



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

## Term 2 - 2021

Profile information current as at 03/11/2025 10:19 pm

All details in this unit profile for DFVP20009 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 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 - 2021

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **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](#).

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

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 - 12 Jul 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| Why is critical reflection so important in this space? | All readings provided in Unit eReading list |                              |

### Week 2 - 19 Jul 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| What is our starting point in working with men's groups? | All readings provided in Unit eReading list |                              |

### Week 3 - 26 Jul 2021

| Module/Topic                            | Chapter                                     | Events and Submissions/Topic |
|---|---|------------------------------|
| How do we understand power and control? | All readings provided in Unit eReading list |                              |

### Week 4 - 02 Aug 2021

| Module/Topic                                   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| How do we understand, assess, and manage risk? | All readings provided in Unit eReading list |                              |

### Week 5 - 09 Aug 2021

| Module/Topic                           | Chapter                                     | Events and Submissions/Topic  |
|--|---|---|
| How do we understand coercive control? | All readings provided in Unit eReading list | Written assessment - Essay<br><b>Risk Assessment and Management Plan</b> Due: Week 5<br>Friday (13 Aug 2021) 5:00 pm AEST |

### Vacation Week - 16 Aug 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| With what other needs and problems might a man present in a DV offenders intervention group? | All readings provided in Unit eReading list |                              |

### Week 6 - 23 Aug 2021

| Module/Topic                                      | Chapter                                     | Events and Submissions/Topic |
|---|---|------------------------------|
| What is cultural safety and cultural sensitivity? | All readings provided in Unit eReading list |                              |

### Week 7 - 30 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

What has motivational interviewing got to offer our work?  
All readings provided in Unit eReading list

#### Week 8 - 06 Sep 2021

| Module/Topic  | Chapter                                     | Events and Submissions/Topic |
|---|---|------------------------------|
| What are the roles and responsibilities of co-facilitators? | All readings provided in Unit eReading list |                              |

#### Week 9 - 13 Sep 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic   |
|--|---|--|
| How can facilitators use the group process for effective transformation 1? | All readings provided in Unit eReading list | Practical assessment - Case study<br><b>Practice report</b> Due: Week 9 Monday (13 Sept 2021) 5:00 pm AEST |

#### Week 10 - 20 Sep 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| How can facilitators use the group process for effective transformation 2? | All readings provided in Unit eReading list |                              |

#### Week 11 - 27 Sep 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic |
|--|---|------------------------------|
| How can facilitators use the group process for effective transformation 3? | All readings provided in Unit eReading list |                              |

#### Week 12 - 04 Oct 2021

| Module/Topic   | Chapter                                     | Events and Submissions/Topic   |
|--|---|--|
| What are the major learnings we are taking from this unit? | All readings provided in Unit eReading list | Portfolio - Critical Reflective Practice<br><b>Critical Reflective Journal</b> Due: Week 12 Monday (4 Oct 2021) 5:00 am AEST |

#### Review/Exam Week - 11 Oct 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

#### Exam Week - 18 Oct 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

## Assessment Tasks

### 1 Risk Assessment and Management Plan

#### Assessment Type

Written Assessment

#### Task Description

**UNIT CODE DFVP20009**

**UNIT TITLE** Advanced Skills for Men's Behaviour Change

**Assessment** 1- Risk Assessment and Management

**Type:** Written assessment

**Due date:** 5.00pm Friday Week 5 Term 2 2021

**Weighting:** 30%

**Length:** 1500

**Unit Coordinator:** Dr Brian Sullivan

## 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

## Aim

The aim of this assessment is for you to demonstrate your skills in formulating a comprehensive client response plan that is consistent with relevant standards, procedures and statutory requirements.

## Instructions

You are required to write a comprehensive risk assessment report and risk management plan using information drawn from a YouTube clip entitled "[Telling Amy's Story](#)" (WPSU, 2010). Unfortunately, the ending for Amy cannot be changed. You are required as a facilitator of a men's behaviour change program to develop a risk assessment report and a risk management plan for Vince, that might change the ending for another victim.

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.

Please follow the steps below to complete your assessment task:

- Review "Telling Amy's Story" with reference to your learning from this Unit
- Use this material to:
  - o Identify key risk factors relevant to the client's abusive conduct in domestic/family settings
  - o Identify key factors relevant to the safety of the (ex-) partner and children
  - o Determine client-related factors that are relevant and amenable to change
  - o Note what resources might be present in facilitating such change
  - o Identify a list of recommendations for risk management purposes
  - o Based on your responses to 1-5 above, provide a basic set of recommendations for intervention with the client Vince.

Your **focus** should be principally on the client.

Your work should, where possible and appropriate:

- Cite contemporary published and 'grey' literature, including service standards, procedures, statutory requirements, and so on
- o include **at least 6** references in your report. **At least 4** of these should be academic references based on empirical and/ or theoretical examinations of the practice and safety issues. Remaining references may be sourced from good quality grey literature.
- Reflect a coherent approach to practice consistent with relevant theory/research and practice principles
- Be sensitive to gender, difference, and diversity
- Formulate recommendations that are specific, achievable, and measurable.

## Requirements

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

# Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your response. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).
- All assessment-related information is also made available on the unit Moodle site under the 'ASSESSMENT' section.
- You may find the following resources useful for guiding your reading:
  - o Backhouse, C., & Toivonen, C. (2018). *National Risk Assessment Principles for domestic and family violence: Companion resource. A summary of the evidence-base supporting the development and implementation of the National Risk Assessment Principles for domestic and family violence* (ANROWS Insights 09/2018). Sydney, NSW: ANROWS.
  - o Laing, L. (2004). *Risk assessment in domestic violence: Topic paper*. Australian Domestic and Family Violence Clearing House.
  - o Toivonen, C., & Backhouse, C. (2018). *National Risk Assessment Principles for domestic and family violence* (ANROWS Insights 07/2018). Sydney, NSW: ANROWS

## Submission

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

## Marking Criteria

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

## References

WPSU (2010, Nov 13). *Telling Amy's Story* [Video]. YouTube. <https://www.youtube.com/watch?v=TsFv4DiPKFg>

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## Assessment Due Date

Week 5 Friday (13 Aug 2021) 5:00 pm AEST

Risk Assessment and Management

## Return Date to Students

Week 7 Monday (30 Aug 2021)

Return Assignment 1 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%)   |
|---|---|--|--|--|
| <b>Structure 10%</b>  |   |  |  |  |
| Excellent presentation of risk assessment, double-spaced 12-point font. Consistently accurate with spelling, grammar, sentence and paragraph structure. | Well presented risk assessment, double-spaced 12-point font. 1 or 2 errors spelling, grammar, sentence and paragraph structure. | Well presented risk assessment, double-spaced with 12-point font. 3 or 4 consistent errors with spelling, grammar, sentence and paragraph structure. | Satisfactorily presented risk assessment, double-spaced 12-point font. 5 consistent errors with spelling, grammar, sentence and paragraph structure. | Poorly presented risk assessment. Double-spacing 12-point font not used. Many inaccuracies with spelling, grammar, sentence and paragraph structure. (> 5 errors). |
| <b>Risk Assessment 40%</b>  |   |  |  |  |
| 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.    |
| <b>Risk Management 40%</b>  |   |  |  |  |
| 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.  |
| <b>Referencing 10%</b>  |   |  |  |  |
| 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 \(APA 7th edition\)](#)

### 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 CODE** DFVP 20009

**UNIT TITLE** Advanced Skills for Men's Behaviour Change

**Assessment 2-** Practice Report

**Type:** Written assessment

**Due date:** 5.00pm Monday Week 9

**Weighting:** 30%

**Length:** 1500

**Unit Coordinator:** Name(s) of unit coordinator(s)

## Learning Outcomes Assessed

- Evaluate strategies and techniques for working in group practice with perpetrators
- Demonstrate effective, safe, professional and accountable conduct to promote client behaviour change

# Aim

The aim of this assessment is for you to observe a group session and report on effective, safe, professional, and accountable conduct to promote client behaviour change. 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 men's domestic violence intervention program conducted to enhance commitment to a tailored process of change relevant to the use of domestic/family violence. You are to evaluate strategies and techniques for working in group. The segment you will analyse is available at this address <https://www.theatlantic.com/video/index/580378/group/>. The task requires you to demonstrate appreciation of effective, safe, professional, and accountable practice designed to promote client behaviour change.

# Instructions

Put yourself in the seat of a group program observer and review the group session. Then with reference to your learning from the unit, use this material to identify key features of the men's narratives and accounts of their violence (looking for excuses, minimisation, blame, etc) and the interactions and responses of the facilitator, 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. You are being asked to identify safe and accountable facilitation practice that is effective in this intervention space.

Your focus should be principally on the men's narratives and the facilitators responses, and the group process.

Your assessment should comment on your considered analysis and appraisal of salient elements of group intervention.

Please respond to the follow requirements and questions:

1. Describe the group process from your observations
2. How do the men account for their violence and abuse, in terms of denial, minimisation, blame, etc.?
3. What risks do you perceive are present within any of the participants.? Why?
4. How does the facilitator attempt to deal and manage these accounts?
5. How effective do you believe the facilitation was? Why?

# Literature and references

In this assessment use at least 8 references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

# Requirements

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

# Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

## Submission

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

## Marking Criteria

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

### Assessment Due Date

Week 9 Monday (13 Sept 2021) 5:00 pm AEST

Practice Report

### Return Date to Students

Week 11 Monday (27 Sept 2021)

Return to Students

### Weighting

30%

### Assessment Criteria

|  | <b>HD<br/>(100-84.5%)</b>   | <b>D<br/>(84.49-74.5%)</b>  | <b>C<br/>(74.49-64.5%)</b>  | <b>P<br/>(64.49-49.5%)</b>  | <b>F (&lt;49.5%)</b> |
|--|---|---|---|---|----------------------|
| <b>Structure<br/>(10%)</b>   |   |   |   |   |                      |
| 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 with 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). |                      |
| <b>Identification of safe accountable practice and risk (40%)</b>  |   |   |   |   |                      |
| A comprehensive identification of safe accountable practice that is effective and the risks within the participants.                           | A very high level of identification of components of safe accountable practice to be effective and the risks within the participants. | A high level of identification of components of safe accountable practice to be effective and the risks within the participants.            | Sufficient identification of safe accountable practice to be effective and the risks within the participants..                              | Limited ability to identify safe accountable practice and the risks within the participants.  |                      |
| <b>Analysis and Appraisal of Interviewer's practice (40%)</b>  |   |   |   |   |                      |
| Comprehensive analysis of the men's violence accounts and the facilitator's practice, as per assignment instructions.                          | A very high level of analysis of the men's violence accounts and the facilitator's practice, as per assignment instructions.          | A high level of analysis of the men's violence accounts and the facilitator's practice, as per assignment instructions.                     | Sufficient analysis of the men's violence accounts and the p facilitator's practice, as per assignment instructions.                        | Limited analysis of the men's violence accounts and the facilitator's practice, as per assignment instructions.   |                      |
| <b>Referencing (10%)</b>   |   |   |   |   |                      |
| 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 \(APA 7th edition\)](#)

### 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 Critical Reflective Journal

### Assessment Type

Portfolio

## Task Description

**UNIT CODE DFVP20009**

**UNIT TITLE** Advanced Skills for Men's Behaviour Change

**Assessment** 3 – Portfolio

**Type:** Portfolio

**Due date:** 5.00pm (AEST), Monday 4<sup>th</sup> October 2021 (Week 12)

**Weighting:** 40%

**Length:** 2,500 words

**Unit Coordinator:** Dr Brian Sullivan

## 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

## Aim

This task is intended to support and consolidate your learning by synthesising the range of competencies relevant to this Unit, such as consideration of relevant frameworks and methods for effecting behavioural change, client response plans with cultural considerations and client's suitability and needs, relevant standards, procedures and statutory requirements for worker and family safety, and strategies and techniques for working in group practice with perpetrators.

## Instructions

For this assessment you will create and maintain a portfolio where you demonstrate and evaluate your experience of critically engaging with the content of this unit as relevant to the development of your personal-professional self. This is achieved by means of regular and consistent (**at least 8**) entries into a portfolio.

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.

**Note:** 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).

You will identify important changes to your understanding that have emerged from completion of this unit – and explain how you can or will apply the knowledge you've gained to your practice. Your portfolio should demonstrate your attainment of the Learning Outcomes for this unit. A structure for your portfolio should include your learnings and applications in the following areas, with two portfolio entries per outcome:

1. Show what you have learned about evaluating and applying relevant frameworks and methods for effecting behavioural change for perpetrators of violence
  - a. What have you learned from engaging with the unit materials pertaining to frameworks and methods for effecting behavioural change for perpetrators? Support your response with reference to key literature.
  - b. How will you apply these learnings to your practice?
2. Demonstrate an ability to formulate a comprehensive client response plan, based on cultural considerations and assessment of the client's suitability and needs
  - a. What have you learned from engaging with the unit materials pertaining to formulating comprehensive client response plans? Support your response with reference to key literature.
  - b. How will you apply these learnings to your practice?

3. Demonstrate an ability to identify and apply relevant standards, procedures and statutory requirement to ensure worker and family safety

a. What have you learned from engaging with the unit materials pertaining to relevant standards, procedures and statutory requirements? Support your response with reference to key literature.

b. How will you apply these learnings to your practice?

4. Show a capacity to evaluate strategies and techniques for working in group practice with perpetrators.

a. What have you learned from engaging with the unit materials pertaining to strategies and techniques for working in group practice? Support your response with reference to key literature.

b. How will you apply these learnings to your practice?

**Format:** The format of the portfolio 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 work. Please consult the unit coordinator if you are unsure about the appropriateness of media. You are required to make at least 8 entries into your portfolio of about 250 words each (2 per outcome). Please date your portfolio entries to demonstrate your regular engagement across the term.

## Literature and references

You should include at least **ten references** in your portfolio. 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. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies

## Requirements

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

## Resources

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

# Submission

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

## Marking Criteria

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

### Assessment Due Date

Week 12 Monday (4 Oct 2021) 5:00 am 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 (18 Oct 2021)

### Weighting

40%

### Assessment Criteria

#### Assessment 3 Portfolio - Critical Reflection Journal - Rubric DFVP20010

| High Distinction<br>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 <a href="#">APA referencing</a> . 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 <a href="#">APA referencing</a> . 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 <a href="#">APA referencing</a> . 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 <a href="#">APA referencing</a> . 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. <a href="#">APA referencing</a> 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 an 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 an 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%*

### Assessment 3 Portfolio - Critical Reflection Journal - Rubric DFVP20010

#### High Distinction 84.50-100%

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

#### Distinction 74.50-84.49%

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

#### Credit 64.50-74.49%

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

#### Pass 49.50-64.49%

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

#### Fail Below 49.50%

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 \(APA 7th edition\)](#)

#### 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