



DFVP20004 *Child Safety and Domestic and Family Violence*

Term 2 - 2020

Profile information current as at 26/04/2024 06:10 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 - 2020

- 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 student feedback

Feedback

Assessment due dates should fall within standard working periods

Recommendation

In this term assessment dates coincided with primary/secondary school holiday periods - this created challenges for students with school-aged children. In future offerings, efforts should be made to avoid overlap with school holidays and restrict due dates to standard working periods.

Feedback from Self-reflection and formal/informal student feedback

Feedback

Pre-recorded lectures should be uploaded at the beginning of the term, with separate recordings for each week of content and the three key assessment items

Recommendation

Pre-recorded lectures for each week's content and each assessment item will be uploaded to the Moodle site at the beginning of term - this will enable students to engage with learning materials at times/places/rates that suit their individual needs.

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.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Emily Hurren Paterson Unit Coordinator

e.hurrenpaterson@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to child safety and domestic and family violence	All readings are provided in the Unit eReading list	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reforms in child safety and domestic and family violence	All readings are provided in the Unit eReading list	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The role of children's voices	All readings are provided in the Unit eReading list	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Prioritising children and their safety in different service responses	All readings are provided in the Unit eReading list	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Impact of domestic and family violence on children	All readings are provided in the Unit eReading list	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The overlap of domestic and family violence exposure and child abuse/neglect	All readings are provided in the Unit eReading list	Portfolio 1 Due: Week 6 Friday (28 Aug 2020) 5:00 pm AEST
--	---	--

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Domestic homicide involving children	All readings are provided in the Unit eReading list	
--------------------------------------	---	--

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The intersection of domestic and family violence and child safety in practice: Working with affected families	All readings are provided in the Unit eReading list	
---	---	--

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The intersection of domestic and family violence and child safety in practice: Risk assessment and safety planning	All readings are provided in the Unit eReading list	Portfolio 2 Due: Week 9 Friday (18 Sept 2020) 5:00 pm AEST
--	---	---

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

The intersection of domestic and family violence and child safety in practice: Recent shifts and practice models	All readings are provided in the Unit eReading list	
--	---	--

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Culturally specific considerations at the intersection of domestic and family violence and child safety	All readings are provided in the Unit eReading list	
---	---	--

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Summary and future directions	All readings are provided in the Unit eReading list	Written Assessment Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST
-------------------------------	---	---

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Portfolio 1

Assessment Type

Portfolio

Task Description

Objectives and Outcomes

Throughout this term, you will compile a portfolio that demonstrates your understanding of the following key topics:

1. The intersection of child maltreatment and DFV
2. Child safety and DFV intersections: Complex cases
3. Challenges for service providers
4. Reflection for your own practice

This portfolio will require you to gather and draw upon a range of research evidence (journal articles and grey literature including government reports/data).

The Task

The four key topics to include in your portfolio are elaborated upon below. Each topic should be addressed in a separate section of your portfolio. Complete the portfolio as a Microsoft Word document in paragraph format, with headings. Your work must be driven by academic literature including journal articles and government reports. You must include in-text referencing and a reference list for your portfolio containing at least six high-quality academic resources. You must use APA 7th referencing style. Wikipedia and generic websites are NOT to be used as a resource or reference.

1. The intersection of child maltreatment and DFV (approx. 300 words)

Draw upon key academic literature and government resources to:

- explain the intersections/overlaps of child maltreatment and domestic violence
- discuss prevalence rates of child maltreatment and domestic violence among Australian children (you can choose to focus on your own State/Territory)
 - note differences across race/ethnicity (particularly compare Aboriginal and Torres Strait Islander families and non-Indigenous Australian families)
- comment on challenges/limitations associated with data on child maltreatment, DFV and their overlaps.

2. Child safety and DFV intersections: Complex cases (approx. 450 words)

Cases at the intersection of child safety and DFV can be very complex, and in some instances lead to tragic outcomes. Read the "[Coroners Court of Queensland Findings of Inquest into the death of Mason Jet Lee](#)".

- Analyse the complexities/challenges for service providers in ensuring Mason's safety

3. Challenges for service providers (approx. 500 words)

Drawing on key research in this area, discuss two practice challenges associated with maintaining the safety and wellbeing of children in the context of domestic violence.

- Discuss one issue that arises when children are the primary client (e.g. child protection, child mental health services)
- Discuss one issue that arises when children are the secondary client (e.g. services where the mother/father is the primary client)

For example, you could consider concepts like child protection and DFV legislation, mandatory reporting, information sharing, or confidentiality, and reflect on the challenge of balancing these requirements with the rights and needs of children and parents.

4. Reflection for your own practice (approx. 250 words)

In this section, you are required to produce a personal reflection. In your reflection, consider how the knowledge you have gained in this portfolio may impact on your professional practice. Reflect on how you will apply this knowledge in interactions with families, victim/survivors (adults and children), and perpetrators.

Requirements

- Use headings to identify the different sections of the portfolio
- Write in paragraph format (avoid bulletpoints/dotpoints)
- Include in-text referencing and a reference list for your portfolio including a minimum of six high quality academic references.
 - Use American Psychological Association (APA 7th) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide
- Include a cover page (template provided on Unit Moodle site).
- Use size 12 Times New Roman font with double-line spacing and 2.54cm page margins.
- The word count (1,500 words +/- 10%) excludes the cover page and reference list

Resources

- You can use unit provided materials and other credible sources to reference your argument. The quality and credibility of your sources are important.
- 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.
- You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report before making a final submission.

Submission

Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

Learning Outcomes Assessed

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

Graduate Attributes Assessed

- Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- Communication: Communicate and interact with others and in culturally diverse contexts.
- Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
- Research: Critically appraise outcomes and products of research for translation into the discipline.
- Self-management: Reflect on and critically evaluate one's performance.
- Ethical and professional responsibility: Demonstrate ethical, legal, social and civic responsibility.

Assessment Due Date

Week 6 Friday (28 Aug 2020) 5:00 pm AEST

Return Date to Students

Week 8 Friday (11 Sept 2020)

Weighting

30%

Assessment Criteria

DFVP20004 - Assessment 1 Portfolio					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%

Intersections of child maltreatment and DFV (20%)	Effective and insightful overview of intersections, prevalence rates, race/ethnicity, data challenges/limitations, using excellent examples/ evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (20.0% - 16.9%)	Provides an effective overview of intersections, prevalence rates, race/ethnicity, data challenges/limitations, well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (16.8% - 14.9%)	Provides a clear overview of intersections, prevalence rates, race/ethnicity, data challenges/limitations, with some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (14.8% - 12.9%)	Provides an overview of definitions, intersections, prevalence rates, race/ethnicity, data challenges/limitations, with some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (12.8% - 9.9%)	Lacks an overview of intersections, prevalence rates, race/ethnicity, data challenges/limitations; absence of supporting academic literature (9.8% - 0.0%)
Complex cases: Mason Jet Lee (20%)	Excellent analysis of the complexities/challenges for service providers in ensuring Mason's safety, all key points supported with examples/evidence, demonstrating outstanding critical thinking. (20.0% - 16.9%)	Very good analysis of the complexities/challenges for service providers in ensuring Mason's safety, well supported with examples/evidence, demonstrating critical thinking. (16.8% - 14.9%)	Good analysis of the complexities/challenges for service providers in ensuring Mason's safety, some key points supported with examples/evidence, demonstrating developing critical thinking. (14.8% - 12.9%)	General outline of the complexities/challenges for service providers in ensuring Mason's safety, general points with few or no examples/evidence provided. (12.8% - 9.9%)	Unable to demonstrate an understanding of the complexities/challenges for service providers in ensuring Mason's safety, few general points made with no examples/evidence provided. (9.8% - 0.0%)
Challenges for service providers (30%)	Demonstrated well developed understanding of practice challenges when children are primary and secondary clients, with consideration of key concepts; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (30.0% - 25.35%)	Demonstrated understanding of practice challenges when children are primary and secondary clients, with consideration of key concepts; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (25.2% - 22.35%)	Demonstrated understanding of practice challenges when children are primary and secondary clients, with consideration of key concepts and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (22.2% - 19.35%)	Demonstrated understanding of practice challenges when children are primary and secondary clients, with consideration of key concepts (general points with little or no specific details provided) and/or irrelevant information provided and/or few references used (19.2% - 14.85%)	Unable to demonstrate understanding of practice challenges when children are primary and secondary clients, with consideration of key concepts, few general points made with no specific details provided, and/or factual errors presented; lack of research to support conclusions (14.7% - 0.0%)
Reflection for practice (20%)	Provided an excellent outline of the importance of this area for own practice; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas demonstrating outstanding critical thinking (20.0% - 16.9%)	Provided a very good outline of the importance of this area for own practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (16.8% - 14.9%)	Provided a good outline of the importance of this area for own practice, and most points were elaborated with details; information is relevant; original thought presented (14.8% - 12.9%)	Provided an outline of the importance of this area for own practice (general points with little or no specific details provided) and/or irrelevant information provided (12.8% - 9.9%)	Unable to effectively outline the importance of this area for own practice, or only a few general points made (9.8% - 0.0%)
Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)	Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (10.0% - 8.45%)	Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)	Good writing, structure, referencing style and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)	Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)	Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)

Comments /100 /30%

Referencing Style

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

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 Portfolio 2

Assessment Type

Portfolio

Task Description

Objectives and Outcomes

Throughout this term, you will compile a portfolio that demonstrates your understanding of the following key topics:

1. Risk indicators at the intersection of child safety and DFV
2. Legislation, policy and practice challenges: Mandatory reporting
3. Reflection for your own practice

This portfolio will require you to gather and draw upon a range of research evidence (journal articles and grey literature including government reports/data).

The Task

The three key topics for the portfolio are elaborated upon below. Each topic should be addressed in a separate section of your portfolio. Complete the portfolio as a Microsoft Word document.

Your work must be driven by high-quality academic literature. You must include in-text referencing and a reference list for your portfolio containing at least six high-quality academic resources. You must use APA 7th referencing style.

Wikipedia and generic websites are NOT to be used as a resource or reference.

1. Risk indicators at the intersection of child safety and DFV (600-650 words)

Explain the complexities of risk assessment at the intersection of child safety and DFV.

- What are the vulnerabilities of children in the context of DFV?
- What process should practitioners follow when assessing risk in DFV cases involving children?
 - For example, discuss the multiple factors and parties that should be considered when assessing risk, and processes that should be followed such as use of actuarial tools and practitioner judgement

2. Legislation, policy, and practice challenges: Mandatory reporting (600-650 words)

Many jurisdictions have mandatory reporting legislation. Drawing on academic literature, discuss the successes and challenges associated with mandatory reporting legislation and policy with regards to its impact on ethical and evidence-based practice at the intersection of child safety and domestic violence.

3. Reflection for your own practice (approximately 250 words)

In this section, you are required to produce a personal reflection. In your reflection, explain how you will apply the knowledge you have gained throughout this portfolio to your professional practice. Consider, for example, any change to your understanding, and how you may apply your knowledge in your interactions with victim/survivors, perpetrators, families, and/or children.

Requirements

- Use headings to identify the different sections of the portfolio
- Write in paragraph format (avoid bulletpoints/dotpoints)
- Include in-text referencing and a reference list for your portfolio including at least six high-quality academic references.
- Use American Psychological Association (APA 7th) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Include a cover page (template provided on Unit Moodle site).
- Use size 12 Times New Roman font with double-line spacing and 2.54cm page margins.
- The word count (1,500 words +/- 10%) excludes the cover page and reference list.

Resources

- You can use unit provided materials and other credible sources to reference your argument. The quality and credibility of your sources are important.
- 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.
- You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report before making a final submission.

Submission

Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

Learning Outcomes Assessed

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

Graduate Attributes Assessed

- Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- Communication: Communicate and interact with others and in culturally diverse contexts.
- Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
- Research: Critically appraise outcomes and products of research for translation into the discipline.
- Self-management: Reflect on and critically evaluate one's performance.
- Ethical and professional responsibility: Demonstrate ethical, legal, social and civic responsibility.

Assessment Due Date

Week 9 Friday (18 Sept 2020) 5:00 pm AEST

Return Date to Students

Week 11 Friday (2 Oct 2020)

Weighting

30%

Assessment Criteria

DFVP20004 - Assessment 2 Portfolio

	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%
--	-------------------------------------	---------------------------	----------------------	--------------------	-------------------

<p>Risk indicators at the intersection of child safety and DFV (35%)</p>	<p>Demonstrated well developed understanding of the complexities of risk assessment at the intersection of child safety and DFV and relevant processes; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (35.0% - 29.58%)</p>	<p>Demonstrated understanding of the complexities of risk assessment at the intersection of child safety and DFV and relevant processes; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (29.4% - 26.08%)</p>	<p>Demonstrated understanding of the complexities of risk assessment at the intersection of child safety and DFV and relevant processes and most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (25.9% - 22.58%)</p>	<p>Demonstrated understanding of the complexities of risk assessment at the intersection of child safety and DFV and relevant processes, general points with little or no specific details provided and/or irrelevant information provided and/or few references used (22.4% - 17.33%)</p>	<p>Unable to demonstrate understanding of the complexities of risk assessment at the intersection of child safety and DFV and relevant processes, few general points made, with no specific details provided and/or factual errors presented; lack of research to support conclusions (17.15% - 0.0%)</p>
<p>Legislation, policy, and practice challenges: Mandatory reporting (35%)</p>	<p>Effective and insightful overview of the practice challenges associated with mandatory reporting legislation and policy; using excellent examples/ evidence; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (35.0% - 29.58%)</p>	<p>Provides an effective overview of the practice challenges associated with mandatory reporting legislation and policy; well supported by appropriate examples/ evidence; most key points are supported with relevant academic literature demonstrating critical thinking (29.4% - 26.08%)</p>	<p>Provides a clear overview of the practice challenges associated with mandatory reporting legislation and policy; some relevant examples/evidence; relevant supporting academic literature provided demonstrating developing critical thinking (25.9% - 22.58%)</p>	<p>Provides an overview of the practice challenges associated with mandatory reporting legislation and policy; some errors/ contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (22.4% - 17.33%)</p>	<p>Lacks an overview of the practice challenges associated with mandatory reporting legislation and policy; absence of supporting academic literature (17.15% - 0.0%)</p>
<p>Reflection for practice (20%)</p>	<p>Provided an excellent outline of the importance of this area for own practice; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas demonstrating outstanding critical thinking (20.0% - 16.9%)</p>	<p>Provided a very good outline of the importance of this area for own practice; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; demonstrating critical thinking (16.8% - 14.9%)</p>	<p>Provided a good outline of the importance of this area for own practice, and most points were elaborated with details; information is relevant; original thought presented (14.8% - 12.9%)</p>	<p>Provided an outline of the importance of this area for own practice (general points with little or no specific details provided) and/or irrelevant information provided (12.8% - 9.9%)</p>	<p>Unable to effectively outline the importance of this area for own practice, or only a few general points made (9.8% - 0.0%)</p>
<p>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</p>	<p>Excellent academic writing, structure, referencing style, and spelling and grammar (no apparent errors) (10.0% - 8.45%)</p>	<p>Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)</p>	<p>Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)</p>	<p>Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)</p>	<p>Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)</p>

Comments /100 /30%

Referencing Style

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

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 Written Assessment

Assessment Type

Written Assessment

Task Description

Objectives and Outcomes

The objective of this assessment item is to develop and assess your capacity to determine evidence-based practice and apply ethical values to formulate a safety plan for vulnerable families in DFV contexts.

The Task

For this assessment item, you are required to write an essay on safety planning at the intersection of child safety and domestic and family violence. You must use formal academic writing style. Your essay must be based on research evidence/evidence-based practice and include at least ten (10) empirical, peer-reviewed journal articles.

Your essay must include:

- a clear introduction that introduces your topic and notes the key contents/sub-topics addressed in the essay.
- an explanation of the purpose and value of a safety plan for DFV victim/survivors (adults and children)
- a discussion of key ethical challenges/controversies associated with safety planning
- a discussion of culturally appropriate practice in relation to safety planning with Aboriginal and Torres Strait Islander families
- a clear explanation of the process of developing a safety plan (e.g. Who should be involved? What are the key concepts to consider? What are the processes that should be followed?)
- a description of at least three (3) safety measures that may be included in a safety plan for victims who have a child/children (note factors that should be considered in relation to these safety measures, such as the contexts in which they are appropriate and the information that is appropriate to communicate to the child/ren)
- a clear conclusion that summarises your key points (do not introduce new information in your conclusion).

Requirements

- You must use formal academic writing style with paragraph format and in-text referencing.
- You must reference at least 10 empirical, peer-reviewed journal articles
- You must use APA 7th referencing style
 - Academic Learning Centre has an online APA Referencing Style Guide
- Include a cover page (template provided on Unit Moodle site).
- Use size 12 Times New Roman font with double-line spacing and 2.54cm page margins.
- The word count excludes the cover page and reference list. It includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources to reference your argument. The quality and credibility of your sources are important.
- 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.
- You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report before making a final submission.

Submission

Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

Learning Outcomes Assessed

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

Graduate Attributes Assessed

- Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- Communication: Communicate and interact with others and in culturally diverse contexts.
- Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
- Research: Critically appraise outcomes and products of research for translation into the discipline.
- Self-management: Reflect on and critically evaluate one's performance.
- Ethical and professional responsibility: Demonstrate ethical, legal, social and civic responsibility.
- Leadership: Exercise initiative and responsibility, taking action and engaging others to make a positive difference as a global citizen

Assessment Due Date

Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Return Date to Students

Review/Exam Week Friday (16 Oct 2020)

Weighting

40%

Assessment Criteria

DFVP20004 - Assessment 3 Written Assessment					
	High Distinction 100-85%	Distinction 84-75%	Credit 74-65%	Pass 64-50%	Fail 49-0%
Purpose, value and ethical challenges of safety planning (30%)	Effective and insightful overview of the purpose, value, and ethical challenges of safety planning; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (30.0% - 25.35%)	Provides an effective overview of the purpose, value, and ethical challenges of safety planning, well supported by appropriate examples/evidence; most key points are supported with relevant academic literature demonstrating critical thinking (25.2% - 22.35%)	Provides a clear overview of the purpose, value, and ethical challenges of safety planning, with some relevant examples/evidence; relevant supporting academic literature provided (22.2% - 19.35%)	Provides an overview of the purpose, value, and ethical challenges of safety planning with some errors/contradictions, some examples/evidence provided but needed to be more relevant; some supporting academic literature provided (19.2% - 14.85%)	Lacks an overview of the purpose, value, and ethical challenges of safety planning; absence of supporting academic literature (14.7% - 0.0%)
Culturally appropriate practice (20%)	Demonstrated well developed understanding of culturally appropriate practice in safety planning; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references (20.0% - 16.9%)	Demonstrated understanding of culturally appropriate in safety planning; all points elaborated with illustrative examples and effective links to cited references; original ideas and thoughts presented (16.8% - 14.9%)	Demonstrated understanding of culturally appropriate in safety planning; most points were elaborated with details; information is relevant and supported by appropriate references; original thought presented (14.8% - 12.9%)	Demonstrated understanding of culturally appropriate in safety planning (general points with little or no specific details given) and/or irrelevant information provided and/or few references used (12.8% - 9.9%)	Unable to demonstrate understanding of culturally appropriate in safety planning, or only a few general points made, and/or factual errors presented; lack of research to support conclusions (9.8% - 0.0%)

<p>Developing a safety plan and key safety measures (40%)</p>	<p>Provided an excellent outline of the process of developing a safety plan and key safety measures, insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information; many original thoughts & ideas; all key points are supported with relevant academic literature demonstrating outstanding critical thinking (40.0% - 33.8%)</p>	<p>Provided a very good outline of the process of developing a safety plan and key safety measures; all points elaborated with illustrative examples and effective; original ideas and thoughts presented; most key points are supported with relevant academic literature demonstrating critical thinking (33.6% - 29.8%)</p>	<p>Provided a good outline of the process of developing a safety plan and key safety measures; most points were elaborated with details; information is relevant; original thought presented; relevant supporting academic literature provided (29.6% - 25.8%)</p>	<p>Provided an outline of the process of developing a safety plan and key safety measures (general points with little or no specific details given) and/or irrelevant information provided; some supporting academic literature provided (25.6% - 19.8%)</p>	<p>Unable to effectively outline the process of developing a safety plan and key safety measures, or only a few general points made; absence of supporting academic literature (19.6% - 0.0%)</p>
<p>Academic writing, structure, paraphrasing, APA referencing spelling and grammar (10%)</p>	<p>Well written paper following all academic writing, structuring and referencing conventions; excellent spelling and grammar (10.0% - 8.45%)</p>	<p>Very good academic writing, structure, referencing style, and spelling and grammar (minor, insignificant errors) (8.4% - 7.45%)</p>	<p>Good writing, structure, referencing style and spelling and grammar - a number of minor errors (more careful editing is required) (7.4% - 6.45%)</p>	<p>Some errors with writing, structure, referencing and spelling and grammar - attention is required to improve academic writing and referencing style (6.4% - 4.95%)</p>	<p>Major difficulties, structure is unclear, inappropriate paraphrasing and referencing, many errors in spelling and grammar (4.9% - 0.0%)</p>

Comments /100 /40%

Referencing Style

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

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