

UNIT INFORMATION

UNIT CODE	CO553	
UNIT NAME	Domestic and Family Violence Counselling	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Level 9	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Karen Marsh	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (0.5 EFTSL)
DELIVERY MODE	Online	
STUDENT WORKLOAD	Virtual classes	12 hours
	Engagement with study materials	78 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisites</i> CA551 Child and Adolescent Counselling II <i>or</i> FR551 Family and Relationship Counselling II <i>or</i> TR551 Trauma Counselling II	

RATIONALE

Domestic and family violence has become an increasingly regular topic of our nightly news and current affairs stories, and an issue that concerns governments of all levels. Alarming statistics that on average, one woman a week is murdered by her current or former partner, that one in four women have experienced emotional abuse by a current or former partner, and that one in 19 Australian men has experienced physical abuse at the hands of a current or former intimate partner makes this issue one that counsellors need to be well informed on as they will regularly see people in this situation.

The dynamics of domestic and family violence (DFV) are complex, particularly around risk and safety planning, and being able to recognise the dynamics enables a more effective response. This unit explores the issues and dynamics of domestic and family violence, as well as the effects and long-term impacts on those who have experienced DFV. Appropriate counselling responses and referral options for appropriate support services will also be considered.

LEARNING DELIVERY PROCESS

This unit is offered in online mode, so students will be required to engage with the material provided on CHC's LMS - Moodle. Online classes will be offered, but attendance at these is not compulsory. Study materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listen to lectures online and take notes.
- Revise and rewrite notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end of the semester to enable us to continually improve the subject. This is a new unit in 2022.

CONTENT

1. Types of abuse that comprise domestic and family violence
 - a. Physical abuse
 - b. Financial abuse
 - c. Social isolation abuse
 - d. Psychological/emotional abuse
 - e. Stalking
 - f. Sexual abuse
 - g. Spiritual and cultural violence
 - h. Elder abuse
2. Dynamics of domestic and family violence and contributing factors
 - a. Coercive control
 - b. Duluth's power and control wheel
 - c. Patriarchy
 - d. Feminist ecological framework
 - e. Men as victims
 - f. LGBTIQ+ domestic violence
3. Effects and long-term impacts of domestic and family violence
 - a. Death, illness, and injury
 - b. Emotional and psychological trauma
 - c. Homelessness
 - d. Family breakdown
4. Legal frameworks and policy context
 - a. National Plan to Reduce Violence against Women and their Children
 - b. Qld Domestic and Family Violence Protection Act 2012
 - c. Protection orders
 - d. Separation and family violence law
 - e. Qld Govt's Domestic and family violence prevention strategy 2016-2026
 - f. Not now, not ever report
5. Risk assessment and safety planning
 - a. Risk assessment
 - b. Safety planning
6. Risks to children in homes where there is domestic and family violence
 - a. Child protection concerns
 - b. Traumatic effects of witnessing a parent being abused
 - c. Impact on the developing brain
7. Issues in ATSI communities
 - a. Intergenerational trauma
 - b. Interrupted cultural practices that mitigate against interpersonal violence
 - c. Disproportionate rates of criminalisation and incarceration
 - d. Economic exclusion and poverty
8. Issues in CALD communities
 - a. Social isolation
 - b. Acculturation
9. Services and resources available, including referral pathways
 - a. Domestic and family violence support services
 - b. Emergency accommodation and shelters
 - c. Legal assistance
 - d. Financial support
10. Counselling strategies

- a. Establishing safety
 - b. Psychoeducation
 - c. Group work
11. Ethical considerations
- a. Awareness of risks around leaving violent relationships
 - b. Limits to confidentiality, particularly regarding children
 - c. Risks of premature empowerment
 - d. Risks of trauma processing in the midst of a crisis
 - e. Self-care and vicarious trauma

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. analysed the issues and dynamics of domestic and family violence and how these intersect with gender, culture and ethnicity.
2. analysed the short-term and long-term effects of domestic and family violence on those who have subjected to it.
3. in-depth knowledge of how to recognise and respond to domestic and family violence, including from a Christian worldview perspective.
4. examined the ethical, legal and policy context of domestic and family violence.
5. critically reflected on and applied knowledge to proposing counselling responses and appropriate support services for domestic and family violence.
6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: RESEARCH ESSAY

Research one type of domestic and family violence (e.g. intimate partner violence, elder abuse, the impact of domestic violence on children, coercive control), or DFV in one cultural group (e.g. Aboriginal and Torres Strait Islander communities, a particular cultural group, the LGBTIQ+ community).

Word Length/Duration: 2,500 words
 Weighting: 50%
 Learning Outcomes: 1-6
 Assessed: Week 8
 Method of Submission: Turnitin

TASK 2: CASE STUDY RESPONSE

Choose one of the case studies supplied and analyse the DVF dynamics evident in the case study. Describe an appropriate response to support one chosen person within the case study. Include a brief Christian worldview perspective on the case study.

Word Length/Duration: 2,500 words
 Weighting: 50 %
 Learning Outcomes: 1-6
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1 – 6	1 - 4, 6 - 9	K4, S1, S4, S8	3, 5, 7	A, G
Task 2	1 – 6	1 - 11	K4, K5, S4, S6, S7, S8	3, 4, 5, 6	A

SPECIALIST FACILITIES OR EQUIPMENT

N/A.

PRESCRIBED TEXTS

Lawson, D. M. (2013). *Family Violence: Explanations and evidence-based clinical practice*. Wiley.

RECOMMENDED READINGS

BOOKS

Allen, M. (2011). *Narrative therapy for women experiencing domestic violence: Supporting women's transitions from abuse to safety*. Jessica Kingsley.

Baker, L. (2010). *Counselling Christian women on how to deal with domestic violence*. Australian Academic Press.

Collis, S. (2013). *Hearing young people talk about witnessing domestic violence: Exploring feelings, coping strategies and pathways to recovery*. Jessica Kingsley.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence- from domestic abuse to political terror*. Basic Books.

Humphreys, C. & Stanley, N. (2015). *Domestic violence and protecting children: New thinking and approaches*. Jessica Kingsley.

Meyer, S. & Frost, A. (2019). *Domestic and family violence: A critical introduction to knowledge and practice*. Routledge.

Roddy, J. (2015). *Counselling and psychotherapy after domestic violence: A client view of what helps recovery*. Palgrave Macmillan.

Snyder, R. L. (2020). *No visible bruises: What we don't know about domestic violence can kill us*. Bloomsbury.

Walsh, D. (2019). *Working with domestic violence: Contexts and frameworks for practice*. Routledge.

JOURNALS

Australian and New Zealand Journal of Family Therapy

DVRCV Advocate

Journal of Family Violence

Journal of Psychology and Theology

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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