



DFVP20006 Working with Victims/Survivors of Domestic and Family Violence

Term 1 - 2017

Profile information current as at 05/05/2024 10:37 pm

All details in this unit profile for DFVP20006 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 opportunities to develop specialist knowledge of safe and respectful approaches to working with victims/survivors of domestic and family violence. It provides a theoretical framework of trauma as it relates to victims/ survivors of this violence and the effect it has on personal development and relationships. Using a gendered approach, critical use is made of evidence-based research, and practice and policy documents addressing issues related to victims/ survivors of violence. You will explore legal and safety considerations that arise from working with this client group and you will consider ethical, professional and self-management implications for practice. Particular consideration will be given to Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander communities and victims/survivors.

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 1 - 2017

- Distance

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 60%

2. **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 n/a

Feedback

n/a because the single course evaluation results have not been made available

Recommendation

n/a

Unit Learning Outcomes

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

1. Examine safe approaches to working with victims/ survivors of domestic and family violence and ethical and legal implications in practice
2. Identify issues considered to be precipitants or causal factors in domestic and family violence victimology and how these intersect with gender, culture and ethnicity.
3. Formulate safety and self-care plans for victim/survivors and those who work with them in domestic and family violence contexts.
4. Evaluate the diversity of factors that influence program development and policies nationally and internationally in domestic and family violence contexts.
5. Evaluate specific system and program initiatives related to the provision of social services for victims of domestic and family violence in Queensland and Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 60%	•		•	•	•
2 - 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 - 60%	○	○	○	○	○	○	○	
2 - 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)
- Access to webcam or other recording device for presentation (assessment piece)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Silke Meyer Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to working with victims/ survivors of domestic and family violence: legislation & policy	Queensland Domestic and Family Violence Protection Act (2012) The National Plan to reduce violence against women and their children (The National Plan) (2009)	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to victimology: constructing the victim of crime	Strobl, R. (2004). Constructing the Victim: Theoretical Reflections and Empirical Examples . <i>International Review of Victimology</i> , 11: 295-311.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice: ethical considerations, safety implications and self care	Seeley, J. and Plunkett, C. (2002). Women and domestic violence: standards for counselling practice. The Salvation Army Crisis Service. Retrieved from: http://wesnet.org.au/wp-content/uploads/2011/11/womendomestic_violence_counselling_standards.pdf	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Domestic homicide: nature, extent and risk indicators	Salari, S., & Sillito, C. L. (2016). Intimate partner homicide-suicide: Perpetrator primary intent across young, middle, and elder adult age categories . <i>Aggression And Violent Behavior</i> , 2626-34.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with victims: the role and nature of different services	Arroyo, K., Lundahl, B., Butters, R., Vanderloo, M., & Wood, D. S. (2015). Short-Term Interventions for Survivors of Intimate Partner Violence: A Systematic Review and Meta-Analysis . <i>Trauma, Violence & Abuse</i> , first published on September 2, 2015 doi:10.1177/1524838015602736.	Portfolio Activity 1 (Friday, 11:45pm)

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with victims: the role and nature of trauma-informed practice	Wilson, J. M., Fauci, J. E., & Goodman, L. A. (2015). Bringing trauma-informed practice to domestic violence programs: A qualitative analysis of current approaches . <i>American Journal Of Orthopsychiatry</i> , 85(6), 586-599.	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Victims' help-seeking: nature, extent and predictors	Meyer, S. (2010). Responding to intimate partner violence victimisation: effective options for help-seeking , <i>Trends and Issues in Crime and Criminal Justice Series</i> , No. 389. Canberra, Australian Institute of Criminology.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Culturally specific considerations: working with Indigenous and CALD victims	Messing, J. T., Amanor-Boadu, Y., Cavanaugh, C. E., Glass, N. E., & Campbell, J. C. (2013). Culturally Competent Intimate Partner Violence Risk Assessment: Adapting the Danger Assessment for Immigrant Women . <i>Social Work Research</i> , 37(3), 263-275.	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with diverse victim populations: understanding the role of gender, age, sexual orientation and identity	Alon, S., & Berg-Warman, A. (2014). Treatment and prevention of elder abuse and neglect: Where knowledge and practice meet—A model for intervention to prevent and treat elder abuse in Israel . <i>Journal Of Elder Abuse & Neglect</i> , 26(2), 150-171. Peterman, L. M., & Dixon, C. G. (2003). Domestic Violence Between Same-Sex Partners: Implications for Counseling . <i>Journal Of Counseling & Development</i> , 81(1), 40-47.	Portfolio Activity 2 (Friday, 11:45pm)

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Working with victims who are mothers – considerations at the intersection of domestic and family violence and child safety

Humphreys, C., Thiara, R. K., & Skamballis, A. (2011). [Readiness to Change: Mother-Child Relationship and Domestic Violence Intervention](#). *British Journal Of Social Work*, 41(1), 166-184.

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Improving practice responses through staff/ sector education and training	Feder, G., Davies, R. A., Baird, K., Dunne, D., Eldridge, S., Griffiths, C., & ... Sharp, D. (2011). Identification and Referral to Improve Safety (IRIS) of women experiencing domestic violence with a primary care training and support programme: a cluster randomised controlled trial . <i>The Lancet</i> , 378, 1788-1795.	Portfolio Activity 3 (Friday, 11:45pm)

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary national and international approaches to working with victims	Coliandris, G., & Rogers, C. (2013). Policing domestic abuse effectively: A blueprint for success? , <i>Australasian Policing</i> , Vol. 5(2), 2-6.	Written Assessment Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

Portfolio

Portfolio activities consist of different types of learning and assessment. They provide students with an opportunity to demonstrate a range of different skills, including different ways of researching, compiling and presenting information and acquired knowledge. The portfolio for DFVP20006 consists of two activities, which are submitted to be separately by 11:45pm on Friday of weeks 5 and 9 respectively. Each activity weighs 30% of the unit total. Submissions are staggered across Term 1 to enable you to obtain feedback on your progress throughout the unit.

Portfolio activities allow you to explore the research, relevant policy documents and practice guidelines underpinning the unit and link it to DFV-related practice. You will be required to write for a variety of audiences and purposes across the different assessment pieces in this unit.

Read each portfolio activity carefully and be aware of its specific requirements in terms of length, format, structure, required referencing, intended audience and purpose. All

assessment-related information is also made available on the unit Moodle site under the 'ASSESSMENT' block. You will also find a link to a monitored discussion board specifically designed for questions relating to each assessment item on the unit Moodle site. You are encouraged to monitor the unit Moodle site and your student emails for assessment-related information.

Portfolio Activity 1 - presentation of overview of the issue from your service perspective

Worth 30% of your overall unit assessment; due by 11:45pm Friday week 5 (07/04/2017)

For this assignment you will need to prepare a 10 minute presentation that **outlines your service delivery model** and **identifies the biggest challenges for responding to Aboriginal and Torres Strait Islander women and children** in terms of addressing clients' priority needs in a culturally appropriate way. This presentation can be delivered from any service perspective where victims, perpetrators and/ or children affected by DFV form part of the client contacts. Services may include, but are not limited to, specialist DFV services, general or community health services, law enforcement or child and family welfare services for example. If you currently do not work in an area of practice where you come in contact with victims, perpetrators and/ or children affected by DFV, you may choose a service area that addresses the needs of one or more of these populations. Regardless of the service area you use for your presentation, you should provide a brief introduction to your service model and then focus specifically on the needs of Aboriginal and Torres Strait Islander populations for this assessment piece. You will need to tailor your presentation for a mixed audience with practitioners from various practice backgrounds including specialist and mainstream services.

Your presentation will need to address the following questions:

- How do you incorporate the knowledge base around Indigenous victims' help-seeking into your service framework (e.g. how do you become more accessible and visible as a service)?
- How do you develop a whole-of-community approach around working with women and children affected by DFV (e.g. community education, awareness raising activities)?
- How do you overcome limitations in service provision (e.g. address the role of culturally appropriate referral pathways, partnerships, and integration of responses)?

This assignment should be presented in the form of a recorded video presentation. Your slides should offer a guide through your presentation in the form of succinct dot points. Avoid lengthy sentences or paragraphs on your slides. Overloading your slides with written information is a poor substitute for your own words. There is no word limit but your presentation should not exceed 10 minutes in length and your slides should not be overloaded with written information. You may wish to use some images to bring your presentation to life. You should draw on the academic and grey literature around the intersection of culture (Indigeneity) and DFV to substantiate any claims you make around the nature and extent of the issue (i.e. DFV and Indigenous victims' barriers to help-seeking), implications for community-based education and interventions as well as culturally appropriate referral pathways and responses to DFV. A minimum of six

references should be incorporated. References may include academic publications, government publications and grey literature.

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

Additional notes to students:

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

Activity 2 - Developing a safety plan (1000 words, +/-10%)

Worth 30% of your overall unit assessment; due by 11:45pm Friday week 9 (12/05/2017)

For this assignment you will need to develop a safety plan for a female, adult client accessing your service. Based on the vignette provided below, you will need to identify the level of risk to the client's (and her children's) safety along with resources the client can draw on (e.g. informal, formal and tangible support). You will also need to consider external safety mechanisms that need to be put into place (e.g. involvement of other agencies/service sectors).

This is Carol's story. Carol is currently still living with her abusive partner of six years and has approached a victim support service where you work as a case worker. This is the first time Carol has reached out for formal support. While she is thinking about leaving, she is not ready to move into a refuge. You will need to consider safety measures suitable for someone who continues to reside with the abusive partner, at least temporarily.

Sam and I have been together for six years. He has been beating me up for at least four now. He didn't touch me to start with, but he used to call me all sorts of names. He made me feel useless, like I was too stupid to do anything on my own. He always pretends to be the caring nice guy when we're with other people but as soon as it's just the two of us it's like he becomes this other person.

The first time he ever slapped me we'd been out with friends, too. I thought we had had a really good night but when we got back home he accused me of hitting on his best mate Darryl. I had no idea what he was talking about - I didn't even talk much to Darryl. I

spent most of the night right by Sam's side. I told him that I was only interested in him but he looked at me with this coldness in his eyes and hissed at me, "You tart". Then he slapped me across the face.

After that it got worse but I stuck with him because every time he kicked or punched me he said he was sorry. And he always told me how much he loved me. Last year I got pregnant and it got ten times worse. In the end he kicked me so badly that I lost the baby. Ever since then I felt I needed to get out but I didn't really know how... I think he knows that I'm thinking about leaving him because recently he's been telling me he'll kill me if I ever try to leave him.

For the purpose of this assessment piece, you will need to identify the key risk indicators that emerge from this vignette. You will need to draw on the relevant academic literature around risk assessment, lethality risk indicators and safety planning to identify why Carol is at an increased risk of harm and what mechanisms need to be put in place to maximise her safety. It is recommended you structure your safety plan under the following subheadings:

- Identified risk indicators, substantiated through theoretical and empirical evidence,
- Recommended safety measures for individual client situation (e.g. recommended safety measures need to address clients current living situation and situational circumstances); choice of recommended measures or strategies should be supported by relevant literature and practice guides on safety planning with clients affected by DFV,
- Consideration of other support mechanisms, supported by a rationale (e.g. consideration of a protection order and what this is expected to achieve).

A minimum of six references should be incorporated. References may include academic publications, government publications, grey literature and relevant practice guidelines.

Assessment Due Date

Staggered submissions due by 11:45 pm on Friday of weeks 5 (Activity 1) and 9 (Activity 2)

Return Date to Students

Results will be available within 10 working days of each submission.

Weighting

60%

Minimum mark or grade

15/60

Assessment Criteria

DFVP20006 - Working with Victims/Survivors of Domestic and Family Violence

ASSESSMENT ONE: PORTFOLIO (60% total)

Activity 1: presentation (30%)

HD	D	C	P	F
Structure (15%)				

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

Approach and Argument (70%)

ACTIVITY ONE

(Learning Outcomes 2, 4, 5) **Articulation** of how the knowledge base around Indigenous victims' help-seeking is incorporated into service framework

Identification of how to develop a whole-of-community approach around working with women and children affected by DFV

Formulation of how to overcome limitations in service provision

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

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

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

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

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

Audience appropriateness

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

Content is very relevant for the **audience**. The presentation generally caters for a practitioner audience with varying levels of understanding of culturally-specific considerations around domestic and family violence and presents complex material in an accessible manner.

Content is relevant for the **audience**. The presentation partly caters for a practitioner audience with varying levels of understanding of culturally-specific considerations around domestic and family violence and mostly presents complex material in an accessible manner.

Content is somewhat relevant for the **audience**. The presentation barely caters for a practitioner audience with varying levels of understanding of culturally-specific considerations around domestic and family violence and only in parts presents complex material in an accessible manner.

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

Referencing (15%)

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

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

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

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

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

Consistently accurate with referencing. A minimum of 6 references used including journal articles and relevant web-sites.

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

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

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

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

Activity 2: Safety plan (30%)**HD****D****C****P****F****Structure (15%)**

An excellent identification and presentation of key risk factors and suitable safety measures. The safety plan is logical and free from spelling, grammar and formatting errors.

A very good identification and presentation of key risk factors and suitable safety measures. The safety plan is logical with minor (1-2) spelling, grammar and formatting errors.

A good identification and presentation of key risk factors and suitable safety measures. The safety plan is logical with some (3-4) spelling, grammar and formatting errors.

An average identification and presentation of key risk factors and suitable safety measures. The safety plan is logical with minor (3-4) spelling, grammar and formatting errors.

A poorly presented identification and presentation of key risk factors and suitable safety measures. The safety plan lacks a logical structure and has substantial (> 5) spelling, grammar and formatting errors.

Approach and Content (70%)

ACTIVITY TWO

(Learning Outcomes 1, 2, 3) A safety plan for a female, adult client accessing your service.

a) Identified risk indicators, substantiated through theoretical and empirical evidence. b) Identified resources the client can draw on (e.g. informal, formal and tangible support). c) Recommended safety measures for individual client situation (e.g. recommended safety measures need to address clients current living situation and situational circumstances); choice of recommended measures or strategies should be supported by relevant literature and practice guides on safety planning with clients affected by DFV, d) Consideration of other support mechanisms, supported by a rationale (e.g. consideration of a protection order and what this is expected to achieve). Content is entirely relevant to the **topic**, the approach comprehensively addresses the task and presentation of content is logical and within the set time/ word limit. **All aspects have been addressed.**

Content is very relevant to the **topic**, the approach clearly addresses the task and the presentation of content is logical and within the set word limit **All aspects have been addressed.**

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

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

Content is irrelevant and or does not address the **topic** and the presentation of content lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance. **Not all aspects have been addressed/ have been inadequately addressed.**

Referencing (15%)

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

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

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

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

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

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

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

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

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

Many inaccuracies with referencing (>5). Less than 6 references used. Few or no journal articles sourced. Assignment relies heavily on web-site information.

Referencing Style

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

Submission

Online

Submission Instructions

assignments must be submitted through turnitin; students are required to familiarise themselves with CQU's turnitin submission and feedback guidelines; additional submission instructions on where/how to upload the video recording for portfolio activity 1 will be provided via Moodle (assessment section).

Learning Outcomes Assessed

- Examine safe approaches to working with victims/ survivors of domestic and family violence and ethical and legal implications in practice
- Formulate safety and self-care plans for victim/survivors and those who work with them in domestic and family violence contexts.
- Evaluate the diversity of factors that influence program development and policies nationally and internationally in domestic and family violence contexts.
- Evaluate specific system and program initiatives related to the provision of social services for victims of domestic and family violence in Queensland and Australia.

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Written Assignment - Essay (2,000 words; +/-10%)

You are required to write an essay which provides you with an opportunity to thoroughly investigate and address a key issue in domestic and family violence practice: the role of service responses in reducing lethality risk.

Best practice in working with victims of domestic and family violence (DFV) - can integrated service responses minimise risk of fatal outcomes?

Integrated responses are seen as best practice models in addressing the needs of victims and perpetrators involved in domestic and family violence. Domestic homicide is located at the extreme end of domestic and family violence and has frequently been described as a preventable crime. This raises the question of whether integrated responses are able to reduce lethality risk in DFV cases.

For this assignment you are required to unpack the factors that make most domestic homicides a preventable crime and whether and how integrated responses can address these factors in order to reduce victims' lethality risk. The essay needs to address the following aspects:

- Define key characteristics and stakeholders of integrated responses. Briefly identify what makes them best practice.
- Examine lethality risk involved in DFV.
- What do we know about risk indicators?
- What do we know about prior help-seeking from homicide studies?
- Are integrated responses able to reduce extent of / prevent domestic homicide? What

are the limitations?

You will need to link the intervention and risk literature to identify potential points for intervention and unpack whether and how they could be effective. Your argument needs to be supported by the research evidence base around the effectiveness of integrated responses and what works with regards to risk assessment and prevention. You will need to incorporate national and international research evidence and policy strategies. You should include at least fifteen references in your essay. At least eight of these should be academic references based on empirical and/ or theoretical examinations of the issues relevant to the essay question. Remaining references can be sourced from the grey literature. Please avoid using website information as a reference unless it links to published reports or practice manuals.

All assessment-related information is also made available on the unit Moodle site under the 'ASSESSMENT' block. You will also find a link to a monitored discussion board specifically designed for questions relating to each assessment item on the unit Moodle site. You are encouraged to monitor the unit Moodle site and your student emails for assessment-related information.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students

Result will be made available within ten working days of submission.

Weighting

40%

Minimum mark or grade

10/40

Assessment Criteria

DFVP20006 - Working with Victims/Survivors of Domestic and Family Violence

Assessment Two: Written Assessment (40%)

'Best practice in working with victims of domestic and family violence - can integrated service responses minimise risk of fatal outcomes?'

HD	D	C	P	F
Structure (15%)				
Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper	Introduction is apparent and the topic is introduced but there is no clear direction to the paper	No recognisable introduction-the topic is not introduced and/or there is no direction of the paper
Clear and succinct conclusion that outlines the main points brings argument to a logical close.	Clear and appropriate conclusion that outlines the main points and brings the argument to a close	Conclusion outlines most of the main points and brings some sense of closure	Conclusion apparent and outlines most of the main points and endeavours to bring the argument to a close-there may be some incongruity	No recognisable conclusion-little reference to the main points and no clear conclusion to the paper.

Excellent presentation of assignment, double spaced with 12 point font. Consistently accurate with spelling, grammar and paragraph structure.

Well-presented assignment, double spaced with 12 point font. 1 or 2 errors spelling, grammar and paragraph structure.

Well-presented assignment, double spaced with 12 point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.

Well-presented assignment, double spaced with 12 point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure

Poorly presented assignment. Double spacing not used. 12 point font not used. Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).

Approach & Argument (70%)

Overall, content is entirely relevant to the topic, the approach comprehensively addresses the task and the argument proceeds logically and is within the set word limit.

Overall, content is very relevant to the topic, the approach clearly addresses the task and the argument proceeds logically and is within the set word limit

Overall, content is appropriate to the topic, the approach mostly addresses the task and the argument for the most part proceeds logically and is within the set word limit

Overall, content addresses the task but the argument is at times repetitive or lacks cohesion and is within the set word limit with a 10% allowance (under or over the set limit)

Overall, content is irrelevant and or does not address the task and the argument lacks cohesion. The word limit has not been adhered to, the word limit is well over or under the 10% allowance

<p>An articulate and comprehensive piece of work. Clear definition of the key characteristics of and stakeholders relevant to integrated responses. Rigorous critique of what makes them best practice. Extremely thorough examination of the lethality risk involved in DFV, including risk factors and prior help-seeking. Evaluation of the role and effectiveness of integrated responses in reducing the extent of / prevention of domestic homicide. The intervention and risk literature has been analysed to identify potential points for intervention and whether and how they could be effective.</p>	<p>An articulate and comprehensive piece of work. Definition of the key characteristics of and stakeholders relevant to integrated responses. Rigorous critique of what makes them best practice. Thorough examination of the lethality risk involved in DFV, including risk factors and prior help-seeking. Evaluation of the role and effectiveness of integrated responses in reducing the extent of / prevention of domestic homicide. The intervention and risk literature has been analysed to identify potential points for intervention and whether and how they could be effective.</p>	<p>A comprehensive piece of work. The characteristics and stakeholders of integrated responses are defined and there is a review of what makes them best practice. There is an examination of the lethality risk involved in DFV, including risk factors and prior help-seeking. The role and effectiveness of integrated responses in reducing the extent of / prevention of domestic homicide is presented. The intervention and risk literature has been reviewed to identify potential points for intervention and whether and how they could be effective.</p>	<p>The discussion demonstrates a generalised or limited understanding of the topic. Most of these elements are covered: characteristics and stakeholders of integrated responses are defined/ review of what makes them best practice/ lethality risk involved in DFV/ (risk factors and prior help-seeking)/ role and effectiveness of integrated responses/ identification of potential points for intervention and whether and how they could be effective.</p>	<p>An inadequate discussion demonstrating a poor understanding of the elements. Not all aspects of the task have been addressed: characteristics and stakeholders of integrated responses are defined/ review of what makes them best practice/ lethality risk involved in DFV/ (risk factors and prior help-seeking)/ role and effectiveness of integrated responses/ identification of potential points for intervention and whether and how they could be effective.</p>
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Referencing (15%)

<p>Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.</p>	<p>Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions</p>	<p>Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions</p>	<p>Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions</p>	<p>Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations</p>
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Consistently accurate with referencing. A minimum of 15 references used including 8 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	1 or 2 consistent referencing errors identified. A minimum of 15 references used including 6 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	3 or 4 consistent referencing errors identified. A minimum of 15 references used including 5 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	3 or 4 inconsistent referencing errors identified. A minimum of 15 references used including 4 journal articles and relevant grey literature (may include practice guidelines and evidence-based practitioner manuals).	Many inaccuracies with referencing (>5). Less than 15 references used. Less than 4 journal articles sourced. Relevant grey literature (including practice guidelines and evidence-based practitioner manuals) not included.
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Referencing Style

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

Submission

Online

Submission Instructions

assignments must be submitted through turnitin; students are required to familiarise themselves with CQU's turnitin submission and feedback guidelines

Learning Outcomes Assessed

- Identify issues considered to be precipitants or causal factors in domestic and family violence victimology and how these intersect with gender, culture and ethnicity.
- Evaluate specific system and program initiatives related to the provision of social services for victims of domestic and family violence in Queensland and Australia.

Graduate Attributes

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

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