



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

## Term 1 - 2019

Profile information current as at 01/05/2024 05:54 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 - 2019

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 30%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## 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 - 30%		•		•	•
2 - Portfolio - 30%	•		•		
3 - Written Assessment - 40%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

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

## 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

**Marika Guggisberg** Unit Coordinator  
[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to working with victim/survivors of domestic and family violence: Legislation and Policy	The National Plan to Reduce Violence Against Women and Their Children 2010 - 2022. <a href="https://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022">https://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022</a>	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Victimology: Construction the victim of crime	Strobl, R. (2004). Constructing the Victim: Theoretical Reflections and Empirical Examples. <i>International Review of Victimology</i> , 11(2-3), 295-311. <a href="https://doi.org/10.1177/026975800401100206">https://doi.org/10.1177/026975800401100206</a>	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice: Ethical considerations, safety implications and self-care	O'Brien, C. (2015). Working with domestic violence: A clinician's guide to ethical and competent practice. <i>InPsych</i> , 37, 1-6. Retrieved from <a href="https://www.psychology.org.au/inpsych/2015/october/obrien">https://www.psychology.org.au/inpsych/2015/october/obrien</a>	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Domestic homicide: Nature, extent and risk indicators	Sheehan, B. E., Murphy, S. B., Moynihan, M. M., Dudley-Fennessey, E., & Stapleton, J. G. (2017). Intimate partner homicide: New insights for understanding lethality and risks. <i>Violence Against Women</i> , 21, 269-288.	Assessment 1 (Portfolio) due on Monday 02 April
	Domestic and Family Violence Death Review and Advisory Board. (2017). Intimate partner homicide of 'Kelly': Case Review Report. Brisbane, QLD: Author	<b>Portfolio - Vicarious Trauma</b> Due: Week 4 Monday (1 Apr 2019) 12:00 am AEST

#### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with victim/survivors: The role and nature of different services	Arroyo, K., Lundahl, B., Butters, R., Vanderloo, M., & Wood, D. S. (2017). Short-term interventions for survivors of Intimate Partner Violence: A systematic review and meta-analysis. <i>Trauma, Violence, &amp; Abuse</i> , 18, 155 - 171.	

#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with victim/survivors: 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, 586 - 599.	

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Victim/survivors' help-seeking: Nature, extent and predictors	Douglas, H. (2017). Why are rates of domestic violence still so high? <i>The Conversation</i> . Retrieved from: <a href="https://theconversation.com/why-are-rates-of-domestic-violence-in-australia-still-so-high-87187">https://theconversation.com/why-are-rates-of-domestic-violence-in-australia-still-so-high-87187</a>	Assessment 2 (Portfolio) due on Monday 29 April  <b>Portfolio - Briefing Paper (vulnerable subpopulations)</b> Due: Week 7 Monday (29 Apr 2019) 12:00 am AEST

#### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culturally specific considerations: Working with Indigenous and CALD victim/survivors	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, 263-275. Available from: <a href="https://academic.oup.com/swr/article/37/3/263/1673530">https://academic.oup.com/swr/article/37/3/263/1673530</a>	

#### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with diverse victim/survivor populations: Understanding the role of age, gender, sexual orientation and identity	Centers for Disease Control and Prevention (2018). <i>Teen Dating Violence</i> . Atlanta, GA: Author. Available from: <a href="http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html">www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html</a>	

#### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Working with victim/survivors who are mothers: Considerations of 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, 166-184.

Assessment 3 (Written Assessment - Academic Essay) due on Monday 20 May

**Written Assessment (Academic Essay)** Due: Week 10 Monday (20 May 2019) 11:45 pm AEST

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Improving practice responses through staff/sector education and training	Wakefield, S., & Taylor, A. (2015). <i>Judicial education for domestic and family violence: State of knowledge paper</i> . Landscapes, State of Knowledge, Issue 02. Alexandria, NSW: ANROWS. Available from: <a href="https://anrows.org.au/sites/default/files/150604%20CDFVR%20Judicial%20Landscapes.pdf">https://anrows.org.au/sites/default/files/150604%20CDFVR%20Judicial%20Landscapes.pdf</a>	

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary national and international approaches to working with victim/survivors	Alvarez, C., Fedock, G., Grace, K. T., & Campbell, J. (2017). Provider screening and counseling for Intimate Partner Violence: A systematic review of practices and influencing factors. <i>Trauma, Violence, &amp; Abuse</i> , 18, 479-495.	

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 17 Jun 2019

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

### 1 Portfolio - Vicarious Trauma

#### Assessment Type

Portfolio

#### Task Description

For this portfolio activity, you are asked to identify and unpack the key features of vicarious trauma when working with victim/survivors of Domestic and Family Violence (DFV). Vicarious trauma is an important issue that impacts clients, frontline workers and employers of support services. You will have the opportunity to demonstrate your knowledge and understanding of this concept as it relates to victim/survivors' experiences of DFV and service delivery in this area.

You should review and analyse the relevant literature to address the following questions:

- What are key features of vicarious trauma?
- How does vicarious trauma impact victim/survivors?
- How does vicarious trauma impact frontline workers?
- How does vicarious trauma impact employers of frontline workers?
- What are the implications for service delivery?

A minimum of six academic references (i.e. journal articles) published 2012 or later are required for this assessment piece. In addition, you may draw on Australian statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

#### Assessment Due Date

Week 4 Monday (1 Apr 2019) 12:00 am AEST

#### Return Date to Students

Feedback will be provided within 10 working days of submission

#### Weighting

30%

### Assessment Criteria

Identification and appropriate definition of the concept (20%)

All questions answered and relevance to service delivery established (20%)

Approach, Argument and Structure (40%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

### 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 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

## 2 Portfolio - Briefing Paper (vulnerable subpopulations)

### Assessment Type

Portfolio

### Task Description

**For this portfolio activity, you are asked to develop a briefing paper for your manager of a victim support service. Please consider the issue of vulnerability and how it relates to working with victim/survivors of Domestic and Family Violence (DFV). Some women and children are more vulnerable and have specific complexities that will need to be considered when compared to victim/survivors who do not belong to minority groups (e.g., Aboriginal and Torres Strait Islander women and children). This assessment provides you with the opportunity to demonstrate your knowledge and understanding of the specific issues relating to vulnerable subpopulations and consider practice approaches (implications for service delivery) to address these vulnerable groups' specific issues.**

**Please choose ONE vulnerable subpopulation for your review and analysis:**

- Aboriginal and Torres Strait Islander women
- Aboriginal and Torres Strait Islander children
- Victim/survivors identifying as LGBTIQ+
- Victim/survivors from Culturally and Linguistically Diverse backgrounds

**Guiding questions - make sure you answer all of the following questions:**

- What is the specific group you have chosen (define the relevant features of the group)?
- How prevalent is DFV for this specific group?
- What are the specific vulnerabilities this group faces in relation to DFV?
- What are some strategies to overcome the identified issues in relation to specific vulnerabilities?

### Assessment Due Date

Week 7 Monday (29 Apr 2019) 12:00 am AEST

### Return Date to Students

Feedback will be provided within 10 working days of submission



## Weighting

30%

## Assessment Criteria

Identification of one vulnerable victim/survivor group, prevalence and specific issues (20%)

Relevance to service delivery established and practice approaches discussed (20%)

Approach, argument and structure (40%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

## 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.

## Graduate Attributes

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

## 3 Written Assessment (Academic Essay)

### Assessment Type

Written Assessment

### Task Description

**For this assignment you will need to develop a safety plan for a female, adult client accessing your service. You are asked to consider safety approaches for the client, her family and yourself along with ethical and legal implications. This will include description of the level of risk to the client's safety, and safety of other members of the family such as children, and grandparents along with resources the client can draw on (using an empowerment approach). You will also need to consider external safety mechanisms that need to be put into place (e.g. involvement of other agencies/service sectors).**

**You may discuss an actual 'case' or 'make up' a suitable vignette yourself.**

**Alternatively, you can use the one described below:**

*Anne (39) left the residence she shared with her abusive husband yesterday and presented today at the DFV support service where you are a case worker. She attended with her 5-year-old daughter Eva and her 12-year-old son Chris with her. Anne stated that she had spent the night at her sister's place, but indicated that this is not a long-term solution because her sister has limited space and Anne's husband knows where her sister Maddie lives. In fact, Anne informs you that he already rang Maddie to try and get to Anne and that he has also threatened to involve the children if she does not immediately come back (she said that 'he is the jealous type'). This is not the first time Anne left the house with her children. She has rung DFV support services in the past and stayed at the local refuge previously but returned every time, wanting to believe his apologies and that he will never hurt her again. Anne is worried about returning to the family home because she feels that the emotional, physical and sexual abuse (pressuring her into things she does not feel comfortable with) has escalated in recent weeks, but she is also unsure where to find safe and sustainable accommodation.*

**If you choose to use the vignette provided above, please consider safety measures suitable for Anne who has left her abusive husband very recently with her two dependants (Eva and Chris) who are both minors.**

**Regardless of whether you choose your own 'case' or the vignette, you are asked to consider the following:**

- Briefly summarise the case and identify relevant safety issues
- Identify key risk indicators mentioned in the literature that align with your case
- Discuss risk assessment and planning issues (what mechanisms need to be put in place to maximise your

**client's, relevant others' and your own safety**

- **Describe safety measures that are tailored to the case (e.g., thinking about Anne, Eva and Chris, her husband and yourself)**
- **Describe challenges associated with service delivery (e.g., accommodation issues, child contact issues) drawing from the academic literature (are there any ethical or legal issues to be considered?)**
- **Provide an appropriate solution to reduce risk and maximise safety for the family and yourself/organisation**

**Assessment Due Date**

Week 10 Monday (20 May 2019) 11:45 pm AEST

**Return Date to Students**

Feedback will be provided within 10 working days of submission

**Weighting**

40%

**Assessment Criteria**

Description of case and identification and discussion of relevant risk/safety issues, planning, challenges and service delivery considerations (20%)

Knowledge of content area and development of ideas (40%)

Organisation (20%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

**Learning Outcomes Assessed**

- Examine safe approaches to working with victims/ survivors of domestic and family violence and ethical and legal implications in practice
- Identify issues considered to be precipitants or causal factors in domestic and family violence victimology and how these intersect with gender, culture and ethnicity.
- 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

## 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