



# DFVP20010 *Integrated Services and Systems for Men's Behaviour Change*

## Term 2 - 2020

Profile information current as at 27/04/2024 01:10 pm

All details in this unit profile for DFVP20010 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 builds your understanding of domestic and family violence as you learn about perpetrator behaviour change at a strategic level, exploring the systems and services associated with family safety. Linkages with other sectors, such as mental health and alcohol and drug services, are critical in this field. You will develop your understanding of the relevance of these and other services to perpetrator behaviour change and formulate strategies which align with these services. Systemic and integrated responses for specific groups, such as Culturally and Linguistically Diverse and Aboriginal and Torres Strait Islander clients are key areas of knowledge and are integrated into this unit. Policies and practice are examined through the application of evidence-based tools of analysis to identify and address issues related to working with users of violence. You will also focus on the establishment and practice of skills required for effective group-work with perpetrators, advancing your knowledge of group dynamics and processes.

### 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 evaluation

##### Feedback

A student expressed a need for more Zoom tutorials and teacher engagement

##### Recommendation

In future, Zoom contact time with students will be increased. These will be scheduled more regularly. Emails and phones were well accessed. Zoom for some was the preferred contact.

#### Feedback from Student evaluation

##### Feedback

There were some incorrect dates that were not picked up prior to the unit going live.

##### Recommendation

The need for accuracy of dates in the course profile and on the Moodle site is critically important. Due to transition times and lecturer oversight, these irregularities were not identified early. After conversation with the DDLT the matter was resolved. A more careful and cautious review of Moodle site and Course profile is to be undertaken.

#### Feedback from Self-reflection and informal student feedback

##### Feedback

More lecturer resources to be provided for ongoing learning opportunities

##### Recommendation

More powerpoints and pre-recorded lectures will be uploaded onto Moodle at the start of the term. Students will then be able to access them at their convenience.

## Unit Learning Outcomes

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

1. Critique contemporary policy and practice approaches, including integrated response models, for working with perpetrators of domestic violence
2. Apply systems-based tools of analysis to design a set of considerations for working with men to achieve family safety outcomes
3. Formulate strategies which align with relevant systems and services to meet the needs of men from culturally diverse groups
4. Interpret and communicate professional knowledge of the dynamics and processes of men's behaviour change groups
5. Demonstrate skills for use in group settings which facilitate perpetrator 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
<b>1 - Written Assessment - 30%</b>	●	●	●	●	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Practical Assessment - 30%					•
3 - Portfolio - 40%	•	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - 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)
- Access to webcam or other video recording device for assessable presentation

## 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 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical reflective practice - You, your program, your context of systems and services	All readings provided in Unit eReading list.	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative community responses to domestic and family violence - the right context for the men's program	All readings provided in Unit eReading list.	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Learning domestic violence interagency work: Information sharing.	All readings provided in Unit eReading list.	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural systems, domestic violence, and the Men's Behaviour Change Program.	All readings provided in Unit eReading list.	

**Week 5 - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Women's advocacy, domestic violence, and the Men's Behaviour Change Program	All readings provided in Unit eReading list.	

**Vacation Week - 17 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Child protection, domestic violence, and the Men's Behaviour Change Program: Companion not competitor.	All readings provided in Unit eReading list.	Written assessment <b>Collaborative Community Responses Essay</b> Due: Week 6 Monday (24 Aug 2020) 5:00 pm AEST

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Police, domestic violence, and the Men's Behaviour Change Program	All readings provided in Unit eReading list.	

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Courts, domestic violence, and the Men's Behaviour Change Program	All readings provided in Unit eReading list.	

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The health system, domestic violence, and the Men's Behaviour Change Program.	All readings provided in Unit eReading list.	Practical assessment - Case study <b>CASE STUDY</b> Due: Week 9 Monday (14 Sept 2020) 5:00 pm AEST

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Alcohol and other drugs, domestic violence, and the Men's Behaviour Change Program	All readings provided in Unit eReading list. Cosh, A., & Carslaw, H. (2016). Domestic violence and abuse. <i>InnovAiT</i> , 9 (7), 404-412. UK Home Office (2014) <i>Coordinated Community Response Model Online Toolkit</i> . (2014). Agencies to assist survivors. Retrieved from: <a href="http://www.ccrm.org.uk/index.php?option=com_content&amp;view=article&amp;id=151&amp;Itemid=214">www.ccrm.org.uk/index.php?option=com_content&amp;view=article&amp;id=151&amp;Itemid=214</a> .	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Focused deterrence: A new emphasis to a systemic approach	All readings provided in Unit eReading list.	

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Reviewing and summarising the journey

All readings provided in Unit eReading list.

Portfolio - Critical Reflective Journal

**Reflective Journal** Due: Week 12  
Friday (9 Oct 2020) 5:00 pm AEST

#### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 19 Oct 2020

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

### 1 Collaborative Community Responses Essay

#### Assessment Type

Written Assessment

#### Task Description

Assess No. 1

**Due date: Week 6, Monday** 2020 5.00pm (AEST)

**Weighting:** 30%

**Length:** 1500 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It *excludes* the cover page, contents page (optional) and reference list. It also *excludes* in-text citations and direct quotations.

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### Unit Learning Outcomes

This assessment item relates to unit learning outcomes 1,2,3, and 4.

1. Critique contemporary policy and practice approaches, including integrated response models, for working with perpetrators of domestic violence
2. Apply systems-based tools of analysis to design a set of considerations for working with men to achieve family safety outcomes
3. Formulate strategies that align with relevant systems and services to meet the needs of men from culturally diverse groups
4. Interpret and communicate professional knowledge of the dynamics and processes of men's behaviour change group

#### Assessment 1: Essay

You are required to write an essay discussing the position of the men's behaviour change program within a systemic response to domestic and family violence.

#### Tasks description:

Research and use current scholarly and grey literature to discuss the development of men's domestic violence intervention programs within a systemic response to domestic violence. You will need to refer to the Duluth approach as one of the pioneering systemic responses to domestic and family violence, that use a whole community approach, including courts, police, corrective services, women's DV services, etc, to scaffold and support the work with perpetrators. Also, refer to Multi Agency Risk Assessment Conferences (MARAC in UK), Collaborative Community Responses (CCR) in US, and Integrated Services Responses (ISR) in Qld, Australia, and other systemic approaches. Include a clear rationale about the positioning of men's programs with a systemic response as a priority of safety and accountability for men's behaviour change. This written assessment is a 1500-word assignment.

**In this task you will need to:**

1. Introduction (150 words) – The introduction will introduce your topic and outline the key points of your essay that will inform the reader what you are writing about, why you are writing about it, and how you will discuss this topic.

2. The main body of the essay (1100 words)

- Define and explain systemic approaches to domestic and family violence
- Discuss the contribution of the Duluth Abuse Intervention Program to systemic intervention
- Review other contemporary systemic approaches - Multi Agency Risk Assessment Conferences (MARAC in UK), Collaborative Community Responses (CCR) in US, and Integrated Services Responses (ISR) in Qld, Australia
- Identify the position of the men's program within the systemic approach and provide a rationale for its role and responsibilities within the systemic.
- Clearly explain why it is so important for the men's program to operate within the systemic approach, rather than a stand-alone intervention.
- The main body of the essay should be substantiated with reference to the peer reviewed literature (no less than 5 article) and grey literature (reports, policy documents, and standards, etc, no less than 3 of these).

3. Conclusion (250)

- The conclusion should summarise the key areas that address the set task. No new information should be included.

4. Reference list (not included in word count)

### **Format**

- You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
  - o Your essay should have a title page, a reference list and be page numbered.
  - o Font size is Calibri 11 or Times New Roman 12 and double spaced.
- Your essay should have a clear introduction, body and conclusion.
- Your essay should be substantiated with reference to the contemporary literature with no less than 5 peer reviewed journals cited and no less than 3 pieces of grey literature.
- You should use the American Psychological Association (APA) abridged guide Term 3 2019 referencing style.
- Please refer to the marking rubric prior to writing your essay.

### **Submission**

Please submit your essay in a WORD document via Turnitin on the unit Moodle site under Assessment one

### **Assessment Due Date**

Week 6 Monday (24 Aug 2020) 5:00 pm AEST

### **Return Date to Students**

Week 8 Monday (7 Sept 2020)

### **Weighting**

30%

### **Assessment Criteria**

Assessment 1 Essay - 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%
<b>STRUCTURE</b>				
Presentations, efficiency & organisation 10%				
An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	Appropriately written essay. There is an appropriate introduction which mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay 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).
Substantiation of discussion and referencing 10%				
Discussion is substantiated 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.	Discussion is generally substantiated 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).	Discussion is partly substantiated 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).	Discussion is occasionally substantiated 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).	Discussion is not or infrequently attempted to (>7 errors) to substantiate discussion 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.
<b>ARGUMENT AND APPROACH 80%</b>				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The essay provides an excellent critique of the positioning of men's behaviour change programs within a systemic response to domestic and family violence. Excellent demonstration of critical thinking in your explanation of systemic approaches to 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 essay provides a clear critique of the positioning of men's behaviour change programs within a systemic response to domestic and family violence. Clear demonstration of critical thinking in your explanation of systemic approaches to 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 essay provides a mostly clear critique of the positioning of men's behaviour change programs within a systemic response to domestic and family violence. There is generally a good demonstration of critical thinking in your explanation of systemic approaches to 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 essay provides and adequate critique of the positioning of men's behaviour change programs within a systemic response to domestic and family violence. There is an adequate demonstration of critical thinking in your explanation of systemic approaches to 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.
Explanation & justification of literature retrieval and review processes 40%				
There is excellent critical analysis in the justification of the positioning of men's behaviour change programs within a systemic response to domestic and family violence	There is very clear critical analysis in the justification of the positioning of men's behaviour change programs within a systemic response to domestic and family violence.	There is clear critical analysis in the justification of the positioning of men's behaviour change programs within a systemic response to domestic and family violence	There is an adequate critical analysis in the justification of the positioning of men's behaviour change programs within a systemic response to domestic and family violence	There is very little, or no evidence of critical analysis in the justification of the positioning of men's behaviour change programs within a systemic response to domestic and family violence.
<b>TOTAL MARKS (100 Late penalty (if applicable)) % Final Grade Marker _____ Date _____</b>				
*Contemporary = less than 7 years old				

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critique contemporary policy and practice approaches, including integrated response models, for working with perpetrators of domestic violence
- Apply systems-based tools of analysis to design a set of considerations for working with men to achieve family safety outcomes
- Formulate strategies which align with relevant systems and services to meet the needs of men from culturally diverse groups
- Interpret and communicate professional knowledge of the dynamics and processes of men's behaviour change groups

## Graduate Attributes

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

## 2 CASE STUDY

### Assessment Type

Practical Assessment

### Task Description

**Due date: Week 9, Monday Term 2 2020 5.00pm (AEST)**

**Weighting: 30%**

**Length: 1500 words (+/- 10%).**

The word count is considered from the first word of the Introduction to the last word of the

Conclusion. It *excludes* the cover page, contents page (optional) and reference list. It *excludes* in-text citations and direct quotations.

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## **Unit Learning Outcomes**

This assessment item relates to unit learning outcome 5

5) Demonstrate skills for use in group settings which facilitate perpetrator behaviour change.

### **Assessment 2: Practical Assessment**

The aim of this assessment is for students to demonstrate their understanding of how working with and within system interventions for domestic and family violence is a critical skill for facilitators of men's behaviour change programs, in supporting men's behaviour change. The men's group is only one component, albeit an important one, of a systemic response.

#### **Tasks description:**

You are to read the case study below carefully and develop an intervention and risk management plan for Ronald, integrating the systems that are at work in his life, for his overall wellbeing and violence desistance, and for the wellbeing of his wife and family. Your plan should be evidence-based and refer to academic and grey literature, (especially practice standards),

#### **CASE STUDY - RONALD**

Ronald is 45 years old. He has been a builder's labourer on and off for 30 yrs. There have been long periods of unemployment and periods of incarceration during his adult years. He left school at the end of Grade 9. Ronald is an Indigenous man originally from a rural Indigenous Community, three hours from the capital city. His mother and father were both of the stolen generation. He is now living in the western suburbs of a capital city. He has been sent to your service for assessment and also to prepare for your men's domestic violence intervention program.

During your first interview, you find out that your new client has been married for 20 years and has three children aged 21 (Archie), 16 (Ronald, Jr), and 10 (Sarah). At present he is unemployed. He has a long-standing problem with methamphetamines and his drug related habits have been the cause of his incarceration. He has also had issues with ongoing alcohol use. He has been violent at home and outside of his home with others. He is currently on probation and parole for domestic violence offences against his wife Veronica (he threatened her with a kitchen knife and then trashed the living room). He has had three Domestic Violence Orders in his marriage; he has breached all three and consequently been arrested. Ronald has been diagnosed with depression and anxiety and blames his childhood experience within his own family of origin for these. He has been reported to Child Safety for his harsh discipline of Sarah, and there has been discussion regarding removing her from the home. The two older children have moved out because of his addictions and abuse and are living with his aunty in another town. He and his wife and family are in danger of being evicted from their rental property because they are so far behind in rent. Ronald is a very good artist and he shows you some of his paintings on his phone during his interview and assessment. He presents as friendly and open to change. This will be the third group he has begun; he has not completed the previous two groups.

As facilitator of the local men's program in Brisbane's West, you are working with Ronald on supporting his desistance from domestic violence and his behaviour change.

**In the task to develop an intervention and risk management plan for Ronald, you will need to the following:**

1. An introduction that explains the purpose of your plan and the importance of a systemic response, bigger than but inclusive of the men's behaviour change program. An outline of what you intend to do in your intervention and risk management plan (250 words)

2. The main body of your response (2000 words) should be your intervention and risk management plan which should consider the following questions. Ensure you provide a rationale for each area with references to literature (academic and grey). Ensure that principles of safety and accountability are prioritised.

- What more would you need to know about Ronald and his situation?
- What systems have been responding to Ronald so far?
- What additional services could be resources for Ronald and why?
- What referrals and connections would be useful for Ronald?
- What impacts might these interventions have on Ronald's wife Veronica and the children?
- What referrals would be useful for Veronica and the children?
- What further information would you need to know about Veronica and the children?
- What cultural connections may be beneficial for Ronald?

3. Conclusion (250 words).

- The conclusion should summarise the key areas. No new information should be included.

4. Reference list (not included in word count)

### **Format**

This should be written in the form of an intervention and risk management report for your client, based on the case study.

- You should use the APA Formatting Checklist (Academic Learning Centre, 2020)

o Your essay should have a title page, a reference list and be page numbered.

o Font size is Calibri 11 or Times New Roman 12 and double spaced.

- Your assignment should have a clear introduction, body and conclusion.

· Your assignment should be substantiated with reference to the contemporary literature with no less than five (5) peer reviewed journals and three (3) articles of grey literature (reports, standards, policy documents etc) cited.

- You should use the American Psychological Association (APA) abridged guide Term 2 2020 referencing style.

- Refer to the marking rubric prior to writing your practical case study.

### **Submission**

Please submit your essay in a WORD document via Turnitin on the unit Moodle site under Assessment one

#### **Assessment Due Date**

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

#### **Return Date to Students**

Week 11 Monday (28 Sept 2020)

#### **Weighting**

30%

#### **Assessment Criteria**

Assessment 2 - Practical Assessment - Rubric DFP20010				
High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
<b>STRUCTURE</b>				
Presentations, efficiency & organisation 10%				
An articulate case study. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The case study is cogent and is brought to a compelling conclusion. Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A well written case study. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The case study proceeds logically and is brought to a logical conclusion. A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	Appropriately written case study. There is an appropriate introduction which mostly introduces the paper and its direction. The case study mostly proceeds logically and is brought to an appropriate conclusion. A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	Adequately articulated case study. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The case study is at times repetitive or lacks cohesion. A conclusion is evident. An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The case study 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).
Substantiation of discussion and referencing 10%				
Discussion is substantiated 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.	Discussion is generally substantiated 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).	Discussion is partly substantiated 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).	Discussion is occasionally substantiated 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).	Discussion is not or infrequently attempted to (>7 errors) to substantiate discussion 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.
<b>ARGUMENT AND APPROACH 80%</b>				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The case study provides an excellent understanding of your client's situation within a systemic response to domestic and family violence. Excellent demonstration of critical thinking in your explanation of systemic approaches to 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 case study provides a very good understanding of your client's situation within a systemic response to domestic and family violence. Clear demonstration of critical thinking in your explanation of systemic approaches to 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 case study provides a good understanding of your client's situation within a systemic response to domestic and family violence. There is generally a good demonstration of critical thinking in your explanation of systemic approaches to 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 case study provides an understanding of your client's situation. There is an adequate demonstration of critical thinking in your explanation of systemic approaches to 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. There is a very limited demonstration of critical thinking in your explanation of systemic approaches to 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 excellent intervention and risk management plan for the client and his engagement with a men's behaviour change program within a systemic response to domestic and family violence	This is a very good intervention and risk management plan for the client and his engagement with a men's behaviour change program within a systemic response to domestic and family violence	This is a good intervention and risk management plan for the client and his engagement with a men's behaviour change program within a systemic response to domestic and family violence	This is an adequate intervention and risk management plan for the client and his engagement with a men's behaviour change program within a systemic response to domestic and family violence	This is a limited and insufficient intervention and risk management plan for the client and his engagement with a men's behaviour change program within a systemic response to domestic and family violence.
<b>TOTAL MARKS /100 Late penalty (if applicable) % Final Grade Marker _____ Date _____</b>				
*Contemporary = less than 7 years old				

## Referencing Style

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

## Submission

Online

## Submission Instructions

Technical guidelines for producing and uploading the video file will be available on Moodle

## Learning Outcomes Assessed

- Demonstrate skills for use in group settings which facilitate perpetrator 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

**Due date: Week 12, Friday 9th 02 October 2020 5.00pm (AEST)**

**Weighting: 40%**

**Length: 2400 words (+/- 10%).**

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It *excludes* the cover page, contents page (optional) and reference list. It *excludes* in-text citations and direct quotations.

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## Unit Learning Outcomes

This assessment item relates to unit learning outcomes 1, 2, 3, & 4

1. Critique contemporary policy and practice approaches, including integrated response models, for working with perpetrators of domestic violence
2. Apply systems-based tools of analysis to design a set of considerations for working with men to achieve family safety outcomes
3. Formulate strategies which align with relevant systems and services to meet the needs of men from culturally diverse groups
4. Interpret and communicate professional knowledge of the dynamics and processes of men's behaviour change groups

### **Assessment 2: Portfolio (Critical Reflective Journal)**

#### **Task description**

The aim of this assessment is for students to demonstrate their understanding of the importance of systemic responses to domestic and family violence, in which the men's behaviour change programs are embedded. This is to ensure the twin principles of safety and accountability in our domestic violence interventions are always prioritised.

You are required to create and maintain a reflection journal of your experiences of critically engaging with the content of this unit. Journal entries should be relevant to your personal and professional development 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). This assessment requires you to begin your journal entries very early in the term (Week 2 at the latest) and regularly add entries. You will need to complete eight (8) of them and ensure that you date your entries as you progress.

#### **Overview and background**

As well as advising direct Men's Behavioural Change (MBC) interventions, relevant government standards in Australia require that MBCPs collaborate with other areas including: women's advocate groups; child-protection systems; police; courts; probation and parole; cultural services, addictions services, and so on. This collaboration facilitates an integrated safety response system based on the principle of the "coordinated community response" (Gondolf, 2012).

Your capacity to critically reflect on the nature and qualities of these services and systemic relationships as you encounter and experience groups and other service systems in the course of your study, is critically relevant to the range of learning outcomes.

#### **The task**

You are asked to create and maintain a critical reflective journal of your experiences and encounters with the range of systems with which men's behaviour change programs (MBCP) are engaged.

This task requires that you write at least eight (8) entries into a self-compiled journal over the term. This is intended to support and consolidate your learning by synthesising the range of competencies relevant to the unit, especially in working with and within a range of different services and systems.

New learning is often referred to using a journey metaphor. This assessment will help you to document milestones on that journey, reflect on their meanings, and 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**

The following may assist you to consider the types of critical thinking that may be prompted in your study to include in your journal:

- Your thoughts and feelings as you encounter new knowledge and skills as you progress through the unit content and consider these in relation to real-life experiences from your own relevant work (if applicable).
- The impact of your own experiences on learning and self-management as a safe and

effective 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 how systems (criminal justice and social services) can contribute to exclusion, silencing, and marginalisation (increasing risk and danger) that surround domestic and family violence or their opposites: inclusion, listening, centring, and justice (leading to safety).
- Reflections on relevant systemic frameworks, methods, and strategies, along with relevant professional requirements.

This written assessment is a 2400-word assignment ( -/+ 10%).

**In this task you will need to:**

1. Compile a critical reflective journal of 8 entries (300 words each).
2. In your Introduction, please explain your understanding of critical reflective practice and why it is such a significant skill for domestic violence intervention workers, especially for facilitators of men's behaviour change groups.
3. Consider and critical reflect on your experience of the successes, challenges and gaps of particular systems you may have engaged with in your work or are likely to engage with in your work:
  - a. Government legislation, policies, and standards
  - b. The Courts
  - c. The Police responses
  - d. Corrective Services
  - e. Child Safety
  - f. Women's Services, especially advocates
  - g. Drug and Alcohol programs
  - h. Mental health services
  - i. Cultural services
4. Your critical reflection journal may incorporate some of the following ideas, as you reflect on systemic intervention and the place of the men's behaviour change programs:
  - Consider and critically reflect on your experience of or perceptions of how men's behaviour change programs interact and work with each of these services and systems, positively and/or negatively.
  - Consider and critically reflect on your experiences of or perceptions of the principles of safety and accountability for our interventions systems.
  - Consider and critically reflect on clients' responses and reaction to systemic interventions, from your experiences or perspectives.
  - Your critical reflection journal show evidence of an engagement with peer reviewed and grey literature (no less than 5 peer reviewed articles and 3 entries of grey literature)
5. Reference list (not included in word count)

**Format**

- You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
- o Your journal should have a title page, a reference list and be page numbered.
- o Font size is Calibri 11 or Times New Roman 12 and double spaced.
- Your journal should have eight (8) entries of around 300 words each, dated over the course of the term, you may include topical newspaper articles, and other media sources.
- Your journal should show evidence of references to the contemporary and seminal literature with no less than five (5) peer reviewed journals and three (3) instances of grey literature cited.
- You should use the American Psychological Association (APA) abridged guide Term 3 2019 referencing style.
- Refer to the marking rubric prior to writing your essay.

**Submission** - Please submit your essay in a WORD document via Turnitin on the unit

# Moodle site under Assessment one

## Assessment Due Date

Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Please note there is provision for non-evaluative feedback prior to submission of this assessment

## Return Date to Students

Exam Week Monday (19 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%
<b>STRUCTURE</b>				
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.
<b>ARGUMENT AND APPROACH 80%</b>				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The journal provides an excellent understanding of and your response to a broad range of advanced skills in domestic violence intervention. Excellent demonstration of critical thinking in your response to collaborative community systems 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 your response to a broad range of advanced skills in domestic violence intervention. Clear demonstration of critical thinking in your response to collaborative community systems 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 your 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 collaborative community systems 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 your response to a broad range of advanced skills in domestic violence intervention. There is an adequate demonstration of critical thinking in your response to collaborative community systems in domestic and family violence and the significance of the men's program within that system. The discussion is brief 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 your 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 collaborative community systems in domestic and family violence and the significance of the men's program within that system. The discussion is not relevant to the task.
Explanation & justification of literature retrieval and review processes 40%				
This is an excellent critical reflection on your response to systemic approaches 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 systemic approaches 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 systemic approaches 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 systemic approaches 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 systemic approaches in domestic violence intervention. Less than adequate application of critical analysis to practice contexts showing limited application of theory to personal individual practice
<b>TOTAL MARKS (100 Late penalty (if applicable) % Final Grade Marker _____ Date _____</b>				
*Contemporary = less than 7 years old				

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critique contemporary policy and practice approaches, including integrated response models, for working with perpetrators of domestic violence
- Apply systems-based tools of analysis to design a set of considerations for working with men to achieve family safety outcomes
- Formulate strategies which align with relevant systems and services to meet the needs of men from culturally diverse groups
- Interpret and communicate professional knowledge of the dynamics and processes of men's behaviour change groups

## 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