SAINT LOUIS UNIVERSITY SCHOOL OF LAW

FIELD PLACEMENT HANDBOOK

for
SUPERVISORS AND STUDENTS



SAINT LOUIS UNIVERSITY SCHOOL OF LAW 100 N Tucker Blvd., St. Louis, MO 63101

SUPERVISOR GUIDANCE

INTRODUCTION

The Supervisor plays an essential role in the Law S following guidelines are intended to aid Supervisors in providing meaningful learning experiences for Law Students.

Because Law Students receive academic credit for their fieldwork, the focus of the placement experience should be the achievement of the Law Student educational objectives. Law Students should have opportunities to observe, discuss, and participate in the work of the Field Placement Ste. They should be given clear and challenging assignments consistent with their goals and receive meaningful, specific, and constructive feedback on their work.

SUPERVISOR AS MENTOR

the Law Student's role in helping the organization carry out its mission; how the Law Student and the Supervisor will communicate with each other (phone number(s), email) and a method for regular supervision meetings (e.g., a standing weekly meeting);

chosen over another and whether he or she would have made the same choice again and why.

Finally, Supervisors should include Law Students in activities and discussions that can help them understand how legal ethics and compliance with the Rules of Professional Conduct impact lawyers; see lawyers in leadership roles and making choices about the uses of power and influence that a law degree makes possible; understand how legal institutions work; observe the impact of budgetary constraints and billing practices; critically examine the legal system and their roles in the system; understand the importance of teamwork and relationship building; understand professional mores and the values that drive performance as a professional; or develop their own internal sense of professional commitment, responsibility, and identity.

Throughout the semester, Law Students are asked to submit time logs and engage in oral and written reflection concerning their work. Law Students are instructed to observe confidentiality in completing these required course elements.

FEEDBACK TO LAW STUDENTS

Supervisors should make time to provide individual and specific feedback on Law Student work (both oral and written). This feedback is an essential part of the experience and helps Law Students analyze their performance and determine what changes to make for future assignments. While a formal mid-semester evaluation is not required, Supervisors may find it useful to engage in an informal mid-semester review using the topics described in Attachment 4.

When giving feedback, it is helpful to lead with the positive (i.e., highlight a particular success) and then also provide a limited number of suggestions for improvement. Feedback should be FAST:

- Ø Frequent (e.g., weekly meetings work well to assure the frequency of feedback)
- Ø Accurate (e.g., describe the actions or behaviors that can be addressed, not the person)
- Ø Specific (e.g., pinpoint discrete behaviors to be replicated or changed)
- Ø Timely (e.g., provide feedback in time to allow for improvement on the next assignment)

Law Students are expected to evaluate their own performances as well (both oral and written). Before the Supervisor critiques, it is helpful to have a Law Student first give his or her impressions. For example, the Law Student can consider what she thinks was done well and what she would do differently the next time. This encourages the Law Student to engage in reflective thinking (i.e., performing a task and then analyzing it and developing a theory for improved performance).

Law Students generally want both affirming feedback and corrective feedback or coaching. General statements such as "Good job" are encouraging and motivating, but do not provide much guidance for improvement. Law Students benefit from specific examples demonstrating the behavior being discussed. For example, the observation, "You developed a nice rapport with your client," will be more meaningful if illustrated by objective concrete data: "I could see that you made the client feel comfortable when you said,

EVALUATION OF LAW STUDENTS

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LAW STUDENT GUIDANCE

COURSE REQUIREMENTS

Law Students can find information about the Program here and in Attachments 1 and 2. The Program administrator is Riann Randant, and she can be reached at riann.randant@slu.edu or 314.977.7266. At the beginning of the semester, Law Students should check Banner to ensure they have been registered for the correct number of credits for the course.

Specific course requirements are contained in the syllabus for the course. All field placements include a Goals Memorandum, MOU, Field Placement Hours Log, Field Placement Hours Certification, and Field Placement Program Evaluation. The Law Student is responsible for discussing the Goals Memorandum

Riann Randant, submitting the Field Placement Hours Log as instructed by the Faculty Coordinator, submitting the Field Placement Hours Certification to Riann Randant, and completing the Field Placement Program Evaluation at the end of the semester.

LOGISTICS AND SCHEDULE

Site Requirements: A Field Placement Site may have requirements related to background checks, conflicts checks, outside employment (i.e., prohibitions or limitations on such employment), subject-matter classroom exposure (i.e., completion of certain courses such as Business Associations or Evidence), student practice licensure, and other similar issues. Law Students must take the time to understand all applicable requirements during the application process and then follow-up with any applicable requirements prior to the start of the placement.

Paperwork: To prepare for the Field Placement experience, the Law Student should timely complete any paperwork the Supervisor or Faculty Coordinator provides, including any on-boarding processes (such as background checks or conflicts checks) that may be required. Where relevant, Law Students should apply for a Rule 13 (Missouri) or Rule 711 (Illinois) student practice license.⁴

Schedule: The Law Student must set a regular work schedule with the Supervisor and seek permission in advance for any changes to the schedule. In the event of an unavoidable absence (e.g., illness or family emergency), the Law Student must notify the Supervisor in advance as much as possible. The Law Student should consider the total number of required hours (see Attachment 3) when setting his or her schedule.

Beginning and Ending Dates: Unless they have permission from both the Supervisor and the Faculty Coordinator, Law Students are expected to (i) begin their hours within one week after the first day of classes and (ii) complete all required hours in the two-week window that begins one week prior to the last day of classes and ends one week after the last day of classes.

Diligence: The Law Student must perform all assignments provided by the Supervisor in a diligent and competent manner (including asking for clarification and advice regarding assignments as needed), updating the Supervisor on the status of pending work, meeting all deadlines, and seeking out

Students should review and discuss these goals with the Supervisor within the first four weeks of the semester and modify them as needed throughout the semester.

CONFLICTS OF INTEREST AND CONFIDENTIALITY

Lawyers are obligated not to engage in representation that would create conflicts of interests for their clients. Numerous relationships may present potential or actual conflicts for Law Students and Supervisors. Conflicts may arise from a Law S

personal or financial interests; or a Law S

Law S

ATTACHMENT 1 EDUCATIONAL OBJECTIVES

The Program provides opportunities for Law Students to learn in a variety of settings. Placement understanding of substantive law, development of professional responsibility and identity, and institutional understanding.

Skill Development

Law Students will gain an understanding of the basic skills required for legal practice and begin or continue developing such skills. Skill areas may include the following:

Legal Research (researching and finding the applicable law)

Marshalling Information (fact finding, questioning and interviewing, collecting and reviewing documents, e-discovery, and organizing and categorizing information)

Analysis (critical review, reasoning, problem-solving, understanding what facts mean, understanding what the law means, and applying the law to the facts)

Legal Expression (persuasive or objective oral and written communication of analysis, positions, opinions, arguments, and recommendations)

Practice Skills (executing tasks such as taking depositions, arguing motions, negotiating, drafting agreements, conducting due diligence, and counseling clients)

Professional Skills (work flow management and planning, mistake management, building client relationships, collaboration, teamwork, building consensus, developing strategic relationships, networking, giving and receiving feedback)

<u>Increased Understanding of Substantive Law</u>

Law Students will gain a greater understanding of the legal theory and doctrine pertaining to the areas of law in which their Field Placement Stes focus and will integrate this substantive knowledge with rules of

ATTACHMENT 2 OVERVIEW OF THE PROGRAM AND NEW PROPOSED PLACEMENTS

SLU LAW offers a variety of off-site supervised legal experiences to Law Students as part of the Program. Law Students are placed with judges, governmental and nonprofit agencies, health law related organizations, criminal defense or prosecution offices, and in-house corporate counsel offices. A Law Student may not receive payment for a field placement other than any reasonable reimbursement for placement-related expenses that may be provided by the Field Placement Ste.

The Program provides Law Students with a substantial lawyering experience that is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks under the direct supervision of a licensed attorney or an individual otherwise qualified to supervise. The Program

engages students in performance of professional skills related to the practice of law; provides multiple opportunities for performance and feedback on those performances; includes opportunities for self-evaluation; integrates doctrine, theory, skills, and legal ethics; anglyaluation;

for this element is evaluated based on (i) participation in regular meetings with a Faculty Coordinator, (ii) documentation of field placement hours, (iii) a Goals Memorandum, and (iv) journaling exercises or other means of written self-evaluation and reflection.

Faculty Oversight

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tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection and opportunities for self-

ATTACHMENT 3 FIELD PLACEMENT COMPONENTS GRID

Course Name	Credit Hour Options (depends on placement and student preference)	Minimum Total Fieldwork Hours (per semester)	Classroom or Other Contemporaneous Reflection Component
Field Placement I Corporate Field Placement I Prosecution Field Placement I Criminal Defense Field Placement I Health Law Field Placement I Public Interest	3 credits 4 credits 6 credits 8 credits	150 hours 200 hours 300 hours 400 hours	Lawyering Practice
Field Placement II	2 credits 3 credits	100 hours 150 hours	Faculty Quided Reflection
Judicial Process Field Placement	3 credits 4 credits	150 hours 200 hours	Judicial Process and Procedure
Health Law Externship in DC	10 credits 11 credits 12 credits	450 495 540	Health Law Agency Practice
Employment Law Externship in DC	10 credits 11 credits 12 credits	450 495 540	Employment Law Agency Practice

ATTACHMENT 4 SUPERVISOR EVALUATION TOPICS

Based on your supervision of the student, please indicate whether you recommend this student should receive a grade of Pass or No Pass. Did the student complete at least the minimum hours?

