



# SOWK13015 Violence Against Women: Key Themes

## Term 3 - 2019

Profile information current as at 21/05/2024 08:17 am

All details in this unit profile for SOWK13015 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 has a focus on developing your knowledge and understanding of skills to prevent and respond to violence against women (VAW). The most prevalent forms of this violence in Australia are domestic and family violence and sexual assault. They are recognised as “gendered crimes” that have an unequal impact on women. Although VAW occurs across all demographic groups, many women experience violence in ways that are specific to their circumstances. In Australia, for example, Aboriginal and Torres Strait Islander women, women with disabilities and women from culturally and linguistically diverse backgrounds are recognised in policy as priority populations. In this unit you will learn about different types of VAW, analyse sources of data that will help you to understand this violence, and examine various models that have informed policy and practice in the area of VAW. You will identify the health, social and economic impacts of VAW at individual and community levels and apply your learning to create a plan to enhance the safety of women. Your safety plan will be based on a case study and draw on the contemporary evidence base.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

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 3 - 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 Undergraduate 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: 20%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Case Study**

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. Explain the various forms of violence against women that exist globally
2. Analyse data sources relevant to the field of violence against women, including preventing and responding to this violence
3. Report on the health, social and economic impacts of violence against women on individuals and the community
4. Evaluate approaches to prevent, recognise and respond to this violence
5. Create a plan at either an individual or community level that enhances the safety of women.

Not applicable

## 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 - Written Assessment - 20%		•			
2 - Written Assessment - 40%	•		•		
3 - Case Study - 40%				•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•		•
2 - Problem Solving					•
3 - Critical Thinking		•	•	•	
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•		•	•	•
8 - Ethical practice					•
9 - Social Innovation					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>10 - 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	9	10
<b>1 - Written Assessment - 20%</b>	•		•	•		•				
<b>2 - Written Assessment - 40%</b>	•		•	•		•	•			
<b>3 - Case Study - 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

**Colleen Gunning** Unit Coordinator  
[c.gunning@cqu.edu.au](mailto:c.gunning@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Violence Against Women: Key Themes	UN Women. (2015). <i>A Framework to underpin action to prevent violence against women</i> . UN.	

### Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic

Violence against women: Research and impacts

World Health Organization. (2013). *Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence*. World Health Organization.

### Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 1	Australian Institute of Health and Welfare. (2019). <i>Family, domestic and sexual violence in Australia: continuing the national story 2019</i> . Cat. no. FDV 3. Canberra: AIHW.	

### Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 2	Commonwealth of Australia. (2019). <i>Fourth Action Plan National Plan to Reduce Violence against Women and their Children 2010-2022</i> .	Written assessment 1 <b>Fact Sheet</b> Due: Week 4 Monday (2 Dec 2019) 5:45 pm AEST

### Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Policy and legislation	VicHealth. (2015) <i>Preventing violence against women: An Australian timeline 1970-2015</i> .	

### Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Preventing violence against women	Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015). <i>Change the story: A shared framework for the primary prevention of violence against women and their children in Australia</i> . Melbourne, Australia: Our Watch.	

### Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Recognising and responding to violence against women	State of Victoria. (2012). <i>Family Violence Risk Assessment and Risk Management Framework and Practice Guides 1-3</i> , (Edition 2). Melbourne, Australia: Department of Human Services.	Written assessment 2 <b>Report</b> Due: Week 7 Monday (6 Jan 2020) 5:45 pm AEST

### Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment and risk management	Toivonen, C., & Backhouse, C. (2018). <i>National Risk Assessment Principles for domestic and family violence: Quick reference guide for practitioners</i> (ANROWS Insights 10/2018). Sydney, NSW: ANROWS.	

### Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Safety planning: individuals  
 Murray, C., Horton, E., Higgins Johnson, C., Notestine, L., Garr, B., Marsh Pow, A., ... Doom E. (2015). Domestic Violence Service Providers' Perceptions of Safety Planning: A Focus Group Study. *Journal of Family Violence, 30*(3), 381-392.

### Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Safety planning: community	Orr, E. (Ed. & Comp.). (2018). <i>Building Safe Communities for Women and their Children: A compendium of stories from the field</i> (ANROWS Insights, 02/2018). Sydney, Australia: Australia's National Research Organisation for Women's Safety.	

### Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Violence against women: workplace considerations	Family Safety Victoria. (2017). <i>Responding to Family Violence Capability Framework</i> . State of Victoria	

### Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	Gregory, A., Williamson, E., & Feder, G. (2017). The Impact on Informal Supporters of Domestic Violence Survivors: A Systematic Literature Review. <i>Trauma, Violence &amp; Abuse, 18</i> (5), 562-580.	Case study  <b>Individual or community case study</b> Due: Week 12 Monday (10 Feb 2020) 5:45 pm AEST

### Exam Week - 17 Feb 2020

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

### 1 Fact Sheet

#### Assessment Type

Written Assessment

#### Task Description

According to OurWatch (n.d.)

*violence against women is any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life... violence against women is not only or always physical. It includes psychological, economic, emotional and sexual violence and abuse, and a wide range of controlling, coercive and intimidating behaviours.*

*In Australia, violence against women is called many different things, including domestic violence, family violence, intimate partner violence, sexual harassment and sexual assault.*

#### Context

"Raising awareness to end violence is about changing people's hearts and minds - in Governments, civil society organisations and in the general public" (UNWomen, n.d.).

This assessment requires you to prepare a factsheet about one form of Violence Against Women (VAW) drawing on your analysis of at least five data sources. For example, you may access a combination of quantitative and qualitative research findings from academic and grey literature.

Your factsheet should be developed for community stakeholders, so should be written in clear, concise language to raise their awareness about the selected form of VAW.

#### Task description

Select one form of VAW

- Intimate partner violence (you could include physical, sexual, emotional, psychological and financial abuse etc. or focus on one of these aspects of intimate partner violence) OR
- Non-partner sexual assault

Develop a Fact Sheet of approximately 750 words (excluding references) in 'layperson' language. The Fact Sheet should provide content in relation to the following:

- What is the definition of the form of VAW you have selected?
- How many people are affected by the selected form of VAW in Australia?
- What is known about the contributors to/ risk factors for the selected form of VAW?
- What is known about how to prevent this form of VAW?

#### References

OurWatch. (n.d.). *Facts and figures*. Retrieved from <https://www.ourwatch.org.au/understanding-violence/facts-and-figures>

UNWomen. (n.d.). *Increasing knowledge and awareness*. Retrieved from <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/increasing-knowledge-and-awareness>

#### Resources

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

Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

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.

You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

#### Requirements

1. Include a cover page providing your name, the name and code of the unit, and the title of the assessment.
2. Use size 12 Times New Roman or Arial font with 1.5 line spacing and 2.54cm page margins.
3. Include page numbers, name and student number on each page in a footer.
4. Use American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
5. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

#### Assessment Due Date

Week 4 Monday (2 Dec 2019) 5:45 pm AEST

#### Return Date to Students

#### Weighting

20%

#### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 25%</b> <i>Efficacy and Organisation 5%</i> An engaging and well-planned assessment. The assessment material is logical, clear, and concise. <i>Presentation 10%</i> Written material very well-presented and free from errors. The assessment is within the set word count. <i>Informed Content 5%</i> Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of five references is used. These may be peer reviewed and grey literature. <i>Referencing 5%</i>	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.  There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.  Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of five references is used. These may be peer reviewed and grey literature.	Appropriately planned assessment. It mostly proceeds logically.  There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.  Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. A minimum of five contemporary* references is used. These may be peer reviewed and grey literature.	Adequately planned assessment. At times it is repetitive or lacks cohesion.  There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count).  Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Five contemporary* references are used. These may be peer reviewed and grey literature.	The assessment does not follow a logical sequence.  Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.  Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than five contemporary* references have been cited.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
<b>Approach 75%</b> <i>Definition 5%</i> Thorough and well substantiated definition suitable for the target audience. The definition is considered and sets the parameters of the factsheet clearly for the reader. <i>Prevalence 10%</i> Thorough and well substantiated articulation of how many people are affected by the form of violence. This is presented in a way which is suitable for the target audience, synthesising credible data sources to accurately inform the reader. <i>Contributing/ risk factors 30%</i> Detailed and analytical presentation of contributing/ risk factors. At least six factors are identified/ explained in a way which is suitable for the readership. <i>Prevention of violence 30%</i> Accurate and analytical presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience. Limitations in data sources are well explained.	Thorough definition suitable for the target audience. The definition is considered and sets the parameters of the factsheet clearly for the reader.  Thorough and accurate presentation of prevalence (of form of violence) which is suitable for the target audience.  Detailed and analytical presentation of contributing/ risk factors. At least five factors are identified/ explained in a way which is suitable for the readership.  Accurate and analytical presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience.	Thorough definition suitable for the target audience. The definition sets the parameters of the factsheet for the reader.  Accurate presentation of prevalence (of form of violence) which is suitable for the target audience.  Detailed and analytical presentation of contributing/ risk factors. At least four factors are identified/ explained in a way which is adequate for the readership.  Accurate presentation of what is known regarding the prevention of violence against women. This is written in a way which is suitable for the target audience.	The definition is adequate. However, the reader's needs have not been carefully considered.  The presentation of prevalence data is adequate. However, the needs of the target audience have not been fully considered.  Contributing/ risk factors are presented. At least three factors are identified/ explained. Some consideration for the audience is apparent.  Accurate presentation of what is known regarding the prevention of violence against women. Some consideration for the audience is apparent.	Minimal/no demonstration of an understanding of the topic or the needs of the reader.  Minimal/no demonstration of an understanding of the prevalence of the violence, or the needs of the reader.  Minimal/no identification/ explanation of contributing/ risk factors.  Minimal/no identification/ explanation of what is known about violence against women.

\*Contemporary = less than 10 years old.

## Referencing Style

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

## Submission

No submission method provided.

## Learning Outcomes Assessed

- Analyse data sources relevant to the field of violence against women, including preventing and responding to this violence

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 Report

### Assessment Type

Written Assessment

### Task Description

**This report requires you to explore available evidence at multiple levels: global, national, jurisdictional etc. to inform the reader about the impacts of violence against women (VAW).**

Choose **one** of these forms of VAW:

- Intimate partner violence (you could include physical, sexual, emotional, psychological and financial abuse etc. or focus on one of these aspects of intimate partner violence) OR
- Non-partner sexual assault

According to the *Fourth Action Plan—National Plan to Reduce Violence against Women and their Children 2010-2022* "Race, sexuality, gender and disability, amongst other forms of identity, can impact the way a woman experiences violence." (Commonwealth of Australia, 2019, p. 26)

### Scenario

You have been asked to provide a report to others working in your discipline area (e.g. social work, public health, education, psychology etc.) about the impacts of VAW on individuals and communities. The structure of your report is:

### Background

- Explain the various forms of VAW that exist globally.
- Identify which form/s of violence will be the focus of the report.
- Justify your choice of topic: why is this important?

Section 1: Identification of (health, social, and economic) impacts of this form of VAW at the individual level.

Section 2: Identification of (health, social, and economic impacts) of this form of VAW at the community level.



**Section 3:** With reference to VAW and 'forms of identity: race, sexuality, gender, disability' and other factors: what difference is made to these impacts?

**Section 4:** Reflection: How could the findings of this report affect practice in your discipline area?

Reference

Commonwealth of Australia, (2019), *Fourth Action Plan National Plan to Reduce Violence against Women and their Children 2010-2022*.

### Resources

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

Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

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.

You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

### Requirements

1. Include a cover page providing your name, the name and code of the unit, and the title of the assessment.
2. Use size 12 Times New Roman or Arial font with 1.5 line spacing and 2.54cm page margins.
3. Include page numbers, name and student number on each page in a footer.
4. Use American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
5. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

### Assessment Due Date

Week 7 Monday (6 Jan 2020) 5:45 pm AEST

### Return Date to Students

### Weighting

40%

### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 25%</b> <i>Efficacy and Organisation 5%</i> An engaging and well-planned assessment. The assessment material is logical, clear, and concise. <i>Presentation 10%</i> Written material very well-presented and free from errors. The assessment is within the set word count. <i>Informed Content 5%</i> Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of 10 references is used. These may be peer reviewed and grey literature. <i>Referencing 5%</i> Accurate APA referencing. No errors.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.  There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.  Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of 10 references is used. These may be peer reviewed and grey literature.	Appropriately planned assessment. It mostly proceeds logically.  There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.  Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	Adequately planned assessment. At times it is repetitive or lacks cohesion.  There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count).  Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	The assessment does not follow a logical sequence.  Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.  Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than 10 contemporary* references have been cited.
<b>Approach 75%</b> <i>Background 15%</i> Thorough and well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clearly articulated and the justification for this focus is compelling. <i>Impacts 30%</i> Detailed and analytical presentation of impacts at the individual and community levels. Health, social, and economic impacts are comprehensively explained for each level. There are clear linkages drawn across the impacts for each level. <i>Population considerations 20%</i>	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).  Thorough and well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clearly articulated and the justification for this well argued.	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).  A well substantiated explanation of the various forms of violence against women existing globally. The focus of the report is clear and the justification for this approach is logical.	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.  Minimal/no demonstration of an understanding of the various forms of violence existing globally and/ or lack of clear focus in the background section.  Minimal/ no identification of impacts at the individual and community levels. Health, social, and economic impacts are not explored with accuracy.

**High Distinction 85-100%**

Accurate and analytical presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. A number of factors which may influence the nature/ degree of impacts of violence are identified and comprehensively articulated.

**Distinction 75-84%**

Accurate and detailed presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. At least three factors which may influence the nature/ degree of impacts of violence is explained.

**Credit 65-74%**

Accurate presentation of what is known about violence against women and its relationship with all 'forms of identity: race, sexuality, gender, disability'. At least two factors which may influence the nature/ degree of impacts of violence are identified.

**Pass 50-64%**

Accurate presentation of what is known about violence against women and its relationship with at least two of these 'forms of identity: race, sexuality, gender, disability'. One factors which may influence the nature/ degree of impacts of violence is identified.

**Fail Below 50%**

Minimal/no identification/ explanation of what is known about violence against women and how it impacts on different population groups.

**Reflection 10%**

This report identifies the discipline area of the author. There are at least four examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual and community levels are clearly distinguished) and its differential impacts are explored.

This report identifies the discipline area of the author. There are at least three examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual and community levels) and its differential impacts are presented.

This report identifies the discipline area of the author. There are at least two examples presented of how future practice could be influenced by considerations of the impacts of violence against women (individual or community levels) and its differential impacts are identified.

This report identifies the discipline area of the author. There is at least one example presented of how future practice could be influenced by considerations of the impacts of violence against women generally, and its differential impacts.

Minimal/no identification/ explanation of how this report could influence practice.

\*Contemporary = less than 10 years old.

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Explain the various forms of violence against women that exist globally
- Report on the health, social and economic impacts of violence against women on individuals and the community

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

### 3 Individual or community case study

**Assessment Type**

Case Study

**Task Description**

Choose **one** of the following case studies (individual or community) and complete the associated tasks.

Individual case study*Scenario*

You live in a regional centre (population approximately 80, 000 people) which has a range of services including a domestic violence service, hospital, police, local government etc. Over lunch with your friends Jane and Sallie you notice that Jane is barely touching her food. You haven't seen Jane for months, and you have been worried about her. When you ask her if she's all right, she bursts into tears and explains that her partner Tyson (an apprentice chef) has been calling her "Fatso" more often lately and even reminded her before leaving home to "Don't stuff yourself when you're out with your friends".

She says she knows that he really loves her and shows her all the time, but sometimes he makes her sad- but she thinks that's normal in relationships. When you ask how he shows her love, Jane says Tyson texts constantly and buys her special clothes to wear which will make her look "even more beautiful".

Lately, though, she has been feeling pressured by Tyson to "do stuff in the bedroom" which makes her feel uncomfortable, and recently he hinted that he'd like to "share" her with one of his mates. Sallie gets really angry that Tyson is behaving this way and says "Well for starters, I'd be really surprised if Tyson meant any of this - and if he's as bad as say, you should just leave him, Jane".

Jane asks for your advice.

*Tasks*

You are required to:

1. Explain what you would say to Jane and Sallie and your reasoning for this. This should be based on your understanding of violence against women and draw on the contemporary evidence base. (Approximately 750 words)
2. Prepare a safety plan for Jane, using the template supplied. (Approximately 250 words)
3. Provide an explanation of four key points of your plan. This should draw on the contemporary evidence base. (1000 word limit)

## Community case study

### Scenario

You live in a regional centre (population approximately 80, 000 people) which has a range of services including a domestic violence service, hospital, police, local government etc. In your work you have been approached by a group (Men4Women) who is very keen to stop violence against women. The group would like to take action, and asked for your feedback on their three ideas so far:

- A family fun day in the park based on the theme “violence happens to anyone”.
- Putting posters up in libraries with the message “violence happens everywhere”.
- Handing out coasters in hotels with the message “alcohol causes domestic violence”.

### Tasks

You are required to:

1. Explain what feedback you would give to this group about these ideas and your reasoning for this. This should be based on your understanding of violence against women and draw on the contemporary evidence base. (Approximately 750 words)
2. Prepare a community plan, using the template supplied. (Approximately 250 words)
3. Provide an explanation of four key points of your plan. This should draw on the contemporary evidence base. (1000 word limit)

### Resources

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

Your sources should be contemporary (later than 2010) and may be drawn from research and/ or grey literature. For example, you may draw on Australian or other statistics from government websites (e.g. Australian Bureau of Statistics, Australian Institute of Health and Welfare).

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.

You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

### Requirements

1. Include a cover page providing your name, the name and code of the unit, and the title of the assessment.
2. Use size 12 Times New Roman or Arial font with 1.5 line spacing and 2.54cm page margins.
3. Include page numbers, name and student number on each page in a footer.
4. Use American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
5. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

### Assessment Due Date

Week 12 Monday (10 Feb 2020) 5:45 pm AEST

### Return Date to Students

### Weighting

40%

### Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<b>Structure 25%</b> <i>Efficacy and Organisation 5%</i> An engaging and well-planned assessment. The assessment material is logical, clear, and concise. <i>Presentation 10%</i> Written material very well-presented and free from errors. The assessment is within the set word count. <i>Informed Content 5%</i>	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.  There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	Appropriately planned assessment. It mostly proceeds logically.  There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	Adequately planned assessment. At times it is repetitive or lacks cohesion.  There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count 10% allowance (under or over the set word count).	The assessment does not follow a logical sequence.  Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Consistent and judicious integration of contemporary* references to support and reflect all ideas, information and quotations. A minimum of 10 references is used. These may be peer reviewed and grey literature.	Consistent integration of contemporary* references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A minimum of 10 references is used. These may be peer reviewed and grey literature.	Mostly consistent integration of up-to-date references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Fewer than 10 contemporary* references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, information and quotations. Fewer than 10 contemporary* references have been cited.
<i>Referencing 5%</i>				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
<b>Approach 75%</b>				
<i>Feedback to individual/ community group 25%</i>				
Thorough and well substantiated feedback suitable for the target audience. A range of contemporary evidence is seamlessly integrated and innovative solutions are proposed.	Thorough and well substantiated feedback suitable for the target audience. A range of contemporary evidence is seamlessly integrated	Thorough feedback suitable for the target audience. Some contemporary evidence is integrated.	Clear feedback suitable for the target audience. Some contemporary evidence is integrated	Minimal/no demonstration of an understanding of the topic or the needs of the individual/ community group.
<i>Plan individual or community 15%</i>				
Thorough and well substantiated plan suitable for the target audience. Innovative solutions are proposed.	Thorough and well substantiated plan suitable for the target audience.	Thorough plan suitable for the target audience.	Clear plan suitable for the target audience.	Minimal/no demonstration of an understanding of elements of a plan at either individual or community levels.
<i>Explanation of plan 30%</i>				
Detailed and analytical presentation of four elements of the plan. Contemporary evidence is seamlessly integrated to provide a compelling argument. Data gaps are explained where relevant. Innovative solutions are proposed.	Detailed and analytical presentation of four elements of the plan. Contemporary evidence is integrated to provide a clear argument.	Detailed presentation of four elements of the plan. All are explained to inform the reader and reflect an integration of appropriate evidence.	Clear presentation of four elements of the plan. Most are explained to inform the reader and reflect an integration of appropriate evidence.	Minimal/no explanation of key points of a plan at either individual or community levels. May not include four distinct elements of the plan.

Contemporary = less than 10 years old.

## Referencing Style

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

## Submission

No submission method provided.

## Learning Outcomes Assessed

- Evaluate approaches to prevent, recognise and respond to this violence
- Create a plan at either an individual or community level that enhances the safety of women.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 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