

Skills and Values: What Do We Teach?

What's going on?

- Power struggle
- Responsibility
- Communication
- Goals tension
- Goal of clinic
- Lack of understanding of clinical method/structure
- Student fear of judgment/failure (grades)
- Positive, opportunity for learning
- Energy and enthusiasm
- Racial and gender dynamics
- Rigidity v. rolling with the punches

What do next?

- Talk about who is the client
- Start with the positive
- Get to the ability to work together
- Relationship to practice
- Importance of documentation

-Communicating about tension with clinic goals and student approach

Things that work well

- Starting to connect the students
- Turning problems into questions
- Connecting back to client goals
- Not spoonfeeding but directing self-discovery
- non-judgment
- defining roles in relationship
- giving opportunities to let students come to answer on own
- positive approach broke down defensiveness

Opportunities to improve

- Deciding point at which to answer students' questions/be more assertive

Skills and Values:

SKILLS

How to do research, in an unfamiliar context.

Problem-solving:

- Finding facts.

- Counseling the client.

Developing relationships with client.

Practice management:

- File handling

- Time management

VALUES

Overlap with skills concepts

Teachable values in the roleplay

- ethical awareness

 - Rules of PR

 - Broader

- implications of decisions
- client-centeredness (relationship of attys to client decision/control/influence)
- don't give up easily
- when must you not represent a client (differing values)
- need to approach cases/matters with open minds (reality and role of personal agendas)
- reacting to question – what do I do next ... stop and consider (creating reflective practitioners): (1) THINK-PREPARE (2) DO (3) REFLECT (steps of clinical methodology)
- we don't have all the answers (cf. rest of law school)