CHILD ADVOCACY CLINIC SYLLABUS
Winter-Spring and Spring 2016

Thursdays, 5-7 PM, WCC 3013

Cheryl Bratt
Lecturer on Law & Child Advocacy Program Assistant Director

I. GENERAL COURSE INFORMATION

A. Contact Information

Cheryl Bratt, Lecturer on Law and CAP Assistant Director
Office: WCC 4134 (directly off CAP suite – WCC 4133)
Telephone: 617-496-1684
Email: cbratt@law.harvard.edu
Office Hours: Fridays 2-4pm or by appt.

Margo Strucker, CAP Program Associate
Office: WCC 3025
Telephone: 617-496-8852
Email: mstrucker@law.harvard.edu

B. Course Materials

Course materials for the Child Advocacy Clinic will consist of weekly Reading Packets, which will be made available approximately 1 week in advance of each class session both on the Clinic Seminar’s Canvas course page and at the Copy Center. The Packets will contain a short memo written by the students presenting the following week and readings they have selected to inform us about their work. I will also contribute additional readings to the packets.

C. Canvas Course Page – Clinic Seminar

We will use the Clinic Seminar’s Canvas course page for various course components. To access the Seminar’s Canvas page, log into https://canvas.harvard.edu/ and select the “Child Advocacy Clinic Seminar” (not the Child Advocacy Clinic Winter-Spring or Spring courses).

- Announcements: Through Canvas, I will post Announcements to share important course information. Notifications of Announcements are sent via email and also listed on the Canvas page. Please set your Canvas notifications setting for “Announcements” to “ASAP” to ensure that you promptly receive these messages.
• **Files**: Various course materials will be posted on Canvas under the “Files” tab. These materials include the weekly Reading Packets, reimbursement information for winter-spring students, the Syllabus, and other miscellaneous items.

• **Assignments**: You will use this function to upload your Assignments, namely your two Reflection Papers and perhaps some other miscellaneous items. More details about the Reflection Papers are below.

### D. Course Objectives

The purpose of the Child Advocacy Clinic is to educate you about a range of social change strategies to advance the rights and interests of youth, to encourage you to think critically about the benefits and limitations of different approaches to social change, and to help you explore the ways in which you might contribute to this work in your future career.

To accomplish this, you will:

• Put classroom theory into action, performing the functions of an attorney in your placement office and enhancing your skills base;
• Explore the range of tasks and types of work child advocates do, and become more aware of the host of opportunities available in the field of child advocacy and social change more generally;
• Reflect on your experiences and those of your classmates, including, e.g., the issues you each address, the strategies used, and the pros and cons of different approaches to making meaningful change; and
• Incorporate lessons learned to inform your personal development, goals, and future careers.

### E. Course Components

The Child Advocacy Clinic consists of both a classroom and fieldwork component.

#### Classroom Component

The Child Advocacy Clinic Seminar meets from 5-7 PM on Thursdays during the spring term and is student-presentation based. Students are expected to regularly attend and actively participate in class; thoughtfully assemble and timely submit their assignment packet materials; meaningfully present on their clinic placement and lead a class discussion; and write two reflection papers, one shorter paper due at any point during the semester, and one longer paper due at the end of the term. More information about these aspects follows below. **Laptops and other electronic devices are not permitted in class.**
Fieldwork Component

For the fieldwork component, students are required to act professionally and responsibly at their placement site, complete quality work product for their supervisors, and perform the requisite number of clinical credit hours over the course of the term(s). At times, you may end up working more hours or slightly less hours each week, based on your assignments and office needs. Be mindful of your hours to ensure that on average you are working the requisite number of hours overall.

F. Hours and Credits

Winter-spring students will work full-time (40 hours/week) onsite at their placement organization for 3 weeks during the winter term for 2 clinical credits. They will then return to Cambridge for the spring term and work part-time and remotely for their organization either 15 hours/week (if the student elects 3 clinical credits) or 20 hours/week (if the student elects 4 clinical credits).

Spring students will work for their placement organization either 15 hours/week (if the student elects 3 clinical credits) or 20 hours/week (if the student elects 4 clinical credits). Spring students are expected to work most if not all of their hours onsite (unless impracticable) to get a good sense of the nature of their organization and its approach to child advocacy. By working onsite, students have more opportunities to participate in staff meetings and strategy sessions, attend court hearings, contribute to community meetings, etc. Your supervisor knows that s/he should include you in these opportunities, but it is important for you to take initiative and ask to participate in them as well. If, e.g., snow or other issues keep you from your placement site during your designated days/times, be sure to communicate with your supervisor and make up your missed hours.

If you and your clinic supervisor are interested in expanding your clinical work, you can request one or possibly more extra written-work credits. Contact the Office of the Registrar and the Office of Clinical and Pro Bono Programs for more details, and review the relevant online information (http://www.law.harvard.edu/academics/writing/written-work-req.html). If you decide to pursue extra written-work credit, speak with me to discuss further the scope and timeline of this work.

G. Grades

Grades will be based on a combination of your clinical fieldwork and classroom work. For your clinical fieldwork, your supervisor will provide a recommended grade, which will be strongly considered. Your classroom grade will be based on your class participation, assignment packet, presentation, and reflection papers.

Updated January 22, 2016
II. COURSE SCHEDULE

Below is a general timeline for the course:

By early Dec.  Winter-spring clinic students are matched with their placement organizations and contact their designated supervisors to begin discussing logistics.

By early Jan.  Spring clinic students are matched with their placement organizations and contact their designated supervisors to begin discussing logistics.

Jan. 4:  First day of work for CAP winter-spring clinic students. Clinic supervisor holds an orientation meeting with assigned student.

Week of Jan. 11:  Winter-spring clinic students and supervisors have a mid-term “check-in” to discuss how the winter term is progressing and plan for spring term. Students should communicate with me as soon and as frequently as needed to discuss problems or questions that arise.

Jan. 22:  Last day on site for CAP winter-spring students. Clinic supervisors and students establish a schedule for spring communications (weekly telephone calls, video conferences, email check-ins, etc.).

Week of Jan. 25:  First week of work for spring clinic students. Clinic supervisors hold an orientation meeting with assigned students no later than January 29. Winter-spring clinic students continue working from HLS on their clinical project(s).

Jan. 28:  First day of CAP clinic class (5-7 PM).

Week of Feb. 29:  Spring mid-term check-in meeting. Clinic supervisors speak with students to provide overall feedback and direction for the remaining weeks of the term. Students should communicate with me as soon and as frequently as needed to discuss problems or questions that arise.

Mar. 14-18:  Spring recess for all HLS students.

Apr. 21:  Last day of CAP clinic class.

Apr. 22:  Last day of clinical work, unless student is receiving extra written-work credits. By this date, students should have submitted their shorter reflection paper.

By May 4:  Clinic supervisors conduct an exit session with students, providing final feedback on the students’ work, progress over the term(s), and general performance.

By May 6:  Students submit longer reflection paper.
III. CLINICAL FIELDWORK INFORMATION

A. Placement Organization Supervision

Your placement organization is excited to host a CAP student who can provide valuable work to further its mission. You can expect the following:

1. Supervision Meetings

You and your supervisor should have an orientation meeting on your first day of work. During this meeting, you may want to discuss: an overview of the organization, including its mission, philosophy, and structure; office policies and procedures, particularly confidentiality issues; and the assigned project(s), including expectations of work to be completed, a time frame, overall goals, and how the project fits into the organization’s larger mission.

Your supervisor will hold multiple supervision meetings throughout the term. Nonetheless, you should approach your supervisor for meetings when you need advice or feedback.

2. Multiple Supervisors

In some instances, you may be consulting with multiple attorneys and staff members, and perhaps even outside organizations. You have been assigned a single point-person for supervision, however, who coordinates assignments, reviews work product, and provides your final evaluation and recommended grade.

3. Evaluations

In addition to routine supervision meetings, supervisors will hold mid-term meetings to discuss work to-date and plans for the remainder of the term. At the end of the term, your supervisor will also schedule a final feedback and exit session to discuss your overall performance with you, and s/he will provide CAP with an evaluation and recommended grade.

4. Placement Questions or Concerns

If you have concerns at any point throughout the term about any aspect of your clinic placement (your assigned projects, supervision, etc.), please do not hesitate to contact me. The sooner that problematic issues are brought to my attention, the more likely that they can be resolved successfully and that the rest of the semester will be productive.

B. 3:03 Certification

Massachusetts requires law students to be Rule 3:03 certified to appear formally in court on behalf of clients. Many CAP clinical placements do not involve direct legal representation of
clients and therefore 3:03 certification is not often necessary. A few spring placements, however, prefer that students be 3:03 certified.

To be 3:03 certified, you must either have successfully completed for credit an Evidence or Trial Advocacy Workshop (TAW) course, or you must be enrolled in Evidence or TAW in the semester concurrent with your clinical work. **2Ls who are 3:03 certified may represent clients in civil matters only. 3Ls who are 3:03 certified may represent clients in civil and criminal matters.**

If you are a spring student placed at a site preferring 3:03 certification and you are eligible for it based on your course work and year in school, please contact me and OCP as soon as you are matched with your placement site, as certification can take several weeks.

IV. CLINICAL SEMINAR INFORMATION

A. Class Participation

The Seminar is a student-directed class that is as good as each of you chooses to make it. It is your space to explore aspects of your own clinic placement; help other students process and problem-solve aspects of their own placements; reflect on the connections, commonalities, and differences among the issues affecting youth and the strategies different sites use to advance youth rights; and help you think about your role in child advocacy, now and in the future. To accomplish this, students are expected to consistently participate in the Seminar in a meaningful way that engages with the issues we discuss and reflects familiarity with the reading materials. The more you put into the Seminar, the more you will get out of it.

B. Class Presentations

Each student is responsible for leading a 45-minute presentation and case-rounds discussion. See the presentation schedule on the last page.

The presentations have two goals. First, they are meant to educate the class about some combination of the nature of your placement organization (e.g., its mission, structure, sources of funding, staff morale, etc.); its strategies for achieving change for children; and how your specific project(s) fit into that strategy. Second, they give you an opportunity to reflect on your clinical experience and receive feedback from your peers about difficult issues confronting you and/or your organization that could benefit from the class’s input. Through these presentations, we should get a good sense of your placement site and work, and vicariously experience what it is like to work there. You should not view your presentation as a time to “teach” your classmates about a technical area of the law. Instead, it is a forum to inform us about your placement site and problem-solve issues related to your work.

*Updated January 22, 2016*
You are required to meet with me approximately 2 weeks before your presentation to discuss your presentation and reading ideas. Please email me to set up an appointment. Winter-spring students who are still at their placement site during this window should schedule a telephone call with me.

Spring clinic students may consider inviting their supervisor to class on the day of their presentation. The presence of your supervisor has its benefits and drawbacks, which we can discuss ahead of time. If your supervisor plans to attend class and s/he needs a parking pass, email Margo as soon as possible in advance. We will leave to you all other coordination (e.g., directions to our classroom, explanation of our class, etc.).

In general, I discourage the use of multimedia, including PowerPoint, except where it is especially useful, e.g., to show a graphic or to play a short video clip. If you do intend to use A/V equipment, please get in touch with Margo Strucker (mstrucker@law.harvard.edu) when you provide her with your Reading Packet materials.

C. Reading Packets

Each of you is responsible for submitting materials for the weekly Reading Packet when it is your turn to present. The materials should consist of an overview memo from you and additional readings, totaling roughly 15-20 pages of substantive text (e.g., pages of large graphics, etc. need not be “counted”). Your materials will be due by 12 noon the Wednesday the week before your presentation—8 days before your presentation.

Please email these materials to Margo Strucker (mstrucker@law.harvard.edu), copying me. In your email, you must indicate the order in which the readings should appear and provide citations to each (these citations will be used for the packet Table of Contents). Margo will assemble your memo and readings and those of your fellow presenter into a final Reading Packet for that week, which we will post on Canvas and make available at the Copy Center.

The overview memo should be 2-3 pages and include:

1. A description of your organization and its strategy for change (this can include, e.g., your organization’s mission, your views of the pros and cons of its approach for achieving its mission, how the organization is staffed, its sources of financial support, the satisfactions and frustrations of working there for you and the staff generally, etc.);
2. A description of your work; and
3. The specific questions or issues for our case-rounds discussion (e.g., an ethical dilemma, a challenging strategic issue in an impact litigation case, a struggle you are having with a particular client or legal issue, etc.). You should prepare 2-3 questions to discuss.

Your reading materials make up the remainder of your submission. These may consist of background information about your placement organization (e.g., a brochure, mission statement, summary of recent activities, a newspaper article featuring your organization, etc.),
and, most importantly, materials to help the class engage with the case rounds issues/questions we will discuss. Materials will vary depending on the nature of your work and the questions for case rounds. For example, a student working in direct services who intends to discuss a case-specific issue might include information from a redacted case file. Students conducting policy and legal research might include an excerpt from a strategy memo they wrote, a press release they helped create, a research memo, etc. on which they want feedback.

**Remember that you must respect the confidentiality of the clients you serve.** You must redact identifying client information and not discuss this information during your presentation. In view of the broad range of our placement organizations, there is a particular risk of conflicts and confidentiality concerns.

### D. Reflection Papers

Reflection is a critical component of clinical pedagogy. It allows us to explore our work, important social issues, and personal experiences, and it deepen our ability to take intentional future action.

In this course, you are required to write two reflection papers. The first should be a short paper (2-3 double-spaced pages) turned in at any point in the semester while classes are still in session (January 25 – April 22). This paper should center on an aspect of your clinical fieldwork. For example, you might reflect on a particular incident or experience, describing what happened, what you are thinking and feeling, what worked and what didn’t work, how it has affected you, and how it informs your future work and/or what you learned from it. There is no specified due date for this paper because each of you will have an experience upon which you’d like to reflect at different times throughout the term. Write this paper when it makes sense for you to do so based on your personal experiences at your placement site. At the same time, be mindful of your presentation date and end-of-term reflection paper so that this paper does not repeat the same concepts expressed in those.

The second reflection paper should be a longer paper (3-5 double-spaced pages), due no later than the last day of the exam period, **May 6, 2016**. This paper should center on what you are taking away as a whole from your fieldwork and the Seminar, and it should be based on your personal experiences and those of your classmates. To that end, you are expected to take notes throughout the term about your and your peers’ experiences, reflecting on thoughts you have about the different types of work each of you does and the organizations with which we partner. For this paper, you might, for example, reflect on: which approaches to child advocacy seem most and least effective and why, the benefits and drawbacks of different approaches to create social change, where you see your work fitting in this semester and in the future, and what your and your peers’ experiences have taught you. The ideas provided here, however, are neither directive nor exhaustive, and it is up to you to best synthesize your time in the Clinic.

*Updated January 22, 2016*
V. PRESENTATION SCHEDULE

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<thead>
<tr>
<th>Class</th>
<th>Class Date</th>
<th>Materials Due: 12 PM</th>
<th>Student</th>
<th>Placement</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 28</td>
<td>Introductions</td>
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<td>2</td>
<td>Feb. 4</td>
<td>Jan. 27</td>
<td>Susana Cervantes</td>
<td>Achievement First</td>
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<td></td>
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<td>Malhar Shah</td>
<td>Public Counsel</td>
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<td>3</td>
<td>Feb. 11</td>
<td>Feb. 3</td>
<td>Caroline Trusty</td>
<td>Center for Children’s Law and Policy</td>
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<td>Sarah Baugh</td>
<td>Children’s Rights</td>
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<td>4</td>
<td>Feb. 18</td>
<td>Feb. 10</td>
<td>Eryn Gordon</td>
<td>National Center for Youth Law</td>
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<td>Dixie Tauber</td>
<td>Committee for Public Counsel Services – Children and Family Law Division</td>
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<td>5</td>
<td>Feb. 25</td>
<td>Feb. 17</td>
<td>Kiran Iyer</td>
<td>Suffolk County DA’s Office – Child Protection Unit</td>
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<td>Maria Makar</td>
<td>Suffolk County DA’s Office – Child Protection Unit</td>
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<td>Mar. 3</td>
<td>Feb. 24</td>
<td>Silvia Ruiz</td>
<td>Massachusetts Law Reform Institute</td>
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<td>Rebecca Jeffries</td>
<td>Massachusetts Attorney General’s Office – Child and Youth Protection Unit</td>
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<td>7</td>
<td>Mar. 10</td>
<td>Mar. 2</td>
<td>Julie Dick</td>
<td>Gay &amp; Lesbian Advocates &amp; Defenders</td>
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<td>Alec Puig</td>
<td>Committee for Public Counsel Services – Youth Advocacy Division</td>
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<td>8</td>
<td>Mar. 24</td>
<td>Mar. 16(^1)</td>
<td>Mickey Belaineh</td>
<td>Inner-City Weightlifting *NOTE: We will be meeting at ICW for class on this night</td>
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<td>9</td>
<td>Mar. 31</td>
<td>Mar. 23(^2)</td>
<td>Brook Jackling</td>
<td>Massachusetts Department of Elementary and Secondary Education</td>
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<td>Chen-Chen Jiang</td>
<td>Lawyers’ Committee for Civil Rights and Economic Justice</td>
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<td>10</td>
<td>Apr. 7</td>
<td>Mar. 30</td>
<td>Lauren Blodgett</td>
<td>Massachusetts Advocates for Children</td>
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<td></td>
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<td>Tonia Barnett</td>
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<td>Apr. 14</td>
<td>Apr. 6</td>
<td>Grecia Barboza</td>
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<td>Katie Taylor</td>
<td>Suffolk County Juvenile Court</td>
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<td>12</td>
<td>April. 21</td>
<td>Celebratory Dinner, location TBD</td>
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\(^1\) This deadline occurs during Spring Break. You are encouraged to turn in your materials early.
\(^2\) Our meeting to discuss your presentation would typically occur over Spring Break. Please plan to meet with me before break instead.

Updated January 22, 2016