Agenda

1. Overview and ABA Policies for Externships/Field Placements
2. Inclusiveness
3. Onboarding and Orientation
4. Communication: The Key Ingredient
5. Setting Goals and Learning Agendas
6. Assignments
7. Providing Feedback
8. Reflection
9. Wrap Up
Who Are Your Students?

- Unpaid Interns
- Pro Bono Volunteers
- Paid Summer Employees
- Externs for Academic Credit
ABA Externship Standards

ABA Standard 304:

Substantial Lawyering Experience That is Reasonably Similar to the Experience of a Lawyer Advising or Representing a Client or Engaging in Other Lawyering Tasks

AND Must Provide:

- Direct Supervision of the Student’s Performance by a Site Supervisor
- Multiple Opportunities for Performance, Feedback From a Site Supervisor; and Self-Evaluation.
Inclusiveness
Inclusiveness in Externships

Diversity and Inclusion of Historically Marginalized Students

Why is it Important to Consider?

Steps to Take Before Accepting an Extern

Tips for Engaging in Anti-Racist Supervision

Resources
Inclusiveness in Externships

Prior to the externship:
✓ Engage in an “audit” of your organization.
✓ Acknowledge racism’s impact.
✓ Review your application process for transparency and accessibility.
✓ Look over your physical space for the images that students will see.

During the externship:
✓ Establish a mentor or “buddy” program.
✓ Provide access to organizational leaders.
✓ Acknowledge and “re-write” the “unwritten rules.”
✓ Don’t “flaunt” the diverse intern.
✓ Ensure a baseline level of knowledge.
✓ Provide opportunities for “plum” or “meaty” assignments.
Onboarding & Orientation
Definitions

- **Onboarding**: the tasks to think about before the extern starts work.
- **Orientation**: the plan for the first few days.
Onboarding - What to Think About Prior to Start

- Work Schedule & Expectations
- Technology and Administrative Paperwork
- Ethics and Professionalism
Orientation: Creating Community

- Connecting to the Office (or “Office”)
- Connecting to Other Externs
- Connecting to Mentorship and the Field
Communication
Communication: Critical from the Beginning

Supervisor-Faculty Communication

  Delineate roles/responsibilities of each party to field placement

  Share expectations for student experience and best practices for supervision

  Prevent and resolve problems as they arise

Supervisor-Student Communication

  Devise work plan that optimizes learning experience

  Review and monitor progress on Learning Plan
Communication Touchpoints

Structured with You:

- Standing Meetings
- Quick Daily Check-ins
- Weekly Status Updates

Structured with Office:

- Staff Meetings, Strategy Sessions, etc.

Impromptu with You and Office

Include Students
Setting Goals/Learning Plans
Learning Plan: A Blueprint for Student Experience

Purposes of the Learning Plan

Establishing Learning Goals

Identifying Experiences/Activities Designed to Achieve Goals

Vehicle for Ongoing Communication with Supervisor
Learning Plan: Goals and Activities

Examples of Learning Goals

- Deepen knowledge of substantive and procedural law
- Hone fundamental lawyering skills
- Develop professional identity
- Career development and planning

Activities: Planning, observation, participation, performance, receiving feedback, debriefing and engaging in professional interactions
Assignments

Plan
Provide Context
Communicate Expectations
Provide Resources
Questions/Communication
Feedback

*Have a longer-term project available for down times*
Types of Assignments

Research & Writing

Observations

Presentations
Observation Opportunities

Review Your Calendar and Include Student Whenever Possible

- Staff Meetings, Board Meetings, Negotiations, Mediations, Trials etc.

Provide Context and Debrief

- Assign Student to Prepare for Meeting
- Assign Student to Draft Summary of Meeting
Presentations

Skill Development
Mooting
Leading a Brown Bag
Project Management
New Issue/ Subject
Networking
Feedback
Why Feedback Matters in the Externship Setting

Shared role between externship faculty and site supervisors in teaching, training and mentoring students in a field placement for academic credit.

ABA Standard 304 (a)(4): provide opportunities for student performance, self-evaluation, and feedback from a faculty member, or, for a field placement, a site supervisor.
Styles/Methods of Feedback

- **Appreciation**
  - Creating community; fully integrating students

- **Coaching**
  - Aimed at helping the student learn

- **Evaluation**
  - Rating/ranking of externship performance

[https://globalleadership.org/videos/leading-others/appreciation-coaching-evaluation](https://globalleadership.org/videos/leading-others/appreciation-coaching-evaluation)
Providing Coaching Feedback

✓ Frequent
✓ Recent
✓ Specific
  ○ Positive Feedback
  ○ Constructive Feedback
Barriers to Providing Feedback & Possible Solutions

● Time
  ✓ Student initiated review
  ✓ Final draft of documents

● Providing constructive feedback/navigating difficult conversations
  ✓ Students are eager for this learning opportunity
  ✓ Context matters - coaching style assists students in transition from student to lawyer

● Remote or hybrid work environments
  ✓ Regular meetings
  ✓ Additional opportunities to involve students, even outside regularly scheduled externship days
Reflection
Reflection is Integral Part of Externship Experience

ABA Standard 304 requires some means of “ongoing, contemporaneous, faculty-guided reflection.”

What is reflection?

How do students reflect?

On what topics do students reflect?

How can supervisors help with reflection?
Examples of Topics for Student Reflection

- Lawyer-client communications and allocation of authority
- Role of in-house and government lawyers
- Judicial decisionmaking and constraints
- Implicit and structural biases in the civil and criminal justice system
- Receiving and responding to feedback
- Defining and enforcing legal professionalism
- Managing stress and maintaining mental health in legal practice
- Creating a healthy work environment
- Perceptions/reputations of certain practice areas
Helping Students to Reflect

✓ Debrief activities in which student has participated or observed
✓ Encourage students to ask questions and share their perceptions
✓ Share your insights and perceptions
✓ Point out factors impacting events/conduct that students may not be aware of
✓ Talk to students about the system(s) in which your practice operates
✓ Talk about your own career path, preferences and choices
✓ Talk about the rewards and challenges of your legal career
An example of a reflective memorandum prompt

What is the mission statement of your placement? Is the mission of the agency (your placement) furthered by the public policies of the agency? Drawing on the readings for class and your first impressions at your placement, consider the role that your agency’s mission statement and policies have on the criminal justice system. Specifically, consider the impact that the policies have on other criminal justice organizations in your community. Have you seen or read about the impact of the policies on judges, attorneys, police, or federal agencies such as ICE? Have you seen the impact of these policies on the general community (immigrants, public spaces, low-income neighborhoods, schools etc)? What do you think is the institutional role of your agency in the community?
Questions or Ideas?
We Are Here For You

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Stay tuned for law school-specific gatherings in the future!