



**VILLANOVA UNIVERSITY  
CHARLES WIDGER SCHOOL OF LAW  
CLINICAL PROGRAM**

**CIVIL JUSTICE CLINIC**

**CLINIC FOR ASYLUM, REFUGEE  
AND EMIGRANT SERVICES (CARES)**

**CLINIC FOR LAW AND ENTREPRENEURSHIP**

**FARMWORKER LEGAL AID CLINIC (FLAC)**

**FEDERAL TAX CLINIC**

**INTERDISCIPLINARY MENTAL and PHYSICAL  
HEALTH LAW CLINIC**

**GENERAL INFORMATION  
FALL 2017 and SPRING 2018**

## **FALL 17 AND SPRING 18**

### **CLINICAL PROGRAM RECRUITMENT BROCHURE**

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# SECTION 1

## CLINIC MISSION

**To help law students become reflective, ethical, creative, zealous, and justifiably confident advocates who value pro bono and public interest work.**

**To express publicly, through service and scholarship, the law school's commitment to serve the poor and disenfranchised members of the community through promoting human flourishing, social justice and the common good.**

**“The Lord hears the cry of the poor.”  
-St. Thomas of Villanova**

# SECTION 2

## VILLANOVA CLINICAL PROGRAM

*Real Clients, Real Law, Real Life*

- **Civil Justice Clinic (CJC)**
- **Clinic for Asylum, Refugee and Emigrant Services (CARES)**
- **Clinic for Law and Entrepreneurship**
- **Farmworker Legal Aid Clinic (FLAC)**
- **Federal Tax Clinic**
- **Interdisciplinary Mental and Physical Health Law Clinic**

### What is a Clinic?

A “clinic” is a course in which students represent clients under the direct supervision of a full-time member of the Villanova Law School faculty. Students engage in the practice of law, which enables them to reflect on the interaction between practice and theory and on the role of the lawyer in our society. Each clinic also includes classroom sessions, tutorial meetings with the faculty member, and classroom work on assigned cases.

Since clinics are courses, second and third year students can earn credit for experiential learning. In all clinics, students represent real clients with critical legal issues.

Students work in various legal settings and they experience the satisfaction of functioning as a professional representing a client who otherwise may not receive legal representation.

Students interested in taking a clinic should not feel that they must have a particular interest in a specific area of law – this is not a prerequisite. In fact, students often excel in learning a new area of law and using that knowledge to benefit their clients.

# SECTION 3

## Benefits Gained by Taking a Clinic

Students report that they benefit from a clinic in several ways. For example, students say they have gained:

- Increased marketability to employers
- Improvement in key lawyering skills and values
- An understanding of how legal theories are put into practice
- Real world experience about how the law works for people with pressing legal matters
- A mentoring relationship with a professor
- A heightened sense of confidence
- A feeling of accomplishment for having helped their clients
- Self-knowledge about preferred lawyering modes and practice areas
- Lifelong friends by working closely with other students in a small class setting

# SECTION 4

## Planning for a Clinic

There are many considerations to contemplate when registering for a clinic, including:

- Your interests (Consider the selection chart found in Section 5 of this brochure.)
- Your preference for a clinic in your second or third year
- Your semester course load
- Prerequisites
- **Remember that you cannot enroll in an externship and a clinic during the fall or spring semesters.**
  - If you are enrolled in a clinic and your case carries over to the next semester, and you wish to continue work on your case, you will not be able to remain working with your case as an Advanced Advocacy Clinic student if you are also enrolled in an Externship for that semester
- Each clinical course requires that you commit a substantial amount of your time and energy. They all provide exposure to real practice, give you direct responsibility for clients' cases and include close faculty supervision. As a result, they often award more credits and are always more time-intensive than classroom courses. You will **not** be able to control when your cases and clients will need your attention. **Flexibility in your schedule is vital.**

# SECTION 5

## Selecting A Clinic

No matter which Clinic you take, you will be directly responsible for clients and you will learn how to be an ethical, zealous advocate. As you are making your selection, you may want to consider some of the casework and credit differences between the clinics. Following are 2 charts that show some of the similarities and differences in the work you will do for each of the clinical courses.

Please note that each student's experience is different, and we cannot guarantee that your experience will conform to the following checklist. We have prepared this composite overview to help you clarify your priorities.

<b>GENERAL ACTIVITIES</b>	<b>CARES CLINIC</b>	<b>CIVIL JUSTICE CLINIC</b>	<b>CLINIC FOR LAW &amp; ENTREPRENEURSHIP</b>	<b>FLAC CLINIC</b>	<b>FEDERAL TAX CLINIC</b>	<b>INTER-DISCIPLINARY MENTAL &amp; PHYSICAL HEALTH LAW CLINIC</b>
Emphasis on Courtroom Litigation	√	√		√		√
Emphasis on Negotiation		√	√		√	
Emphasis on Business Advising			√			
Community Education			√	√		
All Immigrant Clientele	√			√		
Some Clients in Detention	√			√		
Travel to Clients & Hearings	√ Casework could entail travel outside of the Metropolitan Phila. area	√	√	√ Casework often entails travel outside of the Metropolitan Philadelphia Area. In the fall, students also participate in a farm-based outreach session.	√ Students are required to attend at least 1 Tax Court Calendar Call in Philadelphia	√

<b>GENERAL ACTIVITIES</b>	<b>CARES CLINIC</b>	<b>CIVIL JUSTICE CLINIC</b>	<b>CLINIC FOR LAW &amp; ENTRE-NEURSHIP</b>	<b>FLAC CLINIC</b>	<b>FEDERAL TAX CLINIC</b>	<b>INTER-DISCIPLINARY MENTAL &amp; PHYSICAL HEALTH LAW CLINIC</b>
Always Work in Teams	√	Occasionally work in Teams	√	√	√	May Work in Teams
Clients per Student Team	1-3	2-4 (per student)	2-3 CFLE counselors will often advise on multiple issues/matters for each of their 2-3 clients	1-3	3-5	2-4
Practice in State Court		√		√		√
Practice before Administrative Agency	√	√		√	√	√
Prerequisites	None	3 semesters of law school; and Evidence	None	3 semesters of law school	None	3 semesters of law school; and Evidence
Credits	8	6	6	6	4	6
Satisfies Practical Writing Requirement	√	√	√	√	√	√



## Substantive Law Clusters:

CLINICS	CARES	Civil Justice	Clinic for Law & Entrepreneurship	Farmworker Legal Aid	Federal Tax	Inter-Disciplinary Mental & Physical Health Law Clinic
Administrative Law	√	√		√	√	√
Business Organizations			√			
Business Planning			√			
Child Abuse Expungement		√				
Civil Forfeiture		√				
Consumer Law		√				
Contracts			√			
Disability Rights						√
Elder Law						√
Employment Law		√	√			
Family Law		√		√		
Federal Income Tax					√	
Federal Tax Collection					√	
Federal Taxation of Business Entities			√		√	
Guardianship						√
Health Law						√
Immigration	√			√		
Intellectual Property			√			
International Human Rights	√			√		
Landlord Tenant		√				
Legal Profession	√	√	√	√	√	√
Public Benefits		√				√
Social Security Disability		√				√
Subsidized Housing		√				
Wage & Hour Claims		√		√		
Workers' Compensation				√		

# SECTION 6

## When to Take a Clinic

As with all of your registration decisions, you should enroll in a clinic when you feel that you will derive the greatest educational benefit. There is no single best time within your law school career to schedule your clinical experiences. Because clinical courses require a significant time commitment and award a substantial number of academic credits, you must plan how you will fit them into your time in law school.

Clinics help students integrate legal theory and the actual practice of the profession. A clinical course will give you a new perspective on how the law functions in society and how lawyers behave. This additional perspective will enrich your learning in your substantive law courses.

Taking a clinical course will help you to learn about yourself and see what aspects of legal practice you enjoy and in which you can be successful. You can then use this knowledge to make better choices about job opportunities or other courses. Students often report that their clinic course experiences are an asset in applying for jobs.

Some students choose to take a clinical course in the second year of law school, enabling them to assume the role of lawyer as early as possible, applying their classroom learning to real cases and providing valuable services to clients in disadvantaged populations.

Many students prefer to wait until their third year of law school, seeing the clinic as a transition between law school and their professional career. Taking a clinic later in law school allows you to benefit from having taken additional substantive and/or procedural courses that you can then apply to your work in the clinic. In addition, some clinics have prerequisites which preclude students from enrolling earlier. Lastly, third-year law students have priority for a majority of the clinic spaces. Please consult the information for each specific clinic for further clarification.

Many of the clinics participate in a **mandatory three day ALL-DAY orientation** the week before classes are scheduled to begin. Your responsibility to the clinic and your clients extends through any school breaks to the end of the exam period.

Please read the next section, *Fitting a Clinic into your Schedule: What Other Courses Should You Take and When?*, for more specific information.

# SECTION 7

## **Fitting a Clinic into your Schedule: What Other Courses Should You Take and When?**

Each clinical course requires that you commit a substantial amount of your time and energy. They all provide exposure to real practice, give you direct responsibility for clients' cases and include close faculty supervision. As a result, they often award more credits and are always more time-intensive than classroom courses. You will **not** be able to control when your cases and clients will need your attention. **Flexibility in your schedule is vital.**

Students have found that it is best to **take a clinical course in a semester in which you have a lighter course load and a relatively low number of credits<sup>1</sup>**. In particular, it is best to **limit the number of other courses you are taking** in the same semester as a clinic to **no more than three**. Of course, this will vary with the number of credits awarded by the particular clinic you take. You should think carefully before combining a clinic with any outside employment. It may be a good idea to talk to the Director of the clinic you are interested in before applying.

In addition to specific course prerequisites (see When to Take a Clinic – Section 6), some other classroom courses are particularly relevant to the work you will do in a clinical course.

### **Recommended or Required Courses:**

- While not a prerequisite for **most** clinics, it is strongly recommended that you take **Evidence** either prior to or concurrently with your enrollment in any clinic that engages in litigation and dispute resolution on behalf of its clients. **Note: Evidence is a pre-requisite for the Civil Justice Clinic and the Interdisciplinary Mental and Physical Health Law Clinic.**

- **Legal Profession** is required for graduation. Issues of professional responsibility arise in all clinics. You may choose to take **Legal Profession** either before, after, or concurrently with any clinical course.

- **Trial Advocacy** teaches courtroom skills which are helpful in every clinic that engages in litigation and dispute resolution on behalf of its clients. You may choose to take **Trial Advocacy** before, after, or concurrently with your clinic course.

- **Civil Pre-Trial Practice** develops practical and analytical skills in the pretrial stages of civil litigation. You may find it helpful to take **Civil Pre-Trial Practice** either prior to or concurrently with the Civil Justice Clinic or the Farmworker Legal Aid Clinic.

- **Business and Transactional Practice** courses may assist in advancing the substantive and practical knowledge that students will use to represent clients in the Clinic for Law and

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<sup>1</sup>Please note that all students will be expected to sign an Acceptance Agreement to complete their clinic enrollment that will require each clinic student to confirm (among other things) a commitment to manage her/his responsibilities to ensure that she/he will be present and cover all of her/his case responsibilities at all times between the commencement of clinic orientation and the last day of the semester's exam period, including any breaks.

Entrepreneurship (CFLE). It is strongly recommended (though not required) that you take **Legal Writing III: Transactional** before or concurrently with CFLE. You may find it helpful to take courses such as Business Organizations, Taxation of Business Entities, Intellectual Property, Business Planning, Drafting Business Transactions or In-House Counsel, prior to or concurrently with the CFLE, keeping in mind that effective CFLE counselors are characterized by their openness to learning, and high levels of commitment and intellectual engagement, rather than any particular subject matter expertise.

▪ **Administrative Practice** facilitates an understanding of the regulatory process. As regulations govern much of the health care field, you may choose to take Administrative Practice either before, during or after the Interdisciplinary Mental and Physical Health Law Clinic.

**Note: The following clinics satisfy the Practical Writing Requirement for graduation:**

- Civil Justice Clinic
- Clinic for Asylum, Refugee & Emigrant Services (CARES)
- Clinic for Law and Entrepreneurship (CFLE)
- Farmworker Legal Aid Clinic
- Federal Tax Clinic
- Interdisciplinary Mental and Physical Health Law Clinic

Various other substantive and procedural courses may be helpful to particular clinics. To see a list of the substantive areas of law practice for each clinic, see [Selecting a Clinic](#) – Section 5.

If you are considering focusing your coursework in a particular legal practice area, you may wish to refer to the Course Guides, located on the [Registrar's home page](http://vls.law.villanova.edu/registrar) (<http://vls.law.villanova.edu/registrar>).

**Overlapping Course** All of the clinics cover the topics of **Interviewing and Counseling** extensively. Students find that there is significant overlap and repetition between this course and any clinic.

You may wish to consult the Director of the Clinic in which you are interested as to the benefits of taking particular courses and determining the best timing. In addition, you may wish to contact students who have taken particular clinical courses to obtain information about their experiences, both in terms of the time commitment and the benefits they received.

# SECTION 8

## **Do Students Have Direct Responsibility for the Representation of Clients?**

Student responsibility for the legal representation of clients is the central feature of Villanova's Clinical Program. Clinical students acquire fundamental lawyering skills by assuming **direct responsibility** for case management and preparation. The client is fundamentally your client.

- **You** interview, counsel and manage all communications with your client
- **You** identify your client's goals, as well as the issues affecting your clients and the resources available for resolving them
- **You** develop a case theory and a case plan to achieve the client's goals
- **You** identify and resolve the ethical issues that arise in your case
- **You** investigate the facts of your client's case
- **You** find the law controlling your client's case
- **You** draft complaints, answers, motions, evidentiary exhibits, applications, briefs, contracts, research memos, organizational documents, professional correspondence, and more
- **You** conduct diligence and discovery
- **You** are lead counsel at trials and hearings and in negotiations and board meetings

# SECTION 9

## Academic Credit

Each clinic grants academic credit. The credit allocations range from 2 to 8 credits and vary by individual clinic.

<b>CARES</b> Satisfies Practical Writing Requirement	-	<b>8 Credits</b>
<b>Civil Justice</b> Satisfies Practical Writing Requirement	-	<b>6 Credits</b>
<b>Clinic for Law &amp; Entrepreneurship</b> Satisfies Practical Writing Requirement	-	<b>6 Credits</b>
<b>Farmworker Legal Aid</b> Satisfies Practical Writing Requirement	-	<b>6 Credits</b>
<b>Federal Tax</b> Satisfies Practical Writing Requirement	-	<b>4 Credits</b>
<b>Interdisciplinary Mental and Physical Health Law Clinic</b> Satisfies Practical Writing Requirement	-	<b>6 Credits</b>

# SECTION 10

## Do Students Have Faculty Supervision?

Clinical students receive in-depth support and guidance on their cases through weekly classes and regular counseling sessions with faculty members. The professors are resources and advisors, not bosses or directors. They help you prepare and plan the case, but the decisions and actions are fundamentally made by you and your client.

### **Clinic:**

**Civil Justice Clinic**

**Clinic for Asylum, Refugee  
& Emigrant Services (CARES)**

**Clinic for Law & Entrepreneurship**

**Farmworker Legal Aid  
Clinic (FLAC)**

**Federal Tax Clinic**

**Interdisciplinary Mental and  
Physical Health Law Clinic**

### **Faculty:**

**Dveera Segal, Director**

**Michele Pistone, Director**

**Melanie McMenamin, Director  
Sherry Kajdan Vetterlein**

**Caitlin Barry, Director**

**David Breen, Acting Director  
Linda Love Vines, Professor of Practice**

**Michael Campbell, Director and  
Kelly P. Nestor, MSN, ANP-BC  
Clinical Instructor Villanova College of Nursing**

# **SECTION 11**

## **Where is Clinical Work Performed?**

Our in-house law office is located on the first floor of the law school building. The clinic space contains several student work areas, including a library with practitioner materials and a quiet work area. Additionally, there are conference and interview rooms equipped with digital recording equipment for client interviews, role-plays, and moots. Most clinic faculty offices, as well as clinic staff, are conveniently located within the clinic. The clinic office is available to all clinic students 24 hours a day, seven days a week.



# SECTION 12

## ADVANCED ADVOCACY CLINIC

A limited number of students who have already completed a semester in any one of the basic clinics in the clinical program may have the opportunity to continue their studies with any member of the clinic faculty for an additional semester in an advanced setting. Students may apply to the director of the clinic in which they are interested in enrolling. Admission and credit amount are determined prior to registration at the discretion of the faculty, in consultation with the Director of the Clinical Program. Credits will be based upon the student's expected time commitment, with the ratio of 1 credit to approximately 4-5 hours work per week in the clinic. Course credit for the Advanced Advocacy Clinic can range from 2-4 credits. Students must receive written permission from the Director of the Clinical Program to register for this course.

**NOTE:** If you are enrolled in a clinic and your case carries over to the next semester, and you wish to continue work on your case, you will not be able to remain working with your case as an Advanced Advocacy Clinic student if you are enrolled in an Externship for that semester.

# Civil Justice Clinic

## *Representing low-income clients in a variety of civil proceedings*

In the Civil Justice Clinic, students work as practicing lawyers, representing low-income clients in a range of civil disputes. While providing legal representation to clients as part of our own “law firm”, students will make a real impact on the lives of their clients while also examining the role and professional responsibilities of all lawyers through first hand experience. Each student will represent several clients with legal problems in different substantive areas, which may include, but are not limited to, the following:

- Family law (parents and other parties in custody matters, support, paternity and related legal issues)
- Housing (tenants of public and subsidized housing seeking to preserve their housing by preventing evictions and in enforcing their right to decent, safe and sanitary housing; homeowners seeking to retain their homes in civil forfeiture proceedings)
- Employment (individuals who have been denied their rights by being refused employment improperly, or by not being properly compensated under state law.)
- Government benefits (primarily individuals seeking Social Security disability benefits)
- Consumer claims, which may include those dealing with the provision of utilities and those arising from improper reports from credit reporting agencies, and
- Clearing the records of individuals who have been wrongly accused of child abuse or neglect.

<b>Faculty:</b>	Professor Dveera Segal
<b>Credit Hours:</b>	Six
<b>Prerequisites:</b>	The Civil Justice Clinic satisfies the practical writing requirement. Evidence. Second year students cannot take this class in the Fall semester.
<b>Time Commitment:</b>	In addition to the time requirement for the seminar class and simulations, students are expected to spend an average of 15 hours per week on their cases.
<b>Semesters Offered:</b>	Fall and Spring
<b>Application Process:</b>	Lottery, with a preference given to third year students who have not taken a clinical course. Priority may be given to no more than two (2) rising second year students in the Spring semester only.
<b>Extra Classes:</b>	There will be a mandatory pre-class orientation (dates to be announced) scheduled to take place prior to the beginning of the semester.

# **Clinic for Asylum, Refugee & Emigrant Services (CARES)**

*Representing asylum seekers before Federal Immigration Court*

*and in interviews before Asylum Officers*

The Clinic for Asylum, Refugee and Emigrant Services (CARES), is an international human rights and immigration clinic. Students represent refugees who have fled human rights abuses in their home countries and seek religious or political asylum in the United States. Working in pairs, CARES students are assigned to represent one or more refugees fleeing human rights abuses in a court proceeding before an Immigration Judge or an adjudication before the Asylum Office of the Department of Homeland Security. Every semester the work of CARES students results in saving the lives of their clients and reuniting their clients with family members.

In the past, CARES has represented and won asylum for refugees from countries such as Afghanistan, Azerbaijan, Belarus, Burkina Faso, Cameroon, Colombia, Democratic Republic of Congo, Equatorial Guinea, Guatemala, Guinea, Haiti, Honduras, Iran, Iraq, Jamaica, Jordan, Lebanon, Liberia, Mauritania, Mexico, Nicaragua, Russia, Rwanda, Sierra Leone, Syria, The Ivory Coast, Uganda, and Zimbabwe. Global conditions, among other factors, will determine where CARES concentrates its resources.

## **What is asylum?**

Throughout the world today people are suffering from human rights abuses – they live under constant fear of governments that forbid them from exercising rights that we hold dear as fundamental freedoms and persecute them if they try.

*Everyone has the right to seek and to enjoy in other countries Asylum from persecution.*

Universal Declaration of Human Rights Article 14(I)

Asylum is an immigration status that the U.S. government confers on people who have fled persecution or have a well-founded fear of persecution in their home countries because of who they are (their race or nationality), what they believe (their religion or political opinion) or their social group.

Throughout its history, the United States has been a sanctuary for oppressed people from around the world. The Pilgrims, the Quakers, the Huguenots, the Amish, and countless others came to U.S. shores in centuries past to seek refuge from government oppression. Pennsylvania became a safe haven to many of those victims of government oppression. Human rights abuses similar to those that caused Pennsylvania's first settlers to flee continue today in many parts of the world. CARES helps the victims of these human rights abuses to obtain asylum protection.

<b>Faculty:</b>	Professor Michele Pistone
<b>Credit Hours:</b>	Eight CARES satisfies practical writing requirement.
<b>Prerequisites:</b>	None
<b>Time Commitment:</b>	30-35 hours/week

**Semesters Offered:**

Fall and Spring

**Application Process:**

Written Application available on the Registrar's website

<http://www1.villanova.edu/villanova/law/currentstudents/registrar/registrarforms/clinicreg.html>

**Extra Classes:**

There will be a mandatory pre-class orientation (dates to be announced). During the first 3 or 4 weeks of the semester, there will be extra classes. The classes will be scheduled before the semester begins based on students' academic class schedules and availability.

## **Clinic for Law and Entrepreneurship**

### ***Advising for-profit and non-profit enterprises on a diverse array of challenges common to launching, operating and growing sustainable businesses***

Students in the Clinic for Law and Entrepreneurship (CFLE) provide direct representation to entrepreneurs, businesses, and social ventures from the Philadelphia region. With support, supervision and individualized mentoring from faculty, students are vested with primary responsibility for advising both for-profit and non-profit enterprises on a diverse array of challenges common to launching, operating and growing sustainable businesses. CFLE counselors can expect to assist clients to structure entities for their businesses, to draft, review and negotiate contracts on their behalf, to protect and leverage their intellectual property, to structure relationships with employees and independent contractors, and to maintain regulatory compliance, among other things. The CFLE does not litigate on behalf of its clients.

Weekly seminars utilizing case studies, simulations, lectures and case rounds discussion will expose students to some of the essential concepts, perspectives, and competencies that transactional lawyers should understand and possess. Seminars are not designed to teach the substantive law that students will need to know in order to counsel their clients; students will primarily educate themselves about the substantive law in the process of representing their clients (as they would in practice). In addition to the twice-weekly seminar, students will meet with faculty for at least one hour each week to discuss and develop strategies for resolving challenges and dilemmas encountered in their client work.

The CFLE will encourage you to develop a core set of skills and perspectives that will benefit you in any area of practice you enter after law school:

- The ability and confidence to analyze and solve problems by drawing upon your entire life experience and education
- An understanding of professionalism, your own professional identity, and a personal perspective on what it is to be a lawyer and how lawyers demonstrate value
- The ability to manage people, projects, and the complex demands of a lawyer's workload
- Certain fundamental lawyering competencies including fact gathering and due diligence, framing a legal issue, planning, counseling, and drafting
- Certain higher level lawyering competencies including strategizing, communicating, collaborating, managing, and exercising ethical and professional judgment
- An appreciation for the challenges and rewards of client service and a personal understanding of the demands of delivering exceptional client service
- A habit of cultivating personal and professional growth and satisfaction through reflection and self-analysis
- An understanding of how business context and relationships inform a lawyer's work

- An appreciation for habits of mind and personal qualities that contribute to successful performance as a lawyer, including thoughtfulness, diligence, courage, organization, responsiveness, reliability, and practicality.
- An appreciation for practical habits that contribute to successful performance as a lawyer, including methodical analysis, effective collaboration, efficient writing and crisp execution.

<b>Faculty:</b>	Assistant Professor Melanie M. McMenamain and Adjunct Professor Sherry Kajdan Vetterlein
<b>Credit Hours:</b>	Six Participation in this clinic will satisfy the practical writing requirement.
<b>Prerequisites:</b>	None
<b>Time Commitment:</b>	In addition to the time requirement for the seminar and regular supervisory meetings, students are expected to spend an average of 14-16 hours per week on their cases.
<b>Semesters Offered:</b>	Fall and Spring
<b>Application Process:</b>	Lottery, with a preference given to third year students who have not taken a clinical course. Priority maybe awarded to two Business Law Concentration students each semester.
<b>Extra Classes:</b>	There will be a mandatory pre-class orientation (dates to be announced). In most semesters, students will develop and present to an audience of entrepreneurs a brief overview of a substantive legal topic impacting entrepreneurs; these presentations are generally scheduled late in the semester or a Friday afternoon.

# Farmworker Legal Aid Clinic

## *Direct representation and community-based advocacy for Pennsylvania Farmworkers*

Students in the Farmworker Legal Aid Clinic represent clients in traditional litigation cases in addition to other forms of advocacy, including community legal education, policy research and media outreach.

Our direct services offer client-centered legal representation to individuals and their families living in remote areas that would otherwise not have access to legal counsel. We have represented agricultural workers seeking redress for issues including wage theft, workers compensation, dangerous working conditions and retaliatory discharge. We also represent workers and their families in deportation defense matters, which have included asylum, cancellation of removal proceedings, visa applications for immigrant youth and visas for victims of trafficking and other serious crimes.

In addition to direct representation, our clinic partners with organizations seeking to empower immigrant workers. Our previous projects have ranged from research and project development for a farmworker organization seeking to open a credit union to media outreach and policy advocacy on behalf of a coalition seeking to shut down an immigrant detention center. We seek projects that will be driven by the needs of immigrant community members and that will strengthen the leadership skills and enhance the resources available to those communities.

Students will be responsible for all aspects of their direct representation and project-based advocacy, including: client interviewing and counseling, fact investigation, legal research, resolution of ethical issues, case theory development, negotiation with opposing parties, and trial advocacy. Our cases are litigated in a variety of fora and, in addition to providing motions, brief writing and oral advocacy experience, some cases require students to identify and work with expert witnesses. Most student teams will have the opportunity to work with Spanish-speaking clients and manage non-traditional offsite client consultation settings. Students will have ample opportunity to develop the necessary skills by participating in orientation sessions, twice-weekly seminar classes, supervision sessions, simulation exercises, mock hearings, and individual evaluation meetings.

<b>Faculty:</b>	Caitlin Barry
<b>Credit Hours:</b>	Six FLAC also satisfies the practical writing requirement.
<b>Prerequisites:</b>	Completed three semesters of law school. Immigration Law is suggested but not required
<b>Semesters Offered:</b>	Fall and Spring
<b>Application Process:</b>	Admission is on a lottery basis through the Registrar's Office. In the fall, preference will be given to third year students who have not taken a clinical course.
<b>Extra Classes:</b>	There will be a three-day Orientation Period. Four hours per week are reserved for our seminar class, but will be used as needed.

# Federal Tax Clinic

## *Representing low-income taxpayers in various federal tax proceedings*

Students in the Federal Tax Clinic represent low-income taxpayers in controversies with the IRS, both before the IRS and in federal court. Students will work in teams to represent taxpayers involving examinations, administrative appeals, collection matters and cases before the United States Tax Court and Federal District Courts. In the past, students' representation has resulted in substantial taxpayer benefits, including taxpayer receipt of many thousands of dollars of refunds, relief from joint and several liability for innocent spouses, and reduction of tax liabilities through successful negotiated resolutions or compromises of liabilities based upon taxpayer financial hardship. The work of students in the Villanova Federal Tax Clinic has often been the key difference for taxpayers attempting to prove the amount or existence of a federal tax liability or eligibility for refundable credits that can have a significant impact on a taxpayer's financial condition.

**The class work component of the Tax Clinic includes substantive review of issues common to the low income taxpayer community. Therefore, you do not need to have extensive experience with tax law to enroll in this Clinic. You will also be given the tools to problem solve on behalf of the client. The skills you will learn in this Clinic, as in any other Clinic, transcend the substantive law and will benefit you no matter what area of practice you choose after law school.**

<b>Faculty:</b>	David Breen and Professor Linda Vines
<b>Credit Hours:</b>	Four The Tax Clinic satisfies the practical writing requirement.
<b>Prerequisites:</b>	None
<b>Time Commitment:</b>	Approximately 12-15 hours per week
<b>Semesters Offered:</b>	Fall and Spring
<b>Application Process:</b>	Lottery, with a preference given to third year students who have not previously been enrolled in a clinical course. Priority may be given to two (2) second year students in the Spring semester only.
<b>Extra Classes:</b>	There will be a mandatory three-day, all day, Orientation Period scheduled to take place prior to the beginning of the semester.



## Interdisciplinary Mental and Physical Health Law Clinic

### *Representing low-income clients in a variety of health-related matters and fora*

In the Interdisciplinary Mental and Physical Health Law Clinic, law students and graduate nursing students (spring semester only) work collaboratively in teams, assisting low-income clients to understand and assert their rights within the health care system, and to overcome barriers to accessing necessary treatment. Students will make a real impact on the lives of their clients while learning substantive law and procedure, and sharpening their skills in interviewing, counseling, negotiation, and case presentation. At the same time, they will compare the roles of health care providers and advocates, as well as the rules that govern their respective practices. Students will work in interdisciplinary teams to represent clients with legal problems in areas which may include, but are not limited to:

- Publicly financed health benefits (Medicare, Medicaid, CHIP, etc.)
- Surrogate decision making, including guardianship law
- Benefits and other rights of persons with disabilities
- Federal and state laws protecting rights of health care consumers to accessible, quality treatment
- Treatment for prisoners with mental illness

<b>Faculty:</b>	Professor Michael Campbell and (Spring only) Kelly P. Nestor, MSN, ANP-BC Clinical Instructor at Villanova College of Nursing
<b>Credit Hours:</b>	Six Interdisciplinary Mental and Physical Health Law Clinic satisfies practical writing requirement.
<b>Prerequisites:</b>	Evidence
<b>Time Commitment: (Law Students)</b>	In addition to the time requirement for the seminar class, students are expected to spend an average of 14-16 hours per week on their cases.
<b>Semesters Offered:</b>	Fall and Spring
<b>Application Process:</b>	Lottery, with a preference given to third year students and those who express an interest in this clinic.

Note: This course WILL be offered in both the Fall and Spring semesters. The College of Nursing does not participate in this course in the Fall.

# SECTION 13

## QUOTES FROM SOME OF OUR FORMER CLINIC STUDENTS

*As a lawyer, nothing is certain but clients and taxes, and the Villanova Federal Tax Clinic prepares you for both. The Tax Clinic was the most practical and most gratifying experience of my three years at law school, and its impact has continued to benefit me. The opportunity to work with clients to solve their problems, attend Tax Court, and collaborate with classmates on real world issues, all with exceptional instruction and guidance, was invaluable. My clinic experience set me apart in my job search and, more importantly, provided me with the knowledge and confidence to excel in my career.*

*Rachel Zuraw, Federal Tax Clinic*

*As someone who took advantage of a variety of experiential learning opportunities, I can attest that the Farmworker Legal Aid Clinic is the most valuable educational opportunity at Villanova Law School. I learned more in five months than I imagined possible. I learned not only how to be a great advocate for my clients. I also learned a great deal about myself and the type of lawyer I want to be. FLAC is truly unique.*

*Jessica Bass, Farmworker Legal Aid Clinic*

*The Civil Justice Clinic was one of the most valuable and rewarding experiences of my law school career. The clinic not only provided me with countless opportunities to develop my counseling, writing, and advocacy skills, but it also gave me exposure to aspects of practicing law that are best learned through experience, such as prioritizing clients' issues, investigating the facts of cases, developing case strategies, and communicating with opposing counsel. Clinic was an extraordinary opportunity to represent those who otherwise may not have legal representation, while working with engaged and passionate faculty and classmates.*

*Matthew Chiachetti, Civil Justice Clinic*

*CARES was my most meaningful, practical, and educational experience during my time at VLS. Not only did it allow me to help better the life of my client and her children, but it also helped me secure a career in the field of Immigration Law. I am forever grateful for my experience in the clinic.*

*Christopher Casazza, CARES Clinic*

*The Villanova Health Law Clinic gave me an opportunity to put my skills and knowledge to use in a practical real-world setting. The clinic has been one of the most rewarding experiences because it gave me the chance to observe first-hand how I can use my profession to make a difference in a client's life. My cases in the clinic this semester opened my eyes to the challenges and the need for reform in the area of mental health within our prison system. My experience in the clinic has given me a new appreciation for the importance of pro bono work.*

*Lindsey Lunney, Interdisciplinary Health Law Clinic*

*The Civil Justice Clinic (CJC) proved to be an oasis of experiential learning in the law school. The CJC is where I met my first client, developed my first case strategy, and logged my first win. It provided the opportunity to stop theorizing about the law and start practicing it.*

*Daniel Strumpf, Civil Justice Clinic*

*The Farmworker Legal Aid Clinic program offers a learning experience that law school does not provide: hands-on experience. In FLAC, students receive actual cases to handle. In handling these cases, students get to apply what was taught in classes and apply them to real-life situations. Not only do they get to apply what they've learned, in handling cases, students also learn the law, learn to interview clients, and take the lead on making decisions. It is a great opportunity to prepare all for the future.*

*Yinan Ma, Farmworker Legal Aid Clinic*

*Clinic represents the very best opportunity for students in law school to expand the depth and breadth of their legal knowledge and, most importantly, to make a meaningful difference in the lives of disenfranchised individuals. The clinical faculty provides a tremendous amount of support, while encouraging students to think creatively of how best to support clients through the myriad challenges that have brought them to our clinic.*

*Elizabeth Ross, Civil Justice Clinic*

*My experience in FLAC was the most rewarding part of my law school education. I use the research, writing, and personal skills I learned in FLAC every day in my current job. The clinical programs and FLAC specifically, give law students the opportunity to reach beyond the classroom and connect on an important and rewarding level with members of the community who need and deserve legal aid. Professor Lyon is an expert at guiding students in the right direction while allowing them to learn new material, develop their own arguments, and advocate for their clients. These lessons transcend the clinical setting and are invaluable in life and the workplace.*

*Chelsea Hanse, Farmworker Legal Aid Clinic*

*[The co-founders of our 3D printing industry client] did not treat us like law students; they treated us like their attorneys with whom they tasked important and meaningful work. Initially, this seemed daunting, and I was full of self-doubt. In addition, as the semester progressed, our client's business goals for our work drastically evolved. I learned to embrace change- change course, change the objectives of the final product, and change any feeling of self-doubt into one of confidence in being able to deliver a suitable product.*

*Alex Madrak, Clinic for Law and Entrepreneurship*

*Working in the Interdisciplinary Health Law Clinic gave me the opportunity to be a champion for people who have limited options when looking for someone to be their advocate. These are the most vulnerable of our population...children, the elderly, and the disabled. The ability to use my legal education to combat the social determinates of health is a blessing I could not get anywhere else.*

*Steve Bertil, Interdisciplinary Health Law Clinic*

*Participating in the Tax Clinic was the most valuable experience I had in law school. It helped me bridge the gap between being a student preparing for exams and actual legal work. It was our responsibility to gather the facts and develop a strategy for each case depending on the client's unique circumstances. As an attorney practicing tax controversy, the lessons I learned in the Clinic allowed me to hit the ground running at my firm.*

*Brian Gardner, Federal Tax Clinic*

# SECTION 14

## REGISTRATION FOR CLINICAL COURSES

### REGISTRATION DATES:

1. **Clinic Early Registration Period (registration for Fall 2017 & Spring 2018):**
  - **All current 1L & 2L Students: Thursday, March 16<sup>th</sup>, beginning at 9:00 a.m. and ending on Friday, March 17<sup>th</sup>, at midnight.**
  - **Students interested in applying for the CARES Clinic, both current 1Ls and 2Ls, may begin the application and registration process starting at 9:00 a.m. on Thursday, March 16<sup>th</sup>, and ending at midnight on Friday, March 17<sup>th</sup>. The CARES application is available on the Registrar's website, <http://www1.villanova.edu/villanova/law/currentstudents/registrar/registrarforms/clinicreg.html>**
2. **Regular Course Request Period: See Registrar's information on Registrar's Website.**

Students who apply during the **Clinic/Externship Early Admission Period** have the greatest likelihood of getting a clinic position and will be most able to create their course schedule around their clinic/externship responsibilities.

- Students who have been notified that they have a clinical slot **must sign an Acceptance of Clinical Position Agreement. Signing an Acceptance Agreement is a requirement because of the unique nature of clinical courses and the need to have sufficient students to handle all of the client matters.**
- Kathleen Cooper, Clinic Senior Paralegal, will notify all students who have obtained a clinical slot on **Monday, March 27<sup>th</sup>.**
- Students will receive related paperwork via email to complete and return to Kathleen Cooper at one of the following times:  
Tuesday, March 28: 10:00-10:45 or 12:00-1:00 in Room 101; or  
Wednesday, March 29: from 12:00-1:00pm in Room 101.  
At which time they will sign the Clinic Acceptance Agreement
- **REMINDER: Signed Acceptance forms MUST be turned in to Kathleen Cooper no later than 1:00pm, Wednesday, March 29, 2017. If you do not hand in your signed form by 1:00pm on March 29<sup>th</sup>, it will be assumed that you are not accepting your slot.**

**STUDENTS MAY NOT DROP A CLINIC COURSE AFTER MARCH 29, 2017 WITHOUT PERMISSION FROM THE CLINIC FACULTY.**

**ABSENT EXTRAORDINARY CIRCUMSTANCES, PERMISSION WILL NOT BE GIVEN.**

**How to Register:**

- Go to “Current Students” tab on homepage
- Choose “Registrar”
- Choose “Forms for Students and Alumni”
- Click “Clinic Registration Form”

**Caveat:**

- If more requests than spaces are available for a particular clinic/externship, a lottery will be run.
- **Admission to the CARES Clinic is by written application available here <http://www1.villanova.edu/villanova/law/currentstudents/registrar/registrarforms/clinicreg.html>**
- In the Civil Justice Clinic, Clinic for Law and Entrepreneurship, Farmworker Legal Aid Clinic, Interdisciplinary Mental and Physical Health Clinic, and Tax Clinic, preference will be given to rising 3Ls who have not previously taken a clinic.
  - For the Spring semester, preference for two (2) slots in some clinics will be given to rising 2Ls who have the necessary prerequisites. (See Section 12 – “Course Descriptions” for specific clinic information.)
- In the CFLE, 2 slots in each semester may be reserved for Business Law Concentration students.
- No student will be placed in more than one clinic or externship.

**Student Commitment:**

- Students who are notified that they have a slot in a clinic and do not plan to participate must drop no later than **March 29, 2017**. Drops must be emailed to [registrar@law.villanova.edu](mailto:registrar@law.villanova.edu) and to Kathleen Cooper in the clinic office at [kathleen.cooper@law.villanova.edu](mailto:kathleen.cooper@law.villanova.edu).
- All students who accept a clinical position must sign an Acceptance Agreement by 1:00 p.m. **on Wednesday, March 29, 2017**.