



# DFVP20011 Sexual Violence in Domestic and Family Violence Contexts

## Term 1 - 2019

Profile information current as at 10/04/2024 03:11 pm

All details in this unit profile for DFVP20011 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

Sexual violence is prevalent in contemporary society and it is an integral part of domestic and family violence. This unit provides you with knowledge and skills about sexual violence as it relates to domestic and family violence practice. You will explore contemporary research into the cultural, psychological and social aspects of human sexuality and reflect upon your own attitudes, beliefs and values about sexual violence. This unit will provide you with a foundation that will assist you to work with a range of clients who have been exposed to and/or used sexual violence in the context of domestic and sexual violence. Upon successful completion of this unit, you will be able to integrate specialised knowledge in sexual violence into your professional discipline.

### Details

Career Level: *Postgraduate*

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 1 - 2019

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 30%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Written Assessment**

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. Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context
2. Analyse significant Australian and international research related to sexual violence and interpret implications for practice
3. Identify and apply relevant mandatory reporting requirements relating to sexual violence based on state and territory and federal legislation
4. Analyse individual and societal attitudes and values in relation to sexual violence and describe the influence of these on professional conduct of workers in the field in relation to sexual violence
5. Understand legal and professional standards in relation to working with clients, families and interprofessional teams.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Portfolio - 30%</b>	•	•			•
<b>2 - Portfolio - 30%</b>			•		•
<b>3 - Written Assessment - 40%</b>		•		•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Knowledge</b>	○	○	○	○	○
<b>2 - Communication</b>		○	○	○	○
<b>3 - Cognitive, technical and creative skills</b>	○		○	○	○
<b>4 - Research</b>	○	○	○		
<b>5 - Self-management</b>				○	
<b>6 - Ethical and Professional Responsibility</b>		○	○	○	○
<b>7 - Leadership</b>					○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
<b>1 - Portfolio - 30%</b>	○	○	○	○	○		○	
<b>2 - Portfolio - 30%</b>	○	○	○			○		
<b>3 - Written Assessment - 40%</b>	○	○	○	○	○	○		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Marika Guggisberg** Unit Coordinator  
[m.guggisberg@cqu.edu.au](mailto:m.guggisberg@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to sexual violence in a domestic and family violence context; key concepts and definitions of sexual violence with a discourse on paraphilias	ABS: 4533.0 - Directory of Family, Domestic, and Sexual Violence Statistics 2018 <a href="http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4533.0-2018-Main%20Features-Service%20Provider%20Data%20Sources-120">http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4533.0-2018-Main%20Features-Service%20Provider%20Data%20Sources-120</a> WHO World Report on Violence 'Sexual violence' Chapter 6 <a href="https://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf">https://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf</a>	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Contemporary theories of sexual violence

Dodge, A. (2018). The digital witness: The role of digital evidence in criminal justice responses to sexual violence. *Feminist Theory, 19*, 303-321.

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Researching sexual violence	Ellsberg, M., & Potts, A. (2018). <i>Ethical considerations for research and evaluation on ending violence against women and girls</i> . Canberra, ACT: Department of Foreign Affairs & Trade. Australian Government. Available from: <a href="https://dfat.gov.au/aid/how-we-measure-performance/ode/strategic-evaluations/Documents/ode-evawg-ethical-considerations-for-research-and-eval.pdf">https://dfat.gov.au/aid/how-we-measure-performance/ode/strategic-evaluations/Documents/ode-evawg-ethical-considerations-for-research-and-eval.pdf</a>	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
The impact of sexual violence - shortterm and longterm consequences	Guggisberg, M. (2018). The impact of violence against women and girls: A life span analysis. In M. Guggisberg & J. Henricksen (eds). <i>Violence against women in the 21st century: Challenges and future directions</i> (pp. 3-27). New York, NY: Nova Science Publishers.	

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - children	Trickett, P. K., Noll, J. G., & Putnam, F. W. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. <i>Developmental Psychopathology, 23</i> , 453-476.	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - Aboriginal and Torres Strait Islander families	Guggisberg, M. (2018). Aboriginal women's experiences with Intimate Partner Sexual Violence and the dangerous lives they live as a result of victimisation. <i>Journal of Aggression, Maltreatment and Trauma, 27</i> , Online First <a href="https://doi.org/10.1080/10926771.2018.1508106">https://doi.org/10.1080/10926771.2018.1508106</a>	Assignment 1 - Portfolio due  <b>Portfolio - Case Study</b> Due: Week 6 Monday (22 Apr 2019) 12:00 am AEST

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women identifying as LGBTI+	Miller, C. M., Goodman, L. A., Thomas, K. A., Peterson, A., Scheer, J. R., Woulfe, J. M., & Warshaw, C. (2016). <i>Trauma-informed approaches for LGBTQ* Survivors of Intimate Partner Violence: A review of literature and a set of practice observations</i> . Retrieved from: <a href="http://www.glbtdvp.org/wp-content/uploads/2016/06/TIP-for-LGBTQ-Survivors_LitReview.pdf">http://www.glbtdvp.org/wp-content/uploads/2016/06/TIP-for-LGBTQ-Survivors_LitReview.pdf</a>	

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women with disabilities	Guggisberg, M., Henricksen, J., & Holt, A. (2017). Violence Against Women With Intellectual Disability: A Quest for Specific Sexual Violence Prevention Education in Tandem. <i>Global Journal of Intellectual and Developmental Disability, 2</i> , 1-3. Available from: <a href="https://noviolence.org.au/wp-content/uploads/2017/08/VAW_ID_GJIDD_2017.pdf">https://noviolence.org.au/wp-content/uploads/2017/08/VAW_ID_GJIDD_2017.pdf</a>	

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women from CALD backgrounds	Larsen, J. J., & Renshaw, L. (2012). <i>People trafficking in Australia</i> . Trends & Issues in Crime and Criminal Justice, No. 441. Canberra, ACT: Australian Institute of Criminology. Retrieved from: <a href="https://aic.gov.au/publications/tandi/tandi441">https://aic.gov.au/publications/tandi/tandi441</a>	Assignment 2 - Portfolio due  <b>Portfolio - vulnerable subpopulation (analysis)</b> Due: Week 9 Monday (13 May 2019) 12:00 am AEST

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary debates and challenges	Guggisberg, M. (2017). The Wide-Ranging Impact of Child Sexual Abuse: Utilising Neurobiology to Provide Scientific Evidence. <i>Current Opinions in Neurological Science</i> , 1, 255-264. Taylor, K., & Jackson, S. (2018). 'I want that power back': Discourses of masculinity within an online pornography abstinence forum. <i>Sexualities</i> , 21, 621-639.	

## Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Prevention of sexual violence (re-)victimisation	Centers for Disease Control and Prevention (2018). <i>Sexual violence: Prevention strategies</i> . Atlanta, GA: Author. Available from: <a href="https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html">https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html</a>	Assignment 3 - Written Assessment due  <b>Academic Essay (Critical Analysis)</b> Due: Week 12 Monday (3 June 2019) 12:00 am AEST

## Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Portfolio - Case Study

#### Assessment Type

Portfolio

#### Task Description

**For this portfolio activity, you are asked to identify and unpack the key issues that present themselves in the following case study and discuss appropriate goals, considerations when working with the clients (Jody, Frank or both).**

Frank - Case study

I've been married for 15 years now. I love my wife Jody and I think she's a stunning woman. I often let her know that I think she is beautiful. However, I have a problem. I have a wild, uncontrollable attraction to women who dress in a sexy way. During the first years, Jody would occasionally oblige me and dress in a sexy manner. This brought me to cloud nine and really enhanced our sex life. However, in the last couple of years, she got steadily more tired of doing it for me and eventually she stopped doing it altogether. Now, Jody won't dress in a sexy way for me anymore. This makes me feel hurt and let down. I'm always making an effort to please her. Yet, she now refuses to indulge me in that one way. It seems like other women enjoy spending hours getting dolled up for their boyfriends or husbands. And other men seem to have no trouble getting their wives and girlfriends to look sexy. Why can't I have that? Our sex life is boring and almost dead. We haven't had sex for nearly 3 months now, and Jody blames me, saying that I am "too much of a freak". She says that she should be enough for me and refuses to wear the "accessories" I want her to wear. I don't understand why she acts hurt by this and I don't understand that she blames me for what appeals to me. Really, would it hurt her so much to wear something sexy once in a while?

**The following points should be embedded in your assignment:**

- Frank's sexual interest - possibility of paraphilia, sexual fantasies, potential for sexual violence (if any)
- Objectification issues - Jody
- Treatment suggestions

#### Assessment Due Date

Week 6 Monday (22 Apr 2019) 12:00 am AEST

## Return Date to Students

Feedback will be provided within 10 working days of submission

### Weighting

30%

### Assessment Criteria

Identification of sexuality issues in the intimate relationship - potential for DFV observed with reference to paraphilias (20%)

Practice approach (20%)

Approach, argument and structure (40%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

### Learning Outcomes Assessed

- Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context
- Analyse significant Australian and international research related to sexual violence and interpret implications for practice
- Understand legal and professional standards in relation to working with clients, families and interprofessional teams.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Leadership

## 2 Portfolio - vulnerable subpopulation (analysis)

### Assessment Type

Portfolio

### Task Description

**For this portfolio activity, you are asked to select ONE specific vulnerable group in relation to sexual violence from the list below. Analyse specific issues related to victim-survivors and their family members. Consider community attitudes and values and implications for intervention (e.g. mandatory reporting requirements, professional standards).**

- Children - Intrafamilial Child Sexual Abuse
- Women - Reproductive Coercion as form of Intimate Partner Sexual Violence
- Aboriginal and Torres Strait Islander families - Intergenerational sexual violence
- Sexual Violence in non-heterosexual relationships - Women identifying as LGBTI+
- Sexual servitude of women and girls from CALD backgrounds

**The following points should be embedded in your assignment:**

- **Identification of specific group (see list of choices above)**
- **Significance of sexual violence and prevalence issues**
- **Specific reference to state legislation relevant to this group**
- **Treatment considerations including reference to community attitudes and values**

### Assessment Due Date

Week 9 Monday (13 May 2019) 12:00 am AEST

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to

review your Turnitin report prior to making a final submission.

### **Return Date to Students**

Feedback will be provided within 10 working days of submission

### **Weighting**

30%

### **Assessment Criteria**

Chosen topic outlined, appropriate definitions and victim-offender relationship described/explained (20%)

Identification and outline of relevant state legislation (20%)

Data challenges in relation to prevalence (20%)

Treatment considerations including reference to common misconceptions (20%)

Presentation, spelling, grammar, referencing (in-text and end-text) (20%)

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submission of the Portfolio is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

### **Learning Outcomes Assessed**

- Identify and apply relevant mandatory reporting requirements relating to sexual violence based on state and territory and federal legislation
- Understand legal and professional standards in relation to working with clients, families and interprofessional teams.

### **Graduate Attributes**

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

## **3 Academic Essay (Critical Analysis)**

### **Assessment Type**

Written Assessment

### **Task Description**

For this written assessment, you are asked to write a literature review on the issue of societal attitudes in relation to sexual violence occurring within the family home when compared to sexual violence perpetrated by a stranger (an unrelated person - not known to the victimised individual). This assessment provides you with the opportunity to consider a variety of contemporary theoretical perspectives and discuss historical and current victim blaming attitudes that occur within the general community as well as among professionals working with victim-survivors of intrafamilial sexual violence.

The assignment should be presented in essay format using Times News Roman 12 point font with 1.5 spacing. You should provide a brief introduction to the topic, a discussion of issues specifically related to the victim-offender relationship and theoretical perspectives along with implications for DFV service delivery, and a conclusion (no new information and no citations) that summarises the key points and provides suggestions for future directions.

The following questions may guide your critical analysis:

- What are general societal attitudes in relation to sexual violence?
- What are social attitudes in relation to sexual violence when the setting and relationship between victims and offenders are compared?
- What theoretical perspectives are important in relation to victim blaming attitudes?
- What are implications for working with victim-survivors in the area of sexual violence in a DFV context?

### **Assessment Due Date**

Week 12 Monday (3 June 2019) 12:00 am AEST

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.



## **Return Date to Students**

Feedback will be provided within 10 working days of submission

### **Weighting**

40%

### **Assessment Criteria**

Development of thesis (societal attitudes in relation to sexual violence inside and outside the family home) (20%)

Knowledge of content area (theoretical perspectives and victim blaming) and development of ideas (implications for service delivery) (40%)

Organisation (20%)

Academic writing, paraphrasing, referencing (in-text and end-text) (20%)

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submission of the Written Assessment is through the unit Moodle site, Turnitin submission point. Note that all assessments need to be attempted and a Cover Page is required. You are strongly encouraged to submit a draft prior to the due date to review your Turnitin report prior to making a final submission.

### **Learning Outcomes Assessed**

- Analyse significant Australian and international research related to sexual violence and interpret implications for practice
- Analyse individual and societal attitudes and values in relation to sexual violence and describe the influence of these on professional conduct of workers in the field in relation to sexual violence

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- 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