



DFVP20004 *Child Safety and Domestic and Family Violence*

Term 2 - 2021

Profile information current as at 27/04/2024 12:20 am

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

General Information

Overview

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 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Quote from Student Unit and Teaching Evaluation

Feedback

"There were a few glitches with the moodle site, tick boxes not working and occasionally not being able to access a link".

Recommendation

It is hoped that the transition to the new "Moodle Tiles" format will address this concern. However, it is recommended that the Moodle site be thoroughly checked before Week 1 of study commences. It is also recommended that a dedicated thread be created on the Q&A forum to allow students to immediately report any problems with the Moodle site, thereby facilitating timely repair.

Feedback from Quote from Student Unit and Teaching Evaluation

Feedback

"This unit was very informed and helped me build on my knowledge in the field. It allowed me to look at various aspects in a different light and encouraged me to critically reflect on my own practice. The unit work scaffolded my learning and flowed well with the assignment tasks. Overall, I am extremely satisfied with the learnings I have taken away from this unit".

Recommendation

Given the high student satisfaction levels indicated by the Student Unit and Teaching Evaluation, it is recommended that this Unit be run in its current form, with ongoing effort to ensure up-to-date resources, and high levels of student engagement and support.

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%		•	•	•	

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

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 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 - 12 Jul 2021

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 - 19 Jul 2021

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 - 26 Jul 2021

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

Week 4 - 02 Aug 2021

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 - 09 Aug 2021

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 - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

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 (27 Aug 2021) 5:00 pm AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Domestic homicide involving children	All readings are provided in the Unit eReading list	

Week 8 - 06 Sep 2021

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 - 13 Sep 2021

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 (17 Sept 2021) 5:00 pm AEST

Week 10 - 20 Sep 2021

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 - 27 Sep 2021

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 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Summary and future directions	All readings are provided in the Unit eReading list	Essay Due: Week 12 Friday (8 Oct 2021) 5:00 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio 1

Assessment Type

Portfolio

Task Description**Assessment 1 - Portfolio 1**

Type: Portfolio

Due date: 5pm (AEST) Friday 27th August 2021 (Week 6)

Weighting: 30%

Length: 1,500 words (+/- 10%, excluding reference list)

Unit Coordinator: Dr Emily Hurren Paterson

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.

Aim

The aim of this assessment is to develop your understanding of key literature, policy, legislation, and practice, relating to the intersection of child safety and domestic and family violence.

Instructions

You are producing a portfolio on the topic of children in the context of domestic and family violence (DFV) and associated legislation, policy and practice challenges. This portfolio requires you to gather and draw upon a range of research evidence. You must present your portfolio as a single Microsoft Word document, using headings to clearly identify your response to each subsection.

You must address the following three (3) subsections to complete your portfolio assessment:

1. Children in the context of DFV (approx. 650 words)
 - Why is it important for children to remain a focal point in the context of DFV practice? Address this question by drawing upon relevant academic literature and discussing the ways in which children are engaged in, and affected by, DFV.
2. Legislation, policy, and practice challenges: Mandatory reporting (approx. 650 words)
 - Drawing on academic literature, discuss the successes and challenges associated with child protection 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. Consider gender and race in your discussion.
3. Application (approx. 200 words)
 - Note key changes to your understanding that have resulted from completion of this portfolio, and explain how you can/will apply the knowledge you have gained to your practice.

Literature and References

In this assessment use at least 10 good quality academic sources to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 6 Friday (27 Aug 2021) 5:00 pm AEST

Return Date to Students

Week 8 Friday (10 Sept 2021)

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Children in the context of DFV 40%	Excellent appraisal of the need for children to remain a focal point in the context of DFV practice. Excellent examples/evidence, all key points are supported with relevant academic literature, demonstrates outstanding critical thinking. (33.80-40)	Very good appraisal of the need for children to remain a focal point in the context of DFV practice. Well supported by appropriate examples/evidence, most key points are supported with relevant academic literature, demonstrates critical thinking. (29.80-33.79)	Good appraisal of the need for children to remain a focal point in the context of DFV practice. Some relevant examples/evidence, relevant supporting academic literature provided, demonstrates developing critical thinking. (25.80-29.79)	Satisfactory appraisal of the need for children to remain a focal point in the context of DFV practice. Some errors/contradictions, some examples/evidence provided but needed to be more relevant, some supporting academic literature provided. (19.80-25.79)	Limited/inadequate appraisal of the need for children to remain a focal point in the context of DFV practice and/or absence of supporting academic literature, demonstrates inadequate understanding of the topic. (<19.8)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Legislation, policy and practice challenges: Mandatory reporting (40%)	Excellent appraisal of the practice challenges associated with mandatory reporting legislation and policy. Excellent examples/ evidence, all key points are supported with relevant academic literature, demonstrates outstanding critical thinking. (33.80-40)	Very good appraisal 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, demonstrates critical thinking. (29.80-33.79)	Good appraisal of the practice challenges associated with mandatory reporting legislation and policy. Some relevant examples/evidence, relevant supporting academic literature provided, demonstrates developing critical thinking. (25.80-29.79)	Satisfactory appraisal 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. (19.80-25.79)	Limited/inadequate appraisal of the practice challenges associated with mandatory reporting legislation and policy and/or absence of supporting academic literature, demonstrates inadequate understanding of the topic. (<19.8)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Application (10%)	Excellent explanation of changes to understanding, and anticipated application of knowledge. Key points are supported by excellent examples/evidence, demonstrates outstanding critical thinking (8.45-10)	Very good explanation of changes to understanding, and anticipated application of knowledge. Key points supported by very good examples/evidence, demonstrates critical thinking (7.45-8.44)	Good explanation of changes to understanding, and anticipated application of knowledge. Key points supported by examples/evidence, demonstrates developing critical thinking. (6.45-7.44)	Satisfactory explanation of changes to understanding, and anticipated application of knowledge. General points with few or no examples/evidence. (4.95-6.44)	Very limited explanation, unable to demonstrate changes to understanding, and anticipated application of knowledge and/or irrelevant information provided. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

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

Assessment 2 - Portfolio 2

Type: Portfolio

Due date: 5pm (AEST) Friday 17th September 2021 (Week 9)

Weighting: 30%

Length: 1,500 words (+/- 10%, excluding reference list).

Unit Coordinator: Dr Emily Hurren Paterson

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.

Aim

The aim of this assessment is to develop your understanding of key policy, legislation, and practice responses at the intersection of child safety and domestic and family violence field, with consideration of key research and ethical values.

Instructions

You are producing a portfolio on the topic of complex cases at the intersection of child safety and domestic and family violence (DFV), and improved outcomes for children in this context. You must present your portfolio as a single Microsoft Word document, using headings to clearly identify your response to each subsection.

You must address the following three (3) subsections to complete your portfolio assessment:

1. Child safety and DFV intersections: Complex cases (approx. 650 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. Where possible, support your analysis with academic literature.
 - For example, you might consider challenges of working with perpetrators and victims, differences in funded functions of the services involved, variations in relation to primary and secondary clients of each service, information sharing etc.
2. Improving outcomes for children affected by DFV (approx. 650 words).
 - Guided by contemporary academic literature, identify an intervention, response, or system change that has been recommended to improve outcomes for children affected by DFV. Explain its rationale and potential strengths/limitations/challenges.
3. Application (approx. 200 words).
 - Note key changes to your understanding that have resulted from completion of this portfolio, and explain how you can/will apply the knowledge you have gained to your practice.

Literature and References

In this assessment use at least 10 good quality academic sources to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 9 Friday (17 Sept 2021) 5:00 pm AEST

Return Date to Students

Week 11 Friday (1 Oct 2021)

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Complex cases: Mason Jet Lee (40%)	Excellent appraisal of the complexities/challenges for service providers in ensuring Mason's safety. Excellent examples/evidence, where appropriate key points are supported with relevant academic literature, demonstrates outstanding critical thinking. (33.80-40)	Very good appraisal of the complexities/challenges for service providers in ensuring Mason's safety. Well supported by appropriate examples/evidence, relevant key points are supported with academic literature, demonstrates critical thinking. (29.80-33.79)	Good appraisal of the complexities/challenges for service providers in ensuring Mason's safety. Some relevant examples/evidence, supporting academic literature provided, demonstrates developing critical thinking. (25.80-29.79)	Satisfactory appraisal of the complexities/challenges for service providers in ensuring Mason's safety. Some errors/contradictions, some examples/evidence provided but needed to be more relevant. (19.80-25.79)	Limited/inadequate appraisal of the complexities/challenges for service providers in ensuring Mason's safety. Demonstrates inadequate understanding of the topic. (<19.8)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Improving outcomes for children affected by DFV (40%)	Excellent appraisal of an intervention/response/system change to improve outcomes for children affected by DFV (rationale and potential strengths/limitations/challenges). Excellent examples/ evidence, all key points are supported with relevant academic literature, demonstrates outstanding critical thinking. (33.80-40)	Very good appraisal of an intervention/response/system change to improve outcomes for children affected by DFV (rationale and potential strengths/limitations/challenges). Well supported by appropriate examples/evidence, most key points are supported with relevant academic literature, demonstrates critical thinking. (29.80-33.79)	Good appraisal of an intervention/response/system change to improve outcomes for children affected by DFV (rationale and potential strengths/limitations/challenges). Some relevant examples/evidence, relevant supporting academic literature provided, demonstrates developing critical thinking. (25.80-29.79)	Satisfactory appraisal of an intervention/response/system change to improve outcomes for children affected by DFV (rationale and potential strengths/limitations/challenges). Some errors/contradictions, some examples/evidence provided but needed to be more relevant, some supporting academic literature provided. (19.80-25.79)	Limited/inadequate appraisal of an intervention/response/system change to improve outcomes for children affected by DFV (rationale and potential strengths/limitations/challenges). Absence of supporting academic literature and/or demonstrates inadequate understanding of the topic. (<19.8)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Application (10%)	Excellent explanation of changes to understanding, and anticipated application of knowledge. Key points are supported by excellent examples/evidence, demonstrates outstanding critical thinking (8.45-10)	Very good explanation of changes to understanding, and anticipated application of knowledge. Key points supported by very good examples/evidence, demonstrates critical thinking (7.45-8.44)	Good explanation of changes to understanding, and anticipated application of knowledge. Key points supported by examples/evidence, demonstrates developing critical thinking. (6.45-7.44)	Satisfactory explanation of changes to understanding, and anticipated application of knowledge. General points with few or no examples/evidence. (4.95-6.44)	Very limited explanation, unable to demonstrate changes to understanding, and anticipated application of knowledge. Irrelevant information provided. (<4.95)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

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 Essay

Assessment Type

Written Assessment

Task Description

Assessment 3 - Essay

Type: Written Assessment

Due date: 5pm (AEST) Friday 8th October (Week 12)

Weighting: 40%

Length: 2,500 words (+/-10%, excluding reference list)

Unit Coordinator: Dr Emily Hurren Paterson

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

Aim

The aim of this assessment 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.

Instructions

You are writing an essay on safety planning at the intersection of child safety and domestic and family violence (DFV). You must use formal academic writing style. Your essay must be based on research evidence/evidence-based practice.

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).

Literature and References

In this assessment use at least 10 good quality academic sources to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Bureau of Statistics, Australian Institute of Health and Welfare, Australian Institute of Family Studies, Australia's National Research Organisation for Women's Safety (ANROWS), Australian Association of Social Workers etc.

Requirements

- Use size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 5:00 pm AEST

Return Date to Students

Exam Week Friday (22 Oct 2021)

Weighting

40%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
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 (25.35-30)	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. (22.35-25.34)	Provides a clear overview of the purpose, value, and ethical challenges of safety planning, with some relevant examples/evidence; relevant supporting academic literature provided. (19.35-22.34)	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. (14.85-19.34)	Insufficient/inaccurate overview of the purpose, value, and ethical challenges of safety planning; absence of supporting academic literature. (<14.85)	No discussion of purpose, value, and ethical challenges present (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 practice 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 practice 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 practice 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 practice in safety planning, or only a few general points made, and/or factual errors presented; lack of research to support conclusions (<9.9%)	No discussion of culturally appropriate practice in safety planning present (0)

Developing a safety plan and key safety measures (40%)	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%)	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 (33.79% -29.8%)	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 (29.79% -25.8%)	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 (25.79% -19.8%)	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 (<19.8%)	No outline of the process of developing a safety plan and key safety measures present (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.45-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. (7.45-8.44)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. (6.45-7.44)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. (<4.95)	Little to no meaningful writing. (0)

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