

CLINICAL EDUCATION PROGRAM GOALS

The following are the general clinical education program goals of the East Bay Community Law Center (EBCLC), although each practice group will have additional goals and expectations. In the course of working at EBCLC, we anticipate that you will have the opportunity to work toward achieving most, if not all, of these goals. These goals are not listed in order of priority, but reflect the broad range of purposes we hope to accomplish at EBCLC. Please review them and consider what other goals you wish to accomplish during the semester.

Your first written reflection piece in the clinic will be to write down your learning goals for the semester. You and your supervisor will refer back to these goals, informally throughout the semester, and more formally at the mid-semester evaluation and final review.

A. Learning to think strategically about complex, unstructured problems and choose appropriate action alternatives

At EBCLC, you will learn how to analyze complex, immediate and evolving legal issues that are impacting clients and client communities. Analysis of these issues involves working with clients and community partners to identify issues, and objectives, explore multiple paths to achieving those objectives, and implement the chosen actions.

B. Learning cross-cultural advocacy skills

In both the clinic and seminar, we will discuss the continuing role of race, class, and culture in poverty and law. We will work to identify the cognitive, affective and behavioral components of cultural awareness, and tools for effective cross-cultural advocacy.

C. Learning case management

In direct service units (Health, Income Support, Clean Slate, and Housing), you carry a manageable caseload of client cases, and are primarily responsible for those cases under the supervision of an attorney. You are expected to learn how to make case management decisions and prioritize cases and tasks according to needs and resources. In our group representation/collaboration practice group (Economic Justice), you are expected to learn how to manage your projects in a team setting.

D. Learning to learn from experience

EBCLC supervisors and instructors in both the clinic and seminar will provide ample opportunity to help you develop mechanisms to interpret your work as legal advocates. Through formal and informal feedback from supervisors, and by encouraging self-evaluation, you will work on reviewing, reflecting on, and evaluating your own performance. By learning to learn from your experiences, you will develop tools that will allow you to continue this type of professional self-training throughout your careers.

E. Understanding the relationship between theory and practice

Poverty law work involves advocacy on behalf of people who are confronted with oppressive systems, difficult choices, and often- overwhelming conditions. You will

be faced with the task of applying theoretical legal and political options and strategies to immediate challenges where the stakes are high. The relation between theory and practice will come to life as you work materially to improve the lives of your clients and client communities.

F. Recognizing and resolving issues of professional role(s) and responsibilities

In your work at EBCLC, you will experience firsthand many of the same ethical and professional issues as would a practicing lawyer. Students may be confronted with resolving ethical and moral dilemmas that arise in their casework, i.e., to whom do you owe a duty of care, who is the client, and to whom is the advocate responsible? EBCLC staff will explore these and similar issues with you and help you develop a framework in which to resolve ethical conflicts.

G. Learning a new areas of law

You will be exposed to a variety of substantive legal areas in one of our five practice groups, and you will learn how to serve clients and client communities on these issues. However, you will also become familiar with the work of other practice groups through group trainings, presentations, and cross-practice group collaborations.

H. Skills training (persuasive expression)

In each of the practice groups, you will gain experience and expertise in persuasive written and/or oral expression through your work at EBCLC. Although the forum, issues, medium, and strategies vary by practice group, there is an opportunity in each to hone your advocacy skills.

Learning Goals Memo Assignment:

Review the Clinical Education Program Goals carefully. Write a short memo (approx. 2-3 pages, double-spaced) regarding the goals you wish to achieve in your clinical experience. You should refer to the Clinical Education Program Goals, as well as your own experience, goals, and expectations. You should discuss these learning goals with your supervisor early in the semester, as well as referring back to them at the mid-semester and final evaluations. **This assignment is due Tuesday, February 6th, 3:20 p.m.**

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SUPERVISOR'S FINAL STUDENT EVALUATION

Supervisor

Student

Please complete this evaluation at the conclusion of the semester

1. **Work Performed:** Please describe the work performed by the student during the semester.

2. **Lawyering Skills:** Please comment on those areas which are relevant to your student. In doing so reflect upon the progress made by the student in the course of the semester.
 - a. **Research:** Did Student possess an understanding of how to conduct legal research? Did this skill develop appropriately during the course of the semester? Was the student's research thorough and accurate? Is the student able to develop a coherent research strategy? Does the student tend to over or under research a topic? Did the student seek further guidance when appropriate?

 - b. **Legal Analysis:** Can the student analyze cases and statutes, apply the law to the facts and develop a specific and coherent theory? In the absence of controlling legal authority, is the student able to reason from analogous legal principles? Did the student raise intelligent questions concerning the issues? Was student able to examine issues from various perspectives? Did the student show creativity in analyzing legal issues?

 - c. **Writing:** Was each written product accurate, well written, organized, thorough and concise? Was the intended audience taken into account? Did the student

demonstrate the ability to write persuasively? Did student edit work carefully? Did student take feedback into consideration in future work? Did student's writing improve?

- d. **Fact Investigation:** Was it thorough and imaginative? Were sufficient attempts made to secure all necessary data?

- e. **Planning:** Did the student develop a theory and strategy for each assignment? Did the student take the time and effort necessary to think through the ethical, strategic, and interpersonal issues arising from the assignments? Does the student have the ability to deal with ambiguity? Did student handle multiple demands effectively?

- f. **Interviewing:** Was relevant information appropriately obtained? Was rapport established? Was agreement about what was going to be done, or not done, for client clearly reached?

- g. **Counseling:** Did the student help the client define his or her problems, and understand and choose among options? Were client's questions answered? Was the student sensitive to the full range of client needs?

- h. **Negotiation:** Did the student demonstrate an understanding of the negotiation process, and an ability to evaluate the strengths and weaknesses of both parties' cases?

- i. **Hearing Preparation and Performance:** Was the requisite time and effort expended to prepare the client and other witnesses adequately? Were the arguments, including opening and closing, effective in achieving the desired

4. **Educational Responsibility**: Was the student responsive to criticism? Did he or she show improvement over the semester? Did the student take the initiative in seeking educational experiences and time to meet with his or her supervisor? Did the student seek appropriate clarification of assignments?

5. **Overall Assessment**: What is your general assessment of the student? What are the student's major strengths and weaknesses? Do you trust the student and respect his or her work?

This evaluation has been discussed with the student.

Supervisor's Signature

Date

Student's Signature

Date

Thank you for your help in making this a terrific semester!

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MID-SEMESTER SELF-ASSESSMENT

Prior to your mid-semester meeting with your supervisor, please complete this self-assessment form. This brief self-evaluation is intended to be a tool for you to reflect on your development thus far and to define your goals for the remainder of the semester. The completed form should be shared with your supervisor.

Your mid-semester self-assessment should address the following issues:

1. Describe your workload – numbers of cases or projects; variety of assignments; manageability of workload; do you have too much to do or not enough; etc.
2. Describe your relationships and interactions with: clients; your supervisor and other EBCLC staff; adversaries; etc. Do you feel comfortable in these relationships? What makes you uneasy about them?
3. Are you comfortable with your legal advocacy skills development thus far? What would you like to accomplish in this area before the end of the semester?
4. Is the office environment (workspace, phones, computers, library, explanation of office policies and procedures, etc.) conducive to your casework?
5. Is your experience meeting your expectations? In what ways has it differed from your expectations?
6. Describe your most interesting, intense, difficult or challenging case, project or aspect of your work thus far.
7. If not already addressed above, what are your goals for the remainder of the semester? What areas do you most want to work on?
8. What can your supervisor do to provide you with the type of support you need to work effectively and efficiently?

Name: _____

Date: _____