SOWK13015 *Violence Against Women: Key Themes*

Term 3 - 2023

Profile information current as at 30/04/2024 04:41 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 - 2023

- 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 Informal student feedback

Feedback

Students appreciated the drop-in sessions for the assignments, the assessment videos providing tips and common errors to avoid, and the ability to have their assignment outlines checked.

Recommendation

Continue providing drop-in sessions, videos and assignment outline checking for assessment items.

Feedback from Student evaluation

Feedback

Students appreciated the unit material and its relevance to their practice.

Recommendation

Continue providing unit material in its current format, with ongoing updates to ensure currency.

Feedback from Personal reflection by Unit Coordinator

Feedback

Students do not seem to complete the assignment activities which will help them to write each assignment. This may be because they are not presented in an interactive manner, rather are a static list of tasks and resources.

Recommendation

Explore options for presenting the assignment activities, such as using textboxes or other interactive ways of presenting the information. Also consider placing the assignment activities at the top of the page rather than at the bottom of the page.

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

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 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
Jennifer Smith Unit Coordinator
j.l.smith@cqu.edu.au

Schedule

Week 1 - 06 Nov 2023

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 - 13 Nov 2023

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 - 20 Nov 2023

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

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Priority populations 2	All readings are outlined in the eReading list on Moodle.	**Domestic and Family Violence (DFV) Bulletin** Due: Week 4 Wednesday (29 Nov 2023) 5:00 pm AEST

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 11 Dec 2023

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

Week 6 - 18 Dec 2023

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

Vacation Week - 25 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 01 Jan 2024

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 - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment and risk management	All readings are outlined in the eReading list on Moodle.	**Impacts Report** Due: Week 8 Wednesday (10 Jan 2024) 5:00 pm AEST

Week 9 - 15 Jan 2024

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

Week 10 - 22 Jan 2024

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

Week 11 - 29 Jan 2024

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

Week 12 - 05 Feb 2024

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 (7 Feb 2024) 5:00 pm AEST

Assessment Tasks

1 Domestic and Family Violence (DFV) Bulletin

Assessment Type
Written Assessment

Task Description
Type: Written assessment
Due date: 5pm AEST Wednesday 29 November 2023, Week 4
Weighting: 20%
Length: 750 words (+/- 10%)
Unit Coordinator: Nicola Cheyne

Aim

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

Context

A bulletin 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 bulletin (short, sharp paper recounting key facts) about DFV drawing on your analysis of at least 4 data sources. Your bulletin 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. Give a definition of DFV (relationships and behaviours).

2. Outline 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. Name the populations of women in Australia who are most at risk of experiencing DFV? Simply name the populations/groups of women most at-risk (NOTE: that this does not include children, as they are not women).
4. Explore interventions/programs that exist to try to reduce/stop DFV (NOTE: these are programs applied to a situation to try to reduce DFV e.g., Love Bites program, men's behaviour change programs. This is not the National Plan or other policies and legislation).

Literature and references

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).

Here are some useful links:

https://www.aihw.gov.au/reports-data/behaviours-risk-factors/domestic-violence/overview

https://www.ourwatch.org.au/

https://www.abs.gov.au/statistics/people/crime-and-justice/personal-safety-australia/latest-release

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.

Learning Outcomes Assessed

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

Marking Criteria

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

Assessment Due Date
Week 4 Wednesday (29 Nov 2023) 5:00 pm AEST

Return Date to Students
Week 5 Wednesday (13 Dec 2023)
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%				
Efficacy and Organisation 5%				
An engaging and well-planned assessment. The assessment material is logical, clear, and concise.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Presentation 10%				
Written material very well-presented and free from errors. The assessment is within the set word count.	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.	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.	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.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count may not have been adhered to.
Informed Content 5%				
Consistent and judicious integration of references to support and reflect all ideas, information and quotations. A range of sources has been deftly integrated. These may be peer reviewed and grey literature.	Consistent integration of references to support and reflect ideas, information and quotations, with 1 or 2 exceptions. A range of sources has been integrated. These may be peer reviewed and grey literature.	Mostly consistent integration of references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. Some references from peer reviewed and grey literature are included.	Occasionally integrates references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. Some references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate references to support and reflect ideas, information and quotations. Few sources have been cited.

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Referencing 5%				
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.
Approach 75%				
Definition 5%				
Thorough and well substantiated definition suitable for the target audience. The definition is considered and sets the parameters of the bulletin clearly for the reader.	Definition covers most aspects and is suitable for the target audience. The definition sets the parameters of the bulletin quite clearly for the reader.	Definition covers some aspects and is suitable for the target audience. The definition sets some of the parameters of the bulletin for the reader.	The definition is adequate. However, the reader's needs have not been carefully considered.	Minimal/no demonstration of an understanding of the topic or the needs of the reader.
Prevalence 20%				
Thorough and well substantiated articulation of how many people are affected by DFV in Australia and gender differences in DFV. This is presented in a way which is suitable for the target audience, synthesising credible data sources to accurately inform the reader.	Thorough and mostly accurate presentation of prevalence of DFV and gender differences in DFV which is suitable for the target audience and based on credible data sources.	Somewhat accurate presentation of prevalence of DFV and gender differences in DFV which is suitable for the target audience and makes some use of credible data sources.	The presentation of prevalence data and discussion of gender differences is adequate. However, the needs of the target audience have not been fully considered and sources may not be credible.	Minimal/no demonstration of an understanding of the prevalence of DFV or gendered differences, or the needs of the reader.
Populations at risk 20%				
Thorough and well substantiated identification of populations of women at risk of DFV. A range of populations are named.	Thorough and accurate presentation of most populations of women at risk of DFV. Most populations are named.	Accurate presentation of some populations of women at risk of DFV. Some populations are named.	A few populations of women at risk of DFV are identified. Some consideration for the audience is apparent.	Minimal/no identification/explanation of populations of women most at-risk of DFV.
Prevention of violence 30%				
Accurate and analytical presentation of DFV prevention programs. This is written in a way which is entirely suitable for the target audience.	Accurate presentation of DFV prevention programs. This is written in a way which is suitable for the target audience.	Mostly accurate presentation of DFV prevention programs. This is written in a way which is somewhat suitable for the target audience.	Somewhat accurate presentation of DFV prevention programs. Some consideration for the audience is apparent.	Minimal/no identification/ explanation of DFV prevention programs.

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 Impacts Report

Assessment Type
Written Assessment

Task Description
Type: Written assessment
Due date: 5 pm AEST Wednesday 10th January 2024, Week 8
Weighting: 40%
Length: 2000 words (+/- 10%)
Unit Coordinator: Nicola Cheyne

Aim
The aim of this assessment item is for you report on how domestic and family violence (DFV) impacts on women and the broader community.

Instructions
This report requires you to explore available evidence at multiple levels: global, national, jurisdictional etc. to inform the

reader about the impacts of DFV. It is also important to consider that other forms of identity beyond gender, such as race, sexuality, and disability, can influence the way in which DFV is experienced (Commonwealth of Australia, 2019).

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

Background: Identify your discipline area (e.g., social work – just mention this in a sentence). **Explain** (don't just list) the various forms of violence against women (VAW) that exist globally (e.g., trafficking, FGM) to set the scene for why you are going to focus on DFV. Then highlight why there has been such a policy and community focus in Australia on DFV (a couple of sentences).

Section 1: Identify the health, social and economic impacts of DFV for individuals.
Section 2: Identify the health, social and economic impacts of DFV at the community level.
Section 3: Identify the populations in Australia most at-risk of experiencing these impacts of DFV. Explain why they are the most vulnerable to experiencing DFV.
Section 4: Reflection. Explain how professionals in your field of practice could use the information outlined above. Specifically: What are three findings from this report that could be used in your area of work in the future and how would this information be used? (E.g., Knowing that First Nations women are more likely to experience DFV (ref) will mean that as a social worker I will…).

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 2013) 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.
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.

Marking Criteria

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

Assessment Due Date

Week 8 Wednesday (10 Jan 2024) 5:00 pm AEST

Return Date to Students

Week 10 Wednesday (24 Jan 2024)

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%				
Efficacy and Organisation 5%				
An engaging and well-planned assessment. The assessment material is logical, clear, and concise.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Presentation 10%				
Written material very well-presented and free from errors. The assessment is within the set word count.	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.	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.	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.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure (> 5 errors). The word count may not have been adhered to.
Informed Content 5%				
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.
Referencing 5%				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. One or two consistent errors (may be made multiple times).	Somewhat accurate APA referencing. Three consistent errors (may be made multiple times).	Occasionally accurate APA referencing. Four consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach 75%				
Background 15%				
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.	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.	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.	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.	Minimal/no demonstration of an understanding of the various forms of violence existing globally and/ or lack of clear focus in the background section.
Impacts 30%				
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.	Detailed presentation of impacts at the individual and community levels. Health, social, and economic impacts are clearly explained at individual and community levels.	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 impacts at the individual and community levels. Some health, social, and economic impacts are explained at individual and/or community levels.	Minimal/ no identification of impacts at the individual and community levels. Health, social, and economic impacts are not explored with accuracy.
At-risk populations 20%				
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.	Accurate and detailed presentation of what is known about at-risk populations in Australia. Most reasons for this risk are explained.	Accurate presentation of what is known about at-risk populations in Australia. Some reasons for this risk are identified. .	Accurate presentation of what is known about at-risk populations in Australia. Few reasons for this risk are identified. .	Minimal/no identification/ explanation of what is known about at-risk populations in Australia and the reasons for this risk.
Reflection 10%				
There are at least three examples presented of how the findings could be used in the future. The examples are well explained.	There are at least three examples presented of how the findings could be used in the future, but some examples require further explanation.	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.	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 identification/ explanation of how the findings could be used in the future.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

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 7th February 2024, Week 12
Weighting: 40%
Length: 2000 words (+/- 10%)
Unit Coordinator: Nicola Cheyne

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 semi-rural setting (population approximately ten thousand people) which has a few services including a domestic violence service, a hospital, one police station, and a government office. Over lunch with your friend Arabella, you notice that she is close to tears. You haven't seen Arabella for six months, because she says her partner Peter prefers she stays home as he is worried that 'her friends are going to lead her astray'. When you ask her if she's all right, she bursts into tears and explains that Peter (who works at a butcher shop where he prepares the meat for sale) has been calling her names more often lately. When they have arguments, Peter demands Arabella 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. Arabella tells you she thinks that is normal in relationships. When you ask how he shows her love, Arabella says Peter constantly sends her text messages checking up on her and takes her to the store to buy her special make-up and clothes to wear which will make her look "even more stunning". 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. Peter 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 Peter 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 risk factors that Arabella has raised that make you worry about her safety (just name the risk factors, no need to repeat the case study). Explain why these four risk factors are important in Arabella's situation (i.e. high risk indicators of lethality/homicide/increasing severity/injury. E.g., There is a seven fold increase in risk of homicide when the risk factor of XX is present). This should draw on the contemporary evidence base (1000 word limit).

2. Propose a plan for Arabella's safety, based on her situation, that includes reference to relevant community agencies where appropriate. This means writing in paragraphs (rather than completing a template) and matching safety strategies to the risk factors identified in the previous section (e.g., Where weapons have been identified as a risk factor, then safety strategies could involve locking away weapons, moving knives into cabinets rather than having them on counters, and trying to move escalating situations away from where weapons are easily available).   (Approximately 500 words).

3. Describe how an integrated community response could help Arabella if her situation escalates. What are the benefits of such an approach? (e.g., Services working together means a reduction in secondary trauma, as Arabella will not have to repeat her story to many different service providers). (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 2013) 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 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.

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.

Marking Criteria
Refer to the marking rubric below for more detail on how marks will be assigned.

Assessment Due Date
Week 12 Wednesday (7 Feb 2024) 5:00 pm AEST

Return Date to Students
Exam Week Friday (16 Feb 2024)
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%				
Efficacy and Organisation 5%				
An engaging and well-planned assessment. The assessment material is logical, clear, and concise.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Presentation 10%				
Written material very well-presented and free from errors. The assessment is within the set word count.	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.	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.	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.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count may not have been adhered to.
Informed Content 5%				
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.
Referencing 5%				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. One or two consistent errors (may be made multiple times).	Somewhat accurate APA referencing. Three consistent errors (may be made multiple times).	Occasionally accurate APA referencing. Four consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach 75%				
Evaluation of risks to safety 30%				
Thorough and well substantiated evaluation of factors that indicate risks to safety and how they represent risk (lethality, severity, injury, escalation). A range of contemporary evidence is seamlessly integrated.	Thorough and mostly substantiated identification of factors that indicate risks to safety and how they represent risk (lethality, severity, injury, escalation). A range of contemporary evidence is largely well integrated	Some identification of factors that indicate risks to safety and how they represent risk (lethality, severity, injury, escalation). Some contemporary evidence is integrated.	Some attempt at identification of factors that indicate risks to safety and how they represent risk (lethality, severity, injury, escalation). A little contemporary evidence is integrated.	Minimal/no demonstration of an understanding of the topic.
Safety plan 15%				
Thorough and well substantiated plan that matches the risk factors provided and is suitable for the target audience.	Thorough and mostly substantiated plan that matches the risk factors provided and is suitable for the target audience.	Clear plan that tries to match the risk factors provided; some references provided in support of ideas.	Attempt at a plan that matches the risk factors provided in some instances, a few references provided in support of ideas.	Minimal/no demonstration of an understanding of elements of a plan.
Integrated community response 30%				
Detailed and analytical discussion of an integrated community response suitable for Arabella and the benefits of such a response. Contemporary evidence is seamlessly integrated to provide a compelling argument.	Detailed and analytical discussion of an integrated community response suitable for Arabella and the benefits of such a response. Contemporary evidence is integrated to provide a clear argument.	Detailed discussion of an integrated community response suitable for Arabella and the benefits of such a response. Most points are explained to inform the reader and reflect an integration of appropriate evidence.	Clear discussion of an integrated community response suitable for Arabella and the benefits of such a response. Some points are explained to inform the reader and reflect an integration of appropriate evidence.	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