



SOWK13015 Violence Against Women: Key Themes

Term 3 - 2022

Profile information current as at 20/05/2024 11:28 pm

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 - 2022

- 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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Students appreciated the change to an interactive ebook.

Recommendation

Continue providing the weekly unit material in an ebook format.

Feedback from Student evaluation

Feedback

Students appreciated the practice-based assignments.

Recommendation

Continue the use of practice-based assignments in the unit.

Feedback from Student evaluation

Feedback

Despite the use of assessment videos for each assignment, some students still struggled with the assessment requirements.

Recommendation

Continue the use of assessment videos, but also more often advertise their availability in the unit description. Also add in drop-in sessions specifically devoted to each assignment. In addition, offer opportunities through email for students who have failed earlier assignments or wish to have additional oversight of their assignment, an opportunity to be provided additional feedback on their assignment outline.

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%		•			

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
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					
10 - 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	9	10
1 - Written Assessment - 20%	•		•	•		•				
2 - Written Assessment - 40%	•		•	•		•	•			
3 - Case Study - 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)
- CQUniversity Library

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

Nicola Cheyne Unit Coordinator

n.cheyne@cqu.edu.au

Schedule

Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to violence against women: Key themes	All readings are outlined in the eReading list on Moodle.	

Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Violence against women: Research and impacts	All readings are outlined in the eReading list on Moodle.	

Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 1	All readings are outlined in the eReading list on Moodle.	

Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 2	All readings are outlined in the eReading list on Moodle.	Newsletter - DFV Due: Week 4 Wednesday (30 Nov 2022) 5:00 pm AEST

Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Policy and legislation All readings are outlined in the eReading list on Moodle.

Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preventing violence against women	All readings are outlined in the eReading list on Moodle.	

Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Recognising and responding to violence against women	All readings are outlined in the eReading list on Moodle.	

Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment and risk management	All readings are outlined in the eReading list on Moodle.	Organisational Brief Due: Week 8 Wednesday (11 Jan 2023) 5:00 pm AEST

Week 9 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Safety planning: Individuals	All readings are outlined in the eReading list on Moodle.	

Week 10 - 23 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Safety planning: Community	All readings are outlined in the eReading list on Moodle.	

Week 11 - 30 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Violence against women: Workplace considerations	All readings are outlined in the eReading list on Moodle.	

Week 12 - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion	All readings are outlined in the eReading list on Moodle.	Safety planning case study Due: Week 12 Wednesday (8 Feb 2023) 5:00 pm AEST

Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Newsletter - DFV

Assessment Type

Written Assessment

Task Description

Type: Written assessment

Due date: 5pm AEST Wednesday 30 November 2022, Week 4

Weighting: 20%

Length: 750 words (+/- 10%)

Unit Coordinator: Nicola Cheyne

Learning Outcomes Assessed

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

Aim

The aim of this assessment item is for you to analyse two data sources to prepare a newsletter that informs the reader about domestic and family violence (DFV), the most common form of violence against women.

Context

A newsletter is a way to raise awareness of the topic with a non-professional audience. Domestic and family violence affects many women in our communities and this document should help others understand various aspects of this topic.

Instructions

This assessment requires you to prepare a **newsletter** about DFV drawing on your analysis of two data sources ([Family, domestic and sexual violence in Australia: continuing the national story](#) and [Victims of family and domestic violence-related offences](#)). Please use the template on the Moodle site to develop your newsletter - change pictures, words and/or layout to suit your individual needs. Your newsletter should be developed for community stakeholders, so should be written in clear, concise language to raise their awareness about **DFV**.

Develop a document of approximately 750 words (excluding the reference list) in 'layperson' language. You should provide content in relation to the following:

1. What is domestic and family violence? Give a definition of DFV.
2. What is the prevalence of DFV in Australia (ie. How many people are affected by DFV)? Consider gender differences here (are women more often the victims of DFV? What about perpetrators of DFV?).
3. In Australia, what populations of women are most at risk of experiencing DFV? Simply name the populations/groups of women most at-risk (note that this does not include children).
4. What is known about how to prevent DFV? (What interventions/programs exist that try to reduce/stop DFV?)

Literature and references

The two data sources for your assignment have been provided above.

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 footer.
- Write in the third-person perspective.
- Use full sentences, correct grammar and punctuation, and the spell and grammar checking functions of Word prior to submission of your document. Reading your work aloud, or having someone else read your work prior to submission, may help you to construct a better document.
- 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 excludes the reference list but includes in-text references and direct quotations.
- Include a university coversheet providing your name, the name and code of the unit, and the title of the assessment.

Resources

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

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 4 Wednesday (30 Nov 2022) 5:00 pm AEST

Return Date to Students

Week 5 Wednesday (14 Dec 2022)

Marked assessment items will be returned two weeks following the due date

Weighting

20%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 25% <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 references to support and reflect all ideas, information and quotations. <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 references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	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 references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	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 word count may not have been adhered to. Occasionally integrates references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	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 may not have been adhered to. Fails to or infrequent attempts (>7 errors) to integrate references to support and reflect ideas, information and quotations. APA referencing not used, or more than 5 inaccuracies.
Approach 75% <i>Definition 5%</i> Complete definition which considers all aspects of DFV. The definition sets the parameters of the newsletter very clearly for the reader. <i>Prevalence 20%</i> Thorough and accurate articulation of how many people are affected by DFV and gender differences in DFV. This is presented in a way which is entirely suitable for the target audience. <i>Populations at risk 20%</i> The range of populations of women most at-risk of DFV is thorough and identified in a way which is entirely suitable for the readership. <i>Prevention of violence 30%</i> Accurate and analytical presentation of what is known regarding the prevention of DFV. This is written in a way which is suitable for the target audience.	Thorough definition which considers most aspects of DFV. The definition sets the parameters of the factsheet clearly for the reader. Thorough and largely accurate presentation of prevalence of DFV and gender differences in DFV which is mostly suitable for the target audience. The majority of populations of women most at-risk of DFV are identified and in a way which is largely suitable for the readership. Mostly accurate and analytical presentation of what is known regarding the prevention of DFV. This is written in a way which is suitable for the target audience.	Thoughtful definition which considers some aspects of DFV. The definition sets the parameters of the factsheet for the reader. Somewhat accurate presentation of prevalence of DFV and gender differences in DFV which is suitable for the target audience. Some of the populations of women most at-risk of DFV are identified and in a way which is adequate for the readership. Somewhat accurate presentation of what is known regarding the prevention of DFV. 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 and discussion of gender differences is adequate. However, the needs of the target audience have not been fully considered. A few of the populations of women most at-risk of DFV are identified, with some consideration for the audience being apparent. The presentation of what is known regarding the prevention of DFV contains a mix of accurate and inaccurate information. Some consideration for the audience is apparent.	Minimal/no demonstration of an understanding of DFV or the needs of the reader. Minimal/no demonstration of an understanding of the prevalence of DFV or gendered differences, or the needs of the reader. Minimal/no identification/explanation of populations of women most at-risk of DFV. Minimal/no identification/ explanation of what is known about DFV.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Turnitin within the Moodle site

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 Organisational Brief

Assessment Type

Written Assessment

Task Description

Type: Written assessment

Due date: 5pm AEST Wednesday 11 January 2023, Week 8

Weighting: 40%

Length: 2000 words (+/- 10%)

Unit Coordinator: Nicola Cheyne

Learning Outcomes Assessed

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

Aim

The aim of this assessment item is for you to write a brief for members of your organisation/field of practice on how domestic and family violence impacts on individuals (women and their children) and the broader community.

Instructions

This brief 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). It is also important to consider that "Race, sexuality, gender and disability, amongst other forms of identity, can impact the way a woman experiences violence" (Commonwealth of Australia, 2019, p. 26).

Context

You have been asked to provide a brief 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. In particular, your supervisor would like to know more about domestic and family violence. The structure of your brief is:

Background: Identify your discipline area. Explain (don't just list) the various forms of VAW that exist globally (e.g., trafficking, FGM). Highlight why there has been such a policy and community focus in Australia on domestic and family violence.

Section 1: At an individual level, identify the economic, social and health impacts of domestic and family violence.

Section 2: At a community level, identify the economic, social and health impacts of domestic and family violence.

Section 3: Identify the populations of women most at-risk of experiencing these impacts of DFV. Why are these groups so vulnerable to DFV?

Section 4: Reflection: How could professionals in your field of practice use the information outlined above? What are three findings from this report that could be used in the future and how would you this information be used?

Literature and references

You are required to use at least 10 sources for this assessment item. 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).

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 footer.
- 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 excludes the reference list but includes in-text references and direct quotations.
- Include the university coversheet providing your name, the name and code of the unit, and the title of the assessment.

Resources

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

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 8 Wednesday (11 Jan 2023) 5:00 pm AEST

Return Date to Students

Week 10 Wednesday (25 Jan 2023)

Marked assessment items will be returned two weeks following the due date

Weighting

40%

Assessment Criteria

High Distinction 85-100% Structure 25%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
<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. Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	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. Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	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 word count may not have been adhered to. 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. Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	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 may not have 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. APA referencing not used, or more than 5 inaccuracies.
Approach 75% <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 at individual and community levels. <i>At-risk populations 20%</i> Accurate and analytical presentation of what is known about at-risk populations in Australia. A comprehensive set of reasons for this risk are identified and comprehensively articulated. <i>Reflection 10%</i> There are at least three examples presented of how the findings could be used in the future. The examples are well explained.	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. Detailed presentation of impacts at the individual and community levels. Health, social, and economic impacts are clearly explained at individual and community levels. Accurate and detailed presentation of what is known about at-risk populations in Australia. Most reasons for this risk are explained. There are at least three examples presented of how the findings could be used in the future, but some examples require further explanation.	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. Detailed presentation of impacts at the individual and community levels. Health, social, and economic impacts are explained at individual and community levels. Accurate presentation of what is known about at-risk populations in Australia. Some reasons for this risk are identified. . There are at least two examples presented of how the findings could be used in the future. There is a good explanation of the examples.	The various forms of violence against women existing globally are explained. The focus of the report is clear and an argument justifying this is presented. Accurate presentation of impacts at the individual and community levels. Some health, social, and economic impacts are explained at individual and/or community levels. Accurate presentation of what is known about at-risk populations in Australia. Few reasons for this risk are identified. . There is at least one example presented of how the findings could be used in the future. This is some explanation of the example/s.	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. Minimal/no identification/ explanation of what is known about at-risk populations in Australia and the reasons for this risk. Minimal/no identification/ explanation of how the findings could be used in the future.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Turnitin within the Moodle site

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 Safety planning case study

Assessment Type

Case Study

Task Description

Type: Case study

Due date: 5pm AEST Wednesday 8 February 2023, Week 12

Weighting: 40%

Length: 2000 words (+/- 10%)

Unit Coordinator: Nicola Cheyne

Learning Outcomes Assessed

4. Evaluate approaches to prevent, recognise and respond to this violence (violence against women).

5. Create a plan at either an individual or community level that enhances the safety of women.

Aim

The aim of this assessment item is for you evaluate approaches to prevent, recognise and respond to violence against women and use the information to create a general safety plan.

Instructions

Read the following case study and complete the associated tasks.

Scenario

You live in a urban setting (population approximately 2 million people) which has a range of services including domestic violence services, hospitals, police stations, and government offices. Over lunch with your friend Natasha, you notice that she is close to tears. You haven't seen Natasha for a year, because she says she has to check with her partner Matthew before she can commit to a catch-up. When you ask her if she's all right, she bursts into tears and explains that Matthew (who works at a store called the King of Knives) has been calling her names more often lately. When they have arguments, Matthew demands Natasha leave the house until she apologises for making him angry.

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 is normal in relationships. When you ask how he shows her love, Natasha says Matthew texts constantly and buys her special make-up and clothes to wear which will make her look "even more beautiful". Recently he has started talking about how she should get his name tattooed on her neck, since he'd like to get her name tattooed too. Matthew has even said that he loves her so much that if she ever left him, he would kill himself.

Lately, though, she has been feeling pressured by Matthew to "do stuff in the bedroom", which makes her feel uncomfortable, and recently he hinted that he'd like to "share" her with a couple of his mates from his workplace.

Tasks

With reference to this case study, you are required to:

1. Identify four points that Natasha has raised that make you worry about her safety. Explain why these four points are important in Matilda's situation (e.g., risk and safety in intimate partner violence/domestic violence, high risk indicators, indicators of lethality/homicide/increasing severity). This should draw on the contemporary evidence base (1000 word limit).
2. Propose a plan for Natasha's safety, based on her situation, that includes relevant community agencies (Approximately 500 words).
3. Describe how an integrated community response could help Natasha if her situation escalates. What are the benefits of such an approach? (Approximately 500 words)

Literature and references

You are required to use at least 10 sources for this assessment item. 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).

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 footer.
- 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 excludes the reference list but includes in-text references and direct quotations.
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Resources

- We recommend that you access your discipline specific [library guide](#): the [Social Work and Human Services Guide](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

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 Wednesday (8 Feb 2023) 5:00 pm AEST

Return Date to Students

Exam Week Friday (17 Feb 2023)

Marked assessment items will be returned two weeks following the due date

Weighting

40%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 25% <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 word count may not have been adhered to. 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 may not have 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. APA referencing not used, or more than 5 inaccuracies.
Approach 75% <i>Identification of risks to safety 30%</i> Thorough and well substantiated identification of factors that indicate risks to safety. A range of contemporary evidence is seamlessly integrated. <i>Safety plan 15%</i> Thorough and well substantiated plan with comprehensive solutions proposed. <i>Integrated community response 30%</i> Detailed and analytical discussion of an integrated community response. Contemporary evidence is seamlessly integrated to provide a compelling argument.	Thorough and strongly substantiated identification of factors that indicate risks to safety. A range of contemporary evidence is seamlessly integrated Thorough and strongly substantiated plan. Detailed and analytical discussion of an integrated community response. Contemporary evidence is integrated to provide a clear argument.	Thorough identification of factors that indicate risks to safety. Some contemporary evidence is integrated. Thorough plan, good evidence provided in support of suggestions. Detailed discussion of an integrated community response. All points are explained to inform the reader and reflect an integration of appropriate evidence.	Clear identification of factors that indicate risks to safety. Some contemporary evidence is integrated Clear plan, some references provided in support of ideas. Clear discussion of an integrated community response. Most points are explained to inform the reader and reflect an integration of appropriate evidence.	Minimal/no demonstration of an understanding of the topic. Minimal/no demonstration of an understanding of elements of a plan. Minimal/no discussion of an integrated community response.

Referencing Style

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

Submission

Online

Submission Instructions

Submit through Turnitin within the Moodle site

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