



DFVP20009 *Advanced Skills for Men's Behaviour Change*

Term 2 - 2020

Profile information current as at 17/05/2022 03:27 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 - 2020

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	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 - Written Assessment - 30%								
2 - Practical Assessment - 30%								
3 - Portfolio - 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 styles below:

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

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical reflective practice - A foundational skill	All readings provided in Unit eReading list	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professional coherence: Self-care and safety	All readings provided in Unit eReading list	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and working with power and control	All readings provided in Unit eReading list	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding, assessing, and managing risk	All readings provided in Unit eReading list	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and working with coercive control	All readings provided in Unit eReading list	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Multiple needs and case management	All readings provided in Unit eReading list	

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and working with cultural safety	All readings provided in Unit eReading list	Written assessment - Essay RISK ASSESSMENT AND MANAGEMENT PLAN Due: Week 6 Monday (24 Aug 2020) 5:00 pm AEST

Week 7 - 31 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Motivational interviewing to enhance engagement	All readings provided in Unit eReading list	
Week 8 - 07 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Co-facilitation of men's groups - Role-modeling respect	All readings provided in Unit eReading list	
Week 9 - 14 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Using group processes 1: Advanced facilitator skills	All readings provided in Unit eReading list	Practical assessment - Case study Practice report Due: Week 9 Monday (14 Sept 2020) 5:00 pm AEST
Week 10 - 21 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Using group processes 2: Working with resistance	All readings provided in Unit eReading list	
Week 11 - 28 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Using group processes 3 - Challenging respectfully and safely	All readings provided in Unit eReading list	
Week 12 - 05 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Reviewing and summarizing the journey	All readings provided in Unit eReading list	Portfolio - Critical Reflective Practice
Review/Exam Week - 12 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 19 Oct 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 RISK ASSESSMENT AND MANAGEMENT PLAN

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: Week 6, Monday - 5.00pm

Task: You are required to write a comprehensive risk assessment report and risk management plan. This task requires you to analyse information drawn from 60 minutes TV interview (<https://www.youtube.com/watch?v=PTWBI5VcBxM>) and to develop a risk assessment and a risk management plan. It requires you to identify key practice issues and to determine responses relevant to men's behaviour change practice including safety; risk assessment; evidence-based responses; 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 risk factors 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 factors that are relevant and amenable to change
4. Note what resources might be present in facilitating such change, including cultural considerations
5. Identify a list 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.

Details

Your **report** should, where possible and appropriate:

- 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

- Be sensitive 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.

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 (24 Aug 2020) 5:00 pm AEST

Return Date to Students

Weighting

30%

Assessment Criteria

HD (100-84.5%)	D (84.49-74.5%)	C (74.49-64.5%)	P (64.49-49.5%)	F (<49.5%)
Structure 10%				
Excellent presentation of report, double-spaced 12-point font. Consistently accurate with spelling, grammar, sentence and paragraph structure	Well presented report, double-spaced 12-point font. 1 or 2 errors spelling, grammar, sentence and paragraph structure	Well presented report, double-spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar, sentence and paragraph structure.	Satisfactorily presented report, double-spaced 12-point font. 5 consistent errors with spelling, grammar, sentence and paragraph structure	Poorly presented report. Double-spacing 12-point font not used. Many inaccuracies with spelling, grammar, sentence and paragraph structure. (> 5 errors).
Risk Assessment 40%				
A comprehensive and complete risk assessment, identifying all key risk factors from the interview	A complete risk assessment, identifying most of the key risk factors from the interview	A good risk assessment, identifying the main key risk factors from the interview although some have not been identified	A satisfactory risk assessment identifying most of the main key risk factors from the interview although some have not been identified	An incomplete risk assessment where the key risk factors have not been sufficiently identified from the interview. There are major gaps in risk identification
Risk Management 40%				
A comprehensive and complete risk management plan where a safe and accountable intervention responses has been presented	A complete risk management plan where safe and accountable intervention responses have been presented	A good risk management plan overall, with a few gaps in safe and accountable intervention responses	A satisfactory risk management plan, though with some gaps in safe and accountable intervention responses	A risk management plan where there are major gaps in safety and accountability practices for the intervention response
Referencing 10%				
Consistently integrates quality references to respond to task. Fully complies with task requirements	Mostly integrates quality references to respond to task. Mostly complies with task requirements	While integrating quality references to respond to task, there are occasional instances of non-compliance.	Integrates quality references to respond to task to a satisfactory level. Several instances of non-compliance to task.	Not sufficiently compliant to task requirements and does not integrate quality references to respond to task

Referencing Style

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

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

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

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

Total Percentage 30%

Due: 5.00pm Monday, Week 9

You are required to provide an analysis of practice. Your submission should be presented as a practice 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.

Detail

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 academic 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.

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.

Notes to Students

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

Criteria	Provided via Moodle
Feedback	Provided via Moodle

Assessment Due Date

Week 9 Monday (14 Sept 2020) 5:00 pm AEST

Return Date to Students

Weighting

30%

Assessment Criteria

	HD (100-84.5%)	D (84.49-74.5%)	C (74.49-64.5%)	P (64.49-49.5%)	F (<49.5%)
Structure (10%)					
Excellent presentation of report, double-spaced 12-point font. Consistently accurate with spelling, grammar, sentence and paragraph structure	Very well presented report, double-spaced 12-point font. 1 or 2 errors spelling, grammar, sentence and paragraph structure	Well presented report, double-spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar, sentence and paragraph structure.	Satisfactorily presented report, double-spaced 12-point font. 5 consistent errors with spelling, grammar, sentence and paragraph structure	Poorly presented report. Double-spacing 12-point font not used. Many inaccuracies with spelling, grammar, sentence and paragraph structure. (> 5 errors).	
Identification of safe accountable practice (40%)					
Comprehensive identification of safe accountable practice to be effective	A very high level of identification of components of safe accountable practice to be effective	A high level of identification of components of safe accountable practice to be effective.	Sufficient identification of safe accountable practice to be effective	Limited ability to identify safe accountable practice - safety and accountability compromised	
Analysis and Appraisal of Interviewer's practice (40%)					
Comprehensive analysis of interviewer's practice, as per assignment instructions.	A very high level of analysis of interviewer's practice, as per assignment instructions.	A high level of analysis of interviewer's practice, as per assignment instructions.	Sufficient analysis of interviewer's practice, as per assignment instructions.	Limited analysis of interviewer's practice, as per assignment instructions.	
Referencing (10%)					
Consistently integrates quality references to respond to task. Fully complies with task requirements	Mostly integrates quality references to respond to task. Mostly complies with task requirements	While integrating quality references to respond to task, there are occasional instances of non-compliance.	Integrates quality references to respond to task to a satisfactory level. Several instances of non-compliance to task.	Not sufficiently compliant to task requirements and does not integrate quality references to respond to task	

Referencing Style

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

Unit Name Advanced Skills for Men's Behaviour Change

Unit No. DFVP20009

Coordinator Dr Brian Sullivan

Assess No. 3

Type Portfolio

LOs 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 3000 (+/- 10%)

Total Percentage 40%

Due: Friday, Week 12 - 2020 **Overview**

Create and maintain a critical reflection journal of your experiences of critically engaging with the content of this unit as relevant to the development of your personal-professional self in respect of your current or future professional practice. Please refer to the **Introduction to Critical Reflective Practice in the Domestic and Family Violence Practice Program** at the beginning of this unit (in Moodle).

Intention

This task offers you opportunity to articulate a critical reflection journal. This is achieved by means of regular and consistent (at least 10) 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. 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 critical reflection journal should include and synthesise:

- an account of the application of your thinking and feelings related to practice in a process of developing knowledge, attitudes, and skills, as you progress through the readings, video clips, other content, and mini-lectures of the unit
- the impact of experiences on learning and self-management as a safe and accountable practitioner
- reflections on every-day-life experiences outside of formal learning that exemplify 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, in addition to your written journal. You are required to make at least **10 entries into your journal of about 300 words each**. Please consult the unit 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.

Details

References relevant to critical reflection and reflective practice. Krishnamurthi, A. (2018). Family violence - through the lens of reflective practice. *Aotearoa New Zealand Social Work*, 30(3), 84-89.

[Morley, C.](#) and [Dunstan, J.](#) (2016) Putting gender back on the agenda in domestic and family violence policy and service responses: Using critical reflection to create cultural change. *Social Alternatives*, 35(4), 43-48

Thompson, N. & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325.

Students enrolled in this unit are expected to at least have connections with 'men's behaviour change' services through professional practice networks, if at all possible. You may choose to make contact with a local service when you begin this unit. Your journal may reflect your learning 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 and growth in relation to the teaching material underpinning the unit and link this to your current or future practice.

Notes to Students

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.

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

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

Week 12 Friday (9 Oct 2020)

Weighting

40%

Assessment Criteria

Assessment 3 Portfolio - Critical Reflection Journal - Rubric DFVP20010

High Distinction 84.50-100% **Distinction 74.50-84.49%** **Credit 64.50-74.49%** **Pass 49.50-64.49%** **Fail Below 49.50%**

STRUCTURE

Presentations, efficiency & organisation 10%

Excellent presentation of journal, in double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure. A complete 8 entries.	Very well-written and presented journal, in double-spaced 12-point font. There are minor errors (e.g. 1 or 2 errors in spelling, grammar, sentence and paragraph structure). A complete 8 entries	Well-written and presented journal, in double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure. A complete 8 entries. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar, sentence and paragraph structure).	Adequate presentation of journal, in double-spaced 12-point font. There are 4 or 5 inconsistent errors (spelling, grammar, sentence and paragraph structure). One or two entries may be missing.	The introduction is not apparent or does not attempt to introduce your Journal. It does not flow logically and is not brought to a close. Overall, a poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors). Many entries are missing
--	---	---	--	---

Substantiation of discussion and referencing 10%

Critical reflection is informed consistently with logic, examples, and with reference to the current literature. A minimum of 8 contemporary* peer reviewed journal articles and grey literature have been cited. (5 + 3) Accurate APA referencing . No errors.	Generally, critical reflection is informed with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 8 contemporary* peer reviewed journal articles and grey literature have been cited. (5 + 3). Mostly accurate APA referencing . 1-2 consistent errors (may be made multiple times).	Critical reflection is often informed with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 8 - 10 contemporary* peer reviewed journal articles have been cited. Generally, accurate APA referencing . 3 consistent errors (may be made multiple times).	Critical reflection is occasionally informed with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 5-8 contemporary* peer reviewed journal articles have been cited. Occasionally accurate APA referencing . 4 consistent errors (made multiple times).	Critical reflection is not informed or infrequently attempts to (>7 errors) to inform with logic, examples, and with reference to the current peer reviewed literature. Less than 5 contemporary* peer reviewed journal articles have been cited. APA referencing not used, or more than 5 inaccuracies.
---	--	--	---	--

ARGUMENT AND APPROACH 80%

Relevancy & depth 40%

The content is entirely relevant and comprehensively addresses the tasks. The journal provides an excellent understanding of and response to a broad range of advanced skills in domestic violence intervention. Excellent demonstration of critical thinking in your response to advanced skills in domestic and family violence and the significance of the men's program within that system. An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the tasks. The journal provides a very good understanding of and response to a broad range of advanced skills in domestic violence intervention. Clear demonstration of critical thinking in your response to advanced skills in domestic and family violence and the significance of the men's program within that system. The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the tasks. The journal provides a good understanding of and response to a broad range of advanced skills in domestic violence intervention. There is generally a good demonstration of critical thinking in your response to advanced skills in domestic and family violence and the significance of the men's program within that system. The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the tasks. The journal provides an adequate understanding of and response to a broad range of advanced skills in domestic violence intervention. There is an adequate demonstration of critical thinking in your response to advanced skills in domestic and family violence and the significance of the men's program within that system. The discussion is at times repetitive or lacks cohesion and is within the set word limit.	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit. The journal provides an insufficient understanding of and response to a broad range of advanced skills in domestic violence intervention. There is a very limited demonstration of critical thinking in your response to advanced skills in domestic and family violence and the significance of the men's program within that system.
--	--	--	--	---

Explanation & justification of literature retrieval and review processes 40%

This is an excellent critical reflection on your response to advanced skills in domestic violence intervention. Consistently applies deep critical analysis to practice contexts showing excellent application of theory to personal individual practice	This is a very good critical reflection on your response to advanced skills in domestic violence intervention. Generally applies deep critical analysis to practice contexts, showing very good application of theory to personal individual practice	This is a good critical reflection on your response to advanced skills in domestic violence intervention. Good application of critical analysis to practice contexts, often showing good application of theory to personal individual practice	This is an adequate critical reflection on your response to advanced skills in domestic violence intervention. Satisfactorily applies critical analysis to practice contexts, at times showing some application of theory to personal individual practice	This is not a satisfactory critical reflection on your response to advanced skills in domestic violence intervention. Less than adequate application of critical analysis to practice contexts showing limited application of theory to personal individual practice
--	---	--	---	--

TOTAL MARKS /100 Late penalty (if applicable) % Final Grade Marker _____ Date _____

*Contemporary = less than 7 years old

Referencing Style

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