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| **SEMESTER(S) OFFERED** | Fall, Winter-Spring or Spring |
| **CLINICAL COURSE COMPONENT** | Lawyering for Children & Youth Seminar |
| **COURSE CREDITS** | 2 class room credits |
| **CLINICAL CREDITS** | 4 or 5 for fall/spring; 6-7 for winter-spring (2 winter + 4-5 spring) |
| **LOCATION** | Various external organizations (in Boston and nationwide) |
| **REGISTRATION TYPE** | Helios  |

**TYPES OF PLACEMENTS**

Students are placed as externs, working under a supervising attorney, in a wide array of fieldwork settings that focus on child welfare, education, and the juvenile legal system. Clinical fieldwork may implicate more discrete issues, such as older youth transitioning out of the foster care system, sexual exploitation of children, LGBTQ youth, special education and school discipline, and eliminating racial disparities in various systems. Placements range from organizations providing individual advocacy, to those promoting systemic change through movement lawyering, impact litigation, legislative reform, or policy.

Based on their host placement, students may: engage in courtroom advocacy; participate in school and home visits; assist with interviews of children; analyze social science and psychological research; prepare for city council or legislative hearings; and provide trainings to various stakeholders. For instance:

* In the **child welfare** area, students may represent individual children who are abused and neglected; serve alongside District Attorneys prosecuting caretakers accused of child maltreatment; or work with juvenile court judges adjudicating care and protection and other child welfare cases.
* In the **education** area, students may engage in efforts to advance educational outcomes for low-income students; participate in special education cases; or work with the state agency charged with overseeing schools on issues such as charter schools, assessment and accountability, student rights, and school discipline.
* In the **juvenile legal system**area, students may support legislative changes to improve conditions of confinement for young people; promote policies to reform the legal system for youth of color; or work alongside public defenders in delinquency and youthful offender cases.

**SKILLS**

Specific skills will depend on the host placement’s primary mode of advocacy but may include the following:

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| Brief writing | Appellate litigation | Interviewing clients |
| Legal research and writing | Collaboration with partner organizations | Drafting reports and policy papers |
| Strategizing cases | Preparing comments | Oral presentations |
| Policy and advocacy work | Trial preparation | Administrative hearings |
| Working with experts | Fact investigation | Community Education |

**TYPICAL WORK SCHEDULE**

Students determine a regular work schedule with the site supervisor. Most placements are flexible about specific days/times so long as they are during the traditional 9:00-5:00 work week. Depending on the host placement, some or all work may be virtual. Typically, students who are working fully in-person prefer to schedule two full days per week; virtual work allows for more flexibility. However, a regular and consistent schedule is recommended.