision-makers/ policy personnel. Overall it conveys complex material well.	Content is not relevant for the audience . The presentation does not consider the needs of audience of funding decision-makers/ policy personnel.
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Referencing (15%)

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions	Fails to or infrequent attempts (>7 errors) to integrate up-to- date references to support and reflect ideas, factual information and quotations.
Consistently accurate with referencing. A minimum of 6 references used including journal articles, govt. publications and grey literature.	1 or 2 consistent referencing errors identified. A minimum of 6 references including journal articles, govt. publications and grey literature.	3 or 4 consistent referencing errors identified. A minimum of 6 references used including journal articles, govt. publications and grey literature.	3 or 4 inconsistent referencing errors identified. A minimum of 6 references used including journal articles, govt. publications and grey literature.	Many inaccuracies with referencing (>5). Less than 6 references used. Few or no journal articles sourced. Assignment relies heavily on web-site information.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Examine the relationship between policy, legislation and practice responses in the domestic and family violence field
- Interpret and communicate the role of evaluation research in the domestic and family violence and care and protection of children domain
- Apply ethical values to domestic and family violence practice

Graduate Attributes

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

3 Essay

Assessment Type

Written Assessment

Task Description

Written Assignment (Essay) (40%)

Written Assignment - Essay (2,000 words, +/-10%; due Friday of week 12 by 11:45pm)

You are required to write an essay which provides you with an opportunity to thoroughly investigate and address a key issue in domestic and family violence practice: safety planning.

Core consideration for developing a safety plan

"A personal safety plan is a series of strategies and actions developed in consultation with the adult victim and child to support or works towards safety. Typically the focus is on planning responses to an immediate threat or crisis and identifying ways that the adult victim and child can increase their safety in their home, work and social environments." (WA Department for Child Protection and Family Support, 2015)

For this assignment, you need to retrieve information on key considerations to be incorporated into a safety plan for victims and their children. You should draw on national and international government websites and publications around safety planning along with academic literature relevant to this assignment.

For the first part of your assignment identify five key risk indicators (e.g. weapons, custody matters) and discuss how they apply to victims in ongoing and/or estranged abusive relationships. You need to support your selection of risk factors through a critical examination and application of the relevant literature.

For the second part of your assignment, you need to develop five key safety measures recommended as a minimum inclusion in a safety plan (e.g. escape routes, access to different resources). You should draw on national and international guidelines on safety planning when working with victims and children and identify commonalities across the literature, i.e. what appear to be the minimum measures recommended across different guidelines. While you may not find a set of measures that is consistently prioritised across all guidelines, you should identify measures you are able to recognise from more than one set of guidelines. You will need to critically consider whether some safety measures may be tailored towards children while others may be tailored towards the adult victim and the implications this has for either party (e.g. what safeguards need to be put into place when developing safety measures with children; what information needs to be communicated to children when developing safety measures with the adult victim). You should include at least 15 references in your essay. At least eight of these should be academic references based on empirical and/or theoretical examinations of the issues of risk assessment, safety planning and practice implications. Remaining references can be sourced from the grey literature, practice guidelines and evidence-based practitioner manuals.

Useful resources:

Queensland Government:

<https://www.qld.gov.au/community/getting-support-health-social-issue/support-victims-abuse/domestic-family-violence-0/d/domestic-family-violence-getting-help/planning-safety/planning-safety-develop>

Safer Pathways

http://www.crimeprevention.nsw.gov.au/domesticviolence/Documents/It%20stop/dv_cp%20guidelines.pdf

Child Welfare Information Gateway

<https://www.childwelfare.gov/topics/systemwide/domviolence/casework-practice/safety-planning/>

Wisconsin Coalition Against DV

http://www.endabusewi.org/sites/default/files/resources/my_safety_plan.pdf

AVERT Family Violence - Screening, risk assessment and safety planning

http://www.avertfamilyviolence.com.au/wp-content/uploads/sites/4/2013/06/Screening_Risk_Assessment.pdf

Additional information: the reference list does not count towards the word limit (2,000 words)

Assessment Due Date

Week 12 Monday (7 Oct 2019) 5:00 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

40%

Assessment Criteria

Assessment Three: Written Assessment (Core considerations for developing a safety plan)

HD	D	C	P	F
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is no clear direction to the paper	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper
Clear and succinct conclusion that outlines the main points brings argument to a logical close.	Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper.
Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
Approach & Argument (70%)				
Overall , content is entirely relevant to the topic, the approach comprehensively addresses the task and the argument proceeds logically and is within the set word limit. (Learning Outcomes 2, 3, 4, 5)	Overall , content is very relevant to the topic, the approach clearly addresses the task and the argument proceeds logically and is within the set word limit.	Overall , content is appropriate to the topic, the approach mostly addresses the task and the argument for the most part proceeds logically and is within the set word limit.	Overall , content addresses the task but the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit).	Overall , content is irrelevant and or does not address the task and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance.

An articulate and comprehensive identification and analysis of five key risk indicators and their relevance to victims in ongoing and/ or estranged abusive relationships.	Insightful and well-developed analysis that demonstrates an understanding of five key risk indicators and their relevance to victims in ongoing and/ or estranged abusive relationships.	A logical analysis that demonstrates sound understanding of five key risk indicators and their relevance to victims in ongoing and/ or estranged abusive relationships.	A disjointed discussion that demonstrates a generalised or limited understanding of five key risk indicators and their relevance to victims in ongoing and/ or estranged abusive relationships.	An inadequate discussion demonstrating a poor understanding of five key risk indicators and their relevance to victims in ongoing and/ or estranged abusive relationships.
Comprehensive critique synthesising diverse research and relevant theories to develop five key safety measures recommended as a minimum inclusion in a safety plan Critical consideration of whether safety measures may be tailored for children/ adult victims and the implications of this for these groups.	Well-developed synthesis of relevant research and theories to develop five key safety measures, very sound consideration of tailoring for different groups and implications.	Broad discussion integrating relevant research and theories to propose five safety measures, sound consideration of tailoring and implications for different groups.	A satisfactory understanding of the topic which draws on some research and theory to convey safety measures. There is a clear attempt at synthesis of relevant research/ theories to respond to this component of the task.	Inadequate discussion that demonstrates a poor understanding of the safety measures, tailoring and implications for different groups.
Referencing (15%)				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Consistently accurate with referencing. A minimum of 15 references used including 8 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	1 or 2 consistent referencing errors identified. A minimum of 15 references used including 6 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	3 or 4 consistent referencing errors identified. A minimum of 15 references used including 5 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	3 or 4 inconsistent referencing errors identified. A minimum of 15 references used including 4 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	Many inaccuracies with referencing (>5). Less than 15 references used. Less than 4 journal articles sourced. Relevant grey literature (including practice guidelines and evidence-based practitioner manuals) not included.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate child protection issues in the domestic and family violence context, with particular consideration of Aboriginal and Torres Strait Islander families
- Apply ethical values to domestic and family violence practice
- Formulate a safety plan for vulnerable families 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