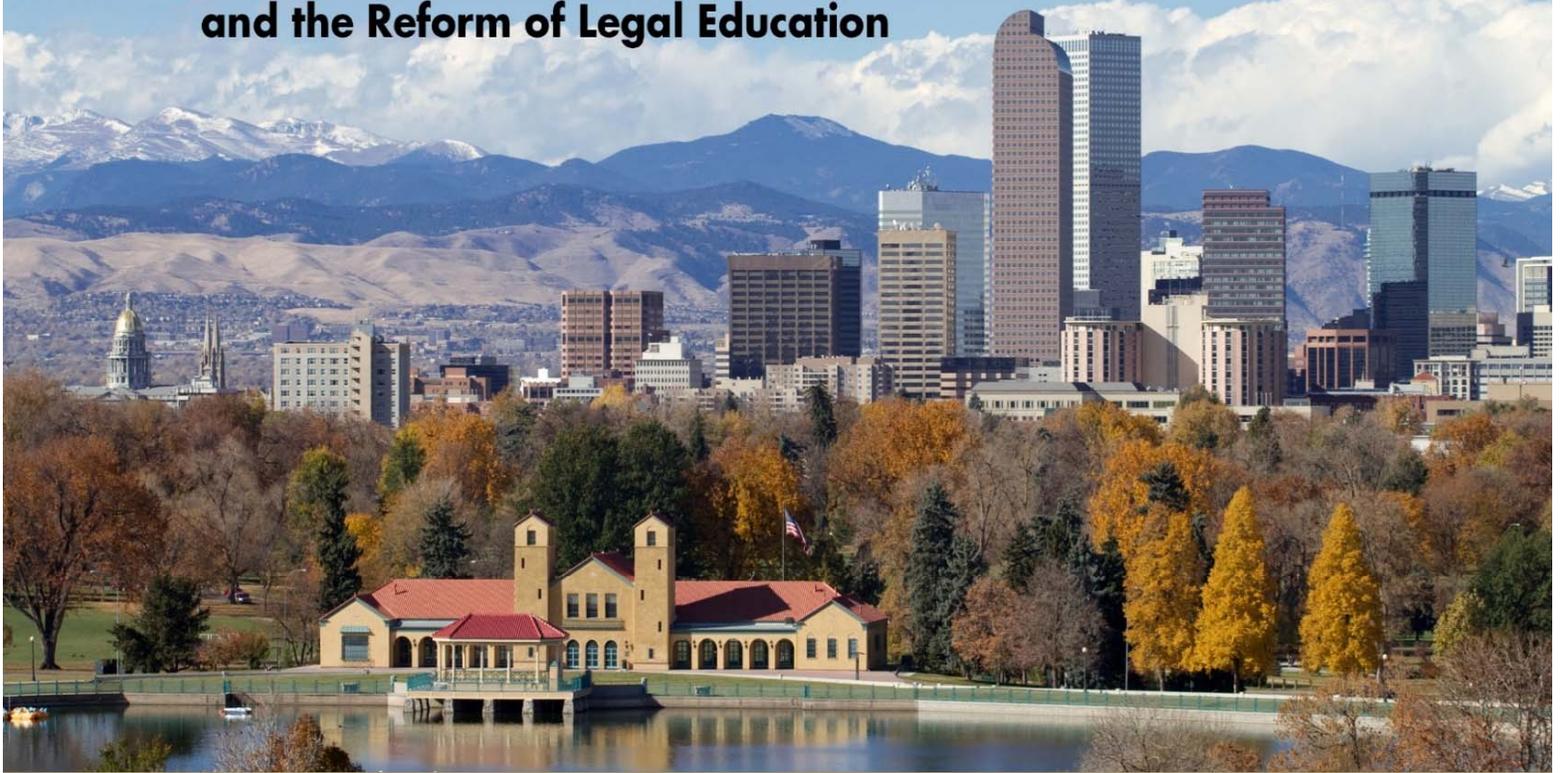


EXTERNSHIPS 7

**Scaling New Heights: Field Placements
and the Reform of Legal Education**

*Presented by Denver Law's
Legal Externship Program*



UNIVERSITY of
DENVER

STURM COLLEGE OF LAW

February 27 – March 2, 2014
Denver, Colorado

PROGRAM OF EVENTS

Conference Schedule At-a-Glance

THURSDAY, FEBRUARY 27TH, 2014	
GRAND HYATT DENVER HOTEL	
3:00 – 6:00 pm	Registration
6:00 – 8:00 pm	Welcome Reception
FRIDAY, FEBRUARY 28TH, 2014	
UNIVERSITY OF DENVER STURM COLLEGE OF LAW (SCOL)	
6:45, 7:15, 7:45 & 8:00 am	Bus transportation to SCOL
7:15 - 8:45 am	Registration & Breakfast
7:30 – 8:30 am	New Clinicians meeting
8:45 – 10:30 am	Welcome & Opening Plenary
10:45 – 12:15 pm	Concurrent Sessions 1
12:15 – 1:45 pm	Lunch
1:45 – 3:15 pm	Concurrent Sessions 2
3:30 – 5:00 pm	Concurrent Sessions 3
5:15, 5:30, 5:45 & 6:00 pm	Bus transportation to hotel
7:00 pm (AT HYATT)	Optional Group Dinners
SATURDAY, MARCH 1ST, 2014	
UNIVERSITY OF DENVER STURM COLLEGE OF LAW (SCOL)	
6:30 – 7:15 am (AT HYATT)	Yoga/Mindful Sitting
7:45, 8:00, 8:15 & 8:30 am	Bus transportation to SCOL
8:00 – 9:00 am	Breakfast
9:00 – 10:30 am	Plenary 2
10:45 – 12:15 pm	Concurrent Sessions 4
12:15 – 2:00 pm	Lunch & Town Hall
2:00 – 3:30 pm	Concurrent Sessions 5
3:45 – 5:15 pm	Concurrent Sessions 6
5:15, 5:30, 5:45 & 6:00 pm	Bus transportation to hotel
Evening	On your own
SUNDAY, MARCH 2ND, 2014	
GRAND HYATT DENVER	
6:45 – 7:45 am	Walk/run
7:45 – 8:45 am	Breakfast
8:45 – 10:15 am	Concurrent Sessions 7
10:30 – 11:30 am	Plenary 3 and Closing

Making the Most of Externships 7

Externships 7 offers a wealth of perspective and insight on the world of field placement programs. We know that you will face a familiar problem: too many choices in too few time slots. We know that you will not be able to attend all of the presentations, or even all those you would want to see.

We have tried to ease this problem in several ways. First, we will make as many of our presenters' materials available on the web as possible, so you can browse through them. Second, our plenaries will touch on many of the main conference themes. Third, we will videotape all sessions, and make the videos available for streaming after the conference ends.

We have also added a track of four sessions for new externship clinicians. Our thanks go to the Clinical Legal Education Association ("CLEA"), whose volunteers designed and will deliver these sessions.

GENERAL INFORMATION

WIRELESS CODE

Wireless access is available to guests of the Sturm College of Law.

Username: guest
Password: denverlaw1892

PARKING

Limited parking is available at the University of Denver Sturm College of Law. Should you require parking, please email Leann Steele at lsteale@law.du.edu.

Valet Parking is available at the Grand Hyatt in their covered garage adjoining the hotel. (Porte cochere entrance of Grand Hyatt Denver).

- Overnight parking is available seven days/week for \$33/night USD, includes in and out privileges
- Daily parking is available seven days/week:
 - 0 - 3 hours: \$10 / 3 - 10 hours: \$16 / 10 + hours: \$33
- Oversized vehicle parking is available seven days/week for \$39/day USD (height limit 6'9")
- Self-parking is available for a fee at several parking lots located near the hotel

TWITTER

We will be using Twitter throughout the conference to keep people up-to-date. Please follow us on Twitter @SturmCOL #Externships7.

GUIDEBOOK

The conference schedule is available for mobile download on your smartphone or tablet. Search for Guidebook in the app store. After installation search for Externships 7.

LIGHT RAIL

It is also possible to travel between the Grand Hyatt Denver and the University of Denver via light rail. The closest station to the Grand Hyatt for southbound travel is at 16th and Stout (16th Street Mall). From there you can take either the E, F or H line southbound to the University of Denver Station. It is a 17 minute ride and trains depart about every 10 minutes. Here is a link to the RTD schedule:

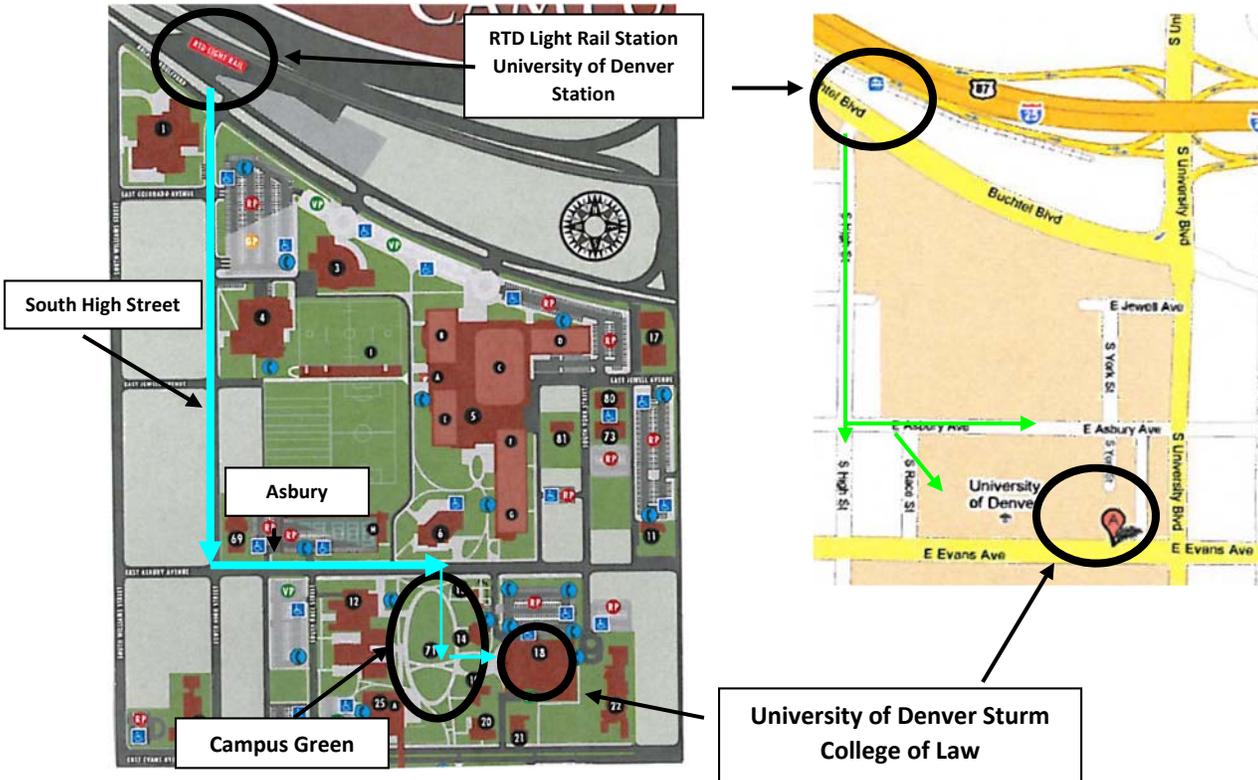
[RTD Schedule for E, F & H Lines](#) or visit www.rtd-denver.com and click on Schedules

WALKING DIRECTIONS FROM LIGHT RAIL TO STURM COLLEGE OF LAW

It is approximately a 10 minute walk from the University of Denver station to the Sturm College of Law.

- After exiting the Light Rail, head towards the traffic light.
- Cross Buchtel Boulevard at the traffic light towards South High Street.
- Continue South on South High Street for two blocks.
- Cross and turn left on East Asbury Avenue. (The Law School is on the right side of Asbury)
- Continue past South Race Street until you reach the campus green (big open grass area).
- Cut through the campus green towards the law school which is the building with the Gold Pointed Tower on top and a large circle flower garden in front of the main entrance. A parking garage is located on the left as well as small buildings on either side which are fraternity houses and the Leo Block Alumni Center.

***FYI: Sturm Hall is located on the west side of the campus green and Sturm College of Law is on the east. They sit right across from one another. Make sure not to go to Sturm Hall!



SCHEDULE OF EVENTS

THURSDAY, FEBRUARY 27

GRAND HYATT DENVER

3:00 – 6:00 pm **Registration** (*Grand Hyatt Lobby*)

6:00 – 8:00 pm **Welcome Reception**
Crystal Peak Ballroom, 38th Floor

FRIDAY, FEBRUARY 28

UNIVERSITY OF DENVER STURM COLLEGE OF LAW

6:45 am **Bus transportation** from Grand Hyatt

7:15 am Denver to University of Denver Sturm

7:45 am College of Law (SCOL)

8:00 am

7:15 – 8:45 am **Breakfast and Ongoing Registration**
SCOL Forum

7:30 – 8:30 am **New Clinicians Meeting: Welcome and Lay of the Land**

SCOL 190

Inga Laurent, Gonzaga University School of Law

Beth Schwartz, Fordham University School of Law

This breakfast meeting is the first of four workshops designed specifically for those who consider themselves “new” to the world of field placements. To help attendees become oriented, we’ll offer an introduction and overview of the Externships 7 Conference. In addition, we’ll describe some of the history and background of clinical legal education and how field placement programs fit within that universe. Lastly, we will identify and discuss some of the “hot topics” in the externship community.

8:45 – 10:30 am **Welcome, Introduction and Plenary 1**
SCOL 165

Ann S. Vessels, University of Denver Sturm College of Law

Martin J. Katz, Dean, University of Denver Sturm College of Law

Plenary 1

How Can Externships Reform Legal Education?

Margaret Martin Barry, Vermont Law School

Cynthia Batt, Stetson University College of Law

Former Chief Justice Michael Bender, Colorado Supreme Court

Martin J. Katz, Dean, University of Denver Sturm College of Law

Alexander Scherr, University of Georgia School of Law (moderator)

This plenary focuses on how externships can reform and even transform legal education. We will discuss both “standard” externships and variations: full-time programs; hybrids; externships integrated into other classes and programs that bridge to post-graduate practice. We will ask how these models may (or may not) alter the delivery of legal education. The panelists bring diverse perspectives: direct service and externship clinicians; outside reformer and inside administrator; skeptic; true believer and pragmatist. We mean to offer insight into the potential of externships and a more informed understanding of how externships can change how your school educates new lawyers.

10:30 – 10:45 pm **Break**

10:45 – 12:15 pm **Concurrent Sessions 1**

1) Dollars and Sense: What Makes Sense for Effective Experiential Education
SCOL 165

After a brief role play involving the Externship Director, the Clinical Director and the Dean on competing concerns involving experiential learning in tight budget years, supported by information obtained from a list-serve survey exploring the development of innovative experiential programs across the country, we challenge the group to develop a plan for the next three years for Anywhere Law School that attempts to balance and justify the importance of all types of experiential learning, in which externship field placements play a prominent role.

Barbara Blanco, Loyola Law School/Los Angeles
Sande Buhai, Loyola Law School/ Los Angeles
Anahid Gharakhanian, Southwestern Law School

2) Career Development Versus Reflective and Substantive Pedagogy: Can This Tension Be Reconciled?
SCOL 155

This session addresses whether the tension between reflective/substantive pedagogy and a focus on career development within externship programs can be reconciled. One solution is to focus on the reflective opportunities that arise in the realm of career development. We will discuss how externship pedagogy can be used in the context of the students’ desire for “marketability.” Examples include reflective journals as a means to develop effective resumes and cover letters, relating self-assessment to the skills

students need to be qualified for jobs, how communication skills can address networking challenges, etc. Issues will be addressed through simulations, hypotheticals and group discussion.

Avis L. Sanders, American University Washington College of Law

3) Through the Looking Glass: Examining Effective Ways to Engage With Students Online

SCOL 190

This concurrent session provides innovative ideas to build an asynchronous online externship seminar. The presenters will feature the Blackboard Learn platform and its many tools. The session will also address ways to overcome associated challenges: (i) encouraging student engagement when students are separated from each other and the professor by time and space; (ii) managing faculty resources and (iii) overcoming technological limitations. The ultimate goal is to offer concrete ideas for effectively delivering course material online that attendees can test in their own programs.

*Reena Parambath, Drexel University School of Law
Tracye Edwards, Drexel University School of Law
Amy Montemarano, Drexel University School of Law*

4) Using “Competency Models” to Frame Externships and Experiential Learning

SCOL 370

This interactive program will provide a roadmap for developing and implementing a “Competency Model” as an alternative to framing field placements and experiential learning by area of practice in law schools. We will cover an introduction to competencies, the components of a competency model and the difference between competencies and benchmarks. Participants will learn how to create a competency framework and we will present two examples of how competencies are being used to frame externships and experiential learning. A group discussion of the benefits and challenges, as well as strategies for using competencies will close the session.

*Sandra Magliozzi, Santa Clara University School of Law
Sue Schechter, University of California, Berkeley, School of Law
Thiadora A. Pina, Santa Clara University School of Law
Nancy Stuart, UC Hastings College of the Law*

5) Externships, Professional Identity Formation and Reform of Legal Education

SCOL 170

Legal educators are being asked to produce “practice-ready students,” a call that goes beyond focus on doctrine or skills. As Carnegie and Best Practices show, producing practice-ready lawyers will require a holistic focus in legal education on the formation of professional identity. We will discuss specific pedagogical approaches from externships (journaling, case

rounds, etc.) and show how that pedagogy can lead the way toward professional identity formation. Moreover, we will provide strategies for externship faculty to take these pedagogies outside the externship class and to bring identity formation into the heart of the curriculum at their schools.

Timothy W. Floyd, Mercer University School of Law

Daisy Hurst Floyd, Mercer University School of Law

12:15 – 1:45 pm

Lunch

Brief Presentation to
Denver Urban Debate League
SCOL Forum

1:45 – 3:15 pm

Concurrent Sessions 2

1) New Clinicians 2: Strategic Program Direction and Design

SCOL 180

Whether you are updating an existing externship program or creating a new one, you will be faced with a wide range of options related to design and structure, which can be both exciting and confusing. In this session, panelists will discuss some of the elements of program design, including: selection of eligible placements and field supervisors; number of hours and credits; geographic limits; models for placing students; tuition and fees; site visits; whether to offer a seminar component and grading. Factors to consider when making choices about program design (e.g., law school mission, available resources) will also be discussed.

*Panelists: Robert Seibel, California Western School of Law
Alexander Scherr, University of Georgia School of Law
Moderator: Esther Park, University of Washington School of Law*

2) The Complex World of In House Counsel Practice: How to Create and Structure a Corporate Externship Program, with a Focus on Values and Professional Identity

SCOL 165

This presentation explores the world of In House Counsel externships, with a focus on both the field placement and the graded seminar. We will discuss how to create and structure a program that engages in house counsel, students and the corporate and commercial doctrinal faculty. This session will also focus on the In House Counsel Seminar and explore the ways in which it provides context for the field experience. We will conduct a mock class that pushes participants to consider how their own values and professional identity intersect with the profit motive of private entities.

*Ann Vessels, University of Denver Sturm College of Law
Cecily Banks, Roger Williams University School of Law
Wayne Chancellor, AngloGold Ashanti Americas Inc.
Andrew Morrison, MarkWest Energy Partners, L.P.*

3) “WOW! What a Clerkship!” How to Maximize Law Students’ Judicial Externships by Jumpstarting the Classroom Experience

SCOL 370

As the legal environment changes and the demand for judicial externships grows, externship faculty find themselves teaching more students. This session tackles a fundamental challenge associated with judicial externships – how to compliment the student’s courtroom experience with skills learned in the classroom. Session attendees will learn tangible things they can use in their judicial externship courses. Come learn different approaches and creative teaching models that can be integrated into your curriculum. Through thoughtful design and evaluation, externship faculty can develop themes to concentrate on the preparation students need to be successful judicial externs, such as ethics, writing and judicial decision-making.

Amany Ragab Hacking, Saint Louis University School of Law

4) Full-Time Immersion Field Placement Programs: Different Animal or Just More of a Good Thing?

SCOL 255

This session focuses on the myriad learning opportunities in full-time, immersive field placement programs. These programs have proliferated. Designs include city-specific programs with on-site clinicians, “find your own placement” programs with remote clinicians and others. This session explores the educational goals and theories of such programs and identifies critical design decisions. We will discuss whether these programs offer unique opportunities not available through other externship approaches. We will consider both novice and expert perspectives, offer handouts of key design decisions and leave participants able to create or to redesign programs with a clearer sense of the options.

*Laurie Barron, Roger Williams University School of Law
Eden Harrington, University of Texas School of Law
Terry Turnipseed, Syracuse University College of Law*

5) Thinking and Working Inside and Outside the Box: Hybrid Clinical Externship Programs

SCOL 499

This presentation will provide participants with the knowledge and tools to develop and implement a hybrid clinical externship program. Topics include an overview of the hybrid model and a discussion of the advantages of hybrids for law schools, law students, courts and communities. Faculty from Atlanta’s John Marshall School of Law will describe their experience creating the Family Law Intensive Externship Clinic, and faculty from the University of Denver will discuss DU’s new Hybrid Immigration Externship Program. The

presentation will conclude with an exercise to assist participants in developing their own hybrids, and the distribution of a checklist and other materials.

*Renata Turner, Atlanta’s John Marshall Law School
Bridgett Ortega, Atlanta’s John Marshall Law School
Lisa Graybill, University of Denver Sturm College of Law*

3:15 – 3:30 pm

Break

SCOL Forum

3:30 – 5:00 pm

Concurrent Sessions 3

1) Replicating Reality: Mobilizing the Classroom to Simulate Societal Dynamics Related to Social Justice to Explore the Complexity of Working for Change

SCOL 190

As teachers, we may not always focus on how we interact with complex social and systemic dynamics; but it is critical to help students understand how these dynamics impact their work. This session draws from disciplines that teach systems theory to help us to develop more nuanced-thinking social justice lawyers. We will run a classroom simulation adapted from and focused on a controversial community issue. Selecting real life roles, participants will work in groups to address the core issue. Afterwards, we will explore group and systemic behavior and link the simulation to dynamics at play in the “real world.”

*Evangeline Sarda, Boston College Law School
Amy Reichbach, University of Massachusetts School of Law – Dartmouth*

2) Externships: Do They Directly or Indirectly Impact Job Placement and Career Development? What Might That Teach Us for the Future Of Legal Education?

SCOL 170

What is the connection between career development, job placement and externships? Law school faculty and deans, career counselors, practicing attorneys and bar associations are debating this question, focusing on reform of law schools, on practice readiness and on declining enrollment. This presentation presents the results of a study that assesses the impact of externships on employment. The study follows three years of graduates, their clinical concentrations and eventual job placement. The results will prompt discussion of whether career development is an appropriate goal of externships, and a brainstorming session on how this information can impact educational reforms and innovations.

*Lisa C. Smith, Brooklyn Law School
Karen Porter, Brooklyn Law School*

3) Maximizing Your Resources, Maximizing the Experience: Implementing a Classroom Component for Large, Diverse Externship Programs
SCOL 180

The classroom component of a legal externship program is critical to a student’s experiential education. Designing an effective reflective course component for a legal externship program can be challenging. This is particularly true for law schools with large and diverse externship programs, which are tasked with crafting interesting and relevant class components for students with placements that may have very little in common. The presentation will describe two different large and diverse externship programs and their classroom component designs. We will also discuss practical solutions for these settings as well as those of the attendees.

Sarah Shalf, Emory University School of Law
Jessica Tillipman, The George Washington University Law School

4) Challenges and Benefits of Distance Learning in Experiential Placements
SCOL 125

This moderated panel discussion will explore different methods of building an effective classroom component for "distance" externship courses and externship courses with an online component. Discussion topics will include technology choices, methods of building connectivity between students and with individual students and generally just "what works" and "what doesn't work" in managing and teaching an online externship course. Panel members will provide syllabi, lesson plans, and technology guides and recommendations.

Jeffrey Brooks, Louisiana State University Law Center
Christine Cerniglia Brown, Loyola University New Orleans College of Law

Meta Copeland, Mississippi College of Law
Jennifer Kinsley, Northern Kentucky University Salmon P. Chase College of Law
Amy Sankaran, The University of Michigan Law School
Jean Whitney, UNLV Wm. S. Boyd School of Law

5) Identifying and Meeting Best Practices in Externships for Part-Time and Evening Division Students
SCOL 280

How do we deliver externships for evening students, whose schedules present numerous challenges? How can we meet ABA standards and satisfy student need for hands-on experience during a time of diminishing resources? This session offers a problem-solving workshop to consider creative solutions to these obstacles. We review the diversity of models at different schools. Then, in small groups, participants will outline classes using these models, including opportunities across the law school curriculum, enhanced use of technology and other collaborations. The full group will discuss reports from small groups. Participants will return to their schools with drafts for further action.

Dena R. Bauman, University of the District of Columbia David A. Clarke School of Law
Jodi Nafzger, Concordia University School of Law
Lori Church, 3LE, University of Denver Sturm College of Law

5:15 pm	Bus Transportation to Grand Hyatt
5:30 pm	
5:45 pm	
6:00 pm	
7:00 pm	Optional Group Dinners
	<i>Meet in lobby of Grand Hyatt Denver</i>

SATURDAY, MARCH 1

UNIVERSITY OF DENVER STURM COLLEGE OF LAW

6:30 – 7:15 am	Yoga/Mindful Sitting Grand Hyatt Crystal Peak B-C
7:45 am	Bus transportation from Grand Hyatt to University of Denver Sturm College of Law (SCOL)
8:00 am	
8:15 am	
8:30 am	
8:00 – 9:00 am	Breakfast <i>SCOL Forum</i>
9:00 – 10:30 am	Plenary 2 <i>SCOL 165</i> How Can We Answer The Call To Reform Legal Education When We Agree On Nothing? Developing Principles And Ranges Of Acceptability & Excellence <i>Jeffrey R. Baker, Pepperdine University School of Law</i> <i>Barbara Blanco, Loyola Law School</i> <i>Avis L. Sanders, American University Washington College of Law</i> <i>Carolyn Wilkes Kaas, Quinnipiac University School of Law (moderator)</i> <i>Daniel M. Schaffzin, Cecil C. Humphreys School of Law (moderator)</i>
10:30 – 10:45 am	Break
10:45 – 12:15 pm	Concurrent Sessions 4

We look inward for Plenary 2. Externship pedagogy has emerged with diversity and creative adaptations that we celebrate. At the same time, to assure we can keep the educational promises we make to our students, we seek to define the outer contours of acceptable practices and values by examining three key features of externship design and delivery: Classroom and Reflection Tools, Placement Approaches and Maintaining Relationships with Field Supervisors. We aspire to help externship faculty rethink their choices, assist new faculty with initial design and provide support for advocacy with law school administrators to assure realistic and adequate resources.

1) New Clinicians 3: The Academic Component: It Doesn't Have To Be Dull
SCOL 165

When externships require an academic component, it can be a challenge to provide one that students don't see as a waste of time. This session will simulate an actual class session, with real students, using clips from movies and television to spark student involvement and discussion. After the simulated class session, the presenters and students will take questions from

the audience. The goal is to give new clinicians encouragement to provide academic components that students perceive as a useful part of the externship experience, as opposed to "one more stupid requirement."

Hon. Robert L. McGahey, Jr., Colorado District Courts, 2nd Judicial District

Mark Caldwell, Esq., National Institute for Trial Advocacy

2) Tweets, Tags 'n' Trolls: The Role of Social Media in Law Students' Professional Development
SCOL 280

We live in a world that is increasingly inundated by social media platforms. Generally speaking, the legal profession has been resistant to social media but is gradually developing a working relationship with it. Law schools should reflect on how they may best educate their students to engage with social media in a productive, healthy and thoughtful way. Through discussion and lesson plan design suggestions, this presentation will consider how and why externship programs may incorporate social media into their respective curriculum. Specific emphasis will be placed on the positive role that social media may have on law students' professional development.

Juliana Siconolfi, The George Washington University Law School

3) The Component Classroom: Empowering Students in Diverse Placement Settings to Construct Customized Seminar Experiences
SCOL 190

The Component Classroom transforms the standard for delivering value to students in diverse placements. This new model provides an adaptive structure, easily disassembled and reconfigured by both instructors and students; designed to provide opportunities for skill training and reflection responsive to student goals. The template encourages self-directed learning, requiring students to choose from numerous classes that span a broad range of competencies, taught by a roster of instructors from throughout the Law Center. The presentation will examine the paradigmatic shift towards practice-ready graduates, and how a new educational model can enhance the robust learning available through the externship component classroom.

Carmia Caesar, Georgetown University Law Center

4) Training the People Who Train Our Students: Common Threads and Lessons Learned
SCOL 170

With calls for growth and expansion of field-placement programs, externship clinicians have relied on an increasingly broad range of individuals including field supervisors, adjuncts,

judge's law clerks and non-clinical faculty members to oversee placements and directly supervise students. This concurrent session will focus on this unique challenge facing externship clinicians – the need to design and deliver audience-appropriate externship training to this diverse group of individuals – and will create a forum for ideas about how to address the varied audiences by identifying common themes and lessons learned from the presenters' and participants' experiences with externship training.

Paul Bennett, University of Arizona, James E. Rogers College of Law

Lorraine Gin, University of Arizona, James E. Rogers College of Law

Seanna Howard, University of Arizona, James E. Rogers College of Law

Kendall Kerew, Georgia State University College of Law

Renata Turner, Atlanta's John Marshall Law School

5) **Beyond Best Practices: Externships in the New Best Practices Publication**

SCOL 125

The forthcoming book, *Building on Best Practices*, will respond to the rapidly evolving landscape in legal education, and address areas not covered in the first book, *Best Practices for Legal Education* (2007), or where change has been significant. The editors believe that externship pedagogy is decidedly different than it was in 2007, and plays an important role in enhanced experiential opportunities. Because this is a diverse area, the externship chapter will define the contours of acceptable practices in key features of externship design and teaching. We are seeking input and discussion of the draft of the chapter from our community.

Carolyn Wilkes Kaas, Quinnipiac University School of Law

Deborah Maranville, University of Washington School of Law

12:20 – 2:00 pm

Lunch & Town Hall

SCOL Forum

Current Issues in Externships: ABA, State Reform and the Department of Labor

Robert Kuehn, Washington University Law

Claudia Angelos, New York University School of Law

Bernadette Feeley, Suffolk University Law School

AALS Clinical Section Externship Committee (moderator)

CLEA Externship Committee (moderator)

2:00 – 3:30 pm

Concurrent Sessions 5

1) **Learning from Practice Listening Tour**

SCOL 180

Externships I in 1998 coincided with publication of *LEARNING FROM PRACTICE*, which remains the only general externship text. The editors of the new edition have polled externship clinicians; this session furthers our goal of listening to the needs of the externship community. We will describe our current plans, but plan for open discussion on how to maximize the book's usefulness to students and teachers. We seek feedback on how the book can advance reform and on other matters: topics to include; teaching resources to add; method of delivering the text and the most effective tone for reaching students.

Leah Wortham, Columbus School of Law at The Catholic University of America

Susan Brooks, Drexel University School of Law

Nancy Maurer, Albany Law School

2) **Emerging Issues in For-Profit Placements: The DOL Letter**

SCOL 170

In September 2013, the Department of Labor issued a letter concerning unpaid externships in law firms. The letter is open to various interpretations, but one possible interpretation is that law students may only work on pro bono matters when participating in unpaid law firm externships. Another is that law firm externships remain valid as long as student time is not billed and the six part DOL test is met. This workshop will explore how law schools are dealing with the letter.

Bernadette Feeley, Suffolk University Law School

Carolyn Young Larmore, Chapman University Dale E. Fowler School of Law

3) **Structuring Learning Objectives for the Classroom Component of Externships that Offer Multiple Semesters in One or More Field Placements**

SCOL 190

This session will focus on assisting externship faculty who are already teaching or are interested in developing a classroom component for externship programs that offer multiple semesters in one or more field placements. Our presentation will be relevant for "generic" externship courses, as well as more specialized courses. The discussion will focus on identifying and expanding appropriate learning outcomes in these courses. In addition, we will share examples of course materials, exercises and assignments that might be considered for use in the classroom component.

Jennifer Gundlach, Maurice A. Deane School of Law, Hofstra University

Hon. Ann Pfeiffer, Syracuse University College of Law

4) Bridging Theory and Practice: The Case for Subject Specific Externship Classes
SCOL 125

How can the reform of legal education balance teaching of legal theory with provision of practical experience to students? Subject specific externship classes address this challenge. Focused externships not only teach legal theory enhanced by student experience; they can also reduce large class sizes and solve the problems of finding class material relevant to diverse placements. This session offers tools and arguments to persuade deans and doctrinal faculty to support subject specific externships. Participants will role play a meeting with a dean and faculty, and will receive sample syllabi and lists of the benefits of subject specific classes.

Maureen Stratton, Northwestern University School of Law
Cindy Wilson, Northwestern University School of Law

3:30 – 3:45 pm

Break

SCOL Forum

3:45 – 5:15 pm

Concurrent Sessions 6 and Works in Progress

1) A Unique Model for Judicial Externships: Students as Externs in the Problem-Solving Courts
SCOL 125

In a Felony Youth Offender Court, law students serve as prosecution, defense and judicial externs in unique ways. Although they work in different capacities, they share a goal: to holistically address problems faced by youthful criminal defendants. This presentation describes the court's objectives and the roles and tasks for externs throughout the program. We will divide attendees into diversion teams where they will engage in activities similar to those asked of law students: assessing eligibility for the part, determining appropriate treatment plans based upon psychosocial/ psychiatric assessments provided and negotiating pleas and deferred sentences for defendants accepted into the program.

Myra E. Berman, Touro College Jacob D. Fuchsberg Law Center

2) Creating a One-Time Placement Credit Option to Allow for Future Adoption and Flexibility, Thoughtful Management and Increased Student Opportunities
SCOL 180

A common and sometimes challenging scenario involves externship opportunities that arise at the last minute or in situations suggesting a one-time placement. This presentation will discuss the newly created Supervised Externship Placement (SEP) vehicle at the presenter's law school, which not only allows flexibility for a field placement with an entity for which there is no existing externship with the law school, but also placement assessment and community networking opportunities for all involved. This interactive presentation will discuss the relevant ABA Standards, approaches at other

law schools, and issues in adopting and implementing one-off externship opportunities.

Joel Schumm, Indiana University Robert H. McKinney School of Law

Carrie Hagan, Indiana University Robert H. McKinney School of Law

3) Developing and Implementing a Jamaican Child Welfare Virtual Internship Program
SCOL 170

This presentation will focus on the recent development of a virtual externship program between Suffolk University Law School and the Office of Child Advocate in Jamaica. This presentation will highlight the structure of this unique program from the assignments of Jamaican child welfare projects to Suffolk Law students to the involvement of Jamaican child welfare attorneys in the virtual teaching and supervision of the Suffolk Law students.

Mary Sawicki, Suffolk University Law School

4) Works in Progress 1 (2 topics)
SCOL 190

Large Externship Programs

Externships have a central place in educating the current generation of law students. Since the mid-1990's, enrollment in externships has surpassed enrollment in in-house clinics; enrollment continues to grow. This paper examines this growth, looking at the 95 schools that have achieved high levels of externship availability since 2006, including the 30 schools with the highest availability. Instead of structuring externships like clinical courses, most of these schools use an "apprenticeship" model. This article argues that the "apprenticeship" model is the single most important factor influencing externship growth, more so than ranking, location or size of the school.

James Backman, James Reuben Clark Law School

Co-ops and Field Placement Programs

This presentation will investigate whether law schools add value by reforming a law student's educational experience to require students to participate in a cooperative legal education program (co-op) or another experiential learning opportunity prior to graduation. The presentation will address whether co-ops provide a valuable learning experience to law school students to justify the time, opportunity costs, and tuition dollars to students versus externships or clinics. In addition, the role of field supervisors of co-ops as agents for student learning and educational reform in for profit placements in law firms and companies will be discussed and the resulting consequences.

Emma L. Best, Charlotte School of Law

5) Works in Progress 2 (2 topics)

*SCOL 280***Wringing every last drop from externship learning: writing and skills on site, reflection in the classroom****Field Placements and Satisfying the ABA Professional Skills Requirement**

Academic rules requiring law students to earn skills or writing credits are widespread. But many schools do not allow Externship to “count” in fulfillment of such mandates. Why not? So far, results from a survey shows many, but not all, schools recognizing skills in externship, but almost none recognizing writing. There seems to be a near-universal preference for academic writing over practical writing, and for faculty supervision over supervision by field supervisors. How concerned should we be?

Harriet N. Katz, Rutgers School of Law

What Externship Teachers Do: Toward a Clinically-Grounded Externship Pedagogy

Can externship teaching help students develop the crucial lawyering habit of critical self-reflection? How can externship teachers elicit student reflection on fieldwork, even given disparate placements in some classes and the fact that externship teachers aren’t supervising student legal work? This project explores ways to use fundamental in-house clinical teaching methods such as simulations and rounds in externship seminars.

Becky Rosenfeld, Cardozo School of Law, Yeshiva University

5:15 pm	Bus transport to Grand Hyatt
5:30 pm	
5:45 pm	
6:00 pm	
6:00 pm	Evening on your own

SUNDAY, MARCH 2

GRAND HYATT DENVER

6:45 am – 7:45 am	2-mile or 5-mile Walk/Run <i>Meet in lobby of Grand Hyatt</i>
7:45 – 8:45 am	Breakfast <i>Hyatt Mt. Evans Ballroom</i>
8:45 – 10:15 am	Concurrent Sessions 7

1) New Clinicians 4: Seizing On The Opportunities and Challenges Of The Field Supervisor Relationship
Hyatt Mt. Elbert A

In response to the call for practice-ready graduates, many law schools have given increased attention to externship programs. This increased attention brings into sharp focus the need to develop, nurture and manage relationships with field placement supervisors. To facilitate students' learning experiences, externship clinicians need to effectively communicate experiential learning pedagogy, expectations for student supervision and successful supervisory learning and teaching techniques. This session will focus on the opportunities and challenges externship programs encounter when working with field supervisors. Emphasis will be placed on offering ideas and suggestions to new clinicians for developing the relationship between program and field supervisor.

Kendall Kerew, Georgia State University College of Law
Daniel Schaffzin, University of Memphis Cecil C. Humphreys School of Law
Kelly Terry, University of Arkansas at Little Rock William H. Bowen School of Law
Robert Truhlar, Truhlar and Truhlar

2) Innovations in Externships as Professional Development—Student Counseling, Seminar Options, Self-Assessments, Practice Groups and CLE's
Hyatt Pikes Peak

Seattle University Law School has a large, well-established externship program with two teaching faculty. This session will describe their innovative approach—one that combines self-assessment and skills assessment generally with several innovative initiatives—to develop students' career paths and prepare them for practice in their chosen field. These include: counseling and assistance to students in selecting externships throughout their law school career; an externship seminar component that allows students to choose among various learning options; the promotion of student attendance at CLE's and conferences; the establishment of student/attorney practice groups and the enhancement of student reflection in all these activities.

Gillian Dutton, Seattle University School of Law
Elizabeth Ford, Seattle University School of Law

3) Homeland, The Wire, Friday Night Lights and Helping Externship Students Understand Privilege and Navigate Difference
Hyatt Mt. Elbert B

Externs often interact with and counsel clients whom are very different from them. This may be especially true for students representing low-income clients and clients of color – clients who face obstacle after obstacle, day after day. Some supervisors train students to work effectively with clients; others do not. It is the seminar professor's role to ensure students learn how to communicate appropriately with clients and understand the privilege (or lack thereof) that both they and clients experience. This session offers strategies to assist students in developing awareness of identity and privilege, and understanding challenges posed by structural poverty and racism.

Alexi Freeman, University of Denver Sturm College of Law

10:15 – 10:30 am	Break
10:30 – 11:30 am	Plenary 3 <i>Hyatt Mt. Evans Ballroom</i> Why Our Work Matters <i>Judge Robert Blackburn, United States District Court, District of CO</i> <i>Charlene Krogh, Dorsey & Whitney</i> <i>Michael Kugler, 4LE University of Denver Sturm College of Law</i> <i>Don Toussaint, City Attorney's Office, City of Aurora</i> <i>Kyle Velte, University of Denver Sturm College of Law</i> <i>Sue Schechter, University of California, Berkeley, School of Law</i>

As Externships 7 closes, we want to reflect on the past weekend and to ask 'Why Our Work Matters.' We will facilitate a discussion between a federal judge, attorney supervisor, former extern and field placement student, and a faculty supervisor. The group will offer viewpoints on running a successful field placement/externship program. We hope attendees will leave with a renewed sense that, despite the obstacles and barriers we all face, our work makes a difference to students, placements, the legal profession and the broader community.

CONFERENCE PLANNING COMMITTEE

Ann Vessels, Chair
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Quinnipiac University School of Law

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In addition, the committee gratefully acknowledges the support of the Association of American Law Schools Section on Clinical Legal Education, for providing funding for transportation between the Grand Hyatt Denver and the University of Denver Sturm College of Law.



Association of American Law Schools