



March 3 – 6, 2016

Cleveland-Marshall College of Law

www.law.csuohio.edu/x8

SCHEDULE OF EVENTS

Overview

Externships 8 begins with a reception on Thursday and continues with two and one-half days full of ideas, creativity, and collaboration on externship pedagogy. Friday is a full day, including a plenary, three sets of concurrent sessions, a town hall, a reception, and organized dinners. Saturday includes another plenary, two more sets of concurrent sessions, and time for committees and affinity groups. Saturday ends early, at 3 p.m., to give people time to explore Cleveland and network with colleagues. Sunday runs until noon, and includes another plenary and another round of concurrent sessions. We will have information about sights to see and restaurants available on the website and during registration.

THURSDAY, MARCH 3, 2016

METROPOLITAN AT THE 9

5:00 – 8:00 pm **REGISTRATION, The Vaults at Metropolitan at the 9**

6:00 – 8:00 pm **WELCOME RECEPTION, The Vaults at Metropolitan at the 9**

FRIDAY, MARCH 4, 2016

CLEVELAND-MARSHALL COLLEGE OF LAW

7:00 – 8:45 am **BREAKFAST & REGISTRATION, Law School Atrium**

7:30 – 8:30 am **New Clinicians Session I: Introduction and Orientation, Room LB 60**

Inga Laurent, Gonzaga University School of Law
Beth G. Schwartz, Fordham University School of Law

This meeting is the first of four workshops designed specifically for those who consider themselves new to clinical teaching and/or externships. To help orient new teachers, the meeting will offer an introduction and overview of the conference. New teachers will also learn the history of field placement programs and how they fit within the larger world of clinical education. Lastly, some of the current “hot topics” in externships will be highlighted.

8:45 – 10:30 am WELCOME, INTRODUCTION AND OPENING PLENARY, Moot Courtroom

OPENING PLENARY

Wendy Bach, University of Kentucky College of Law
Phyllis Goldfarb, George Washington University Law School
Donna Lee, CUNY School of Law
Daniel Schaffzin, University of Memphis Cecil B. Humphreys School of Law
Alexander Scherr, University of Georgia School of Law
Ann Shalleck, American University Washington College of Law

This plenary will present methods and materials to help structure conversations about evaluating proposals for new experiential offerings. We will share experiences of various law schools with new forms of experiential learning, with particular focus on courses in which students work under supervision from outside the law school. We intend to help participants identify the benefits and risks of new forms of experiential learning, to navigate the challenges of deciding whether to endorse or oppose these proposals, and, when appropriate, to strengthen new experiential offerings by sharing clinical teaching pedagogies between in-house clinics, externship courses, and other experiential courses.

10:30 – 10:45 am BREAK

10:45 – 12:15 pm CONCURRENT SESSIONS 1

BENEFITS OF COLLABORATION – Room LB 60

Nira Geevargis, University of San Francisco School of Law
Thiadora Pina, Santa Clara University School of Law
Jory Steele, Stanford Law School
Colleen Truden, McGeorge School of Law, University of the Pacific

BACE, the Bay Area Consortium on Externships was created to allow for greater collaboration between Northern California law schools and the many judicial, governmental, and non-profit law offices where their students are placed. During this session, members of BACE will discuss why collaboration is crucial to their programs’ success. The presenters will share concrete ways in which their programs are enhanced through collaboration including the development of seminar topics, shared forms and supervisor training and the coordination of supervisor training and recognition events. The presenters will also make their shared forms and supervisor training materials available for conference attendees.

**INTERNATIONAL EXTERNSHIPS: THEIR EMERGING VALUE TO STUDENTS, FACULTY AND ADMINISTRATORS
ROOM LB 208**

Gillian Dutton, Seattle University School of Law
Lisa C. Smith, Brooklyn Law School

This session will discuss the benefits that international externships provide to students in an increasingly global economy. The presenters will identify the types of opportunities available around the globe with special emphasis on finding placement options for a wider range of students. The presenters will also identify

ways in which a community of externship educators is collaborating to resolve common issues with international placements including liability issues, limited travel budgets, finding appropriate placements and cross-cultural communication and competencies. Persons attending the workshop will collaborate to identify strategies for overcoming barriers to creating international experiences for law students. The strategies identified will be shared with the current AALS Subcommittee on International and Semester in Practice Externships. The presenters will also share the resources and approaches discussed by the AALS Subcommittee on Remote and International Placements.

USING LFP III FOR EFFECTIVE EXPERIENTIAL TEACHING – IT’S NOT JUST FOR EXTERNSHIPS ANYMORE! ROOM LB 237

Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Nancy M. Maurer, Albany Law School
Alexander Scherr, University of Georgia School of Law
Leah Wortham, Columbus School of Law, The Catholic University of America

The facilitators are the co-editors of *LEARNING FROM PRACTICE: A TEXT FOR EXPERIENTIAL LEGAL EDUCATION, THIRD EDITION*. The new subtitle for the book, *It’s Not Just For Externships Anymore!*, reflects this edition’s design to be useful not only in externships but also other types of experiential teaching, e.g., in-house clinics, simulation courses, components of doctrinal courses, transition-to-practice programs. The session will highlight parts of the book the editors believe have the widest possible applicability across different types of courses and will engage participants in a teaching demonstration using material from the book on the topic of reflection. Persons attending this session will gain new ideas for addressing important topics in externship courses as well as learn effective techniques for integrating experiential methods into other courses.

THE MINDFUL SUPERVISOR: WORKING WITH OUR SUPERVISING ATTORNEYS TO ENSURE A HIGH-QUALITY EXPERIENCE, Room LB 11

Laurie Barron, Roger Williams University School of Law
Sunil Ramalingam, University of Idaho College of Law
Amy Sankaran, University of Michigan Law School
Sue Schechter, UC Berkeley School of Law

This session will focus on the ways in which externship faculty specifically and intentionally engage field supervisors in the educational mission of the externship. The presenters direct externship programs and each has a different perspective on investing in their relationships with field supervisors. The presenters will specifically discuss engaging with supervisors at four separate stages, 1) the screening, vetting and approval process, 2) preparing for a student’s arrival, 3) during the externship, and 4) after the externship. The session will be an interactive one that encourages participants to examine practices critically, engage in dialogue about the pros and cons of various approaches and explore new ideas about the most effective ways to ensure that field supervisors are working effectively with students in a reflective and mindful manner.

FINDING TRUE NORTH: FOSTERING STUDENTS’ FORMATION OF PROFESSIONAL IDENTITY SO THEY CAN DEVELOP GUIDING PRINCIPLES FOR PRACTICE, ROOM LB 12

Tim Floyd, Mercer University Walter F. George School of Law
Kendall L. Kerew, Georgia State University College of Law
Kelly Terry, University of Arkansas at Little Rock William H. Bowen School of Law

In light of the renewed emphasis on graduating new lawyers who are ready for practice and can “hit the ground running,” the formation of professional identity in emerging lawyers is more important than ever. This session will focus on opportunities to develop our students’ professional identities in the externship classroom. Because externships provide students with an opportunity for personal exploration, while at the same time providing an opportunity to engage in an objective critique of the legal profession, externship

pedagogy is uniquely situated to provide students with a springboard to integrate their personal identity with their emerging professional identities. The session will: 1) explore the foundations of forming a professional identity, 2) identify methods to teach students about how to form a professional identity, and 3) discuss methods for measuring progress in the formation of that identity.

12:15 – 2:00 pm LUNCH & TOWN HALL, Moot Courtroom

The Town Hall will review current events relating to externships in legal education and the law. We will describe and hold open discussion on the newly proposed ABA Accreditation Standards for field placement programs and on the “paid externship” issue. We will also discuss changes to state bar admission requirements and developments in FLSA litigation related to externships. The Town Hall will close with description of and invitation to join the work of the AALS Clinical Section’s Externship Committee and CLEA’s Externship Committee.

2:00 – 3:00 pm CONCURRENT SESSIONS 2

THE CRAFT OF TEACHING AND ME: A MINI-WORKSHOP ON FACING DOWN OUR CLASSROOM TEACHING CHALLENGES – ROOM LB 60

Inga Laurent, Gonzaga University School of Law
Becky Rosenfeld, Cardozo School of Law
Sue Schechter, University of California-Berkeley Law

This session will provide externship educators an abbreviated, intensive opportunity to address challenges we face in teaching field placement classes. As individuals and a community, we will harness our own resourcefulness and expand our capacity for reflective teaching. We will brainstorm examples of teaching challenges such as keeping student attention, summoning legitimacy as non-in-house/non-stand-up faculty, talking too fast, or not having enough time to feel prepared. We will break into small groups where each participant will articulate a pressing teaching challenge and generate practical responses and strategies. We will reconvene, share challenges and propose solutions. Volunteers will role-play new strategies. We will share resources such as written materials to strengthen teaching. Participants will walk away with at least one concrete idea about how to teach more effectively and confidently.

AGAINST THE CURRENT: WHEN CONCURRENT EXTERNSHIPS MAKE SENSE – ROOM LB 11

Cynthia A. Baker, Indiana University Robert H. McKinney School of Law
Joel M. Schumm, Indiana University Robert H. McKinney School of Law

This interactive session will explore the advantages and disadvantages of allowing students to enroll in concurrent externships with different placements. The presenters will also review policies from a variety of law schools in considering the advantages, disadvantages, and nuances of allowing concurrent externships. Attendees will leave with an understanding of whether and how concurrent externships can be a positive, complementary aspect of the J.D. Program of Education and how concurrent externship placements should be managed.

EXTERNSHIPS: DIGITALLY ENHANCED FOR YOUR LEARNING PLEASURE – Room LB 12

Denise Platfoot Lacey, University of Dayton

As the demand for experiential education grows, more and more schools will consider integrating technology into their externship courses as an effective means to provide guided reflection to students. During this session, participants will collaborate with each other to examine the unique challenges that an online environment can pose in an externship course. Session participants will collectively create their own list of

common challenges that externship faculty face in online teaching. Participants will consider best practices in designing an online externship course and will work together to identify methods for resolving each of the challenges on the list. By the conclusion of the program, participants will be armed with practical techniques to design or modify their own online course in order to enrich their students' externship experiences.

ENHANCING THE EXTERNSHIP EXPERIENCE THROUGH THE USE OF SHARED JOURNALS – Room LB 208

Mark I. Weinstein, California Western School of Law

Externship courses at most schools have both fieldwork and seminar components. Most also require students to write journals to deliver to the faculty member. But a disparity can occur between the depth of discussion in the journals and the depth of discussion in the seminar. In comparison to student journals, students can seem unwilling to discuss issues in depth. It can seem as if two different conversations occur, one in the journals and the other in classroom discussions. This session explores what happens when students are asked to post their journals to a public forum, such as TWEN. It discusses the use of confidentiality agreements, assesses changes in the faculty role, and identifies the benefits both to classroom discussions and to student journal-writing.

THE PAST AND FUTURE OF EXTERNSHIPS – ROOM LB 237

Cynthia Batt, Stetson University College of Law
Christine Cerniglia Brown, Loyola University College of Law, New Orleans
Harriet Katz, Rutgers School of Law

In this session, a panel of “older” and “newer” externship faculty will explore the past and the future of externships. Over the last two decades, externship faculty embraced the distinct features of externship pedagogy, including shared supervision, real practice, and the teaching of legal practice with the intentional integration of theory, skills, and professional values. Recently, *Building on Best Practices* articulated best practices for externships. ABA Standard 303(a)(3) raises questions of how externship, simulation, and clinic courses fit together, and are sequenced. Given our history and these recent developments, the panel will explore, 1) where externship scholars should focus their attention now and in the future, 2) what issues and subject matter are important to externship teachers today and tomorrow, and, 3) how learning outcomes connected to teaching practices and assessments. Session participants are encouraged to discuss these issues with the intent that participants develop their own agendas of issues.

3:00 – 3:30 pm

BREAK

3:30 – 5:00 pm

CONCURRENT SESSIONS 3

NEW CLINICIANS SESSION TWO: FIELD PLACEMENT PROGRAM DESIGN, Room LB 60

In this session, we will examine some of the common elements related to the design and structure of externship programs, including: eligibility criteria for placements and site supervisors; other fieldwork requirements; models for matching students and placements; development of the academic component; credit allocation; establishing learning outcomes and assessment tools; and more!

Robert L. Jones, Notre Dame Law School
Helene Yatrakis McNanna, Fordham University School of Law
Amy Sankaran, The University of Michigan School of Law
Sarah Shalf, Emory University School of Law

GIVING CREDIT WHERE IT'S DUE: CHALLENGES AND OPPORTUNITIES OF THE ONE-CREDIT SEMINAR, Room LB 11

Jodi S. Balsam, Brooklyn Law School
Jennifer Maily, University of Connecticut School of Law
Marjorie Silver, Touro College Jacob D. Fuchsberg Law Center

Externship faculty responsible for curriculum and course design have experimented with a variety of approaches to the one-credit seminar, meeting with varying levels of success. A panel of experienced externship directors will first present survey data on externship seminars nationwide, and briefly describe their experiences teaching in diverse programs. The panel will lead a structured conversation of six important attributes of externship seminar design: (1) seminar learning outcomes; (2) class size and composition; (3) class schedule and timing; (4) in-class activities; (5) out-of-class assignments; and (6) assessment and grading. The presenters will share their collective wisdom and brainstorm new ways to motivate and engage students in this classroom setting. Through moderated discussion and small group work, participants will collaborate on how to design seminar features to optimize the student experience in a one-credit course.

INSIDE OUT: HELPING STUDENTS MANAGE EMOTIONAL REACTIONS AND LEARN FROM CORRECTIVE FEEDBACK, Room LB 237

Courtney Q. Brooks, University of New Hampshire School of Law
Sally C. Gertz, Florida State University College of Law
Reena E. Parambath, Drexel University Thomas R. Kline School of Law
Margaret E. Reuter, Indiana University Maurer School of Law
Janine M. Zanin, University of North Carolina School of Law

On an intellectual level students want feedback, including critical feedback. Nonetheless, students often react strongly or have genuine difficulty coping with failure, constructive or negative feedback, or unwelcome news of any kind. This session is designed to explore the student feedback experience and how externship faculty can prepare, coach, and support students through this learning process. The presenters will use case studies and role playing exercises to create an interactive session ripe for peer learning (and ripe for re-purposing as a unit in your externship seminar). Participants will learn a set of approaches and specific actions to: 1) prepare their students to seek and reap the benefits of feedback, 2) to notice where and when students are not processing feedback well, and, 3) to coach students through this learning channel as it unfolds over the semester.

FIELD (PLACEMENT) OF DREAMS: IF YOU BUILD IT, WILL THEY COME?, Room LB 208

Carolyn Young Larmore, Chapman University Dale E. Fowler School of Law
Malissa Barnwell-Scott, USC Gould School of Law

Externship directors work to build programs that provide a wide variety of legal experiences, cultivating existing relationships and reaching out to new placements. As legal educators, we aim to help our students find the best externship fit – both educationally and as related to student career goals. What happens when we pitch an externship opportunity to our students only to strike out trying to fill it? This session discusses the challenges that arise when we cannot send students to all the field placements that want externs. We will assess how students select field placements and the sometimes conflicting goals of meeting student needs while satisfying field placements. We will discuss solutions that have worked for us, including student surveys, innovative publicity, involvement of faculty and administration, and cross-law school collaboration.

EXTERNSHIPS IN THE LEGAL ACADEMY - THE DATA, ROOM LB 12

Robert Kuehn, Washington Univ. School of Law

This program presents an empirical look at externship courses and faculty based on the results of the 2013-14 Center for the Study of Applied Legal Education's survey and data from ABA annual questionnaires submitted by all law schools. It will compare externships with law clinics and other courses and highlight differences between faculty teaching externship and those teaching law clinics and non-clinical courses. The program will then turn to an ongoing empirical study of the costs and value of clinical courses. It will discuss new information on the costs of externships, a particularly important issue at a time when schools are looking for ways to reduce costs, and then provide data on the value of externship to students and schools. Audience members will be able to compare their school's program to typical externship programs and to national trends.

5:00 – 6:30 pm Reception for LEARNING FROM PRACTICE (3RD ED.)

Sponsored by West Publishing, BACE/Bay Area Consortium on Externships and GLACE/ Greater Los Angeles Consortium on Externships

This reception will introduce and highlight the third edition of LEARNING FROM PRACTICE: A TEXT FOR EXPERIENTIAL LEGAL EDUCATION (Leah Wortham, et al. eds, *forthcoming* February 2016) will be available by the time of the conference.

We will also have two poster presentations:

ADDRESSING STUDENTS' TOP 10 CONCERNS AS THEY BEGIN THEIR EXTERNSHIPS
Bernadette Feeley, Suffolk University Law School

VALUES EDUCATION IN THE EXTERNSHIP SEMINAR
Steve Pershing, Washington Consortium for Law Externships and Exchange

7:00 pm GROUP DINNERS, Depart from Hotel Lobby

SATURDAY, MARCH 5, 2016 CLEVELAND-MARSHALL COLLEGE OF LAW

7:00 – 7:45 am MINDFUL SIT, Metropolitan at the 9, Mint I

7:45 – 8:45 am BREAKFAST, Law School Atrium

8:45 – 10:15 am CONCURRENT SESSIONS 4

INTEGRATING EXTERNSHIPS WITH CLINICS, LEGAL WRITING AND OTHER EXPERIENTIAL LEARNING: TEACHING SKILLS FOR TRANSFER ACROSS THE CURRICULUM, ROOM LB 11

Mary Bowman, Seattle University School of Law
Lisa Brodoff, Seattle University School of Law
Gillian Dutton, Seattle University School of Law

Seattle University Law School recently embarked upon a project to identify core skills and develop a set of exercises that will progressively build on experiences from the first-year required courses to the second and third year experiential offerings in clinics and externships. Faculty from clinics, externships, legal writing, and first year intro-to-practice courses, along with doctrinal faculty, law librarians, and faculty and staff from the Academic Resource Center and Access to Justice Institute came together to tackle this challenge. The panel will discuss how they did it, the successes and challenges that came from their retreat and follow-up meeting, and how they are moving away from isolation, through collaboration, to integration. Attendees will participate in an interactive session designed to help them increase integration and the teaching of skills for transfer in their own programs and schools.

ENCOURAGED NOT PROHIBITED: SHOULD ACADEMICALLY UNDERPERFORMING LAW STUDENTS BE ENCOURAGED – RATHER THAN PROHIBITED – FROM PARTICIPATING IN EXTERNSHIPS?, Room LB 208

Katherine Norton, Duquesne University School of Law
Kirsha Weyandt Trychta, West Virginia College of Law

The session will explore why academically at risk students have historically been prohibited from participation in experiential learning and what this means in light of the new ABA Experiential Learning Requirements. The panel will discuss the results of their recent survey of law schools relating to at-risk students and experiential learning. The presenters will also explore how to design/administer a program available to academically underperforming students including what types of placements are best and how to coordinate with academic support to assure success for students.

TO SITE VISIT OR NOT TO SITE VISIT? THAT IS THE QUESTION, Room LB 60

D'Ilorah Hughes, Wayne State University Law School
Ashley Lowe, Wayne State University Law School
Beth G. Schwartz, Fordham University School of Law

Recent changes in the ABA Standards have moved from requiring on-site visits for certain field placements to "regular contact" between schools and site supervisors, but the Standards offer little guidance on the term "regular contact." This session will create a forum for ideas about what ought to satisfy the requirement. We will consider, specifically, whether regular site visits are a "best practice." We will also discuss the impact of pedagogical goals, resource allocation, and budgets, on this decision. Lastly, we will explore whether the shift in direction of the ABA Standards is a move forward or backward for field placements.

EXTERNSHIP CLASS COMPONENT FOR DIVERSE EXTERNSHIP PLACEMENTS: MODALITIES FOR SUCCESS, Room LB 12

Katherine E. Holtzinger Conner, Penn State Dickinson Law
Millicent Newhouse, University of Baltimore Law School
Avis Sanders, American University, Washington College of Law
Jessica Tillipman, The George Washington University Law School

Externship component classes that include students from diverse placements provide particularly rich opportunities for students to learn about different perspectives. This deepens student understanding of the work in their placement and allows students an appreciation of work at different placements. Students integrate and learn different skill sets in a classroom than at a placement, while simultaneously reflecting and incorporating different perspectives. This panel discusses different modalities that a teacher can use in the classroom to best enhance the students' learning experience. Topics will include how to teach and discuss professionalism, best practices, placement issues, written reports, and small group sessions. The panel will provide a forum in which participants can model and design a classroom that will best facilitate learning outcomes and professional growth.

BEST PRACTICES FOR EXTERNSHIPS: CONFRONTING CHALLENGES IN IMPLEMENTATION AND SEIZING OPPORTUNITIES FOR FURTHER GROWTH AND RESPECTABILITY, Room LB 237

Cynthia Batt, Stetson University College of Law
Dena Bauman, UDC David A. Clarke School of Law
Carolyn Kaas, Quinnipiac University School of Law
Danny Schaffzin, University of Memphis Cecil C. Humphreys School of Law

This session seizes on the first gathering of externship educators since publication of *Building on Best Practices: Transforming Legal Education in a Changing World*. Led by the authors of that book's chapter on Externships, the session will review the chapter's recommendations before turning to two tasks: a frank appraisal of the challenges in implementing the chapter's recommendations; and cultivation of ideas for using the chapter's guidance to enhance both externship courses and the standing of externship pedagogy across the legal academy. We invite new, emerging, and experienced Externship educators to consider best practices across the spectrum of externship program. We will discuss the prospect of mandatory externship courses and challenges faced in this new era of experiential learning. We will close with a look at emerging best practices for externships and with a call for action for the next phase of externship growth.

10:15 – 10:30 am BREAK

10:30 – 12:00 pm PLENARY TWO, Moot Courtroom

TEACHING SOCIAL JUSTICE IN EXTERNSHIP COURSES: WHETHER, WHY, & HOW?

Ellen Chapnick, Columbia Law School
Alexi Freeman, University of Denver, Sturm College of Law
Esther Park, University of Washington School of Law
Leah Wortham, Columbus School of Law, The Catholic University of America

This plenary addresses the role that social justice teaching plays for externships. Social justice teaching covers diverse topics and methods, including service to clients in need, critical assessments of law and legal process, cause and systemic advocacy, community lawyering, and other concerns. The panel will address core questions: whether to address social justice topics in externships; how externships offer both opportunities and risks for such teaching; and what choices schools and teachers face both in program design and in course delivery. The panelists will offer different perspectives on these concerns and will offer participants both general and course-specific takeaways.

12:00 – 1:30 pm LUNCH, Law School Atrium

We will reserve tables at lunch for groups who want to meet and discuss common concerns, including Section and CLEA committees, programs that share geography, program design, or groups with any other shared affinity. As of this program, we have identified the following groups:

- Corporate Counsel Externships, coordinated by Stephen Yeager, Dedman School of Law, Southern Methodist University, Table One
- Court Reform In Judicial Externships, coordinated by The Hon. John C. Cratsley, Harvard Law School, Table Two
- Criminal Law Externships, coordinated by Fred Klein, Hofstra Law School, Table Three
- Using Technology for Externships, coordinated by Lauren Manders, Florida State University College of Law, Table Four
- *LEARNING FROM PRACTICE: Using the New Edition in Externship Courses*, coordinated by the editors, Table Five

- Washington, DC Externships, coordinated by Nicole Lehtman, UCDC Law Center, Table Six
- Best Practices Advisory Group Subcommittee of AALS Clinical Section’s Externships Committee coordinated by Cynthia Batt, Stetson University College of Law, and Carolyn Kaas, Quinnipiac University School of Law, Table Seven
- Information and Resources Subcommittee of AALS Clinical Section’s Externships Committee coordinated by Thiadora Pina, Santa Clara University School of Law, Table Eight
- Membership, Outreach, and Training Subcommittee of AALS Clinical Section’s Externships Committee coordinated by Avis Sanders, American University, Washington College of Law, and Cynthia A. Wilson, Northwestern University School of Law, Table Nine
- Mentorship and Scholarship Support Subcommittee of AALS Clinical Section’s Externships Committee coordinated by Erma Bonadero, University of Houston Law Center, Table Ten
- Remote and International Placements Subcommittee of AALS Clinical Section’s Externships Committee coordinated by Gillian Dutton, Seattle University School of Law, Amy Sankaran, University of Michigan Law School, and Sue Schechter, UC Berkeley School of Law, Table Eleven

1:30 – 3:00 pm CONCURRENT SESSIONS 5

NEW CLINICIANS SESSION THREE: THE EXTERNSHIP SEMINAR, Room LB 60

A wide range of practices exist with respect to the academic component of field placement programs, e.g., one-on-one meetings between student and faculty member, large group classes, “front loading” of seminars, and distance learning. In this session, we will explore some of the models and the advantages and challenges of each.

Jodi Balsam, Brooklyn Law School
 D’Lorah Hughes, Wayne State University Law School
 Reena Parambath, Drexel University, Thomas R. Kline School of Law
 Joy Radice, University of Tennessee, Knoxville College of Law

PARTNERING WITH THE LOCAL BAR TO DEVELOP HYBRID FIELD CLINIC COURSES, Room LB 11

Karen A. Jordan, University of Louisville Brandeis School of Law
 Carole O. Heyward, Cleveland-Marshall College of Law

One way to enhance the experience of externship courses is to convert them into quality hybrid field placement-clinic courses. This presentation explores issues related to developing hybrid courses, including innovative hybrids for law schools with limited resources – namely, clinical courses that rely heavily on teaching and assessment by supervisors in the field. It will assess how to create educational experiences comparable to law clinics, while motivating field supervisors to embrace a more demanding educational role and to use effective clinical teaching strategies. The discussion will address ABA accreditation standards as well as best practices for hybrid courses. It will identify expectations for teaching and supervision, steps to garner support with a law school and the legal community, methods to train field supervisors, oversight by law schools of the hybrid experience, and ways to find and develop successful partners.

PRESENT TENSE: INCORPORATING MINDFULNESS, HAPPINESS, AND POSITIVE PSYCHOLOGY INTO EXTERNSHIP PROGRAM CURRICULA, Room LB 12

Juliana Siconolfi, The George Washington University Law School

Mindfulness. Happiness. Positive psychology. These topics are becoming more widely considered and even embraced within the legal profession. Externship programs are a prime space in which to talk with law students about the professional importance of mindfulness, happiness, and positive psychology, in part because of a cornerstone of externship pedagogy: reflective learning. Yet, externship program faculty may not include these topics in their curricula, for any number of reasons. This presentation offers a general

overview of what is meant by "mindfulness," "happiness," and "positive psychology," including insight into their relevance and value in the legal academy and legal profession. The session will demonstrate how educators can teach these topics. It will offer design suggestions for legal externship courses and assess the potential rewards and challenges of those suggestions.

CREATING AND DIRECTING A HYBRID EXTERNSHIP CLINIC: CHALLENGES AND OPPORTUNITIES IN ENGAGING MULTIPLE COMMUNITIES WITH VETERANS' LEGAL ISSUES, LB 208

Ann Vessels, University of Denver Sturm College of Law

Law schools are offering a greater array of experiential education, but resources for experiential education often remain scarce. Thus it is important to consider new ways to deliver experiential education, and particularly live client experiences. This presentation will explore creating and directing a hybrid externship clinic. The presentation will focus on the Veterans Advocacy Project (VAP) at the University of Denver's Sturm College of Law. But it will be applicable to all types of hybrid externship clinics. The presentation will discuss the strategic issues in using the externship model as opposed to the traditional clinic model, and will explore the benefits and challenges of the structure. The session will focus on engaging multiple communities and stakeholders outside of the law school. Finally, it will discuss both successes and challenges after one semester, with a particular focus on the sustainability of this model.

STEADY WORK: EXPLORING VALUES IN AN EXTERNSHIP SEMINAR, LB 237

Fred Klein, Hofstra Law School
Inga N. Laurent, Gonzaga University School of Law
Phyllis Kotey, Florida International University College of Law
Linda Smith, University of Utah S.J. Quinney College of Law
Leah Wortham, Columbus School of Law, The Catholic University of America

Externships provide the ideal opportunity for to explore values. On the macro level, faculty and students can explore the institutional values that affect the community (from courts to DA offices to legal aid offices to welfare offices). On the micro level, externship faculty and students can explore personal and ethical values. We will argue that the courses that accompany externships should engage in this critical exploration and critique of the institutions and the values the students encounter in the field. Individual presenters will describe the ways in which they have tried to do this by encouraging students to critique office culture, act consistent with intrinsic values, cultivate professional identity through reflection on ethical dilemmas, and audit their placement's structures, accountability, efficacy, and level of satisfaction.

3:00 pm – FREE TIME

SUNDAY, MARCH 6, 2016 CLEVELAND-MARSHALL COLLEGE OF LAW

6:45 – 7:15 am WALK/RUN, Starting at Conference Hotel Lobby

7:30 – 8:15 am BREAKFAST, Law School Atrium

8:15 am–10:00 am CLOSING PLENARY, Moot Courtroom

BUILDING BETTER FEEDBACK

Liz Ryan Cole, Vermont Law School
Lisa Vollendorf Martin, Catholic University Columbus School of Law
Nancy Maurer, Albany Law School

Douglas Stone, Harvard Law School

The skills of providing meaningful feedback and receiving feedback effectively are essential to practice-based learning. This plenary session will focus on how externship teachers can become experts in giving feedback and how to model and teach the principles of meaningful feedback to both students and field supervisors. The session will begin with a discussion of the concepts and practices described in Sheila Heen and Douglas Stone's bestselling book, *THANKS FOR THE FEEDBACK: THE SCIENCE AND ART OF RECEIVING FEEDBACK WELL*, and Liz Ryan Cole and Leah Wortham's chapter, *Learning from Supervision*, in the forthcoming edition of *LEARNING FROM PRACTICE*. The session will turn to interactive exercises that will offer participants an opportunity to apply these ideas in scenarios involving students and supervisors. We will prompt reflection on obstacles to effective feedback and on ways to overcome them. Participants should leave with a deeper understanding of feedback in practice-based learning, including how to develop expertise and how to prompt others towards using feedback well.

10:00 AM–10:15 am BREAK

10:15 AM–11:45 am CONCURRENT SESSIONS 6

NEW CLINICIANS SESSION FOUR: SUPERVISION, Room LB 60

Cynthia Batt, Stetson University College of Law
Christine Cerniglia Brown, Loyola University, New Orleans, College of Law
Lauren K. Knight, Savannah Law School
Natalie Wolfe, DePaul University College of Law

In our final workshop, we will first outline the rules, guidelines and standards applicable to supervision in an externship setting. We will analyze the unique relationships between and among site supervisors, externship students, and externship faculty. The discussion will also incorporate proposed ABA Accreditation Standard 304(c), requiring field placement supervisors to, among other things, provide students with "substantial lawyering experiences," multiple opportunities to perform in the role of lawyer, and meaningful feedback. How can we best prepare site supervisors to carry out these tasks while balancing our other responsibilities at school?

USING TEACHING MODULES TO ENHANCE THE EXTERNSHIP EXPERIENCE, Room LB 11

Mary Nagel, The John Marshall Law School
Kelly Navarro, The John Marshall Law School
Joyce Rosenberg, University of Kansas School of Law
Ragini Shah, Suffolk University Law School

This session will focus on the use of modules throughout the externship experience. We will discuss how to tailor the use of online modules to the needs of particular courses and placements. We will offer an example of a module used before the start of an externship, to help each student "unlearn" what they think they know about their placement. We will discuss how to use modules throughout the externship, in ways that expand the information the student receives during the experience. We will close with a discussion of modules for use after the end of the externship experience, including a short module on how a student might use the experience on a resume or for networking purposes. Throughout, we will encourage discussion and participation.

MEETING WITH A PURPOSE: MAKING THE MOST OUT OF STUDENT-FACULTY SUPERVISOR MEETINGS, Room LB 12

Mary Perry, Washington University School of Law

Kendall Kerew, Georgia State University College of Law

Externship professors meet with externship students for different reasons and in different situations: an initial placement meeting, a one-on-one meeting, a small group meeting, or an exit interview. This session will look at the best practices in these various contexts and what a professor should look at in determining how to handle a meeting with a particular student or group of students. Professors must balance guiding the student, taking the lead when appropriate, and the range of different needs between different students. The session will combine personal experience, data, and additional academic resources to assess the decision on how to handle a particular type of meeting: the meeting's frequency, purpose, and length; the role of the professor in the meeting; and the challenges the professor might anticipate. We mean to highlight the thought and decision making that should go into these meetings, given the impact they can have on the student.

RISING TO THE CHALLENGE: INSPIRING REFLECTION IN SUMMER EXTERNSHIPS, Room LB 208

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

Changes in the job market and an increased emphasis on experiential learning have led many schools to add or enlarge summer externship programs. But student expectations and engagement when working in the field during the summer, in the absence of other coursework, are very different than during the traditional school year. Two externship directors with very different programs—large v. small, remote-only v. local & remote, new v. long-standing—will discuss and brainstorm how to design their summer programs to ensure student engagement and reflection during summer externships. Topics will include screening students to ensure student engagement, use of technology to engage with remotely, and teaching methods and styles that best engage summer students.

FOUNDATIONS FOR PRACTICE SURVEY-24K+ RESPONDENTS: IMPLICATIONS FOR EXTERNSHIPS, Room LB237

Alli Gerkman, Director, Educating Tomorrow's Lawyers
Sande Buhai, Loyola Law School, Los Angeles
Anahid Gharakhanian, Southwestern Law School
Lisa Mead, UCLA School of Law

This session will share a groundbreaking nationwide effort to answer the question “what are the foundations for practice?” by Educating Tomorrow's Lawyers (“ETL”), an initiative of the Institute for the Advancement of the American Legal System. ETL is dedicated to aligning legal education with the needs of an evolving profession and to developing solutions to support effective models of legal education. The “Foundations for Practice” initiative has several objectives: 1. Identify the foundations necessary for new lawyers; 2. Develop measurable models of legal education that support those foundations; and 3. Align market needs with hiring practices to incentivize positive improvements. ETL has just completed a survey with over 24,000 valid responses from 37 states and has identified over 140 “foundations,” including 77 that more than half of the respondents identified as necessary for new lawyers. This session will discuss the implications of this survey for externship/clinical courses. It will also facilitate group exercises that provide feedback to ETL on its continuing work and integrate survey data into participants' own programs.

CONFERENCE PLANNING COMMITTEE

Carole O. Heyward
Cleveland-Marshall College of Law

Robert L. Jones, Jr.
Notre Dame Law School

Carolyn Kaas
Quinnipiac University College of Law

Kendall Kerew
Georgia State University College of Law

Inga Laurent
Gonzaga University School of Law

Sue Schechter
University of California, Berkeley, School of Law

Alex Scherr
University of Georgia Law School

Beth G. Schwartz
Fordham University School of Law

Kelly Terry
University of Arkansas at Little Rock

Ann Vessels
University of Denver Sturm College of Law

SPONSORS FOR EXTERNSHIPS 8

Cleveland-Marshall College of Law

Bay Area Consortium on Externships (BACE)

Greater Los Angeles Consortium on Externships (GLACE)



The Association of American Law Schools

Advancing Excellence in Legal Education

The Committee gratefully acknowledges the support of the American Association of Law Schools Section on Clinical Education



CORE

HIGHER EDUCATION GROUP

