

Externships 7 - Plenary 2: Classroom and Reflection Tools

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Like snow flakes, no two programs are alike



Image Source: <http://www.turbosquid.com/>



Range of Options

- ▶ Every imaginable combination.
- ▶ Classroom Component doesn't mean "classroom".
- ▶ Three primary areas to explore:
 - ▶ What is the pedagogical focus?
 - ▶ What is the role of faculty?
 - ▶ What are the logistics?



Classroom Pedagogical Focus

Student Focus

- Self-Assessment
- Career Development
- Setting and Achieving Goals
- Values Clarification
- Work /Life Balance

Reflective Skills

- Observation
- Analysis
- Planning
- Problem-Solving

Workplace Skills

- Professionalism
- Time-Management
- Getting Supervision and Feedback

Legal Practice

- Exploring Types of Practice
- Bias/Power
- Attorney/Client Relationships
- Access to Justice

Legal Skills

- Client Counseling
- Drafting Documents
- Research
- Oral Advocacy

Substantive Law

- Case Law
- Regulations/Codes



Classroom Pedagogical Focus

Where are you?



Student Focus

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- Career Development
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Reflective Skills

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WHERE ARE THE STUDENTS?

Are students in classes based on type of field placement?

- Mixed placement (students in a variety of placements)
- All students in same type of placement. For example:
 - Criminal Defense/Prosecution
 - Judicial
 - Public Interest
 - Health
 - Environmental
 - Administrative/Regulatory
 - Legislative
 - International
 - Single Organization



FACULTY'S ROLE

Who teaches?	Does faculty interact with field placement?	Is the faculty member involved in the student's legal work?
<ul style="list-style-type: none">• Clinical tenured/tenure track faculty• Non-clinical tenured/tenure track faculty• Adjunct faculty• Administrator (Dean of Students, Director of Career Services, etc.)• Placement supervisor given faculty status	<ul style="list-style-type: none">• Site visits• Participates in student evaluation• Involved in the substantive work of the field placement (hybrid clinic)• Very limited interaction or left to director of program	<ul style="list-style-type: none">• Under umbrella of confidentiality at placement• Supervises student work product• Review student work product• Does not review or supervise any of students' work product



LOGISTICS

Frequency of Meetings	Graded?	Credits	Class size
<ul style="list-style-type: none"> • 0 • 1-5 • 5-10 • 10-15 • “Boot camp” <p>Live or on-line?</p>	<ul style="list-style-type: none"> • No Grade • Pass/Fail • Graded A-F • Grading combined with placement 	<ul style="list-style-type: none"> • 0 • 1 • 2 • 3+ • 5+ • 8+ 	<ul style="list-style-type: none"> • No class • Seminar • One-on one tutorial • Lecture class • Mixture of above

Also: full semester in which students work 30+ hours per week?
 Generally means high credits, graded with more meetings.



REFLECTIVE TOOLS

- ▶ Do students submit journals?
 - ▶ Free form or in response to specific questions?
 - ▶ How often?
 - ▶ Who reads and responds?
- ▶ What are the reading assignments?
 - ▶ *Learning from Practice, 2nd Ed*
 - ▶ Law review articles?
 - ▶ Subject specific textbook?
- ▶ What are the writing assignments?
- ▶ Are students required to make presentations?





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- ▶ **Emphasis on seminar** –
 - ▶ 3 credits, graded
 - ▶ 2 hours plus small group “rounds”
 - ▶ Generally mixed placements, some subject specific seminars
 - ▶ **Basic premise**
 - ▶ We DO NOT control field placement (and do not want to); but we can control the seminar
 - ▶ Focus on student/reflection/legal practice
 - ▶ **Requirements:**
 - ▶ Readings, writing assignments, weekly journal, presentation
 - ▶ **Faculty teach to their strengths and their interests**
 - ▶ **Classes included discussion, hypotheticals, simulations, outside speakers**
-



WHY CLASSROOM COMPONENT MATTERS

- ▶ **Field placement without supervision is only half the story. They need faculty guidance to:**
 - ▶ learn about the broader practice of law,
 - ▶ consider different career options,
 - ▶ engage in problem solving,
 - ▶ observe the practice of law,
 - ▶ figure out how to work with supervisors,
 - ▶ learn how to get the feedback they need,
 - ▶ manage their time,
 - ▶ consider what matters to them in terms of their long term legal careers.
 - ▶ The list goes on and on...



Recent critiques of legal education

- ▶ We are “failing our students” because they are not learning to:
 - ▶ clarify their own values and goals,
 - ▶ how to think critically about the practice of law,
 - ▶ how to balance their work and their lives,
 - ▶ how to deal with ethical issues that arise in the workplace,
 - ▶ how to confront their limitations,
 - ▶ how to work effectively with supervisors and colleagues,
 - ▶ how to recognize issues of bias and power differentials,
 - ▶ what it means to people when they have no access to the legal system,
 - ▶ how to take responsibility for and learn from mistakes.



Concerns about the graduating lawyers:

- ▶ Alcoholism
- ▶ Depression
- ▶ Suicide
- ▶ Career Unhappiness
- ▶ Inability to Identify Ethical Dilemmas
- ▶ Lack of professionalism
- ▶



Externships can meet these critiques when:

- ▶ STUDENTS IN FIELD PLACEMENTS HAVE SUFFICIENT AMOUNT OF CONTACT WITH FACULTY THAT THEY CAN EXPLORE THOSE ISSUES, REFLECT ON THEIR EXPERIENCE,.
- ▶ THE FACULTY TAKE ADVANTAGE OF THE EXTERNSHIP BY INCORPORATING IT INTO THE CLASSROOM.
- ▶ FACULTY READ THEIR STUDNETS' JOURNALS AND PROVIDE FEEDBACK.
- ▶ FACULTY SUPERVISOR IS NOT ATTORNEY SUPERVISOR (THEREBY PROVIDING AN OPPORTUNITY FOR STUDENTS TO SPEAK CANDIDLY ABOUT SUPERVISION AND RECEIVE GUIDANCE.
- ▶ FACULTY PROVIDE MULITIPLE OPPORTUNITIES FOR REFLECTION, A VITAL LEGAL SKILL.
- ▶ FACULTY HAS SUFFICIENT TIME WITH STUDENTS TO PROVIDE EFFECTIVE SUPERVISION.

