

Welcome

The poet John Donne wrote that “No man is an island.” That sentiment is certainly applicable to clinical teachers, who, by necessity, work and interact with their students, clinical colleagues and clients, and, increasingly, with non-clinical colleagues, lawyers in practice, community groups and international colleagues. Building on those connections, this year’s annual clinical conference addresses the topic of collaboration, which literally means “working together.” And make no mistake: at this conference, we all will be working together.

The Planning Committee’s hope is that this conference will not only provide you with an opportunity to see examples of collaboration demonstrated by a wide variety of presenters from diverse backgrounds, but also will cause you to think about the ways in which your own clinical practice makes use of collaborative relationships, and, perhaps, could do so more self-consciously. Moreover, because clinical education is a pedagogical method as well as a descriptive term for practice-based learning, you will have opportunities to collaborate at the conference itself—with your working-group colleagues as well as informally with other conference attendees.

The Planning Committee has attempted to link its planning method to the conference theme by reaching out to the clinical community for the substantive content of the conference itself. The outpouring of interest from all of you has been enormously impressive and cannot help but enrich the final product that you will experience. Furthermore, your responses have assisted us in identifying presenters whose rich work in collaboration we might not otherwise have known about.

At the conference, you will be exposed to plenary sessions on different aspects of collaboration in teaching, learning and lawyering; to concurrent presentations that emphasize collaboration in multiple contexts; and to working groups in which you will be able to get feedback on your own efforts at collaboration. In addition, for the first time at a clinical

conference, we have provided a session for posters demonstrating the multiple forms of collaboration in which clinicians are engaged.

As Sue Bryant has written, collaboration involves shared decision making that allows for the development of emergent knowledge, and that makes maximum use of each collaborator's experience and knowledge. Our collaborative work as a planning committee is done; your work as collaborative attendees is about to begin. Let the new knowledge emerge. Let old friendships be rekindled. Let new friendships be forged. And let's have some fun.

Robert D. Dinerstein, American University, Chair

*On Behalf of the Planning Committee for the 2006 AALS Conference
on Clinical Legal Education:*

Susan L. Brooks, Vanderbilt University

Carole E. Goldberg, University of California at Los Angeles

Robert R. Kuehn, University of Alabama

Michael Pinard, University of Maryland

AALS Conference on
Clinical Legal Education

April 30 - May 3, 2006
New York, New York

Sunday, April 30, 2006

10:00 a.m. - 12:00 noon
New Clinicians Session

Metropolitan West
Second Floor

David F. Chavkin, American University

In this interactive session, new clinicians will have an opportunity to meet each other, and discuss their goals as clinical teachers, the goals they have for their students, the obstacles to achieving those goals, and strategies for overcoming those obstacles.

12:00 noon - 1:45 p.m.
Joint AALS and CLEA New Clinicians Luncheon

New York Ballroom East
Third Floor

1:45 - 2:00 p.m.
Welcome
Elizabeth Hayes Patterson, AALS Deputy Director

Metropolitan West
Second Floor

Introduction
Robert D. Dinerstein, American University and Chair, Planning Committee for 2006 AALS Conference on Clinical Legal Education

2:00 - 3:30 p.m.
Plenary Session I - Collaboration in Teaching

Refocusing the Interdisciplinary: Toward Elder-Friendly Urban Environments

Dina L. Schlossberg, University of Pennsylvania

Eileen Sullivan-Marx, Ph.D., Associate Professor of Nursing, University of Pennsylvania, Philadelphia, Pennsylvania

Diane-Louise (D-L) Wormley, Senior Project Manager, Cartographic Modeling Lab, University of Pennsylvania School of Social Policy and Practice, Philadelphia, Pennsylvania

Sunday, April 30, 2006 (continued)

Making International Cooperation a Two-Way Exchange: Learning With Our Partners

Catherine F. Klein, The Catholic University of America

Barbara Lyszczarz, Teaching Assistant, College of Law, Kozminski Business School and Ph.D. Candidate, Jagiellonian University, Krakow, Poland

Barbara A. Schatz, Columbia University

Leah Wortham, The Catholic University of America

Moderator: Robert D. Dinerstein, American University

See Pages 39-48 for Plenary I Outlines

3:30 - 3:45 p.m.

Refreshment Break

Metropolitan West Foyer

Second Floor

3:45 - 5:15 p.m.

Working Group Discussions

(See the handout in your conference materials folder for your Working Group assignment and its location)

5:30 - 7:30 p.m.

AALS Reception with Posters

(Posters presented 5:30 - 6:30 p.m. See pages 15-21 for Poster Descriptions)

Metropolitan East

Second Floor

Monday, May 1, 2006

7:30 - 9:00 a.m.

AALS Section on Clinical Legal Education Committees

(See message board in the Foyer for listing of committees and their meeting room locations)

9:00 - 10:15 a.m.

Plenary Session II - Collaboration in Learning

Metropolitan West

Second Floor

Real World Student Collaborations in Law, Science, and Technology - The Technology Ventures Clinic at Arizona State University College of Law

Eric Menkhus, Arizona State University

Catherine G. O'Grady, Arizona State University

Douglas J. Sylvester, Arizona State University

Monday, May 1, 2006 (continued)

Holistic Approaches to Children's Rights: The Intersection of Education and Law
Eric L. Johnson, Ph.D., Assistant Professor, Teaching and Learning and Director,
Urban Education Program, Drake University, Des Moines, Iowa
Suzanne J. Levitt, Drake University

Moderator: Susan L. Brooks, Vanderbilt University

See Pages 49-59 for Plenary II Outlines

10:15 - 10:30 a.m.

Refreshment Break

Metropolitan West Foyer

Second Floor

10:30 a.m. - 12:00 noon

Working Group Discussions

(See the handout in your conference materials folder for your Working Group assignment and its location)

12:00 noon - 1:45 p.m.

AALS Luncheon

AALS Section on Clinical Legal Education Shanara Gilbert Award

New York Ballroom

Third Floor

2:00 - 3:45 p.m.

Concurrent Sessions

Collaboration Across Borders

Alejandro Posadas, Dean of the Law School,

Division of Legal Studies, CIDE, Col. Hills of Santa Fe, Mexico

Margaret Maisel, Florida International University

Rashida Manjoo, Clinical Advocacy Fellow, Human Rights

Program, Harvard Law School

Central Park West

Second Floor

Clinical education has become increasingly international, with legal clinics opening at law schools around the world. This session seeks to stimulate thinking about opportunities and methods for collaboration among U.S. and non-U.S. law school clinics by first looking at the experiences and opportunities for cross-border collaboration from the perspectives of clinicians who have worked on projects in Mexico City, South Africa, and Chile, and with LatCrit and the Global Alliance for Justice Education. It will then explore with the audience the opportunities for

Monday, May 1, 2006 (continued)

collaboration among clinical faculty and law students across borders and try to answer the question of how to make international clinical collaboration work practically and educationally.

Collaboration Across Law School Programs

Mary Berkheiser, University of Nevada, Las Vegas
Tom Cobb, University of Washington
Deborah A. Maranville, University of Washington
Jacqueline Mc Murtrie, University of Washington
Terrill Pollman, University of Nevada, Las Vegas
Sarah E. Ricks, Rutgers University, Camden
Evelyn Mae Tenenbaum, Albany Law School
Susan C. Wawrose, University of Dayton

Conference E

Executive Conference Center

This session seeks to generate a broad discussion about the rewards and challenges of collaboration between clinics and legal writing programs. It includes: (1) the first report to clinical law faculty from the new Legal Writing Institute Committee on Cooperation among Clinic, Pro Bono, and Legal Writing Programs, including results of a 2005-06 national survey of legal writing faculty about their experiences collaborating with clinics and other practice-oriented programs; and (2) in-depth discussion of several innovative collaborative projects at law schools around the country.

Collaborating on Language Access Issues

Muneer I. Ahmad, American University
Margaret E. Johnson, American University
Beth Lyon, Villanova University
Angela Mc Caffrey, Hamline University
Deborah A. Morgan, 2007 JD Candidate, American University, Washington
College of Law
Laura Sesana, Spanish Internship Program, Villanova University, Villanova,
Pennsylvania
Michael Adam Schwartz, Syracuse University
Paul Uyehara, Language Access Project, Community Legal Services,
Philadelphia, Pennsylvania
Deborah M. Weissman, University of North Carolina

Empire East

Second Floor

Clinical programs of many kinds and locations are facing a new demographic reality: a rapidly growing base of clients whose proficiency in English is limited. The project of developing adequate resources to serve our "LEP" clients requires extensive collaboration among multiple actors. To illustrate what each partner brings to this

Monday, May 1, 2006 (continued)

collaboration, this session includes a series of dialogues among lawyers from community-based legal services organizations, clinic students, interpreters, and clinic faculty. The panelists will share their experience in creating community-based and university-based training programs for legal interpretation, in advocating for language access at every point of entry into the justice system, in designing curricula that incorporate language access, and of course in working with LEP clients themselves.

Ethical and Practice Issues in Legal Collaborations

Empire West

Debra Bechtel, Brooklyn Law School

Second Floor

Matthew Fraidin, University of the District of Columbia

Laura L. Rovner, University of Denver

Many clinical programs have reason to collaborate with individuals and groups outside the borders of the clinic law firm, including funders, community organizers, consultants, social work organizations, and non-clinical faculty at the law schools in which the clinics are housed. While such collaborations may provide significant benefits to clinic clients, students and teachers, these collaborations also may raise significant ethical issues, including confidentiality, competency, loyalty and duty to avoid conflicts of interest, and the unauthorized practice of law. The presenters will describe three examples of collaborations between clinics and “outsiders” (a clinic with a social work organization as its funder; a transactional clinic that collaborates with tenant organizers and financial advisors, and a litigation clinic that collaborates with non-clinical faculty) and will use these scenarios to facilitate a discussion among the participants of the ethical issues that arise as a result of these collaborative enterprises.

Teaching Collaboration to Students

Central Park East

Sameer Ashar, City University of New York

Second Floor

Margaret Martin Barry, Catholic University

Susan J. Bryant, City University of New York

Carwina Weng, Boston College

This session focuses on teaching students the skill of collaboration through a focus on the students’ work as co-counsel. The session demonstrates ways to teach the skill in the classroom and in supervision, identifying a framework to assist students in talking about joint work. It will focus on how to help students plan for effective collaborations with their co-counsel, recognize and name difficulties, and resolve them. The session also will explore how racial, ethnic, gender and other differences can influence collaborations among students and with clients.

Monday, May 1, 2006 (continued)

Using Technology to Collaborate

Conrad Johnson, Columbia University
Jeffrey Jude Pokorak, Suffolk University

Metropolitan West

Second Floor

Technology broadens your collaboration palette in obvious and subtle ways. This session will explore why and how clinical programs might collaborate using technology. The session will discuss how you can promote your teaching goals; create meaningful connections with students, clients and communities; enhance storytelling in and out of the courtroom; and avoid representation/collaboration pitfalls with technology.

3:45 – 4:00 p.m.

Refreshment Break

Metropolitan West Foyer

Second Floor

4:00 - 5:30 p.m.

Works-in-Progress (Four Concurrent Sessions)

Coordinators: Elizabeth B. Cooper, Fordham University; Daniel M. Filler, The University of Alabama; Katherine R. Kruse, University of Nevada, Las Vegas; Michael Pinard, University of Maryland

(See Conference Materials section for speaker, descriptions and room locations of the four concurrent sessions)

Gary Bellow Award Discussion

Metropolitan West

Third Floor

Monday, May 1, 2006 (continued)

6:30 p.m.

New York Law Schools' Reception

Guastovino's (located at 409 E. 59th Street, between 1st and York Avenue)

Reception Sponsored by:

Brooklyn Law School

City University of New York, School of Law at Queens College

Columbia University School of Law

Fordham University School of Law

Hofstra University School of Law

New York Law School

New York University School of Law

St. John's University School of Law

Seton Hall University School of Law

Touro College, Jacob D. Fuchsberg Law Center

Yeshiva University, Benjamin N. Cardozo School of Law

Tuesday, May 2, 2006

7:30 - 9:00 a.m.

AALS Section on Clinical Legal Education Committee Meetings

(see message board in the Foyer for listing of committees and their meeting room locations)

9:00 - 10:15 a.m.

Working Group Discussions

(See the handout in your conference materials folder for your Working Group assignment and its location)

10:15 - 10:30 a.m.

Refreshment Break

Metropolitan West Foyer

Second Floor

Tuesday, May 2, 2006 (continued)

10:30 – 12:00 noon

**Plenary Session III - Collaboration in
Lawyering/Practice**

Metropolitan West
Second Floor

Teaching Community Lawyering Through Collaboration with Grass-roots
Organizations: The CUNY School of Law, Battered Immigrant Women's Project
(BIWP)

Maria Arias, City University of New York

Martha Lucia Garcia, Social Work Supervisor, City University of New York

Alizabeth Newman, Immigration Clinic, City University of New York

Whose Case is it Anyway?: Collaborative Efforts Among Law Schools, Public
Interest/Legal Services Lawyers and Clients to Fight Illegal Treatment of Homeless
People

Jane H. Aiken, Washington University

Steven Joseph Gunn, Washington University

Jennifer Heggemann, Social Worker, Legal Services of Eastern Missouri, St. Louis,
Missouri

Chad Johnson, Plaintiff, in *Johnson, et al. v. Board of Police Commissioners*,
United States District Court, Eastern District of Missouri, St. Louis,
Missouri

Susan Woods McGraugh, Saint Louis University

Moderator: Michael Pinard, University of Maryland

See pages 61-70 for Plenary III Outlines

FREE AFTERNOON

Wednesday, May 3, 2006

9:00 – 10:15 a.m.

Working Group Discussions

(See the handout in your conference materials folder for your Working Group assignment and its location)

10:15 - 10:30 a.m.

Refreshment Break

Metropolitan West Foyer
Second Floor

Wednesday, May 3, 2006 (continued)

**10:30 a.m. -12:15 pm
Concurrent Sessions**

Collaboration Between Students and Supervisors:
Learning from Externship, Educational Theory,
Apprenticeship, and Clinical Experience

James H. Backman, Brigham Young University

Cynthia Batt, Temple University

Harriet N. Katz, Rutgers University, Camden

J. L. Pottenger, Jr., Yale Law School

Daniel Weiskopf, J.D. Candidate, Yale Law School

Metropolitan West

Second Floor

While clinical scholarship emphasizes nondirective supervision as the primary pedagogy consistent with role assumption and professional development, this session hopes to expand the clinical community's perspectives about effective teaching by focusing on the experience and potential of active collaboration between clinical supervisors and law students. Panelists will consider apprenticeship, which has always featured modeling and collaboration between expert and novice, as a model for clinical education; student reflection on the practice and value of collaboration (and other teaching methods) in externship; and a review of educational theory supporting nondirective supervision and supporting collaboration. In addition, an experienced clinician and law student will describe faculty/student collaboration in the conduct of in-house clinic cases and comment on supervision comparisons between in-house clinic and externship.

Collaboration with Communities and Community
Organizations

Wendy A. Bach, City University of New York

Brian Glick, Fordham University

Vickie Gomez, Associate Director, Voices of Women Organizing Project,
Brooklyn, New York

Saru Jayaraman, Executive Director, Restaurant Opportunities Center of
New York, New York, New York

Donna Hae Kyun Lee, City University of New York

Mayzabeth Lopez, Coordinator for Legal Advocacy and Organizing, Welfare Rights
Initiative, New York New York

Fekkah Mamdouh, Assistant Director, Restaurant Opportunities Center of New
York, New York, New York

Sarah Hiles Paoletti, American University

Carol Suzuki, University of New Mexico

Conference D

Executive Conference Center

Wednesday, May 3, 2006 (continued)

Through collaborative relationships with communities and community-based organizations, lawyers – and law school clinical programs – can leverage community resources by providing traditional direct legal services, services aimed at organizational capacity building and community education, and by facilitating community organizing. Session panelists will present some models of collaboration and participants will have an opportunity to experiment with some of those models in small group sessions, working directly with NYC-based clients and client groups. The session will conclude with a discussion of pedagogical tools for engaging in collaborations across a variety of areas such as domestic violence, workers rights, immigrant rights, housing, welfare rights and community economic development, and will explore the wealth of lawyering skills, ethics and values that arise.

Collaboration with Non-Clinic Law Faculty

Melissa L. Breger, Albany Law School

Kim Diana Connolly, University of South Carolina

Patrick M. Connors, Albany Law School

Katherine Mary Hessler, Case Western Reserve University

Nancy M. Maurer, Albany Law School

Alexander Scherr, University of Georgia

Paulette J. Williams, University of Tennessee

Central Park East

Second Floor

This session addresses the integration of clinical and non-clinical methodologies and faculty through panel discussion, roleplay, and demonstration. A panel of clinical faculty will share ideas on integrating multiple teaching methodologies into clinical and non-clinical courses -- the politics and strategies involved. Clinic and non-clinic faculty will then illustrate some of the benefits of collaboration in the context of teaching professional responsibility. Using demonstration and video, the panel will address how collaboration may enhance faculty teaching and student learning in both clinical and doctrinal settings.

Collaboration with Other Providers of Legal Services

Gina M. Calabrese, St. John's University

Ann Leslie Goldweber, St. John's University

Daniel L. Greenberg, Special Counsel, Schulte Roth and Zabel LLP,
New York, New York

Dianne Woodburn, Legal Services for the Elderly in Queens, Rego Park, New York

Riverside Ballroom

Third Floor

Wednesday, May 3, 2006 (continued)

This presentation will explore two approaches to collaboration that enable all providers to better meet the needs of the client community. The Elder Law Clinic at St. John's University has organized with other Queens legal services organizations to more effectively and holistically advocate for victims of predatory lending. Efforts have included collaborating on legal theory, identifying and addressing predatory lenders most active in the community, a special presentation to county judges, and local governmental initiatives. The panel also will explore the potential benefits of collaboration between clinicians and the pro bono work of private law firms, discussing issues of resources, supervision, training and access to power.

Does Collaboration Work for Students?

Jill Gross, Pace University

Leah Aileen Hill, Fordham University

Beth Schwartz, Fordham University

Lyn Kennedy Slater, Fordham University

Empire West

Second Floor

Much of the clinical practice literature provides a justification for the positive and beneficial aspects of collaboration in relation to student and client outcomes. This session questions these assumptions by first presenting the results of an evaluation study done in an interdisciplinary law clinic that demonstrates that many factors, sometimes out of the control of the clinician, can both positively and negatively affect the success of interdisciplinary student collaborations.

Interprofessionalism Meets Interclinicity: Two Case Studies in Multidisciplinary and Multidoctrinal Collaboration

Annette Appell, University of Nevada, Las Vegas

Ina Dorman, University of Nevada, Las Vegas

Ross Jones, M.A., Psy.D. Student, University of St. Thomas,

Graduate School of Professional Psychology, Minneapolis, Minnesota

Natasha Merz, University of St. Thomas

Pamela A. Mohr, University of Nevada, Las Vegas

Jennifer I. Musolf, University of St. Thomas

Leticia Saucedo, University of Nevada, Las Vegas

James Stolz, Co-Director of Social Work Services, University of

St. Thomas Interprofessional Clinic, Minneapolis, Minnesota

Virgil O. Wiebe, University of St. Thomas

Jennifer L. Wright, University of St. Thomas

Empire East

Second Floor

Wednesday, May 3, 2006 (continued)

There are many benefits and challenges to creating multidisciplinary and multi-doctrinal programs. UNLV and the University of St. Thomas (Minnesota), in creating brand new clinical programs within the past five years, have had to reflect deeply on the teaching opportunities and challenges presented by collaboration among professionals. These programs have worked across a range of disciplines (including social work, psychology, education, geography, and history) and legal practice areas (such as family, child welfare/education, elder, immigration, and juvenile justice). The panelists will talk about their respective clinical programs, the ways their clinical programs have changed and the reasons for the changes, and the challenges of and lessons learned from these models.

12:15 - 2:00 p.m.

AALS Luncheon

AALS Section on Clinical Legal Education Town Hall Meeting

New York Ballroom

Third Floor

2:15 - 3:00 p.m.

**Plenary Session IV - Clinical Education in the
Aftermath of Hurricane Katrina, A Multi-Focused
Collaboration**

Metropolitan West

Second Floor

Cheryl Buchert, Loyola University, New Orleans
Luz M. Molina, Loyola University, New Orleans
William P. Quigley, Loyola University, New Orleans
Stephen Singer, Loyola University, New Orleans

Commentator: Vanessa Merton, Pace University

Moderator: Robert R. Kuehn, University of Alabama

See pages 71-77 for Plenary IV Outlines

3:00 - 3:30 p.m.

Closing Speech

Introduction: Robert D. Dinerstein, American University

Theodore M. Shaw, Director-Counsel and President, NAACP Legal Defense and Educational Fund, Inc., New York, New York

Schools' and Organizations' Events
AALS Conference on Clinical Legal Education

Sunday, April 30, 2006

7:30 – 10:00 a.m.

CLEA Board Meeting

Liberty 1 & 2, Third Floor

7:30 – 9:30 p.m.

CLEA Membership Meeting, Reception and Dinner

Empire East, Second Floor

Monday, May 1, 2006

5:30 – 6:30 p.m.

Fordham University School of Law Reception on Interdisciplinary Collaboration

Guastovino's, 409 East 59th Street (between 1st and York Avenues)

Tuesday, May 2, 2006

7:00 – 9:00 a.m.

CLEA Board Meeting

Conference H, Executive Conference Center

6:30 – 8:00 p.m.

American University, Washington College of Law Clinical Family Reception

Carnegie Suite East, Third Floor

**Planning Committee for AALS Conference on Clinical Legal
Education**

Susan L. Brooks
Vanderbilt University

Robert D. Dinerstein, **Chair**
American University

Carole E. Goldberg
University of California at Los Angeles

Robert R. Kuehn
University of Alabama

Michael Pinard
University of Maryland

2006 Committee on Professional Development

Keith Aoki
University of Oregon

Carole E. Goldberg
University of California at Los Angeles

Michael Green
Wake Forest University

Tracey Louise Meares
The University of Chicago

Blake D. Morant
Washington and Lee University

Tamara R. Piety
The University of Tulsa

Ann C. Shalleck, **Chair**
American University

Catherine T. Struve
University of Pennsylvania

Jay Tidmarsh
Notre Dame Law School

**AALS Section on Clinical Legal Education
Schedule of Events**

Monday, May 1, 2006

AALS Section on Clinical Legal Education Committee Meetings

7:30 – 9:00 a.m. (*unless otherwise noted*)

Taskforce on Clinicians and the Academy Carnegie Suite West, Third Floor

Tuesday, May 2, 2006

AALS Section on Clinical Legal Education Committee Meetings

7:30 – 9:00 a.m. (*unless otherwise noted*)

Clinicians of Color	Conference A, Executive Conference Center
Ethics and Professionalism Committee	Liberty 3, Third Floor
Externship Committee	Liberty 4, Third Floor
Interdisciplinary Committee	Liberty 5, Third Floor
Integration Committee	Riverside Suite, Third Floor
International Clinical Education Committee	Carnegie Suite East, Third Floor
Mid-West Regional Conference Committee	Conference B, Executive Conference Center
Taskforce on Clinicians and the Academy	Carnegie Suite West, Third Floor

Biographies of Speakers Not Affiliated with Law Schools

Gomez, Vickie, Assoc. Dir., Women (VOW) Organizing Proj., Brooklyn, NY. Worked within the field of domestic violence since 1989; longtime advocate for rights of battered immigrant women. She supports organizing efforts of domestic violence survivors through VOW. She is a member of Advisory Council of Crime Victims Board, East Harlem Coalition Against Domestic Violence and NYC Interagency Task Force Against Domestic Violence. Served on board of NY State Coalition Against Domestic Violence and CONNECT. She is a member of Generation Five and Gender Rights Network.

Greenberg, Daniel L. Spec. Counsel for Pro Bono Servs., Schulte Roth and Zabel, LLP, NYC. B.A., 1966, Brooklyn Coll., J.D., 1969, Columbia. Admitted: NY, 1969; MA, 1988. Att’y, MFY Legal Servs., NYC, 1971-73; Mng. Att’y, 1971-87; Dir., Clin. Progs, Harvard, 1987-94; Pres. & Att’y-in-Ch., The Legal Aid Soc., NYC, 1994-2004; Dist. Visitor, New York, 2004-05; Spec. Counsel for Pro Bono Servs, Schulte Roth & Zabel, LLP, NYC, since 2005. Oversees the firm's pro bono prog. He is helping the firm to form strategic partnerships with targeted int’l, nat’l & local orgs. so that transactional and policy issues can be addressed as well as the more traditional servs. for indiv. indigent clients. He will personally be involved in issues within his areas of substantive expertise which include family & landlord-tenant law. He will also continue to speak on policy matters relating to the poor & the means by which legal servs. are provided to the indigent. Former Pres., NYC Chap., Nat’l Lawyers Guild; Currently on Bd. of Visitors, Columbia, CUNY & Boston Coll. Law Schools.

Heggemann, Jennifer, Dir., Social Work Servs. for Legal Servs. of Eastern Missouri, Inc. (LSEM), St. Louis, MO. B.A.. Sociology, Suffolk Univ.; Master Social Work, 1999, George Warren Brown Sch. of Social Wk., Washington Univ. Prior to jng. LSEM, she spent six yrs. providing supportive social wk. servs. to clients of LSEM’s Housing & Homeless Projs. Unit. She specialized in advocacy for tenants in federally subsidized housing, homeless adults with mental health, substance abuse, or dual diagnoses, runaway & homeless adolescents, adolescents “aging out” of child protective servs. who are at-risk of becoming homeless, & sch.-age children & youth experiencing educ’l difficulties as a result of their homelessness. Prior to LSEM she was an Intensive Care Monitor for MO’s Div. of Youth Servs. & interned as an Alternative Sentencing Specialist with the MO St. Public Defender. Also served as Legis. Aide to MA St. Rep. William C. Galvin, D-6th Norfolk.

Jayaraman, Saru, Exec. Dir., Restaurant Opportunities Center of New York, NYC.

Johnson, Chad. Plaintiff in *Johnson, et al. v. Board of Police Commissioners*, United States District Court, Eastern District of Missouri, St. Louis, MO

Johnson, Eric L., Ph.D., Ass’t Prof. of Tchg. & Learning and Dir., Urban Educ. Prog., Sch. of Educ., Drake Univ., Des Moines, IA. B.A., African Am. & African Studies, 1996; B.A., Hist., 1996; B.S., Educ., 1996; M.A., African Am. & African

Studies, 1998; M.S., Educ., 1998; Ph.D., Educ., 2002, The Ohio St. Univ. He spent eight years in K-12 schools five years classroom teacher & three years in administrative roles. He has experience working with urban and suburban districts to improve student academic performance. He has facilitated numerous workshops with students, administrators, and teachers designed to develop cultural competency skills that promote learning in academically diverse settings. He has worked with youth being adjudicated in the juvenile justice system for more than 5 years.

Jones, Ross, Psychology Ph.D. Cand., Univ. of St. Thomas, St. Paul, MN.

Lopez, Mayzabeth, Coord'r for Legal Advocacy & Organizing, Welfare Rts. Initiative (WRI), NYC. Grad. of WRI's one-year intensive Community Leadership Prog. Hunter Coll. Grad., majored in Pol. Sci. and Sociology. She has been on staff at WRI for 5 years. Liaison between CUNY Law School interns that provide legal rep. for CUNY students on public assist. She manages WRI's "Know Your Rights" trainings providing students with the tools to advocate for themselves while linking them to WRI's organizing work. She chairs the Client Empowerment Com. for the Welfare Reform Network (WRN) of the Fed. For Protestant Welfare Agencies.

Lyszczarz, Barbara, Tchg. Ass't, Coll. of Law, Kozminski Bus. Sch. and Ph.D. Cand. & Mem. of the European Doctoral Coll., a jt. proj. of Jagiellonian Univ., Cracow, Poland, Heidelberg Univ., Germany & Mainz Univ., Germany. She is completing her doctoral thesis on an economic analysis of consumer protection law in Poland. She also works at JU's Cntr. for the Study of Foreign Law, as co-head of the certificate prog. in Austrian law, & as staff for the LL.M. Prog. sponsored by Cath. Univ. of America & JU. Also on the staff of the JU Polish-German Cntr. for Banking Law, which conducts res. & produces pubs. in banking, consumer, bankruptcy, corp. & securities law. Tchg. Ass't at the Chair of Priv. Law of the Kozminski Bus. Sch. in Warsaw, where she teaches civil law. In addition, she is co-supervisor of the Kozminski civil clinic, the first clinic in a priv. Polish law sch. Recently she also jnd. a team of the strategic litig. proj. of the Helsinki Fdn. of Human Rts. in Warsaw.

Mamdouh, Fekkah, Ass't Dir., Restaurant Opportunities Center of New York, NYC.

Morgan, Deborah A., JD Candidate, Amer. Univ., Washington Coll. of Law, Washington, DC.

Posadas, Alejandro, Dean, Div. of Legal Studies, CIDE, Col. Hills of Santa Fe, New Mexico.

Sesana, Laura, Spanish Internship Prog., Villanova Univ., Villanova, PA

Shaw, Theodore M., Dir.-Counsel and Pres., NAACP Legal Defense and Educ. Fund, NYC. B.A., 1976, Wesleyan Univ.; J.D., 1979, Columbia. Admitted: NY, 1980; CA, 1989. Trial Att'y, U.S. Dep't of Just., Civil Rts. Div., DC, 1979-82; Ass't Counsel, NAACP Legal Defense Fund, NYC, 1982-87; W. Reg. Counsel,

L.A., 187-90; Ass't Prof., Michigan, 1990-95; Assoc. Dir.-Counsel, NAACP Legal Defense & Educ. Fund, NYC, 1993-04; Dir.-Counsel & Pres., since 2004. Subjects: Civil Rights; Civil Procedure, Constitutional Law. A. Leon Higginbotham, Jr. Memorial Award; Lawrence A. Wein Prize for Social Just., Columbia Univ. Wesleyan Bd. of Trustees, 15 years, Sr. V-Chair of Bd., 2003.

Stolz, James, Co-Dir. of Social Work Servs., Sch. of Social Work, Univ. of St. Thomas, Mpls. B.S.W., 1990, So. Ill. Univ.; M.S.W., 1993, Virg. Commonwealth Univ. Social Worker, Charter Medical Corp., 1990-95; Prog. Mgr., Howard Brown Cntr., 1995-97; Exec. Dir., PRIDE Inst., 1997-2003; Co-Dir. of Social Work Servs., Sch. of Social Work, Univ. of St. Thomas, Mpls. Member: Nat'l Ass'n of Social Workers, 1990; Minnesota AIDS Proj., Hollywood Steering Com., 2002; Minnesota HIV Preven. Plng. Grp., 2002; Illinois St. HIV Preven. Plng. Grp., Epidemiological Com., 2000-02.

Sullivan-Marx, Eileen, Ph.D., Assoc. Prof. & Assoc. Dean, Sch. of Nursing, Univ. of Penn., Phila., PA. Nursing Dip., 1972, Hosp.; B.S., Nursing, 1976, Univ. of Pennsylvania; M.S., 1980, Sch. of Nursing, Univ. of Rochester; Ph.D., 1995, Univ. of Pennsylvania. Responsible for the oversight of sch. owned nursing pracs. including the Living Independently for Elders Prog., a PACE model of care & the integration of prac., res., and educ. at the sch. Her res. area focuses on nurse-sensitive outcomes of care for frail older adults. She had eight yrs. of nursing prac. before launching career as a primary care nurse practitioner in 1980. Throughout the following two decades she began three new geriatric nurse practitioner pracs. that are on-going today. In 1997, she established an indepen. nurse practitioner prac. in rural New Hampshire creating a home visit prac. & consulting prac. new to that area. She continues today as an active int'l & nat'l consult. on nurse practitioner & geriatric prac. issues & oversees the Schs. prac. mission that includes the Penn Nursing Consult. Serv., Women's Health Servs. at Hamburg & Living Independently for Elders (LIFE), prog. of comprehensive integrated health & social servs. for older adults in W. Phila. Her res. focuses on functional outcome improvement for older adults in community and inst'l settings. She has led the Sch. of Nursing's Community Outreach Progs. integrating community & univ. partnerships.

Uyehara, Paul M., Staff Att'y, Language Access Proj., Community Legal Serv., Inc. Phila., PA. B.A., 1977, Oberlin Coll.; J.D., 1988, Temple. Admitted: PA, 1988; NJ, 1988. Law Clerk, Hon. Raymond Broderick, U.S. Dist. Ct. for Eastern Dist. of Penn; Phila, PA, 1988-89; Ass't City Sol., City of Phila. Law Dep't, Phila., PA, 1989-92; Supervising Att'y, Consumer Bkrptcy. Assist. Proj., Phila, PA, 1996-2000; Staff Att'y, Phila. Legal Assist., Phila, PA, 1996-2000; Staff Att'y, Community Legal Serv., Inc., Phila., PA, 1992-95 and since 2000. Focus on lang. rights advocacy, improving prog. accessibility for lang. minority clients and representing limited English proficient clients with consumer problems. Trains and consults on Title VI lang. discrim., interprets and works with interpreters, and drafting and implementing lang. access policy.

Weiskopf, Daniel, J.D. Candidate, Yale Law School, New Haven, CT.

Woodburn, Dianne, Legal Serv. for the Elderly in Queens, Rego Park, NY

Wormley, Diane-Louise (D-L), Sr. Proj. Mgr., Cartographic Modeling Lab, Univ. of Penn. Sch. of Social Policy & Prac., Phila., PA. Manages a Geographic Info. Sys. (GIS) res. lab that is a jt. venture of the Sch. of Social Policy & Prac. and the Sch. of Design. This role includes managing more than fifteen res. & contractual projs. in terms of scope, staffing, mtg. timetables & budgeting. Prior to jng. the CML, she spent four yrs. at the Univ. City Dist. where she directed the commercial corridor initiative, developed wkshps. for homeowners of Victorian-era properties & maintained the primary relationship with the community's prop. owners. Prior to UCD, she managed the Off. of Community Housing, developed Penn's \$5 million enhanced mortgage prog. and coord'd the rehab of 20 long-term vacant properties under the W. Phila. Initiative. Other wk. At Penn included roles as Assoc. Treas. for the Univ. and sr. mgt. with the Penn Plan & Student Fin'l Servs. Prior to arriving at Penn, she worked in adms. & career plng. at several univs. & colls. She is a lay leader in the Episcopal Diocese, a pastoral visitor at Presbyterian Hosp. & a member of several bds., including The Reinvestment Fund, Union Benevolent Ass'n Fdn., Settlement Music Sch. & People's Emergency Cntr., CDC.

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Work-in-Progress Sessions
Monday, May 1, 2006
4:00 – 5:30 p.m.

Session 1: Access to Justice and Community
Voice in Poverty Law and Procedure

Empire East
Second Floor

Moderator: Kate Kruse, University of Nevada Las Vegas

Social Justice and the Burden of Proof in Public Assistance Administrative Hearings

Lisa Ellen Brodoff, Seattle University

In this article, Lisa Brodoff examines the administrative hearing system for public assistance recipients and applicants, and asserts that it is the primary social justice system for the poor. She discusses why public assistance appellants are always placed at a significant disadvantage in this system. Brodoff proposes that the best way to even out the inequities in adjudications is to always place the burdens of production and persuasion on the government in these hearings. She argues that policy, efficiency, and fairness require a consistent and heavy burden on the state when it attempts to take away or deny “brutal needs” benefits. Brodoff examines other administrative substantive areas where the burden is placed on the government in hearings, and shows why the policies behind the changed burden in those areas apply with equal force to public benefits hearings. Finally, she suggests ways in which to implement this change.

“Ain’t No Sunshine”: Deal Making, Open Meeting Acts, and Community Participation in Inner City Redevelopment

Patience Adrienne Crowder, University of Baltimore

The literature about redevelopment and the resulting displacement of inner city residents is plentiful. Left out of the discourse is any meaningful focus on the public-private relationship between cities, developers, and community. This paper examines the deal making process of inner city redevelopment projects and the cruelly and deliberately deficient mechanisms for community participation. This paper critiques the structure and scope of open meetings acts as these acts apply to redevelopment projects sponsored by cities partnering with private and quasi-public developers. This paper argues that open meeting acts particularly fail in the context of inner city redevelopment and proposes a concept of codified “residents’ rights” to ensure a stronger role for residents in redevelopment.

“Justice Is Not Cheap”: The Neighborhood Legal Services Program, the War On Poverty and 40 Years of Federal Funding for Legal Services for the Poor

Brian G. Gilmore, Howard University

With its origins in Lyndon Johnson’s “War on Poverty,” the Neighborhood Legal Services Program of Washington D.C. set a standard of relentless legal activity in the 60’s and 70’s that changed housing and consumer laws in the District of Columbia forever and in other jurisdictions as well. Using its numerous groundbreaking cases as a backdrop, this article will attempt to place the program into a proper historical context. In addition, the article will examine many of the unique components of the program – the neighborhood legal office concept, federal funding, and citizen board members. Finally, what lies ahead for such programs?

Work-in-Progress Sessions
Monday, May 1, 2006
4:00 – 5:30 p.m.

**Session 2: Developing the Skills and Access
Necessary to Meet the Legal Needs of Clients**

Empire West
Second Floor

Moderator: Dan Filler, University of Alabama Law School

Lawyers for Middle-Income Clients: Why and How Do They Sustain Their Practice?

Ann Juergens, William Mitchell College of Law

Distribution of legal services across the population continues its skew to the top unabated. Studies documenting lack of access to legal help have found that the middle 60% of households by income have unmet legal needs that are almost as great as those in the bottom 20% by income. Yet the profession cannot seem to address this market failure effectively. This article is based on the author's small qualitative study of lawyers in Minnesota who serve primarily middle-income clients. It examines the backgrounds, motivations, sources of clients, sources of satisfaction, incomes, use of technology, types of practice, and other salient factors in a sample of lawyers who make their livings serving mostly middle-income households and businesses.

Serving the Poor: Generalists Needed

JoNel Newman, University of Miami

Contrary to the well-documented trend toward specialization in law, this article will argue that there is a real need for generalist legal training in law schools in general and legal clinics in particular. General legal services and advice are extremely important for the poor and marginalized communities that are often served by legal services offices and law school clinics simply because such offices are often the only point of contact the clients will have with *any* provider of legal services. This article will identify and discuss the impediments to client access to specialized legal services and the unique challenges and rewards of offering more general legal services both in a legal services setting and pedagogically. The article will also argue that generalized training is of benefit to law students who go into private practice after graduation because it conditions lawyers to think more broadly in addressing their clients' needs.

Work-in-Progress Sessions
Monday, May 1, 2006
4:00 – 5:30 p.m.

**Session 3: The Ethical and Lawmaking
Dimensions of Particularized Litigants and
Legal Profession Institutions**

Central Park East
Second Floor

Moderator: Michael Pinard, University of Maryland School of Law

Speaking Truth to Power: Law Schools and Law Faculty as Constitutional Litigants

Maureen N. Armour, Southern Methodist University

Maureen Armour examines the recent role of Law Schools and Law Faculty as constitutional litigants. This particular project grows out of Maureen's larger project, an examination of constitutional debate as a form of democratic dialogue, an analysis informed by the works of political theorists who examine the importance of dialogue and political speech in democracies. Professor Armour argues that Law Schools and Law Faculty as participants in constitutional litigation, especially litigation concerning issues of legal education and the training of lawyers, are unique litigants and assume a special role in front of the Court. The political, ethical, institutional and professional dimensions of this role are explored. The project seeks to answer two questions: Whether these litigants enrich the constitutional and political debate generated by this type of litigation? And whether these actors have a unique moral obligation to engage in this type of public constitutional debate?

Evaluation of Defense Counsel Performance in Criminal Cases

Robert Rigg, Drake University

Courts are using ABA standards to determine ethical boundaries and as a means to measure lawyer performance in a number of criminal cases. However, the drafters of these standards intended them to be used as a guide to professional conduct and performance. The drafters did not intend these standards to be used as criteria for the judicial evaluation of alleged prosecutorial or defense counsel misconduct to determine the validity of a conviction.

This article critiques the Supreme Court's and, consequently, the lower courts' reliance on these ABA standards as "guidelines" to evaluate counsel's performance.

Work-in-Progress Sessions
Monday, May 1, 2006
4:00 – 5:30 p.m.

**Session 4: Broadening The Understanding of
Difference: The Impact of Class, Age and
Immigration Status and the Subconscious on
Student Learning and Client Representation**

Central Park West
Second Floor

Moderator: Elizabeth Cooper, Fordham University School of Law

*Cross-Cultural Lawyering by the Book: A Review of Recent Clinical Texts and
Agenda for Inquiry – A Scholarly Work-in-Progress*

Ascanio Piomelli, University of California, Hastings

This Essay explores how three recent clinical textbooks on interviewing and counseling prepare student-lawyers to work with clients from whom they culturally differ, noting differences in how broadly or narrowly the texts define culture, how they describe dimensions along which cultures differ, and on which side of the lawyer-client relationship they focus. It also suggests that the texts and cross-cultural lawyering literature generally might profitably pay greater attention to: socioeconomic class and its cultural manifestations; the latest studies on social cognition and sub-conscious bias; and the impact of lawyers' professional socialization on our expectations of low-income, working-class, and of-color clients.

*A Critical Look at Immigration Law's Treatment of Children – A Curricular
Work-in-Progress*

Ragini N. Shah, Columbia University

The author is in the process of developing an immigration clinic that focuses on immigration benefits available to young people who are self-petitioning both affirmatively and in defense of their deportation. More specifically, the clinic will focus on Special Immigrant Juvenile Status, which is available to young people who have been abused, neglected, or abandoned by their parents. The author is in the process of developing the curriculum for the seminar portion of the clinic and is looking to develop mechanisms and methodologies to prepare students for the challenges of interviewing young people about traumatic situations, working with other players in the young person's life, and arguing in Family and Immigration Courts.

Poster Presentations

Posters will be displayed and presented during the AALS Reception, 5:30 – 6:30 p.m., Sunday, April 30, 2006, in Metropolitan East, Second Floor.

They will then be on display in Metropolitan West, Second Floor, (the AALS Plenary Session room), throughout the remainder of the Conference.

Esther Canty-Barnes, Rutgers University, Newark

Jennifer Rosen Valverde, Rutgers University, Newark

Poster Title: With All Deliberate Speed: Strategies for Improving the Educational and Developmental Needs of Children in Foster Care

The project focuses on improving the special educational and early intervention needs of children in foster care through advocacy and comprehensive training and education of individuals who play a major role in their lives. The Special Education Clinic at Rutgers University School of Law in Newark, New Jersey, serves as a valuable resource in the community to address these needs.

Roxanna Altholz, University of California, Berkeley

Deirdre K. Mulligan, University of California, Berkeley

Jeffrey Selbin, East Bay Community Law Center, Berkeley, California

Poster Title: The AIDS Lanka Project: A Multiclinic Collaborative

The AIDS Lanka Project brought together students and faculty in three clinics – a community-based HIV/AIDS law practice and in-house clinics in human rights and law and technology – to work closely with an in-country NGO and other interested parties in Sri Lanka. The collaborative was designed as a proactive effort to address the need for affordable and accessible HIV medications in a developing country vulnerable to the AIDS pandemic. The project represents one model for interclinic collaboration in an increasingly complex domestic and global environment.

Timothy W. Floyd, Mercer University

Poster Title: Collaboration in the Georgia Capital Defender Clinic

The clinic is a collaborative in at least three ways: first, it is a joint course offered by three law schools, Georgia State University College of Law, Emory University School of Law, and Mercer University School of Law, in which students from all three schools work together; second, the clinic is a collaborative effort between the law schools and the Office of the Georgia Capital Defender, a state agency charged with the responsibility of representing capital defendants; and third, the students' work in the office is itself collaborative, in that defense teams are multidisciplinary, including lawyers, mitigation specialists, social workers, and mental health professionals. There are many institutional, logistical, and political roadblocks to effective collaboration in law school clinics, but this clinic offers lessons in ways to overcome some of the obstacles to effective collaboration and to foster the relationships necessary for collaborative work.

Faye Gertner, Monash University, Melbourne, Australia

Poster Title: SMLS/SECASA Joint Legal Clinic

The joint legal clinic serves victims of crime by providing them with information and assistance that enables them to access justice and compensation. The clinic teaches students at the same time as it assists victims of crime by demystifying the law and running matters that would not otherwise be handled by private solicitors.

Brian G. Gilmore, Howard University

Poster Title: "Synthetic" Discrimination in Cooperative Housing

This poster will present the high points of a research project completed by the Fair Housing Clinic involving cooperative apartments and discrimination based upon sexual orientation.

Theresa A. Hughes, St John's University
Heather Bausano, St John's University
Craig Meisel, St John's University
Tim Rauch, St John's University
Poster Title: University-Wide Collaboration

Given the multiple legal, social and emotional issues that arise in child representation, we have tapped into many disciplines within our university in order to address the needs of our clients, including: Department of Psychology, Education and Fine Arts.

Helen M. Harnett, University of Baltimore
Poster Title: The University of Baltimore Immigrant Rights Project: A Collaborative Work-in-Progress

The University of Baltimore School of Law's new Immigrant Rights Project is being developed as a collaborative effort. The law school's existing in-house clinics, including the Civil Advocacy Clinic, Family Law Clinic, Community Development Clinic and the Tax Law Clinic, are teaming up to create this new project with the aim of exposing law students to holistic and collaborative advocacy. Recognizing that clients do not live in boxes of legal specialization, students and faculty from the law school's multiple clinics are partnering to address the cross-cutting legal barriers facing Maryland's immigrant population. Our poster will describe the successes and challenges that the clinical programs have faced in developing this new project.

Hugh McLean Lee, University of Alabama
Poster Title: What Does a Competency Test Tell Us About Client Understanding? Empirical Evidence of Older Adults' Capacity to Execute Legal Documents

This poster summarizes research conducted at the Elder Law Clinic concerning the level of understanding and functional capacity of older adults who appear to be cognitively intact based upon accepted psychological tests. The goal of the research project was to identify areas in which clients, otherwise identified as "competent," might nonetheless have difficulty understanding. It is hoped that the results of this research will enable us to give focused and improved advice in those areas of client difficulty.

Patricia A. Legge, Rutgers School of Law - Camden

Poster Title: Collaboration Three Ways

This is a visual presentation of how one Judicial Externship Seminar incorporates the local judiciary, alumni practitioners, and legal writing professors to give the students a well-rounded clinical education while cultivating the law school's relationships with those outside the academic realm.

Andrea Loretta McArdle, City University of New York

Poster Title: Student-to-Student Collaboration: Learning About Written Advocacy Across Second- and First-Year Law School Courses

This presentation will demonstrate an indirect second-to-first-year law student collaboration mediated by a teacher's structuring of a classroom deconstruction of advocacy techniques. It will address how a web-based version of early and revised drafts of a second-year law student's advocacy writing served as a springboard for a classroom exercise in a first-year lawyering-legal writing seminar to develop students' appreciation of advocacy strategies. And it will examine teaching methods used in the assignment to encourage the first-year students both to trace the actual path of the brief writer's revisions in language, paragraph organization, and choice and level of detail and to think about how to apply these insights to their own persuasive writing assignment.

Suzette M. Meléndez, Syracuse University

Poster Title: Medical-Legal Collaboration: The Syracuse Family Advocacy Program of Syracuse University College of Law and Upstate Pediatric & Adolescent Center of University Hospital of SUNY Upstate Medical University

The Syracuse Family Advocacy Program (FAP) is a collaborative project of the Syracuse University College of Law and the Upstate Pediatric & Adolescent Center of University Hospital of SUNY Upstate Medical University (UPAC). FAP addresses the health-care based needs of young children and their families through advocacy, training and research, including representation in individual cases. Legal assistance and information on health-related matters is provided to children, their families, and the Children's Rights and Family Law Clinic, and through the Family Law & Social Policy Center.

Faith Mullen, Catholic University

Jo Anne Tyler, Pennsylvania State University

Poster Title: Work Stories, Stories Work: Storytelling for Meaning Making and Pedagogical Improvement in Clinical Legal Education

This collaboration explores the application of knowledge transfer strategies developed in for-profit settings to clinical legal education. The primary purpose of this qualitative research is to develop an understanding of the effect that systematic inclusion of participative storytelling will have on the students and faculty involved in clinical legal education. Secondly, the research considers whether the inclusion of storytelling has potential implications for faculty and institutional approaches to the pedagogical processes used in clinical legal education.

Doris Y. Ng, Golden Gate University

Poster Title: The San Francisco “Wins” Garment Workers’ Fight for Justice: A Law & Organizing Approach

This poster will highlight the actions of over 250 Chinese garment workers to recover their unpaid wages. With the help of community organizers, advocates and the Golden Gate University School of Law’s Women’s Employment Rights Clinic, the workers organized demonstrations against the factory owners, testified before the San Francisco Board of Supervisors, and sued the factory owners for over \$2 million. This poster will “display” the voices of the worker leaders.

Elizabeth A. Reimels, Emory University

Poster Title: Interdisciplinary Student Teams

The Barton Child Law & Policy Clinic at Emory University is a program of Emory Law School dedicated to ensuring safety, well-being and permanency for abused and court-involved children in Georgia. Our public policy and legislative advocacy work includes writing policy briefs, impact statements, fact sheets, and white papers, as well as legislative drafting and analysis. The Clinic works closely with state agencies and non-profit organizations on training, policy development and implementation, public education, and media messages regarding the child welfare system. The Barton Clinic’s policy work is carried out by teams of law, social work, public health and theology students working together under the direction of a clinical instructor. The Barton Clinic’s poster explains the work of the Clinic and the strengths and challenges of using multidisciplinary student teams for legislative and policy development and advocacy.

Ruth Anne Robbins, Rutgers School of Law-Camden

Michael R. Smith, Mercer University

Brian J. Foley, Florida Coastal School of Law

Poster Title: Once Upon a Time: A Three-Part Collaboration to Create the New Discipline of Applied Storytelling

This poster will introduce viewers to a collaborative project among a clinical professor, a legal writing professor and a criminal procedure professor that centers on the various uses of storytelling to make a legal argument.

Michael J. Robinson-Dorn, University of Washington

Poster Title: 2 Countries, 1 Ecosystem, 2 Clinics

For the past three years, the environmental clinics at the University of Washington and the University of Victoria have embarked on a collaborative mission to work together, to pursue joint cases and projects, to leverage their resources to address issues of concern in their shared ecosystem, and to bring new ways of looking at and thinking about environmental issues of concern. The Clinics' shared goal of inspiring, mentoring and training the next generation of environmental lawyers and stewards has also produced rich unexpected opportunities for the professors involved, and is forging links between other programs at the two law schools.

Anne N. Schroth, University of Michigan

Poster Title: The University of Michigan Law School Pediatric Advocacy Clinic: A Medical/Legal Collaborative in a Clinical Setting

The poster will highlight the Pediatric Advocacy Clinic at the University of Michigan Law School, a new clinical course that gives students an opportunity to practice law in a collaborative setting with healthcare providers by adding legal advocacy as part the healthcare team's available resources for their low-income patients. The Pediatric Advocacy Clinic not only involves students in direct client casework, but in training healthcare providers on legal issues affecting their patients, developing community and professional education materials to expand the reach of our services, and working with healthcare providers to identify and pursue opportunities for coordinated approaches to systemic barriers faced by our shared clients. The goal of this poster will be to demonstrate some of our work and illustrate the potential for this kind of interdisciplinary clinic design.

Christina A. Zawisza, University of Memphis

Poster Title: A Law School, University, Legal Services Partnership in Disability Studies

This session will describe the emerging partnership among the Law School, the larger University of Memphis, the University of Tennessee's College of Medicine and Memphis Area Legal Services to meet the needs of low-income clients for expert consultations and evaluations to support successful resolution of legal cases. It will feature several case examples drawn from the Child Advocacy Clinic and from the Public Action Law Society's Social Security Project. The promise of such a collaboration, including its ability to provide law students with substantial pro bono opportunities and skills training, will be discussed.

Susan F. Cole, Harvard Law School

Michael Gregory, Harvard Law School

Poster Title: Helping Traumatized Children Learn

The Trauma and Learning Policy Initiative (TLPI) is a partnership between the Hale and Dorr Legal Services Center of Harvard Law School and Massachusetts Advocates for Children (MAC), the goal of which is to ensure that children traumatized by exposure to violence succeed in school. This poster will describe TLPI's multi-strategic approach to achieving its goal, which includes individual case advocacy, legislative and executive advocacy, research and report writing, and interdisciplinary coalition building. The poster will also highlight recent accomplishments of the project, including the publication of *Helping Traumatized Children Learn*, enactment of recent legislation, and the work of our clinical law students.

Anita Michelle Weinberg, Loyola University, Chicago

Poster Title: Eliminating Childhood Lead Poisoning: A University-Community Interdisciplinary Collaboration

A university-community partnership that advocates for policy and legislative reforms, promotes public awareness, and fosters collaborations to eliminate childhood lead poisoning.

JoNel Newman, University of Miami

Poster Title: Medical-Legal Collaboration to Assist HIV+ Populations in Miami

University of Miami Schools of Law and Medicine work collaboratively to provide a range of medical and legal services to the poor HIV+ population in Miami.

WORKING GROUP LEADERS

Amy G. Applegate, Indiana University - Bloomington
C. Elizabeth Belmont, Washington and Lee University
Paul D. Bennett, The University of Arizona
Adele Bernhard, Pace University
Beryl S. Blaustone, City University of New York
Richard A. Boswell, University of California, Hastings
Katherine Shelton Broderick, Univ. of the District of Columbia
Susan J. Bryant, City University of New York
Angela Burton, City University of New York
Arturo J. Carrillo, The George Washington University
Timothy M. Casey, Case Western Reserve University
David F. Chavkin, American University
Kim Diana Connolly, University of South Carolina
Elizabeth B. Cooper, Fordham University
Jessica Dixon, Southern Methodist University
Matthew Fraidin, University of the District of Columbia
Paula Galowitz, New York University
Leigh Suzanne Goodmark, University of Baltimore
Jennifer A. Gundlach, Suffolk University
Carrie L. Hempel, University of Southern California
Kristin Henning, Georgetown University
Randy Hertz, New York University
Shavar Dakel Jeffries, Seton Hall University
Margaret E. Johnson, American University
Lois H. Kanter, Northeastern University
James J. Kelly, Jr., University of Baltimore
Jennifer P. Lyman, The George Washington University
Margaret Maisel, Florida International University
Tamar Meekins, Howard University
Suzette Melendez, Syracuse University
Pierre Monette, Suffolk University
David R. Moss, Wayne State University
Michael W. Mullane, University of Arkansas, Fayetteville
Faith Mullen, Catholic University
Kelly Browe Olson, University of Arkansas at Little Rock
Calvin Pang, University of Hawaii
Mayra Peters-Quintero, New York University
Victoria F. Phillips, American University
Ngai L. Pindell, University of Nevada, Las Vegas
Jeffrey Jude Pokorak, Suffolk University
J. L. Pottenger, Jr., Yale Law School
Dean Hill Rivkin, University of Tennessee
Avis L. Sanders, American University
Ragini N. Shah, Columbia University

Hans P. Sinha, University of Mississippi
Kathleen R. Supernaw, The University of Tulsa
Kimberly A. Thomas, The University of Michigan
Virgil O. Wiebe, University of St. Thomas
Stephen Wizner, Yale Law School
Christine Zuni Cruz, University of New Mexico

CONFERENCE ON CLINICAL LEGAL EDUCATION
April 30 – May 3, 2006
New York, New York

EVALUATION FORM

The Professional Development Committee relies on your feedback and suggestions in planning future workshops and conferences that meet your professional needs and interests. If you are unable to return this form during the workshop, please mail it within the next few days to Association of American Law Schools, 1201 Connecticut Avenue, NW, Suite 800, Washington, D.C. 20036, or FAX (202) 296-8869.

1. Job title: _____
2. Role at this conference: Registrant Speaker Planning Committee Member
 Working Group Leader
 Other _____
3. If applicable, how many years have you been working full-time in legal education?
 less than 5 6-15 16-25 25 or more
4. How do you rate the conference overall?
 poor fair good very good excellent

Comments:

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5.

Please evaluate (or indicate you did not attend) <u>ALL</u> parts of the conference.						
EVENT	poor	fair	good	very good	excel- lent	did not atten d
New Clinicians Session (<i>Sunday, April 30</i>)						
AALS Reception with Posters (<i>Sunday, April 30</i>)						
Plenary Session (<i>Sunday, April 30</i>) Collaboration in Teaching	()	()	()	()	()	()
Plenary Session (<i>Monday, May 1</i>) Collaboration in Learning	()	()	()	()	()	()

EVENT	poor	fair	good	very good	excel- lent	did not atten d
Concurrent Session (<i>Monday, May 1</i>) Collaboration Across Borders	()	()	()	()	()	()
Concurrent Session (<i>Monday, May 1</i>) Collaboration Across Law School Programs	()	()	()	()	()	()
Concurrent Session (<i>Monday, May 1</i>) Collaborating On Language Access Issues	()	()	()	()	()	()
Concurrent Session (<i>Monday, May 1</i>) Ethical and Practical Issues in Legal Collaborations	()	()	()	()	()	()
Concurrent Session (<i>Monday, May 1</i>) Teaching Collaboration to Students	()	()	()	()	()	()
Concurrent Session (<i>Monday, May 1</i>) Using Technology to Collaborate	()	()	()	()	()	()
Works-In-Progress (<i>Monday, May 1</i>)						
Plenary Session (<i>Tuesday, May 2</i>) Collaboration in Lawyering/Practice	()	()	()	()	()	()
Concurrent Session (<i>Wednesday, May 3</i>) Collaboration between Students and Supervisors: Learning from Externship, Educational Theory, Apprenticeship and Clinical Experience	()	()	()	()	()	()
Concurrent Session (<i>Wednesday, May 3</i>) Collaboration with Communities and Community Organizations	()	()	()	()	()	()
Concurrent Session (<i>Wednesday, May 3</i>) Collaboration with Non-Clinic Law Faculty	()	()	()	()	()	()
Concurrent Session (<i>Wednesday, May 3</i>) Collaboration with Other Providers of Legal Services	()	()	()	()	()	()
Concurrent Session (<i>Wednesday, May 3</i>) Does Collaboration Work For Students?	()	()	()	()	()	()

EVENT	poor	fair	good	very good	excel- lent	did not atten d
Concurrent Session (<i>Wednesday, May 3</i>) Interprofessionalism Meets Interclinicity: Two Case Studies in Multidisciplinary and Multidoctrinal Collaboration	()	()	()	()	()	()
Plenary Session (<i>Wednesday, May 3</i>) Clinical Education in the Aftermath of Hurricane Katrina, A Multi-focused Collaboration	()	()	()	()	()	()
Closing Speech (<i>Wednesday, May 3</i>) Theodore M. Shaw	()	()	()	()	()	()

6. Please comment on Working Group Leaders or Speakers who were particularly effective or ineffective.

7. Please comment on the Working Group discussions.

8. Any other comments? (e.g., Was the content of the program good? Were there topics that should have been included or excluded? Were you happy with the schedule? The hotel facilities? The meals?)

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