

# Course Outline (Higher Education)

- Faculty:** Faculty of Education and Arts
- Course Title:** PRACTISING ADVOCACY IN JUSTICE SETTINGS
- Course ID:** CRJUS3301
- Credit Points:** 15.00
- Prerequisite(s):** (CRJUS1285 and CRJUS1287 or CRJUS1283 and CRJUS1284 or ATSGC1283 and ATSGC1284)
- Co-requisite(s):** Nil
- Exclusion(s):** (CRJUS2301 and CRJUS3201)
- ASCED Code:** 099903

## Description of the Course :

The aim of this course is to provide students with the practical knowledge of advocating for individuals and families within the justice system. The course is informed by a human rights framework and begins by developing an understanding of the fundamental difference between a rights and welfare approach to advocacy. The course provides students with an understanding of justice system processes, programs and agencies. Students will develop skills in navigating their way through the justice system and their role as advocates in the justice space. The course is practice based and provides students with an opportunity to integrate theories of advocacy and knowledge of the justice system in practice.

## Grade Scheme:

Graded (HD, D, C, etc.)

## Program Level:

| AQF Level of Program |   |   |   |   |   |    |
|----------------------|---|---|---|---|---|----|
|                      | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>Level</b>         |   |   |   |   |   |    |
| Introductory         | ■ | ■ | ■ | ■ | ■ | ■  |
| Intermediate         | ■ | ■ | ✓ | ■ | ■ | ■  |
| Advanced             | ■ | ■ | ■ | ■ | ■ | ■  |

## Learning Outcomes:

### Knowledge:

- K1.** Explore the concept of advocacy and the various advocacy approaches.
- K2.** Identify and explore the role of an advocate within the justice system.
- K3.** Integrate theories of advocacy in developing written reports in the court system.
- K4.** Evaluate alternative strategies to advocate for individuals and families in the justice system as well as other specialist support services.

# Course Outline (Higher Education)

## CRJUS3301 PRACTISING ADVOCACY IN JUSTICE SETTINGS

**K5.** Identify a range of agencies within and on the periphery of the justice system.

### Skills:

- S1.** Analyse the strategies employed by successful advocates.
- S2.** Appraise the impact advocacy can have of individual/families lives.
- S3.** Integrate advocacy theories to develop strategies to design an advocacy campaign.
- S4.** Develop written and oral skills to advocate for change.

### Application of knowledge and skills:

- A1.** Identify the role of support services working within the justice space.
- A2.** Utilise and apply knowledge of advocacy and advocacy agencies to consider how to best advocate for an individual or families.
- A3.** Apply knowledge of advocacy strategies to determine which strategies are required for which purpose and how to implement these strategies.

### Course Content:

Topics may include:

- Understanding advocacy: concepts and role
- Rights based advocacy: human rights frameworks
- Types of advocacy: institutional advocacy, interest groups, community based advocacy
- Advocating in justice settings (police, courts, corrections and post corrections)
- Who's who in the justice system
- Coordinating advocacy: identifying and drawing on specialist support services
- The practical task of advocacy: what to say, do and write and how to say, do and write it
- Understanding the different courts and processes
- Advocacy in the courts system: advocate for reforms; writing court reports
- Advocating for policy change in the justice system.

### Values:

- V1.** Appreciate the complexities of criminal justice processes, the role of an advocate and the impact of advocacy on an individuals and families or groups.
- V2.** Appreciate the diverse range of agencies who can provide support or information to individuals interacting with the justice system.
- V3.** Respect the complexities in providing professional and effective advocacy.

### Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

| Attribute                                 | Brief Description   | Focus  |
|---|---|--------|
| Knowledge, skills and competence          | Examine knowledge of advocacy theories and concepts and develop skills to apply and integrate them in justice settings                  | High   |
| Critical, creative and enquiring learners | Develop capacity to think critically on how to apply creatively strategies to advocate for individuals and families in justice settings | Medium |

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CRJUS3301 PRACTISING ADVOCACY IN JUSTICE SETTINGS

| Attribute                                 | Brief Description  | Focus |
|---|--|-------|
| Capable, flexible and work ready          | Students' will apply understandings of diverse advocacy frameworks to the criminal justice settings  | High  |
| Responsible, ethical and engaged citizens | Students will engage with advocacy theories and learn to develop strategies to advocate for social change and betterment of individuals and families | High  |

## Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks   | Assessment Type        | Weighting |
|----------------------------|--|------------------------|-----------|
| K1, K2, K3, K5, S3, A3     | Develop a position paper by applying theories of social change on a public issue (e.g. disability, indigenous justice, family violence)        | Part A: Position Paper | 30-40%    |
| K4, K5, S2, A1, A2         | Diverse tasks, such as writing court reports, writing support letters for individuals and families   | Folio Exercises        | 20-35%    |
| A2, A3, S1, S3, K1, K3     | Design an advocacy strategy/campaign based on the position paper using a range of audio-visual materials (i.e. Video/PowerPoint, Kaltura etc.) | Part B: Presentation   | 30-40%    |

## Adopted Reference Style:

APA