



DFVP20011 Sexual Violence in Domestic and Family Violence Contexts

Term 1 - 2021

Profile information current as at 26/04/2024 10:43 am

All details in this unit profile for DFVP20011 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

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 - 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. **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](#).

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 Personal feedback

Feedback

Student experience was positive and personalised approach was valued

Recommendation

Continue personalised and supportive student experience

Feedback from Student feedback via Unit Evaluation Report

Feedback

Students were satisfied with the unit content

Recommendation

Continue to use relevant content

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
1 - Portfolio - 30%	•	•			•
2 - Portfolio - 30%			•		•
3 - Written Assessment - 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 - Portfolio - 30%	○	○	○	○	○		○	
2 - Portfolio - 30%	○	○	○			○		
3 - Written Assessment - 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)
- ZOOM

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

Marika Guggisberg Unit Coordinator
m.guggisberg@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

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	Linke, T, & Krolzik-Matthiei, K. (2018). When sexual offenders are still in contact with those they have been abusing: Sexual violence as a challenge for social workers in home visiting family support.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary theories of sexual violence	Tarzia L. (2020). Toward an Ecological Understanding of Intimate Partner Sexual Violence. <i>Journal of Interpersonal Violence</i> . doi: 10.1177/0886260519900298 Dodge, A. (2018). The digital witness: The role of digital evidence in criminal justice responses to sexual violence. <i>Feminist Theory, 19</i> , 303-321.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Researching sexual violence	Mccauley, H. L., Campbell, R., Buchanan, N. T., & Moylan, C. A. (2019). Advancing theory, methods and dissemination in sexual violence research to build a more equitable future: An intersectional, community-engaged approach.	

Week 4 - 29 Mar 2021

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 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - children	Koçtürk, N., Yüksel, F. (2019). Characteristics of victims and perpetrators of intrafamilial sexual abuse.	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - Aboriginal and Torres Strait Islander families	Guggisberg, M. (2019). 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</i> , 27	Assignment 1 - Portfolio due Analysis - Vulnerable Client Groups Due: Week 6 Monday (19 Apr 2021) 11:45 pm AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women identifying as LGBTI+	Hequembourg, A. L., Blayney, J. A., Livingston, J. A., Bostwick, W., & Auerback, S. (2019). A mixed methods investigation of sexual victimisation and coping among sexual minority compared to heterosexual women.	

Week 8 - 03 May 2021

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 & Developmental Disabilities</i> , 2(1), 555578. Doi: 10.19080/GJDD.2017.02.555578	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Specifically vulnerable subpopulations - women from CALD backgrounds	Mengesha, Z. Dune, T., & Perz, J. (2016). Culturally and linguistically diverse women's views and experiences of accessing sexual and reproductive health care in Australia: A systematic review.	Assignment 2 - Portfolio due Analysis - Sexual Intelligence Due: Week 9 Monday (10 May 2021) 11:45 pm AEST

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal contexts of professional practice	Macy, R. J., Ogonnaya, I. N., & Martin, S. L. (2015). Providers' perspectives about helpful information for evaluating domestic violence and sexual assault services: A practical note.	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary debates and challenges	Taylor, K., & Jackson, S. (2018). 'I want that power back': Discourses of masculinity within an online pornography abstinence forum. Matthews, A., McLinden, M., & Greenway, C. (2021). Rising to the pedagogical challenges of the fourth industrial age in the university of the future: An integrated model of scholarship. <i>Higher Education Pedagogies</i> , 6(1), 1 - 21. Doi: 10.1080/23752696.2020.1866440	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Prevention of sexual violence (re-victimisation)

Beres, M. (2019). Perspectives of rape-prevention educators on the role of consent in sexual violence prevention. -

Mason, G. (2020). Sexual assault law and community education: A case study of New South Wales, Australia. *Australian Journal of Social Issues*, 1 - 18. Doi: 10.1002/ajs4.143

Centers for Disease Control and Prevention (2018). *Sexual violence: Prevention strategies*. Atlanta, GA: Author. Available from: <https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>

Assignment 3 - Written Assessment due

Academic Essay Due: Week 12 Monday (31 May 2021) 11:45 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Analysis - Vulnerable Client Groups

Assessment Type

Portfolio

Task Description

UNIT CODE DFVP20011

UNIT TITLE Sexual Violence in Domestic and Family Violence Contexts

Assessment 1- Portfolio

Type: Written assessment

Due date: 1.55 pm (AEST) Monday, 19 April 2021 (Week 6)

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Marika Guggisberg

Learning Outcomes Assessed

- Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context.
- Analyse important Australian and international research related to sexual violence and interpret implications for practice.
- Identify and apply relevant mandatory reporting requirements relating to sexual violence based on state, territory, and federal legislation.
- 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.
- Know legal and professional standards in relation to working with clients, families and interprofessional teams.

Aim

The aim of this assessment is to have you analyse and reflect on specific vulnerable groups in relation to sexual violence victimisation. You are asked to select ONE specific vulnerable group from the list below and analyse specific issues related to victim/survivors and their family members. Consider community attitudes and values and implications for service delivery (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

Instructions

You are writing an analytic paper that considers specifically vulnerable groups in society to sexual violence in domestic and family violence contexts.

Please follow the steps below to complete your assessment task:

1. Identify the specific group (see list of choices above) and discuss issues of sexual violence related to victim/survivors
2. Reflect on family members and the broader community when considering implications of attitudes and perceptions
3. Make specific reference to state legislation (if relevant)
4. Discuss service provision implication when working with clients of this specific group

Literature and references

In this assessment use at least six contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS)

Requirements

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

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

Marking Criteria

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

Assessment Due Date

Week 6 Monday (19 Apr 2021) 11:45 pm AEST

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20011 - Portfolio Activity: Vulnerable Client Groups				
Fail	Pass	Credit	Distinction	High Distinction

Chosen topic outline (definition and relationship) (20%)	0 – 9.5 Topic outline absent, definition and/or victim-offender relationship unclear	10 – 12.5 Topic outlined, definition and victim-offender relationship described in some detail	13 – 14.5 Topic appropriately outlined, definition clearly presented in the context of victim-offender relationship	15 – 16.5 Topic insightfully outlined with clear definition in relation to victim-offender relationship	17 - 20 Effective and insightful outline of topic, with integrated definition and explanation of interconnectedness of victim-offender relationship
Identification and outline of relevant state legislation (20%)	0 – 9.5 State legislation identification incorrect or absent	10 – 12.5 State legislation correctly identified, attempt of explanation of its relevance provided	13 – 14.5 State legislation correctly identified and outlined, its relevance correctly explained including limitations	15 – 16.5 State legislation correctly identified and outlined with excellent explanation of its relevance and limitations	17 - 20 State legislation correctly identified and outlined with outstanding explanation of its relevance and limitations
Data challenges in relation to prevalence (20%)	0 – 9.5 Lacks understanding of data challenges, distinction between incidence and prevalence data absent	10 – 12.5 Data challenges discussed including the distinction between incidence and prevalence data	13 – 14.5 Data challenges discussed in some detail including distinction between incidence and prevalence data with examples	15 – 16.5 Effective discussion of data challenges including distinction between incidence and prevalence data with examples relevant to the chosen topic	17 - 20 Outstanding discussion of data challenges including distinction between incidence and prevalence data with examples relevant to the chosen topic
Treatment considerations including reference to common misconceptions (20%)	0 – 9.5 Reference to treatment and/or common misconceptions absent	10 – 12.5 Treatment considerations provided with some reference to common misconceptions but limited knowledge and understanding demonstrated	13 – 14.5 Treatment considerations provided with reference to common misconceptions demonstrating growing knowledge and understanding	15 – 16.5 Effective treatment considerations provided with appropriate reference to common misconceptions demonstrating well developed knowledge and understanding	17 - 20 Most appropriate treatment considerations provided with outstanding demonstration of knowledge and understanding how misconceptions influence intervention
Academic writing (spelling, grammar), referencing (in-text and end-text) (20%)	0 – 0.51 Inappropriate presentation of portfolio, major difficulties, spelling errors, grammatical errors, inappropriate format of slides, incorrect/lack of referencing	10 – 12.5 Appropriate presentation of portfolio, some errors with writing and referencing – focus of attention is required to improve academic writing and referencing style	13 – 14.5 Appropriate presentation with consideration of formatting requirements, good writing and referencing style – some minor errors (more careful editing is required)	15 – 16.5 Appropriate presentation with consideration of formatting requirements, good academic writing and referencing style, (no errors)	17 - 20 Most appropriate presentation with consideration of formatting requirements, well written following all academic writing and referencing conventions – fully correct

30%

Referencing Style

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

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. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

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 Analysis - Sexual Intelligence

Assessment Type

Portfolio

Task Description

UNIT CODE DFVP20011

UNIT TITLE Sexual Violence in Domestic and Family Violence Contexts

Assessment 2- Portfolio

Type: Written assessment

Due date: 1.55 pm (AEST) Monday, 10 May 2021 (Week 9)

Weighting: 30%

Length: 1500 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Marika Guggisberg

Learning Outcomes Assessed

- Analyse important 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.

Aim

The aim of this assessment is to have you identify and unpack the key issues related to the concept of 'Sexual Intelligence' and how it is relevant in the context of Domestic and Family Violence (DFV). This assignment provides you with the opportunity to analyse sexual interactions and what is considered 'normal' vs. 'abnormal', making reference to the concept of sexual coercion in the academic literature and among the broader society and how Sexual Intelligence relates to service provision.

Instructions

You are writing an analytic paper that considers the concept of Sexual Intelligence and how it relates to attitudes, beliefs about sexual interaction and service provision.

Please follow the steps below to complete your assessment task:

1. Define the concept of Sexual Intelligence and explain its importance
2. Reflect on key features of Sexual Intelligence (e.g., 'normal' vs. 'abnormal' sexual interests and personal sexuality issues)
3. Discuss service provision implications when working with clients affected by sexual coercion in DFV contexts)

Literature and references

In this assessment use at least six contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS)

Requirements

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

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

Marking Criteria

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

Assessment Due Date

Week 9 Monday (10 May 2021) 11:45 pm AEST

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

30%

Assessment Criteria

DFVP20011 - Portfolio Assessment 2: Sexual Intelligence					
	Fail	Pass	Credit	Distinction	High Distinction
Key features of the concept of sexual intelligence (20%)	0 - 9.5 Description of key features of sexual intelligence is absent	10 - 12.5 Attempt of description of key features made but limited	13 - 14.5 Provides appropriate description of key features of sexual intelligence	15 - 16.5 Provides insightful description of key features of sexual intelligence	17 - 20 Provides elaborate and insightful description of key features of sexual intelligence
Discussion of 'normal' vs. 'abnormal' sexual interaction and analysis of 'sexual coercion' (20%)	0 - 9.5 Application of the concept to DFV is not clear, and/or absent of recognisable effort to discuss coercive sexual interactions	10 - 12.5 Application of the concept to DFV is clear and logical. Effort recognisable of discussing coercive sexual interactions	13 - 14.5 Application of the concept to DFV is well considered and coercive sexual interactions identified	15 - 16.5 Excellent application of the concept to DFV and coercive sexual interactions well identified	17 - 20 Outstanding application of the concept to DFV and coercive sexual interactions very well identified

Approach, Argument and Structure (40%)	0 - 19.5 Lacks logic and relevance, topic not appropriately addressed, absence of cohesion	20 - 25.5 Content addresses the topic; appropriate structure; cohesion developing	26 - 29.5 Content addresses the topic, argument flows, relevance and cohesion is demonstrated	30 - 33.5 Effective presentation, argument flows, skillful cohesion and structure	34 - 40 Most effective presentation, excellent argumentation, great insight demonstrated with key issues well elaborated on; skillful cohesion and structure
	Academic writing, paraphrasing, referencing (in-text and end-text) (20%)	0 - 9.5 Major difficulties, inappropriate paraphrasing and referencing	10 - 12.5 Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	13 - 14.5 Good writing and referencing style- some minor errors (more careful editing is required)	15 - 16.5 Good academic writing and referencing style, (minor, insignificant errors)

30%

Referencing Style

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

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. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are encouraged to monitor the Moodle site and your student emails for assessment-related information.

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

Assessment Type

Written Assessment

Task Description

UNIT CODE DFVP20011

UNIT TITLE Sexual Violence in Domestic and Family Violence Contexts

Assessment 3- Academic Essay

Type: Written assessment

Due date: 1.55 pm (AEST) Monday, 31 May 2021 (Week 12)

Weighting: 40%

Length: 2000 words plus or minus 10% (excluding references)

Unit Coordinator: Dr Marika Guggisberg

Learning Outcomes Assessed

- Examine and compare types of sexual violence particularly those occurring within a domestic and family violence context.
- Analyse important Australian and international research related to sexual violence and interpret implications for

practice.

- Know legal and professional standards in relation to working with clients, families and interprofessional teams.

Aim

The aim of this assessment is to have you identify and examine the key issues related to the prevention of different forms of sexual violence that occur in a Domestic and Family Violence (DFV) context. This assignment provides you with the opportunity to analyse different forms of sexual violence and how they relate to service provision. You may choose to provide illustrative examples using a specific subgroup discussed during the unit.

Instructions

You are writing an analytic paper that considers prevention of sexual violence in the context of DFV and how it relates to service provision.

Please follow the steps below to complete your assessment task:

1. Define the concept of prevention of sexual violence and explain its importance in the context of DFV
2. Discuss key features of different forms of prevention of sexual violence (consider using illustrative examples)
3. Discuss service provision implications when working with clients affected by DFV

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, Australian Institute of Family Studies (AIFS), the Australian Institute of Criminology (AIC), and Australian National Research Organisation for Women's Safety (ANROWS)

Requirements

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

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
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- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

Marking Criteria

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

Assessment Due Date

Week 12 Monday (31 May 2021) 11:45 pm AEST

Return Date to Students

Feedback will be provided within 10 working days of submission

Weighting

40%

Assessment Criteria

DFVP20011 Academic Essay on Prevention					
	Fail	Pass	Credit	Distinction	High Distinction
Development of key features of sexual violence prevention (20%)	0 - 0.5 Lacks identification of key features, examples, reasons or evidence	10 - 12.5 Vague identification of key features, inappropriate or inconsistent use of examples, reasons or evidence	13 - 14.5 Appropriate identification of key features (different forms and levels of prevention), provision of adequate examples, reasons and evidence	15 - 16.5 Effectively identified key features (different forms and levels of prevention), well supported by appropriate examples, reasons and evidence, demonstrating critical thinking	17 - 20 Effectively and insightfully presented key features (different forms and levels of prevention) using excellent examples, reasons and evidence, demonstrating outstanding critical thinking
Knowledge of Content Area & Development of Ideas (40%)	0 - 19.5 Unable to demonstrate understanding of content or only a few general points made, and/or factual errors presented	20 - 25.5 Demonstrated understanding of content (general points with little or no specific details given) and/or irrelevant information provided and/or inappropriate references used	26 - 29.5 Demonstrated understanding of content presented and most points were elaborated with details; information is relevant supported by appropriate references; original thought presented	30 - 33.5 Demonstrated understanding of all content with all points elaborated with illustrative examples and effective links to cited references with original ideas and thoughts presented	34 - 40 Demonstrated well developed understanding of all content; insightful discussion of fully elaborated points with effective illustrative examples; clear & detailed information, many original thoughts & ideas, and effective links to cited references
Organisation (20%)	0 - 9.5 Disorganised, little or no structure, or Jumps from topic to topic, and/or difficult to understand what is being argued, and/or missing introduction and/or conclusion	10 - 12.5 Appropriately organised: information mostly in logical order & argument flows; mostly adequate paragraph construction; appropriate introduction and conclusion	13 - 14.5 Adequate organisation: information in effective order and argument flows; paragraphs well constructed; adequate introduction and conclusion	15 - 16.5 Strong organisation: all information in effective order & argument flows well; all paragraphs well constructed; effective introduction and conclusion	17 - 20 Excellent organisation: argument flows powerfully and seamlessly; extremely well constructed paragraphs; highly effective introduction and conclusion
Academic writing, paraphrasing, referencing (in-text and end-text) (20%)	0 - 9.5 Major difficulties, inappropriate paraphrasing and referencing	10 - 12.5 Some errors with writing and referencing - focus of attention is required to improve academic writing and referencing style	13 - 14.5 Good writing and referencing style - some minor errors (more careful editing is required)	15 - 16.5 Good academic writing and referencing style, (minor, insignificant errors)	17 - 20 Well written paper following all academic writing and referencing conventions - fully correct, no errors

40%

Referencing Style

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

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. A specific Zoom meeting is offered for students that is specifically designed for questions relating to each assessment item on the unit's Moodle site. You are

encouraged to monitor the Moodle site and your student emails for assessment-related information.

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