JD EXTERNSHIP SEMINAR
Criminal Defense Externship Seminar
Adjunct Professor Arthur Ago
Spring 2016
Alternate Fridays 11:10 am-1:10 pm
Hotung 6006

Contact Information:
Email: aago@pdsdc.org
Cell: 202-497-6700

Class Meetings
Jan. 29, Feb. 12, Feb. 29, Mar. 18, Apr. 1, Apr. 15, Apr. 29

Eligibility
Students must concurrently be enrolled in the JD Externship Program. To be eligible to participate in the JD Externship Program, students must have completed one year of law school study, and have secured a field placement in the public sector. The Law Center faculty does not award credit for placements in the private sector, even at offices engaged in work in furtherance of the public interest.

Course Description
The classes will focus on managing learning goals outside of the classroom, developing additional competencies, reflection that is specific to the substance of certain practice areas; general reflections in practice including access to justice; and bias in the legal profession.

The goal of this seminar is for students to develop the tools necessary to contemporaneously participate in and learn from field placement experience. An additional goal is for students to become adept at evaluating, and assessing the value of practical experiences so that they are able to match their learning goals with future practice environments.

This seminar will meet bi-weekly and, while geared toward students in criminal defense field placements, is available to all students enrolled in the JD Externship Program.

Evaluation
This seminar is for one pass/fail credit. Students are expected to attend all seven classes, submit memos as assigned, and submit a final reflection paper. Students also will be awarded either two or three pass/fail credits for the completion of ten or fifteen hours of work at their field placements. For the Spring 2016 semester only, neither seminar nor field placement credits count towards the seven credit pass/fail limit.

Final Reflection Papers
May graduates’ papers are due on Monday, May 2, 2016 through the Office of the Registrar’s Exam Management System.

All other papers are due on Tuesday, May 17, 2016 through the Office of the Registrar’s Exam Management System. Please visit Registrar’s webpage for instructions on how to submit final papers.

Please include your name on your papers.

Program Requirements

- Registration forms – Supervisor Agreement Form, Student Agreement Form
- Field work – 110 or 165 hours for 2 or 3 credits, respectively
- Goals Memo
- Weekly time sheets
- 1 interim reflection memos, 2-3 pages
- Mid-term Goals Update
- Student placement evaluation (submitted through Symplicity)
- Student Evaluation – emailed to attorney supervisors during the last week of classes
- Final Reflection Paper 5-7 pages

IMPORTANT DATES AND REMINDERS:

☐ Before you start:
  o Review the Manual for JD Externship Supervisors located on the JD Externship web site. The Manual contains the forms that you will submit after you begin your placement. [http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/externships/index.cfm](http://www.law.georgetown.edu/academics/academic-programs/clinical-programs/externships/index.cfm). It can be found under the “Links” bar on the left hand side of the page.

☐ After your first week:
  o Turn in Supervision Agreement Form.
  o Turn in the Student Agreement Form.
  o Turn in your Goals Memo.
  o Note: for these submissions, please email them to your professor as PDF attachments.

☐ Weekly
  o Turn in your Timesheets. The link to the online form can be found on the JD Externship web page.

☐ After Six Weeks
  o Complete a mid-term review of your Goals.

☐ At the end of your placement:
  o Complete a placement evaluation on Symplicity.
- **STEP 1** – Please tell us where you will be externing this semester:
  - Login to Symplicity
  - Click on “Profile” tab
  - Click on the “Add New Externship” button in the “JD Externships” sub-section
  - Complete the “JD Externship Placement Registration Form” and click “Submit” when done

- **STEP 2** – Complete the JD Externship Placement Survey:
  You may access the survey via Symplicity by clicking on the “Externship Placement Survey” link under the “JD Externships” tab. **NOTE:** the red exclamation point icon next to the survey link will change to a green check mark icon once your survey has been approved by the Externship Office.

  - If you have any questions about this process, please contact Ruby Sheikh in the Office of Public Interest and Community Service (OPICS) at ris6@law.georgetown.edu.

**Final Paper**
- Final papers are due in accordance with the dates on the Georgetown Law Center Academic Calendar produced by the Office of the Registrar, and should be submitted through the Office of the Registrar’s Exam Management System.

**CLASS SCHEDULE**

**Lesson I: Setting Goals, Introduction to Reflection, and Ethics and Professionalism for Law Students in Legal Setting**

The goal of this class is to focus the students on the particular goals that they have for the semester and to ensure that they are realistic and doable. Their goals will be shared with their supervisor.

**Readings:**

- **Reflective Writing**
  J.P. Ogilvy, Journals, Chapter 11 Learning From Practice

- **Reflective Practice**

Review the Following from the Model Rules of Professional Conduct
- Rule 1.6: Confidentiality of Information
Rule 1.2: Client-Lawyer Relationship
Rule 1.13: The Organization as Client

Assignment

Take a moment to reflect upon why it is that you chose this placement. How does it fit into your goals? How will it enhance your experience in the classroom? How will it weave into the professional narrative that you are building during your summers? What do you want to achieve during these 11 weeks that you will spend in the field?

Once you finalize your goals, sit down with your supervisor for a meeting to discuss what you hope to achieve during your placement. Please come to class with a completed goals work sheet. If you have begun work at your externship, this should include your attorney supervisor's feedback.

Lesson II– Indigent Criminal Defense

This session will focus on the motivations behind indigent criminal defense.

Readings:

Charles Ogletree, Jr., Beyond Justifications: Seeking Motivations to Sustain Public Defenders, 106 Harv. L. Rev. 1239

Abbe Smith and William Montross, The Calling of Criminal Defense, 50 Mercer L. Rev. 443


Lesson III: Bias, Diversity and Cultural Competence

This session will focus students on the competencies that could be useful to them in a workplace with diverse populations, and with diverse clients.

Readings:

Bias in Legal Settings

Implicit Bias: A Primer for the Courts (Jerry Kang), available at http://www.americanbar.org/content/dam/aba/migrated/sections/criminaljustice/PublicDocuments/unit_3_kang.authcheckdam.pdf


Please take the Harvard Implicit Association Test entitled “Weapons IAT.” Follow the links to the test starting from here: https://implicit.harvard.edu/implicit/takeatest.html

Assignment

Submit your interim reflection memo (2-3 pages). Please include answers to the following questions: In light of the readings and Ted Talks, how has your externship differed from your expectations? Based on your experience, how is indigent criminal defense different from the practice of law generally? How is your externship different from what you imagine (or have experienced) work to be at other public defenders?

Lesson IV: Client Centered Interviewing/ Fact Investigation/ Project Management

This class exposes students to some of the skills necessary in client-centered representation. In direct service work, client and witness interviewing is a basic skill that can help the student be better prepared for some of the tasks in which he or she will be asked to engage. The class will focus on the students’ participation or observation of client (and/or witness) interviews in the externships to date.

Readings:


Jeffrey M. Lipshaw, What's Going On? The Psychoanalysis Metaphor for Educating Lawyer-Counselors, 45 Conn. L. Rev. 1355

Linda F. Smith, Interviewing Clients: A Linguistic Comparison of the “Traditional” Interview and the “Client-Centered” Interview, 1 Clinical L. Rev. 541

Lesson V: Effective Lawyering & Insight into Indigent Criminal Defense

This class is begins to examine some of the unique personal, political, ethical, legal and practical issues that law students might face as public interest attorneys generally.
Readings:


Rhode, Deborah L., Public Interest Law: the Movement at MidLife, 60 Stan L Rev 2027

Lesson VI Managing Everything: Balance, Resilience, and Gender in the Work Place

Much of this course focuses on the issues of race and socioeconomics in the field of indigent criminal defense. But do gender/sex roles get lost in the discussion, as they often do in the practice of law generally?

Readings:

Clayton M. Christensen, “How will you Measure Your Life?”, HBR’s 10 Must Reads, On Managing Yourself, at 1, 2010. [WWW] [ProQuest]

Watch: Sheryl Sandberg Ted Talk [YouTube.com]

“Dig Deep: Beyond Lean In” (bell hooks): [WWW]

“Why Women Still Can't Have it All” (Anne Marie Slaughter): [WWW] [LexisAdvance]

“Recline, Don’t ‘Lean In’ (why I hate Sheryl Sandberg)” (Rosa Brooks): [WWW] [LexisAdvance]

Lesson VII: Life After The Law School Externship

No Reading Assignments

Final Assignment:

Please submit your final reflection paper (5-7 pages) by the deadlines and using the procedures described above. Please use any or all of the topics that we covered in class as a backdrop for your paper.

COMMON REQUIREMENTS
Below are several requirements for each student no matter what subject matter cohort.

GOALS ASSIGNMENT:
You may submit your goals in whatever format seems most effective (e.g. Chart I), but your submission must include feedback from your supervisor.

1. What are your goals for the semester?

2. For each goal try to think of two or three tangible objectives that will help you achieve that goal.

3. What experiences or projects could you have at your placement that would increase the likelihood of achieving your objectives? Maybe you want to complete at least three research projects. If you do not know, ask your supervisor. Perhaps you would like to witness jury selection, or go to a detention facility.

4. Prior to submitting these goals on the Courseware page, please bring them to your initial meeting with your supervisor and record his or her feedback about your goals.

5. If a goal does not seem feasible, ask your supervisor for his or her suggestions for other learning opportunities that may not be on your list.

6. Set a date to review your goals mid-way through your time at your placement (Chart II).

Chart I:

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<th>Goals</th>
<th>Objectives</th>
<th>Types of Projects</th>
<th>Supervisor Reactions</th>
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Please describe your meeting with your attorney supervisor. Was it a positive experience? Why or why not? Did your supervisor give thoughtful feedback about your goals? How did you feel after the meeting? If your meeting did not occur as you envisioned, what could you have done differently?

Chart II:
At the mid-point of the semester, you should revisit your goals to see if they've been accomplished. Working with your supervisor, develop strategies to accomplish your goals, or to think about how they could be modified (feel free to copy and paste).

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<thead>
<tr>
<th>Original Goals</th>
<th>Objectives</th>
<th>Types of Projects</th>
<th>Progress/challenges toward meeting goals</th>
<th>Strategies to accomplish and/or modifications</th>
<th>Supervisor feedback</th>
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