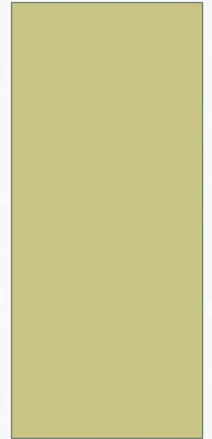


DESIGNING A CLINIC SEMINAR CLASS

AALS NEW CLINICIANS 2018



4 STAGES OF CLASS DESIGN

- ID appropriate student learning goals;
- ID common misunderstandings;
- Think through assessment; &
- Develop classroom learning activities.

STUDENT LEARNING GOALS

- No one “correct” way to set boundaries;
vary depending on:
 - individual lawyer; &
 - particular context
- Boundary choice is only 1st step;
communicating decision to client is a separate challenge

COMMON STUDENT MISUNDERSTANDINGS

ASSESSMENT

- Successful:
 - generate multiple options for resolution of boundary challenges;
 - ID pros & cons of options, note that several might be appropriate
- UNsuccessful:
 - conclude there is 1 “best” or “correct” approach

- Video: frequency of client contacts
- Brainstorm:
Wide range of boundary-setting options
Assess pros & cons of each
Which one most comfortable with?
- Focus on 1 option: Limit contact to business hours, except true emergencies
2 contrasting videos
 #1: Clear but distant
 #2: Apologetic & less than clear
- Small groups: Analyze both videos:
Effective? Problematic?
Report back
- "Do over:" plan own conversation; role play & critique