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

Term 2 - 2021

Profile information current as at 26/04/2024 02:28 pm

All details in this unit profile for DFVP20010 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 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 - 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. 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
1 - Written Assessment - 30%	•	•	•	•	
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

Schedule

Week 1 - 12 Jul 2021

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 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
In what context should interventions be implemented?	All readings provided in Unit eReading list.	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Why is appropriate information sharing so important?	All readings provided in Unit eReading list.	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Culture, context, and domestic violence services - Why working together is so critical.	All readings provided in Unit eReading list.	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

What is the place of women and women's advocacy in the men's program?	All readings provided in Unit eReading list.	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Are child protection agencies, women's domestic violence agencies and men's DFV intervention programs competitors or companions?	All readings provided in Unit eReading list.	Written assessment **Collaborative Community Responses Essay** Due: Week 6 Monday (23 Aug 2021) 5:00 pm AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
What is the place of police in our men's domestic violence intervention progams?	All readings provided in Unit eReading list.	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
How should men's DFV intervention programs relate with courts?	All readings provided in Unit eReading list.	Practical assessment - Case study

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
What role should the health system play in the men's DFV intervention program?	All readings provided in Unit eReading list.	**CASE STUDY** Due: Week 9 Monday (13 Sept 2021) 5:00 pm AEST

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
What connections between AOD programs and men's DFV should be forged?	All readings provided in Unit eReading list.	

Week 11 - 27 Sep 2021

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

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
How will this unit influence and inform your practice?	All readings provided in Unit eReading list.	Portfolio - Critical Reflective Journal **Critical Reflective Journal** Due: Week 12 Friday (8 Oct 2021) 5:00 pm 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 Collaborative Community Responses Essay

Assessment Type
Written Assessment

Task Description

UNIT CODE DFVP20010

UNIT TITLE Integrated Services and Systems for Men's Behaviour Change

Assessment 1 – Essay

Type: Written assessment

Due date: 5.00pm Monday Week 6, Term 2 2021

Weighting: 30%

Length: 1500 words

Unit Coordinator: Dr Brian Sullivan

Learning Outcomes Assessed

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 groups

Aim

The aim of this assessment is to have you understand that in domestic violence intervention with male perpetrators it is the coordinated and integrated systemic response that is crucial. While the men's program in critical to this response, it is one component of the response. A men's program will only be as good as the system in which it is embedded. You are required to write an essay justifying Gondolf's assertion that "the system matters" (2002, p.199) in all domestic violence interventions, but especially in men's behaviour change interventions.

Instructions

In this essay you will need to complete the following steps:

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 that 3 of these).

3. Conclusion (250)

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

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.

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. Your assignment should be substantiated with reference to the contemporary literature with no less than five (6) peer reviewed journals and three (3) articles of grey literature (reports, standards, policy documents etc) cited.

· 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.

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 6 Monday (23 Aug 2021) 5:00 pm AEST
Essay

Return Date to Students

Week 8 Monday (6 Sept 2021)
Return to Students

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%**
STRUCTURE				
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 literaturehave been cited. (5 + 3) Accurate APA referencing. 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 literaturehave been cited. (5 + 3). Mostly accurate APA referencing. 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 APA referencing. 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 APA referencing. 4 consistent errors (made multiple times).	Discussion is not or infrequently attempts 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. APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 80%				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The 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 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.
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

- 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

UNIT CODE DFVP20010
UNIT TITLE Integrated Services and Systems for Men's Behaviour Change
Assessment 2 – Practical Assessment
Type: Written assessment
Due date: 5.00pm Monday Week 9 Term 2 2021
Weighting: 30%
Length: 1500 words
Unit Coordinator: Dr Brian Sullivan

Learning Outcomes Assessed

This assessment item relates to unit these learning outcomes:
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
5. Demonstrate skills for use in group settings which facilitate perpetrator behaviour change.

Aim

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 systemic responses. Applying systems-based tools and strategies and coordinating with relevant systems and services is integral to the work of men's group facilitators.

Instructions

You are to read the case study below carefully and develop an intervention and risk management plan for Rex, 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. You plan should be evidence-based and refer to academic and grey literature, (especially practice standards),

CASE STUDY - REX

Rex is 50 years old. He has been an unskilled labourer on and off for 35 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. Rex is Culturally and Linguistically Diverse (CALD)

man originally from a Pacific Island Community, three hours east of Australia. His mother and father immigrated to Australia when Rex was 10 years old. He is now living in the western suburbs of Brisbane. He has been sent to your service for assessment and 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 (Audie), 16 (Rex Jr), and 10 (Ella). 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. Rex 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 Ella, 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 suburb. He and his wife and family are in danger of being evicted from their rental property because they are so far behind in rent. Rex 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 Rex on supporting his desistance from domestic violence and his behaviour change.

In the task of developing an intervention and risk management plan for Rex, you will need to attend 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 (1000 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 Rex and his situation?
· What systems have been responding to Rex so far?
· What additional services could be resources for Rex and why?
· What referrals and connections would be useful for Rex?
· What impacts might these interventions have on Rex'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 Rex?

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)

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

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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. 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.

- 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.

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

Return Date to Students
Week 11 Monday (27 Sept 2021)
Return to Students

Weighting
30%

Assessment Criteria

Assessment 2 - Practical Assessment - Rubric DFVP20010

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
STRUCTURE				
Presentations, efficiency & organisation 10%				
An articulate case study. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The case stduy 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 literaturehave been cited. (5 + 3) Accurate APA referencing. 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 literaturehave been cited. (5 + 3). Mostly accurate APA referencing. 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 APA referencing. 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 APA referencing. 4 consistent errors (made multiple times).	Discussion is not or infrequently attempts 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. APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 80%				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The 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 agoodunderstanding 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 a understanding of your client's 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 situation 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 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.

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

Submission Instructions
Technical guidelines for producingh and uploading the video file will be avaiable 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 Critical Reflective Journal

Assessment Type
Portfolio

Task Description
UNIT CODE DFVP20010

UNIT TITLE Integrated Services and Systems for Men's Behaviour Change

Assessment 3 – Critical Reflective Journal

Type: Written assessment

Due date: 5.00pm Monday Week 12, Term 2 2021

Weighting: 40%

Length: 2400 words
Unit Coordinator: Dr Brian Sullivan
Learning Outcomes Assessed
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 groups.
Aim
The aim of this assessment is for you 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. This journal is to be a kind of reflective summary of your responses to the unit content, where you can demonstrate your knowledge and understanding of integrated systemic response models to domestic violence; community partnerships; the importance of the relationships between service providers; the place of perpetrator programs with the systemic response. As well guiding practice and principles of 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 is critically relevant to the range of learning outcomes.
Instructions
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). 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 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 X 300 words) entries and ensure that you date your entries as you progress. 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. **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. Your assignment should be substantiated with reference to the contemporary literature with no less than five (6) peer reviewed journals and three (3) articles of grey literature (reports, standards, policy documents etc) cited.

- 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.

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

The readings for this unit provide the core content for your journal responses.

Assessment Due Date

Week 12 Friday (8 Oct 2021) 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 Friday (22 Oct 2021)

Return to Students

Weighting

40%

Assessment Criteria

Assessment 3 Portfolio – Portfolio - Rubric DFVP20010

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
STRUCTURE				
Presentation, efficiency & organisation 10%				
Excellent presentation portfolio, in double-spaced 12-point font. Consistently accurate with spelling, grammar and paragraph structure. A complete 8 entries.	Very well-written and presented portfolio , 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 portfolio, 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 portfolio , in double-spaced 12-point font There are 4 or 5 inconsistent errors (spelling, grammar, sentence and paragraph structure). One or two entriesmay be missing.	The introduction is not apparent or does not attempt to introduce your portfolio. 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%				
Your portfolio is informed consistently with logic, examples, and with reference to the current literature. A minimum of 8 contemporary* peer reviewed journal articles and grey literaturehave been cited. (5 + 3) Accurate APA referencing. No errors.	Generally, your portfolio 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 literaturehave been cited. (5 + 3). Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Your portfolio is often informed with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 8 - 10 contemporary* peer reviewed journal articles have been cited. Generally, accurate APA referencing. 3 consistent errors (may be made multiple times).	Your portfolio is occasionally informed with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 5-8 contemporary* peer reviewed journal articles have been cited. Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	Your portfolio is not informed or infrequently attempts to (>7 errors) to inform with logic, examples, and with reference to the current peer reviewed literature. Less than 5 contemporary* peer reviewed journal articles have been cited. APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 80%				
Relevancy & depth 40%				
The content is entirely relevant and comprehensively addresses the tasks. The portfolio 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 indomestic 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 portfolio 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 indomestic 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 portfolio 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 relevnt and partly addresses the tasks. The portfolio 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 word count is not within the limit. The portfolio 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 explanation and application in your response to collaborative community systems in domestic and family violence and the significance of the men's program within that system.
Explanation of learning and it application 40%				
This is an excellent explanation of your new learning and its application to 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 explanation of your new learning and its application to 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 explanation of your new learning and its application to 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 explanation of your new learning and its application to 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 explanation of your new learning and its application to 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.

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

- 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