

Individual Externship Seminar

Fall 2015 Syllabus

Welcome to the Individual Externship Seminar! I look forward to working with you, individually and as a class, to help maximize the educational value of the field placement experience and to reflect on the legal profession generally and the kind of lawyer you aspire to be.

Course Logistics:

Class Times: Section 1 (LAW 7979-L01 (14934)): Mondays 2:00-3:30 PM
Section 2 (LAW 7979-L10 (14935)): Thursdays 6:00-7:30 PM

Classroom: Library 520, unless otherwise noted

Professor: Jennifer Mailly
Office: Chase 302
Phone: 570-5216
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Office Hours: Wednesdays 2:00-4:00
Thursdays 3:00-5:00

I am generally in my office weekdays from 9:00 am into the early evening. You should feel free to stop by at any time, regardless of office hours, or to make an appointment to meet at your convenience.

Assigned Texts:

J.P. Ogilvy et al., Learning From Practice: A Professional Development Text for Legal Externs (2d ed. 2007).

Connecticut Rules of Professional Conduct (available at <http://www.jud.ct.gov/pb.htm> and posted on the course TWEN site).

**Other readings and course materials will be posted on TWEN or distributed in class.

Course Requirements:

The Individual Externship Seminar (IES) is designed for (and open only to) students concurrently enrolled in an individual externship, and its focus is the practical, ethical, and professional-role issues that students are likely to encounter at their externship field placements. Therefore, seminar students must secure an approved field placement prior to the beginning of the semester and complete the externship enrollment forms, which are available on the Law School website at <http://www.law.uconn.edu/academics/clinics-experiential-learning/individual-externships>. For students enrolled in the IES, I am the designated faculty supervisor and must sign off on both the application form (as Externship Director) and approval form (as Faculty Supervisor). **The deadline for submitting externship enrollment forms to the Externship Director is September 4, 2015.**

While the IES is optional for students enrolled in an individual externship, it is required for students seeking to use that externship to satisfy the Law School's Practice-Based Learning Requirement (PBLR). To satisfy the PBLR with an individual externship, students must enroll in a three-credit field placement (requiring 168 hours of work during the semester) and the IES.

Individual Externship Fieldwork:

Your field placement experience is integral to the seminar. The externship approval form requires that you identify the nature of the work that you will be doing and at least one specific project that you will be assigned. You therefore must discuss these matters with your placement supervisor (the attorney who will be assigning, supervising, and evaluating your work) before you begin your externship. We understand that circumstances may change so that a long-range memo assignment you were expecting on one issue takes a back seat to an order to show cause on a different issue; the approval form is not intended to bind you or your supervisor to specific tasks. However, it is vitally important for you and your supervisor to have given some thought, before the externship begins, to the ways in which you will engage in substantive legal work, participate in and/or observe lawyering activities, and otherwise learn about what it means to practice law at that placement. The approval form is a starting point for that discussion. Once the seminar begins, you will be asked to think more critically about what you hope to gain from your externship, both in terms of legal skills and perspectives on the lawyering profession, and set out explicitly how you will attain those goals. (*See Learning Agenda, below.*)

A three-credit externship requires that you perform at least 168 hours of work in your field placement during the semester. Over the course of a semester, this amounts to 12-14 hours per week, depending when you start. You should work out a schedule with your placement supervisor that serves the needs of the placement while ensuring that you are able to participate in projects and lawyering activities that will enhance your educational experience. This means that you should consider not only your own availability to be at the field placement, but also any pattern of activities at the site, particularly those in which you would like to be engaged. For example, if Wednesday is the day that the firm schedules new client meetings, the in-house legal department conducts its weekly meetings with business department heads, or the court conducts settlement conferences, then you should try to be in the office on that day. Again, optimal

scheduling requires that you discuss these issues with your placement supervisor before you begin your externship. Of course, you and your supervisor are free to change your schedule at any time during the externship if doing so is consistent with your educational goals. **You should plan to begin working at your field placement after you attend orientation, either later in the week of August 31 or the week of Labor Day.** (See Orientation, *below*.)

Once you enroll in the field placement (i.e., submit your enrollment paperwork to me), I send a letter to your supervisor that provides an overview of the individual externship program, and recounts the obligations of the placement supervisor, faculty supervisor (me), and the student extern. The letter emphasizes that the externship is an academic program, and echoes what I have stated above – that the extern’s work schedule, assignments, and other placement activities should be geared to enhancing the educational and professional goals of the extern. In other words, your placement supervisor is aware of these obligations, and you should not be shy about discussing your educational needs throughout the course of the externship. This is a topic that we will address, and revisit periodically, in the seminar.

Individual Externship Orientation:

All students enrolling in an individual externship, whether participating in the IES or not, must attend an externship orientation program before starting the externship. As you will see on the Schedule of Classes, the fall externship orientation sessions are scheduled to immediately precede the first class meeting of each section of the IES: Monday, August 31 at 1:00 pm and Thursday, September 3 at 5:00 pm. The orientation program runs for 50 minutes. **You should not plan to begin working prior to completing the orientation program. If you are unable to attend the scheduled sessions, you must contact me.**

Class Attendance:

This course examines legal practice and professional development through the lens of each student’s field placement experience. Reflecting on and sharing these experiences is an essential element of the course. For this reason, regular attendance and active participation in class are essential and will be factored into your final grade. Please let me know if you must miss a class. If you are absent, you are responsible for obtaining that day’s materials or information from another student in the class.

Written Assignments:

Unless otherwise indicated, all written work submitted in this class must be typewritten and have at least one-inch margins on all sides. Please use a **12-point font** and comply with any page or word count limitations set forth in the assignment. Just like the documents that you prepare at your field placement, the written work that you submit in this course should be clear and concise; devoid of grammar, spelling, and punctuation missteps; and proofread for typographical errors. Writing that is sloppy or otherwise unprofessional will affect your grade.

Unless otherwise specified, all written work must be uploaded to the designated drop box on TWEN by 11:59 pm of the date specified. TWEN will not allow you to upload your work after that time. Late work will affect grades. (Note that your weekly work logs are subject to a different submission schedule. *See Work Logs, below.*)

Skills Assessment and Learning Agenda:

One of your early assignments is to conduct a self-assessment of your lawyering and professional skills, and then to draft a Learning Agenda which articulates, in writing, your own goals for your externship placement and ideas about assignments and activities that you think will help you in attaining those goals. Our second class period will be dedicated to discussing what legal skills and other attributes lawyers need to be competent, productive, ethical, and – I will add – happy members of the profession. This will be an ongoing theme of the class. In the Learning Agenda, you will prioritize the skills and attributes that are important to you and your professional aspirations, and plot a tentative course of action to develop those skills and attributes. The Learning Agenda will not only get you thinking about what and how you will “Learn from Practice” (to use the title of our textbook), but equally importantly, it will provide you with a vehicle to communicate your thoughts to your supervisor and facilitate a discussion that should shape your externship assignments and experiences.

Work Logs:

All students enrolled in the individual externship program are required to submit a weekly work log that lists the dates and times that the student is engaged in externship assignments and activities, and describes, for each date, the nature of such assignments and activities. A template for the weekly work log is posted on the Individual Externship Program – Fall 2015 TWEN site, for which you should register. (This TWEN site is different from the TWEN site for the Individual Externship Seminar, for which you must also register. I apologize for making you use two separate TWEN sites, but administering the timekeeping for the Individual Externship Program requires that all externs, whether IES or not, submit work logs to a single TWEN site.) Work logs should be detailed enough so that I can identify the projects that you are working on and the activities in which you are participating—they will also be a helpful record of your experiences that you may refer to when updating your resume, drafting cover letters, and preparing for interviews, but must also comport with your confidentiality obligations. (*See Ethics and Confidentiality, below.*) This will be addressed during the externship orientation. **Work logs are due by Tuesday at 5 pm of the week following the reported work week.**

Guided Reflections:

The ABA requires that all field placement programs incorporate an opportunity for students to engage in “guided reflection.” To satisfy this requirement, the Law School’s policy on individual externships imposes on student externs an obligation to maintain a reflective journal,

and submit, on at least four occasions over the course of the semester, a total of 12-14 pages of journal entries to their faculty supervisor. IES students, however, have been exempted from these journaling requirements. Instead, the Externship Director is permitted to establish alternative journaling guidelines, so long as they meet the ABA standard for guided reflection.

In the IES, students will prepare periodic “guided reflections” in lieu of journal entries. Whereas journal entries are not restricted to any particular subject matter (there is a non-exhaustive list of journal topics posted on the TWEN site), guided reflections require students to think and write about their field placement in terms of specific questions or issues posed by the instructor. These reflections are therefore “guided” so that students connect their externship experience to the topics that we cover in class. Also, because each student’s guided reflections cover similar topics, they may be more effectively incorporated into class discussion.

The topics for guided reflections are presented as a series of questions or issues to consider. The questions are not intended to be answered mechanically, but rather to give students entry points from which to reflect on how the topic manifests itself at the externship placement or is otherwise related to the externship experience.

Even though guided reflections are due throughout the semester, I recommend that you review early on in the semester the topics on which reflections will be assigned. That way, if you have an experience at your field placement that seems relevant to a guided reflection due later in the semester, you may make note of it—the factual details; your feelings, reactions, actions; and those of others—and thus have a record of the experience on which to reflect.

The due dates for guided reflections are indicated on the Schedule of Classes. In general, guided reflections are due in the corresponding assignment drop box on TWEN two days before the class in which we will discuss the topic assigned for reflection. For Monday’s section students, the reflections are due on Saturday night; for Thursday’s section, the reflections are due on Tuesday night.

Rounds:

Several class periods will be devoted in whole or in part to “rounds.” Although most often associated with medical school or residency training, rounds are also used in clinical legal education. Each student will present on some event, interaction, experience, or observation at or about his or her field placement that is designed to generate class discussion and inquiry, collaborative problem-solving, and reflection about lessons learned. Rounds presentations will take place beginning after mid-semester, and I will meet individually with each student beforehand to discuss the planned presentation.

Individual Conferences:

All IES students are required to schedule a one-on-one meeting with me about mid-way through the semester. In this meeting, we will discuss your learning goals and how you are progressing

toward their achievement; the legal projects on which you are working; the opportunities to observe and/or participate in lawyering activities you are having; the quality of supervision; the workplace environment; how the externship is shaping your educational or career plans; other issues you find particularly interesting, challenging, or troubling about the placement, its practice, or personnel; or anything else (at least somewhat externship-related) on your mind. During this meeting, we will also discuss and tentatively schedule your “rounds” presentation.

Beyond these scheduled meetings, I am available as often as you like to discuss any issues, problems, or concerns you may have about your field placement, the seminar class, your legal education, or future professional plans. Feel free to send me an e-mail, call, or just drop by to say hello. (My office is stocked with candy and I will not be offended if you stop by only to get a sugar fix.)

Ethics and Confidentiality:

The externship orientation will touch upon the ethical issues most likely to affect externs, and we will address them in more depth in the IES. For now, you should be mindful of, and attentive to, the rules of ethics that govern lawyers in their professional, and to some extent personal, capacities. A link to the Connecticut Rules of Professional Conduct has been posted on the course TWEN site. These rules establish standards for attorney conduct in Connecticut, the violation of which may result in professional discipline. You should become familiar with the rules' requirements, and follow them. The following rules are most likely to affect you as an extern both at and outside the worksite: **Rules 1.1-1.4, 1.6-1.13; 2.1; 3.1; 3.3; 3.4; 4.1-4.4; 5.1-5.3; 5.5; 8.1; 8.3; 8.4.**

The duty to maintain the confidentiality of client matters presents a challenge for externs, as you are required to report on, reflect on, and share your externship experiences as part of the individual externship program and in the IES. These requirements are necessary to meet the educational goals of the externship program, yet you must fulfill them in a way that does not violate attorney confidentiality obligations. How you must limit your disclosures will differ depending on the nature of your placement. If your placement represents multiple clients (a law firm or legal services organization, for example), you may discuss the substance of the matters you are working on, but should use initials or pseudonyms instead of clients' real names. With placements where the client is known (an in-house legal department or government agency, for example), you may have limited ability to describe any non-public matters you are working on. In any event, it is important that you do not disclose any information about a client matter if you have reason to believe that someone else in the class is working at a legal office that represents another party in the matter.

If you have questions or concerns about how any particular matter may be addressed in work logs, guided reflections, rounds, or class discussions, please discuss them with your placement supervisor.

Credit and Grading:

The IES is a one-credit graded course. You will also earn three credits on a pass/fail basis for the individual externship field placement, which is a separate course. **Credits for the individual externship are awarded when you have completed the 168 hours of field work (as indicated on your work logs) and submitted to me your final evaluation and that of your placement supervisor.**

Your IES grade will be based on

- Your attendance in class and at scheduled meetings.
- The quality and quantity of your participation in class discussions generally, individual conferences, and rounds discussions.
- The quality of your guided reflections and final reflective portfolio. Papers should show thoughtfulness and insight into the topic addressed. Look below the surface of what you are observing or experiencing, and ask questions like, “How do I feel about this, and why?” “What am I learning from this?” “What is the significance of this on understanding the lawyer’s role?” “What might have been done differently, and why?”
- The extent to which your “rounds” presentation is thoughtful, well-prepared, and designed to generate class discussion.

The following grading guidelines apply:

For written work -

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| A | Work reflects excellent preparation, insight, and complete familiarity with the assigned materials. Writing is well organized and consistently clear. No typographical, grammatical or spelling errors. |
| A- | Work reflects very good preparation and familiarity with the assigned materials. Student work is, for the most part, clear and insightful. No typographical, grammatical or spelling errors. |
| B+ | Work meets the basic requirements. Preparation, insight and clarity are satisfactory. May have some typographical, grammatical or spelling errors |
| B or below | Written assignments are weak in comparison to other students’ work; or one or more assignments were submitted late or not at all; or work was incomplete; or work reflected a lack of familiarity with assigned course materials; or student otherwise failed to comply with instructions. May have some or many typographical, grammatical or spelling errors. |

For class participation and rounds presentations -

- A Student consistently and in a meaningful manner engages in class discussions. Participation consistently demonstrates that the student is familiar with the assigned materials. Student's class attendance and punctuality are excellent. Student's rounds presentation is engaging, interesting and relevant, and student's participation in rounds discussions is strong and interesting rounds presentation. Student shows effort to connect externship work with class discussion.
- A- Student usually engages in class discussions. Class participation typically demonstrates familiarity with the assigned materials. Student usually offers insightful comments. Student's class attendance and punctuality are very good. Student offered a very good class presentation.
- B+ Student sometimes participates in class discussions and appears reasonably engaged. Class participation indicates that the student is reasonably familiar with the assigned materials. Student's class attendance and punctuality are good. Student offered a good class presentation.
- B or below Student's class participation is weak in comparison to other students' participation; or student does not consistently participate in class discussions or appear to be engaged; or class participation reflects a lack of familiarity with the assigned materials; or student is excessively late and/or absent for class. Student's class presentation was weak in comparison to those of the other students in the class.

Classes and Assignments:

A summary schedule of classes and assignments is attached to the end of this syllabus.

Externship Orientation Program (50 minutes, preceding class)

Greetings, Course Overview, and Externship Placement Review

Class: Monday, August 31/Thursday, September 3

Externship Orientation will take place on Monday at 1:00 and Thursday at 5:00 in Library 518. Orientation is required for all students enrolling in a Fall 2015 externship, unless the student has previously attended an orientation program. The fall orientation sessions have been scheduled to immediately precede the first class of each section.

Assignments: Read Ogilvy: Chapter 1 (Learning from Experience) and Chapter 11 (Journals)

Join the Connecticut Bar Association (dues are waived for law students <https://ctbar.site-ym.com>) and plan to attend at least one CBA-sponsored event during the semester. (There are many CBA events, both social and educational, taking place this semester. Check the CBA website for a schedule of events.) You will be required to report on your CBA experience as part of your final guided reflection and portfolio.

Research your placement site and your field placement supervisor, using any resources available to you. If the field placement has a website, that's a good place to start, but look beyond the placement's own publicity materials to get other perspectives on the kinds of legal matters it handles and how they are handled (high profile/under the radar?), its community involvement, and its reputation. To the extent you can, also research your field placement supervisor. What is his/her educational background, employment history, community involvement?

As we introduce ourselves during the first class, be prepared to share orally—no writing required—what your research uncovered about your externship placement site and supervisor.

Guided Reflection #1: Initial Impressions of the Field Placement (min. 500 words)

Due in dropbox Saturday, September 19/Tuesday, September 15

Reflect on your first week or two at your externship placement. What are your initial impressions of the workplace, the practice, the lawyers and other office staff? Based on your interactions with the placement during the application process and your research

about the placement and your supervisor for the first class meeting, at what were your expectations? How has your experience so far compared with those expectations? How does this workplace differ from others you may have encountered? What was your first day in the office like? Who greeted you and how were you received? When did you get your first assignment? Is it a project you had discussed with the supervisor before you started? It's very early on, but based on these first weeks, do you feel that this placement will help you meet your learning goals? Do you see yourself working as an attorney at this placement?

Fundamental Lawyering Skills: Preparing a Learning Agenda for the Externship

Class: Monday, September 21/Thursday, September 17

Assignments: Read Ogilvy: Chapter 2 (Setting Goals for the Externship), Chapter 8 (Learning about Lawyering) and Chapter 14, pp. 283-90 (Skill Development), and Appendix MacCrate Report, pp. 459-63.

Review the fundamental lawyering skills listed in the MacCrate Report (a copy is posted on TWEN) **and assess your skills on the following scale:**

0. Have No Idea what this Skill Is. (Clueless)
1. Able to Describe the Skill but Not to Perform It. (Beginner)
2. Able to Perform Skill but only with Assistance. (Novice)
3. Able to Perform Skill with Minimal Assistance. (Second Chair)
4. Able to Perform Skill Independently. (First Chair)
5. Able to Perform Skill Independently and to Adapt Skill for New Situations. (Expert)*

*I have borrowed (and modified only slightly) this rating scale from the Skills Assessment Tool created by the faculty at the Ronald A. Peterson Law Clinic at the Seattle U. School of Law. Note that this scale has values quite different from those suggested in the Ogilvy Appendix.

For each skill in which you rate yourself a 2 or above, make a note about how you obtained that skill. **Bring a copy of your skills assessment to class.**

After reading Ogilvy and completing your skills assessment, prepare a draft Learning Agenda based on Appendix 2.1 on Ogilvy pg. 25. (A copy of the Learning Agenda form is posted on TWEN.) **You should identify no fewer than four learning goals for your externship, and at least two experiences per goal that you think would help achieve them.**

Bring a copy of your draft to class. I will review it, make comments and suggestions as needed, and return it to you at our next class.

After we discuss your Learning Agenda in class (and in any individual meetings with me you'd like to have), you should plan to meet with your placement supervisor within the next two weeks to discuss it and make any revisions or clarifications based on your discussions.

The final version of your Learning Agenda should be signed by you and your field placement supervisor. You should keep the original, provide a copy to your placement supervisor, and submit a copy to me with Guided Reflection #3.

Externships and Career Planning: From Your Learning Agenda to “Responsibilities and Accomplishments”

Class: Monday, September 28/ Thursday, September 24

Assignment: Read Ogilvy: Chapter 18 (Externships and Career Planning) Join the Connecticut Bar Association (dues are waived for law students <https://ctbar.site-ym.com>) and plan to attend one CBA-sponsored event during the semester.

Bring a hard copy of your current resume to class; we will be preparing a “Backwards Resume.”

Be sure you have made arrangements to meet with your placement supervisor to discuss and, if necessary, modify your Learning Agenda. (If you are having difficulty scheduling time to do this, let me know.) **The final version of your Learning Agenda, signed by you and your placement supervisor, should be submitted to me with your Guided Reflection #3.**

Learning from Supervision; Professionalism in Legal Practice

Guided Reflection #2 due Saturday, October 3/Tuesday, September 29 (see below)
Class: Monday, October 5/Thursday, October 1

Assignment: Read Ogilvy: Chapter 3 (Learning from Supervision).

Read The Lawyer's Creed and A Lawyer's Aspirational Ideals in “Professional Ideals for Ohio Lawyers and Judges” (on TWEN), Do's and Don't's: Working with Opposing Counsel and Other Lawyers (on

TWEN), and the Fundamental Values of the Profession in the MacCrate Report (Ogilvy Appendix at pp. 462-63).

Guided Reflection #2 Supervision and Professionalism
Due in dropbox Saturday, October 3/Tuesday, September 29
(min. 500 words)

Reflect on your relationship with your supervisor. In what ways are you “learning from supervision”? How much guidance and direction does your supervisor provide when you are assigned projects? Do you engage in any of the “assignment clarification” strategies described in Ogilvy Chapter 3? How does your supervisor respond to these strategies? How does your supervisor respond to your questions or requests for guidance once a project has been assigned? How would you describe your supervisor’s management style – hands off or micro-managing? Are you comfortable with that style? What kind of feedback do you get when you complete a project? Describe an interaction with your supervisor in which you received feedback – what was the nature of the feedback and how did you feel about it? Did the supervisor’s approach meet the standards for effective feedback set forth in Ogilvy Chapter 3? Do you agree with the writers of that chapter that feedback that is descriptive, specific, and non-judgmental is most effective for improving work performance? In what ways do your interactions with your supervisor extend beyond assignment and evaluation of your work projects? Have you observed your supervisor interacting with others? Based on these observations, evaluate your supervisor in terms of the professionalism ideals in “A Lawyer’s Creed.” Identify specific instances in which your supervisor demonstrated (or failed to demonstrate) such ideals. How is your supervisor a role model for the kind of lawyer you would/would not want to be?

Guided Reflection #3: Preparing the Learning Agenda
(min. 500 words, not including Learning Agenda)
Due in dropbox Saturday, October 10/Tuesday, October 6

Reflect on your goal-setting process and creation of a Learning Agenda. Please include a copy of the final version of your Learning Agenda with your reflection. Was it difficult to identify specific goals – why? Did you have too many or too few? Did the skills assessment give you insight into what your goals might be? Did you consider any of the MacCrate Report’s “fundamental values” in drafting your Learning Agenda? Did the goal-setting process cause you to reflect on how (or why) you had chosen your externship in the first place? Were your initial goals realistic in terms of the field placement you had chosen? How did your supervisor respond to your request to meet to review your Learning Agenda? How did that meeting go? Do you think that sharing and refining the Learning Agenda with your supervisor has made or will make a difference in your externship experience?

Individual Conferences

October 8-15, 2015

Please sign up for an individual conference with me on the sign-up sheet posted on TWEN. **The following Assignments should be completed before your conference.**

Assignments: Read Ogilvy: Chapter 9 (Reflective Lawyering).

Read excerpt from Bryant and Millstein, “Generating Conversations: Planning and Facilitating Rounds” (Chapter 7 from Bryant et al, Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy (2014))(on TWEN). Before your conference, think about an interaction, experience, or observation at or about your field placement that would serve as a topic for “rounds.” A good topic is one that is “generative” in that it “spark[s] energetic conversation and engagement.” During our individual conference, we will discuss your thoughts about a rounds topic and I will help you plan for your presentation at our rounds class.

After your conference, finalize your rounds topic and prepare a few-sentence description of the topic and your goals in exploring the issue with the class. (See C. Stage Three: Goals in Bryant Chapter 7, page 134.) **Send me your rounds description by email by Friday, October 16. I will notify the students who will be presenting rounds in class on October 19 by October 17. The schedule of assigned rounds for the rest of the students will be distributed in the next few days.**

Reflective Lawyering; The Process of Rounds

Class: Monday, October 19 (Knight 201)/Thursday, October 22, 2015

Assignment: Review Ogilvy: Chapter 9 (Reflective Lawyering) and Bryant and Millstein excerpt on “Planning and Facilitating Rounds.”

Prepare for Rounds if you are presenting.

Ethical Issues in Externships and Legal Practice; Rounds

Guided Reflection #4 due Saturday, October 24/Tuesday, October 27, 2015 (see below)

Class: Monday, October 26/Thursday, October 29, 2015

Assignments: Read Ogilvy: Chapters 4 (Ethical Issues in Externships: An Introduction), Chapter 5 (Confidentiality), Chapter 6 (Conflicts of Interest), Chapter 7 (Duties to Tribunals and Third Parties), and Chapter 14, p. 297 (Skill Development: Being an Ethical Writer).

Read Daniels v. Alander and Gonzalez-Servin v. Ford Motor Co. (on TWEN).

Review Connecticut Rules of Professional Conduct 1.1-1.4, 1.6-1.13; 2.1; 3.1; 3.3; 3.4; 4.1-4.4; 5.1-5.3; 5.5; 8.1; 8.3; 8.4. (link on TWEN)

Prepare for Rounds if you are presenting.

Guided Reflection #4 Ethics at the Externship Placement

(min. 500 words)

Due in dropbox Saturday, October 24/Tuesday, October 27, 2015

Reflect on how the ethical obligations of lawyers manifest themselves at your externship placement or in other interactions you have had or observed as an extern. Has your supervisor or anyone else at the placement discussed ethical issues with you? Have you been given any instructions regarding compliance with ethical standards? Are you aware of any policies in place at your placement to ensure compliance with the Rules of Professional Conduct? If you feel that the lawyers at your placement hold themselves to high ethical standards, what might account for this? Is there an ethos in the office that you detect? Are there aspects of the placement's hiring, training, or supervision practices that might explain it? Have you been involved in any matters where ethical considerations were addressed, or perhaps not addressed, when you thought they should have been? Have you observed any conduct by anyone you have interacted with in connection with your placement that raised ethical issues? Describe the situation and how the ethical issues were resolved (or not resolved)? How did you feel? Did you agree with the way the issues were handled? How might you have handled them differently?

The Role of Diversity and Difference in the Practice of Law; Rounds

Guided Reflection #5 due Saturday, October 31/Tuesday, November 3, 2015 (see below)

Class: Monday, November 2/Thursday, November 5, 2015

Assignments: Read Ogilvy: Chapter 16 (Bias in the Legal Profession); Susan Bryant, Five Habits of Cross-Cultural Competence

Prepare for Rounds if you are presenting.

Guided Reflection #5 Diversity and Difference in the Practice of Law
Due in dropbox Saturday, October 31/Tuesday, November 3, 2015
(min. 500 words)

Reflect on an experience during your externship when you became aware of “difference.” What was the nature of the difference? Was it between you and someone else – a supervisor, client, other office staff member, opposing counsel or party? Or between/among other people? How did the difference manifest itself? Did the difference impact the relationship or interaction? Was there bias, stereotyping, cross-cultural miscommunication, insensitivity? The MacCrate Report states that a lawyer should be committed to the value of “Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify the Effects of these Biases.” Do you see such a commitment by the lawyers at your field placement? How do the lawyers act on that commitment? Have you discussed with your supervisor or anyone else at the workplace the effect of bias on the legal work he or she does? Have you observed lawyers engaged in any of the five habits of cross-cultural competence delineated in the Bryant article? Was there any instance where you think the “habits” might have made a difference in how you viewed a situation or handled a matter?

Finding Balance and Fulfillment in the Legal Profession; Rounds

Guided Reflection #6 due Saturday, November 14/Tuesday, November 10, 2015 (see below)
Class: Monday, November 16/Thursday, November 12, 2015

Assignments: Read Ogilvy: Chapter 17 (Balancing Personal Life and Professional Life); Peters: Habit, Story, Delight: Essential Tools for the Public Service Advocate; and the following articles on TWEN: Why I Love Being a Lawyer, Happy Hunting and Lawyers with Lowest Pay Report More Happiness.

Prepare for Rounds if you are presenting.

Guided Reflection #6 Job Satisfaction in the Practice of Law
Due in dropbox Saturday, November 14/Tuesday, November 12, 2015
(min. 500 words)

Reflect on the level of job satisfaction experienced by the lawyers at your field placement (or other lawyers you encounter in connection with your externship). Do the lawyers you are working with seem happy? What do you believe contributes to their happiness? How

much job satisfaction stems from the legal work that they are doing? What about the work makes the lawyers happy to do it? Do the lawyers feel that their work serves a mission? Does their work comport with their personal values? Does the office environment contribute to (or impair) job satisfaction? Are there work policies at your field placement that enhance (or undermine) job satisfaction? Do the lawyers seem to be experiencing a lot of stress? What are the sources of that stress? What strategies do the lawyers employ to cope with the stress (effectively or ineffectively)? What is your perception of the lawyers' ability to achieve a "work/life balance"? How do they achieve it? Is the issue of work/life balance discussed among the lawyers in the office? Finally, do you think that you would find job satisfaction if you were to be employed as a lawyer at your field placement? Why or why not?

Lessons Learned and the Road Ahead; Rounds; Final Class Meeting

Class: Monday, November 23/Thursday, November 19, 2015

Assignments: Read Ogilvy: Chapter 20 (Looking Back Looking Forward).

I will return a copy of your "backwards resume" from earlier in the semester. We will review the resume line you created early in the semester and discuss how it squares with your actual externship experience.

Prepare for Rounds if you are presenting.

Final Reflection and Portfolio Due

Thursday, December 3, 2015 (both sections)

Instructions for the Final Reflection and Portfolio will be posted on TWEN by November 15, 2015.

Individual Externship Seminar – Fall 2015
Prof. Jennifer Maily

Summary Schedule of Classes and Assignments for Day and Evening Division Sections

Class Meeting	Reflection Due	Other	Day Section 2-3:30	Evening Section 6-7:30
Orientation and Course Introduction			Monday, August 31	Thursday, September 3
	Guided Reflection #1 First Impressions		Saturday, September 19	Tuesday, September 15
Fundamental Lawyering Skills; The Learning Agenda			Monday, September 21	Thursday, September 17
Externships and Career Planning			Monday, September 28	Thursday, September 24
	Guided Reflection #2 Supervision and Professionalism		Saturday, October 3	Tuesday, September 29
Learning from Supervision; Professionalism in Legal Practice			Monday, October 5	Thursday, October 1
	Guided Reflection #3 Preparing the Learning Agenda		Saturday, October 10	Tuesday, October 6
		Individual Conferences	Beginning October 12	Beginning October 8
		Rounds Topics Due	Friday, October 16	Friday, October 16
Reflective Lawyering			Monday, October 19 (Knight 201)	Thursday, October 22
	Guided Reflection #4 Ethics at the Externship Placement		Saturday, October 24	Tuesday, October 27
Ethical Issues in Externships and Legal Practice			Monday, October 26	Thursday, October 29
	Guided Reflection #5 Diversity and Difference		Saturday, October 31	Tuesday, November 3

The Role of Diversity and Difference in the Practice of Law			Monday, November 2	Thursday, November 5
	Guided Reflection #6 Job Satisfaction		Saturday, November 14	Tuesday, November 10
Balance and Fulfillment in the Practice of Law			Monday, November 16	Thursday, November 12
Lessons Learned: Final Class			Monday, November 23	Thursday, November 19
		Final Reflection and Portfolio Due	Thursday, December 3	Thursday, December 3