



# DFVP20009 *Advanced Skills for Men's Behaviour Change*

## Term 2 - 2019

Profile information current as at 26/05/2022 10:18 pm

All details in this unit profile for DFVP20009 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 enable you to develop your skills for working safely and effectively with male users of violence to effect behavioural change. It will enhance your understanding of the ethical and legal implications for practice in this field and relevant statutory requirements and standards which support safe practice. You will draw on your knowledge of domestic and family violence theories and frameworks as you acquire a range of group and other interpersonal skills to challenge and address perpetrator attitudes and behaviours. This unit also supports the growth of your abilities to assess client motivations and their commitment to change and will build your capacity to promote, monitor and review client progress through developing response plans. You will strengthen your knowledge of working with specific groups, such as Culturally and Linguistically Diverse and Aboriginal and Torres Strait Islander clients.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2019

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Practical Assessment**

Weighting: 30%

#### 3. **Portfolio**

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 Student survey responses

**Feedback**

The majority of the student comments reinforced current practices and revolved around: - Lecturer features as supportive, inspiring enthusiasm, and reflecting his experience in the sector - Practical relevance of the unit - Breadth of content - Approach to diversity

**Recommendation**

Maintain these existing approaches and strategies

#### Feedback from Student survey responses

**Feedback**

"A few technical hiccups that were rectified with contacting [Lecturer]"

**Recommendation**

- Double-check hyperlink functioning prior to 'going live' - Consultation with technical services on stability of links

#### Feedback from Student survey responses

**Feedback**

"I only realised by the time I got to the third assignment how each of the assignments have helped me with my learning. It would have been great to know at the start about this."

**Recommendation**

Review information available to students at the outset of the term on the relevance and intention of the assessments.

## Unit Learning Outcomes

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

1. Evaluate and apply the relevant frameworks and methods for effecting behavioural change
2. Formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs
3. Identify and apply relevant standards, procedures and statutory requirements to ensure worker and family safety
4. Evaluate strategies and techniques for working in group practice with perpetrators
5. Demonstrate effective, safe, professional and accountable conduct to promote client behaviour change.

## 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 - Knowledge	Introductory	Introductory	Introductory	Introductory	
2 - Communication	Introductory	Introductory	Introductory	Introductory	
3 - Cognitive, technical and creative skills	Introductory	Introductory	Introductory	Introductory	
4 - Research	Introductory	Introductory	Introductory	Introductory	
5 - Self-management		Introductory			Advanced
6 - Ethical and Professional Responsibility	Introductory	Introductory	Introductory		Advanced
7 - Leadership					Advanced
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 - Written Assessment - 30%	Introductory	Introductory	Introductory	Introductory		Advanced		
2 - Practical Assessment - 30%	Introductory	Introductory	Introductory		Advanced	Advanced	Advanced	
3 - Portfolio - 40%	Introductory	Introductory	Introductory	Introductory		Advanced		

## Textbooks and Resources

### Textbooks

DFVP20009

#### Prescribed

#### **BECOMING ETHICAL: a PARALLEL, POLITICAL JOURNEY WITH MEN WHO HAVE ABUSED**

(2009)

Authors: ALAN JENKINS

Russell House

LYME REGIS , UK

ISBN: 978-1-905541-40-9

Binding: Paperback

### 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

**Brian Sullivan** Unit Coordinator

[b.sullivan@cqu.edu.au](mailto:b.sullivan@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Re-introduction: Applying ideas to practice	Vlais, R. (2014). <i>Domestic violence perpetrator programs: Education, therapy, support, accountability 'or' struggle?</i> Melbourne: No To Violence. Male Family Violence Prevention Association. Retrieved from <a href="http://ntv.org.au/wp-content/uploads/140409-Elements-of-DV-perpetrator-program-work.pdf">http://ntv.org.au/wp-content/uploads/140409-Elements-of-DV-perpetrator-program-work.pdf</a>	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Professional coherence: Use of self in practice

Morran, D. (2008). Firing up and burning out: The personal and professional impact of working in domestic violence offender programmes. *The Journal of Community and Criminal Justice*, 55 (2) 139-152.

Howard, J. (2011). *Working with men who use violence and control*. In: C. Flaskas, B.Mason & A. Perlesz, (Eds.) (pp. 47-62). *The Space Between Experience, Context and the Process in the Therapeutic Relationship* (SYST). London, UK: Karnac Books.

**Week 3 - 29 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Social Justice advocacy and the politics of intervention	Jenkins, A. (2009). The politics of intervention. In <i>Becoming Ethical: A parallel, political journey with men who have abused</i> . (pp. 27-38). Lyme Regis, UK: Russel House	

**Week 4 - 05 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to change: Invitations to responsibility	Donovan, C. & Griffiths, S. (2015). Domestic violence and voluntary perpetrator intervention programmes: Engaging men in the pre-commencement phase. <i>British Journal of Social Work</i> , 45, 1155-1171	

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Risk, Safety and Opportunity: Optimising practice	Polaschek, D. (2016). <i>Responding to perpetrators of family violence</i> . New Zealand Family Violence Clearinghouse. Issues paper 11. Retrieved from <a href="https://nzfvc.org.nz/issues-paper-11-responding-perpetrators-family-violence">https://nzfvc.org.nz/issues-paper-11-responding-perpetrators-family-violence</a>	

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic

Mapping abuse and formulating a response	Day, A. & Bowen, E. (2015). Offending competency and coercive control in intimate partner violence. <i>Aggression and Violent Behaviour</i> , 20, 62-71	Written assessment <b>Written Assessment</b> Due: Week 6 Monday (26 Aug 2019) 5:00 pm AEST
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### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Decolonising practices: Indigeneity & empowerment	Mosby, E. & Thomsen, G. (November, 2012). Indigenous male offending: Reconnections with self. Paper presented at the No To Violence Conference, Melbourne. Retrieved from <a href="https://www.yumpu.com/en/document/view/53459185/indigenous-male-offending-reconnection-with-self/3">https://www.yumpu.com/en/document/view/53459185/indigenous-male-offending-reconnection-with-self/3</a>	

### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with diversity: Practices of Inclusion	Almeida, R. and Dolan-Delvecchio, K. (1999) Addressing culture in batterers' intervention. The Asian Indian community as an illustrative example. <i>Violence Against Women</i> , 5(6), 654-683.	

### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The change process: Applying theory & enhancing commitment	Jenkins, A. (2009). Becoming accountable. In <i>Becoming Ethical: A parallel, political journey with men who have abused</i> . Lyme Regis: Russel House. 93-100. Musser, C. & Murphy, C. (2009). Motivational interviewing with perpetrators of intimate partner abuse. <i>Journal of Clinical Psychology: In Session</i> 65 (11), 1218-1231.	Practical assessment <b>Practical Assessment</b> Due: Week 9 Monday (16 Sept 2019) 5:00 pm AEST

### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Researching your practice	Yip, K. (2006). Self-reflection in reflective practice: A note of caution. <i>British Journal of Social Work</i> , 36, 777-788.	

### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Professional integration

Haldane, H. (2017). Current challenges in frontline gender-based violence services: An applied research perspective. *Queensland Centre for Domestic & family Violence Research Reader*, 15 (1), 5-6

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Summarising the journey	Reflective journal (as compiled by the student)	Portfolio <b>Reflective Journal</b> Due: Week 12 Monday (7 Oct 2019) 5:00 pm AEST

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 21 Oct 2019

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

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

**Unit Name** Advanced Skills for Men's Behaviour Change

**Unit No.** DFVP20009

**Coordinator** Dr Brian Sullivan

**Assess No.** 1

**Type** Written Assessment

**LOs assessed** 2) Formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs  
3) Identify and apply relevant standards, procedures and statutory requirements to ensure worker and family safety

**Word Limit** 1,500 (+/- 10%)

**Total Percentage** 30%



Due: 11:45pm Friday, Week 6

You are required to write a basic assessment report. This task provides you with an opportunity to analyse information drawn from a hypothetical assessment interview and to develop an appropriate intervention formulation and plan. It requires you to identify key issues and to determine relevant responses relevant to men's behaviour change practice, including safety, cultural suitability, and professionally-informed standards.

**Procedure** Review the *Assessment Interview* video file provided in Moodle and, with reference to your learning from the unit, use this material to:

1. Identify key features relevant to the client's abusive conduct in domestic/family settings
2. Identify key factors relevant to the safety of the (ex-) partner and children
3. Determine client-related features that are relevant and amenable to change
4. Note what 'strengths' and resources might be present in facilitating such change, including cultural considerations
5. Provide a summary of recommendations for risk management purposes
6. Based on your responses to 1-5 above, provide a basic set of recommendations for intervention with the client

Your **focus** should be principally on the client. Your **report** should: · Where possible, cite contemporary published and 'grey' literature, including service standards, procedures, statutory requirements, and so on · Reflect a coherent approach to practice consistent with relevant theory/research and practice principles · Sensitise to Indigeneity, difference, and diversity · Formulate recommendations that are specific, achievable, and measurable. You should include **at least five references** in your report. **At least three** of these should be **academic references** based on empirical and/ or theoretical examinations of the practice and safety issues. Remaining references may be sources from the grey literature.

## Details

## Notes to Students

Overall, this assessment item provides you with the opportunity to deductively apply principles from the relevant literature and link these to your current or future practice. All assessment-related information is also made available on the unit Moodle site under the 'ASSESSMENT' section. You will also find a link to a monitored discussion board designed as a forum for posing and responding to your questions relating to each assessment item. You are encouraged to monitor the unit Moodle site and your student emails for assessment-related information.

Referencing The preferred style for CQUniversity School of Nursing, Midwifery and Social Sciences is American Psychological Association (APA) referencing. A guide to APA referencing can be accessed [here](#).

**Criteria** Provided via Moodle

**Feedback** Provided via Moodle

### Assessment Due Date

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

### Return Date to Students

Week 8 Monday (9 Sept 2019)

### Weighting

30%

### Assessment Criteria

HD	D	C	P	F
<b>Structure (10%)</b>				
Excellent presentation of report, double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented report, double-spaced 12-point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented rationale, double-spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented rationale, double-spaced 12-point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented rationale. Double-spacing 12-point font not used Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach and Deduction (80%)</b>				
Content is entirely relevant to the report requirements, the approach comprehensively addresses the task. The content presentation is logical and is within the set word limit.	Content is very relevant to the report requirements, the approach clearly addresses the task. The content presentation is logical and is within the set word limit.	Content is appropriate to the report requirements, the approach mostly addresses the task. For the most part, the content presentation is logical and is within the set word limit.	Content addresses the report requirements but may be repetitive or lack cohesion. Within the set word limit with a 10% allowance (under or over the set limit).	Content is irrelevant and or does not address the report fails to meet requirements. The word limit has not been adhered to: well outside the 10% allowance
<b>Referencing (10%)</b>				
Consistently integrates well-chosen references to support and reflect all ideas, factual information and quotations.	Generally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates well-chosen references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequently attempts (>7 errors) to integrate well-chosen references to support and reflect ideas, factual information and quotations.

Consistently accurate with referencing. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	1 or 2 consistent referencing errors identified. A minimum of 5 references including journal articles, govt. publications, grey literature and practice principles.	3 or 4 consistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature, practice guidelines and practice principles.	3 or 4 inconsistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	Many inaccuracies with referencing (>5). Less than 5 journal articles sourced. Assignment relies heavily on web-site information.
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## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs
- Identify and apply relevant standards, procedures and statutory requirements to ensure worker and family safety

## Graduate Attributes

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

## 2 Practical Assessment

### Assessment Type

Practical Assessment

### Task Description

Unit Name Advanced Skills for Men's Behaviour Change

Unit No. DFVP20009

Coordinator Dr Brian Sullivan

Assess No. 2

Type Practical assessment

CLOs assessed Portfolio learning outcomes

5) Demonstrate effective, safe, professional and accountable conduct to promote client behaviour change

Word Limit 1,500 words (+/- 10%)

Total % 30%

Details Due: 11:45pm Friday, week 9

You are required to provide an analysis of practice. Your submission should be presented in the nature of a report. The task provides you with an opportunity to identify and appraise features of a clinical interview conducted to enhance commitment to a tailored process of change relevant to the use of domestic/family violence. The interview you will analyse is presented on a video file made available through the Moodle portal for this unit. The task requires you to demonstrate appreciation of effective, safe, professional, and accountable practice designed to promote client behaviour change.

### Procedure

Review the Motivational Interview video file provided in Moodle and, with reference to your learning from the unit, use this material to identify key features of the interviewer's approach intended ultimately to engage, secure, and enhance the client's commitment to and alignment with progress toward safe and respectful conduct in domestic/family settings.

Your focus should be principally on the interviewer.

Your analysis should comment on your considered analysis and appraisal of salient elements of the interviewer's conduct in terms of:

- What s/he says (and does not say)
- What s/he does (and does not do)
- Responses to the client immediately and subsequently
- Alignment with or commitment to any distinctive practice approach or elements thereof.

Your report should:

- Where possible, cite seminal published and contemporary 'grey' literature, including service standards, ethical principles, practice approach, and so on
- Reflect a coherent approach to practice based on theory/research and practice principles
- Sensitise to Indigeneity, difference, and diversity
- Be practice-focused.

You should include at least five references in your report. At least three of these should be academic references based on empirical and/ or theoretical examinations of the practice and safety issues. Remaining references may be sources from the grey literature.

Notes to Students Practical assessment activities are designed to reflect skills required in professional practice and involve different types of learning and assessment. They provide students with an opportunity to demonstrate a range of different skills, including ways of applying knowledge and attributes. These activities allow you to engage with and respond to scenarios similar to those encountered in practice experience. This activity provides you with the opportunity to deductively apply principles from the relevant literature and link these to your current or future practice.

Attend to the scenario carefully and be aware of its specific requirements in terms of length, format, structure, required referencing, and intended purpose. Sensitivity to intersectional issues (such as gender, race/culture) and inclusiveness should be observed.

All assessment-related information is also made available on the unit Moodle site under the 'ASSESSMENT' section. 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.

#### Referencing

The preferred style for CQUniversity School of Nursing and Midwifery is American Psychological Association (APA) referencing. A guide to APA referencing can be accessed [here](#).

Criteria Provided via Moodle

Feedback Provided via Moodle

#### Assessment Due Date

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

#### Return Date to Students

Week 11 Monday (30 Sept 2019)

#### Weighting

30%

#### Assessment Criteria

HD	D	C	P	F
<b>Structure (10%)</b>				
Excellent presentation of report, double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented report, double-spaced 12-point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented rationale, double -spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented rationale, double-spaced 12-point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented rationale. Double-spacing 12-point font not used Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Approach and Deduction (80%)</b>				
Content is entirely relevant to the report requirements, the approach comprehensively addresses the task. The content presentation is logical and is within the set word limit.	Content is very relevant to the report requirements, the approach clearly addresses the task. The content presentation is logical and is within the set word limit.	Content is appropriate to the report requirements, the approach mostly addresses the task. For the most part, the content presentation is logical and is within the set word limit.	Content addresses the report requirements but may be repetitive or lack cohesion. Within the set word limit with a 10% allowance (under or over the set limit).	Content is irrelevant and or does not address the report fails to meet requirements. The word limit has not been adhered to: well outside the 10% allowance
<b>Referencing (10%)</b>				
Consistently integrates well-chosen references to support and reflect all ideas, factual information and quotations.	Generally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates well-chosen references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequently attempts (>7 errors) to integrate well-chosen references to support and reflect ideas, factual information and quotations.

Consistently accurate with referencing. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	1 or 2 consistent referencing errors identified. A minimum of 5 references including journal articles, govt. publications, grey literature and practice principles.	3 or 4 consistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature, practice guidelines and practice principles.	3 or 4 inconsistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	Many inaccuracies with referencing (>5). Less than 5 references used. Few or no journal articles sourced. Assignment relies heavily on web-site information.
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## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Demonstrate effective, safe, professional and accountable conduct to promote client behaviour change.

## Graduate Attributes

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

## 3 Reflective Journal

### Assessment Type

Portfolio

### Task Description

Assess No. 3

Type Portfolio

CLOs assessed

1. Evaluate and apply the relevant frameworks and methods for effecting behavioural change
2. Formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs
3. Identify and apply relevant standards, procedures and statutory requirements to ensure worker and family safety
4. Evaluate strategies and techniques for working in group practice with perpetrators

Word Limit 3,000 (+/- 10%)

Total Percentage 40%

Details Reflective journal

Due: 11:45pm Friday, week 12 (06/10/2017)

### Overview

Create and maintain a reflective journal of your experiences of critically engaging with the content of this unit as relevant to the development of the personal-professional self in respect of your current or future professional practice.

### Intention

This task offers the opportunity to actuate and articulate the important 'use-of-self' construct referred to in the unit. This is achieved by means of regular and consistent (at least weekly) entries into a self-compiled journal. This task is intended to support and consolidate your learning by synthesising the range of competencies relevant to the unit.

New learning is often referred to using the metaphor of a journey. The 'conversation with self' is a means by which we engage in what Jenkins (in the unit text, 2009) refers to as a "parallel journey". This is also a means of documenting milestones on that journey and gaining opportunities to incorporate feedback along the way. Competence in this self-awareness and the subsequent consolidation of attitudes consistent with practice in this work are assessable attributes.

### Process and content

Your reflective journal should include and synthesise:

- an account of the application of your thinking and affect related to practice in a process of developing knowledge, attitudes, and skills
- the impact of experiences on learning and self-management as a safe and effective practitioner
- reference to a dynamic model of experiential learning for practice (such as the description by Frost, 2015)

- reflections on every-day-life experiences outside of formal learning that instantiate either collusion with or challenge to systems of oppression (involving gender, race, citizenship, etc.) that act to support domestic and family violence
- mindfulness of social and interpersonal phenomena that contribute to exclusion, silencing, and marginalisation that surround domestic and family violence or their opposites
- reflections on relevant practice frameworks, methods, and strategies, along with relevant professional requirements.

#### Format

The format of the journal is flexible and can reflect the cultures, idioms, and meaning-making that you bring to the learning for this unit. Your text may be illustrated with or by reference to artwork, audio, or video material. Please consult the course coordinator if you are unsure about the appropriateness of media.

You should include at least ten references in your journal. At least five of these should be academic references based on empirical and/ or theoretical examinations of the issues implicit in this statement. Remaining references may be sources from the grey literature or culturally-based sources.

#### References

Frost, A. (2015) Supervision. In O’Sullivan, K., King, A. & Nove, T. (Eds) Group work in Australia (pp.300-316). Sydney: Institute of Group Leaders.

Jenkins, A. (2009). The politics of intervention. In Becoming Ethical: A parallel, political journey with men who have abused. (pp. 27-38). Lyme Regis, UK: Russel House

Notes to Students Students enrolled in this unit are expected to at least have connections with ‘men’s behaviour change’ services through professional practice networks. Your journal will reflect your work through that association.

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.

Overall, this assessment item provides you with the opportunity to explore and monitor your personal-professional progress in relation to the teaching material underpinning the unit and link this to your current or future practice.

All assessment-related information is also made available on the unit Moodle site under the ‘ASSESSMENT’ section. 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.

#### Referencing

The preferred style for CQUniversity School of Nursing and Midwifery is American Psychological Association (APA) referencing. A guide to APA referencing can be accessed here.

#### Criteria Provided via Moodle

Feedback Students will have the opportunity to submit their journals for non-evaluative feedback between weeks 4 and 7 inclusive

All feedback provided via Moodle

#### Assessment Due Date

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

While the completed item is not due until the end of Week 12, this assessment item must be compiled, week by week, over the course of the term

#### Return Date to Students

Exam Week Monday (21 Oct 2019)

#### Weighting

40%

#### Assessment Criteria

HD	D	C	P	F
<b>Structure (10%)</b>				
Excellent presentation of material, in double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented report, double-spaced 12-point font. 1 or 2 errors spelling, grammar and paragraph structure.	Well-presented rationale, double-spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar and paragraph structure.	Well-presented rationale, double-spaced 12-point font. 3 or 4 inconsistent errors with spelling, grammar and paragraph structure	Poorly presented rationale. Double-spacing 12-point font not used Many inaccuracies with spelling, grammar and paragraph structure. (> 5 errors).
<b>Compilation and reflection (80%)</b>				

Content relevance is entirely justified in the text and meets all process and content requirements of the task. The written content presentation is logical and is within the set word limit.	Content relevance is mostly justified in the text, and clearly addresses process and content requirements of the task. The written content presentation is logical and is within the set word limit.	Content relevance is appropriately justified in the text, and meets the majority of process and content requirements of the task. The written content presentation is logical and is within the set word limit.	Content is relevant entirely justified in the text, and generally meets process and content requirements of the task. The written content presentation is reasonable and is within the set word limit.	Content lacks relevance, is not justified in the text, and fails to meet process and content requirements of the task. The written content presentation lacks coherence and is well outside the set word limit.
<b>Referencing (10%)</b>				
Consistently integrates well-chosen references to support and reflect all ideas, factual information and quotations.	Generally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates well-chosen references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates well-chosen references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequently attempts (>7 errors) to integrate well-chosen references to support and reflect ideas, factual information and quotations.
Consistently accurate with referencing. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	1 or 2 consistent referencing errors identified. A minimum of 5 references including journal articles, govt. publications, grey literature and practice principles.	3 or 4 consistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature, practice guidelines and practice principles.	3 or 4 inconsistent referencing errors identified. A minimum of 5 references used including journal articles, govt. publications, grey literature and practice principles.	Many inaccuracies with referencing (>5). Less than 5 references used. Few or no journal articles sourced. Assignment relies heavily on web-site information.

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- Evaluate and apply the relevant frameworks and methods for effecting behavioural change
- Formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs
- Identify and apply relevant standards, procedures and statutory requirements to ensure worker and family safety
- Evaluate strategies and techniques for working in group practice with perpetrators

### 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