

SAINT LOUIS UNIVERSITY SCHOOL OF LAW

FIELD PLACEMENT HANDBOOK

for

SUPERVISORS AND STUDENTS



SAINT LOUIS UNIVERSITY
—
SCHOOL OF LAW

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

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SUPERVISOR GUIDANCE

EXECUTIVE SUMMARY

This Saint Louis University School of Law Field Placement Handbook (this “*Handbook*”) provides information for supervising attorneys or other individuals qualified to supervise field placements (each, a “*Supervisor*”) and eligible SLU LAW field placement students (each, a “*Law Student*”). The SLU LAW Field Placement Program (the “*Program*”) provides Law Students with the opportunity to put classroom instruction and theory into action in legal settings where they learn through experience (each, a “*Field Placement Site*”). Each field placement is overseen by a faculty member (each, a “*Faculty Coordinator*”) and is documented with a Memorandum of Understanding signed by the Supervisor, the Law Student, and the Faculty Coordinator (“*MOU*”).

Pages 2-4 and Attachments 1-4 of this Handbook provide guidance for Supervisors, summarized as follows:

- **Educational Objectives:** The Program’s focus is on (i) skill development; (ii) increased understanding of substantive law; (iii) development of professional responsibility and identity; and (iv) increased understanding of the legal system. **See Attachment 1.**
- **Program Components:** 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. It includes a fieldwork component, a classroom or other contemporaneous reflection component, and oversight from the Faculty Coordinator. **See Attachment 2.**
- **Mentoring Role:** Supervisors function as mentors (and not as employers) and must be available on-site to provide and explain assignments, answer questions, and give substantive feedback. The Supervisor is welcome to “share” the Law Student with others in the office, but the Supervisor remains responsible for coordination, feedback, and evaluation. **See page 2.**
- **Logistics, Schedule, and Office Procedures:** The Supervisor should provide instruction on office policies (including confidentiality). The Law Student should have a set schedule and regular meetings throughout the semester with the Supervisor. The Law Student must complete 50 hours (non-DC placements) or 45 hours (DC placements) per credit hour. **See pages 2-3; Attachment 3.**
- **Goal Setting and MOU:** Each Law Student identifies goals near the beginning of the semester in a Goals Memorandum. The Law Student is required to review these goals with the Supervisor within the first four weeks of the semester and revisit them as needed throughout the semester. The Supervisor, Law Student, and Faculty Coordinator must also sign an MOU that incorporates the goals. **See page 3.**
- **Assignments and Observational Opportunities:** Supervisors should assign Law Students a variety of meaningful lawyering tasks that are both challenging and appropriate; in addition, they should facilitate observational opportunities and discussion. **See pages 3-4.**
- **Feedback:** Supervisors should provide individual and specific feedback on Law Student work (both oral and written). This feedback is an essential part of the experience. **See page 4.**
- **Evaluation:** The Faculty Coordinator meets with the Supervisor during the semester to discuss the Law Student’s progress, provide relevant suggestions, and address any concerns. At the end of the semester, Supervisors complete an evaluation of the Law Student. **See page 4; Attachment 4.**

We recognize and appreciate the demands on Supervisors’ time and understand that supervision of a Law Student adds to existing duties and responsibilities. Supervisors play an important role in the education of our Law Students, and we very much appreciate their service.

INTRODUCTION

The Supervisor plays an essential role in the Law Student's education and professional development. The 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's educational objectives. Law Students should have opportunities to observe, discuss, and participate in the work of the Field Placement Site. 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

Supervisors function as mentors (and not as employers) and must be available on-site to provide and explain assignments, answer questions, and give substantive feedback. If the Supervisor is unavailable when the Law Student is scheduled to be in the office, appropriate assignments and instructions should be left for the Law Student, and alternative appropriate supervision should be arranged. In some placements, Law Students will also have opportunities to work with professionals who are not lawyers, including policy experts, investigators, compliance officers, social workers, and others. Such interdisciplinary learning opportunities can enhance the field placement experience and are welcome, provided the Supervisor is also available to review and discuss Law Student work and oversee compliance with ethical rules.

A Law Student may work with more than one judge or attorney at the Field Placement Site. It is beneficial for Law Students to see a variety of styles and approaches to practice. However, one person should be designated as the Supervisor to keep track of projects and assist in prioritizing assignments. This is the person who should sign the MOU.

LOGISTICS AND OFFICE PROCEDURES

Students are eager to fit in and be successful. The Supervisor should provide explicit instruction on office practices and policies, including any special instructions related to confidentiality.

To prepare for the Field Placement experience, we recommend that the Supervisor:

- provide the Law Student with background materials regarding the organization;
- determine what desk, telephone, and computer the Law Student will use and parking options;
- gather any office keys, copier codes, computer passwords, or security badges;
- determine for whom the Law Student will be completing assignments;¹
- request an office email account, if appropriate;
- prepare a first assignment;² and
- plan for the Law Student to shadow upcoming hearings, meetings, or conferences.

During the first week, the Supervisor and Law Student should meet to discuss the following, as applicable:

- the organization's mission, values, and structure and issues related to serving the mission;

¹ If the Law Student will be completing assignments for more than one person, determine how the Supervisor will provide oversight, help prioritize assignments, and coordinate feedback.

² This is also a good opportunity to gather the files, samples, and other materials the Law Student will need to get started.

- 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);
- confidentiality, privilege, and any related policies or procedures (including, if applicable, having the Law Student sign a confidentiality agreement);
- office protocols such as attendance, punctuality, security, emergency procedures, filing systems, routing of phone calls, dress code, building access, and computer usage;
- any initial ideas the Law Student may have concerning his or her goals for the Field Placement (which will be further developed in a Goals Memorandum);
- the Law Student's schedule (i.e., the Law Student should have a regular schedule; the Law Student should advise the Supervisor of any necessary changes in this schedule and obtain permission for such changes, with both the Law Student and Supervisor recognizing that the Law Student may need to work more hours certain weeks and fewer hours other weeks);
- routine meetings and special events the Law Student should plan to attend (e.g., weekly staff meetings, lunches, upcoming business meetings, upcoming closings, or upcoming depositions);
- an office tour and introduction to others; and
- an explanation of the first assignment.

GOAL SETTING AND MOU

Each Law Student identifies expected substantial lawyering experiences, opportunities for performance, and related goals in a Goals Memorandum. The Law Student is required to review these goals with the Supervisor within the first four weeks of the semester. We recommend reviewing (and updating, if necessary) these goals and progress toward these goals periodically. These goals are incorporated into the MOU.

ASSIGNMENTS AND OBSERVATIONAL OPPORTUNITIES

Supervisors should assign a variety of meaningful lawyering tasks and assignments that are both challenging and appropriate.³ Law Students should not be asked to perform personal errands or clerical duties such as photocopying, phone coverage, or other non-lawyering tasks.

Supervisors should take time to make sure Law Students understand assignments. Law Students need appropriate direction and assistance. Assignments should:

- include an adequate description of the work required and the desired form for the finished product;
- provide sufficient factual and contextual background;
- clearly explain the purpose or objectives of the assignment;
- suggest available starting resources (including examples, if applicable); and
- include who the Law Student should consult with questions along the way.

In addition to performing legal tasks, Law Students can learn through observational opportunities, especially if the Supervisor encourages critical reflection on the observation. Law Students should be included in meetings, telephone conferences, court appearances, negotiations, closings, and other proceedings whenever possible. Law Students' learning is greatly enhanced by a Supervisor's willingness to share his or her own processes of decision-making and self-critique by, for example, explaining why one alternative was

³ Such tasks may include legal research and analysis; drafting of documents, memoranda, or briefs; assisting with contract drafting or review; creating compliance checklists and schedules; interviewing and counseling clients; negotiating; analyzing proposed legislation or an industry development; responding to discovery requests; or participation in meetings, hearings, or trials.

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:

- **Frequent** (e.g., weekly meetings work well to assure the frequency of feedback)
- **Accurate** (e.g., describe the actions or behaviors that can be addressed, not the person)
- **Specific** (e.g., pinpoint discrete behaviors to be replicated or changed)
- **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, 'I can see that you are concerned about this, Mrs. Jones, and I am going to do everything I can to assist you.'"

EVALUATION OF LAW STUDENTS

The Faculty Coordinator will meet with the Supervisor in person or by phone during the semester to discuss the Law Student's progress, provide relevant suggestions, and address any concerns. At the end of the field placement, Supervisors should complete an evaluation of the Law Student and discuss that evaluation with the Law Student if feasible. This evaluation is an essential part of the Faculty Coordinator's evaluation of the Law Student and provides valuable information to the Law Student.

LAW STUDENT GUIDANCE

COURSE REQUIREMENTS

Law Students can find information about the Program [here](#) and in **Attachments 1 and 2**. The Program administrator is Greta Henderson, and she can be reached at greta.henderson@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 with his or her Supervisor, obtaining his or her Supervisor's signature on the MOU and submitting it to Greta Henderson, submitting the Field Placement Hours Log as instructed by the Faculty Coordinator, submitting the Field Placement Hours Certification to Greta Henderson, 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 opportunities to further the Law Student's education and the work of the Field Placement Site.
- **Goal Setting:** Each Law Student identifies expected substantial lawyering experiences, opportunities for performance, and related goals near the beginning of the semester in a Goals Memorandum. Law

⁴ Information about the Missouri practice license: <http://www.courts.mo.gov/page.jsp?id=716>

Information about the Illinois practice license: <http://www.illinoiscourts.gov/Administrative/forms/711/>

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 Student's responsibilities to multiple past or current clients; a Law Student's personal or financial interests; or a Law Student's responsibilities to a third party. A Law Student in a field placement must be sure to avoid any actual or potential conflicts of interest.

In an attempt to avoid actual and potential conflicts of interest in placements, all Law Students are required to disclose on their applications potential conflicts of interest. If there is any change in circumstances that could present an actual or potential conflict of interest for a Law Student prior to or during the semester, the Law Student must update the Supervisor immediately.

It is the Law Student's responsibility to immediately inform the Supervisor of any jobs, interviews, or any circumstance that may present a conflict of interest. Further, if a family member or friend is involved as a party, witness, or attorney in any proceeding in which the placement is involved, the Law Student must also immediately inform the Supervisor. If the conflict can be cured with client consent or other means, the Law Student may be permitted to continue to work at the Field Placement Site. If the conflict is so serious that it cannot be cured, the Law Student may be required to withdraw. If that becomes necessary, the Faculty Coordinator will work with the Law Student to attempt to find an alternative placement if there is enough time to do so.

Law students must act with professionalism at their placements and comply with applicable rules of professional conduct as well as other rules, guidelines, and policies applicable to the Field Placement Site (including, for example, policies related to confidential and privileged information). When documenting field placement hours, Law Students should be careful to avoid including any confidential information; the Law Student's descriptions of activities should be general in nature.

EVALUATION AND CERTIFICATION

At the end of the semester, Law Students are asked to complete an evaluation of their field placement experience in a Field Placement Program Evaluation. In addition, the Law Student will be evaluated by the Supervisor (see **Attachment 4**). This evaluation is not automatically shared with the Law Student, but the Law Student is welcome to arrange with his or her Faculty Coordinator to review and discuss the evaluation.

After completing his or her required hours, the Law Student must complete the Field Placement Hours Certification and submit it to Greta Henderson.

ATTACHMENT 1
EDUCATIONAL OBJECTIVES

The Program provides opportunities for Law Students to learn in a variety of settings. Placement experiences are intended to enrich Law Students' legal education through skill development, increased 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)

Increased Understanding of Substantive Law

Law Students will gain a greater understanding of the legal theory and doctrine pertaining to the areas of law in which their Field Placement Sites focus and will integrate this substantive knowledge with rules of procedure and ethics, strategic considerations, policy, and moral concerns to accomplish the actual work of their Field Placement Sites.

Development of Professional Responsibility and Identity

Law Students will examine their professional responsibilities through analysis of legal ethics as well as with leadership and the uses of power and influence that a law degree makes possible. Through observation and discussion, Law Students will increase their understanding of how professional responsibility impacts practice, engage in feedback and reflection, and develop self-evaluation skills as they learn from practice.

Institutional Understanding

Law Students will understand the organizational structure and operation of a particular agency, court, or entity and will observe how the organization accomplishes its mission. In so doing, Law Students will gain an understanding of how legal institutions work, observe the impact of budgetary and time pressures, and begin to critically examine the legal system and their roles in the system.

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 Site.

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; and
- develops the concepts underlying the professional skills being taught.

The Program consists of two parts: (i) a work experience (i.e., fieldwork component) under the supervision of the Supervisor, and (ii) an academic component under the supervision of a Faculty Coordinator.

Law Students are placed into existing, approved placements and may not arrange their own placements. All new proposed placements must be approved pursuant to the process described in this Handbook.

Fieldwork Component

Law Students participate at their Field Placement Sites for the credits (and number of associated hours) indicated on **Attachment 3**. A Law Student identifies his or her own learning goals for the semester in a Goals Memorandum and works with his or her respective Supervisor to achieve those goals and evaluate progress. The Law Student's academic performance in the fieldwork component is evaluated by a Faculty Coordinator based on (i) the Supervisor's evaluation of the Law Student and (ii) completion of the minimum required field placement hours.

Classroom or Other Contemporaneous Reflection Component

Law Students enrolled in a field placement for the first time in any course attend a weekly or bi-weekly class taught by a full-time faculty member or experienced adjunct professor, as indicated on **Attachment 3**. Classes provide an opportunity for Law Students to self-evaluate, reflect on their experiences by discussing them with others, develop practice skills, and gain additional insight and exposure to the legal system. Law Students receive a one-credit or two-credit letter grade for the classroom component. The Law Student's academic performance is evaluated based on (i) documentation of field placement hours, (ii) a Goals Memorandum, and (iii) additional assignments and classroom participation evaluated as part of the classroom component. These graded activities are designed to help Law Students maximize learning from experience and develop good professional habits and meaningful self-evaluation and reflection skills.

Law Students enrolled in a subsequent field placement in the same course do not repeat the classroom component as part of the subsequent field placement. Instead, the Law Student's academic performance

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

A Faculty Coordinator assures the educational quality of the Law Student's experience by (i) ensuring the Law Student's field placement experience includes a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection and opportunities for self-evaluation; (ii) meeting with the Law Student as needed to assist the Law Student and assure educational progress; and (iii) conducting at least one in-person meeting or telephone conference with the Supervisor during the semester and providing relevant feedback to him or her.

A Faculty Coordinator evaluates the Law Student's academic performance. In addition, the Faculty Coordinator addresses Law Student and Supervisor concerns as necessary and provides training materials to Supervisors (including, but not limited to, this Handbook).

In most field placements, Supervisors and Law Students benefit from a successful mentor-student relationship. Occasionally, there are concerns or problems. We find that most problems can be addressed internally through direct communication between the Supervisor and Law Student without faculty involvement. However, Supervisors and Law Students should feel free to contact the Faculty Coordinator, if needed, to help resolve concerns.

New Proposed Placements

All Field Placement Sites must be approved by a designated Faculty Coordinator or the Associate Dean for Experiential Education. For each new proposed placement, the first step is for the Law Student or proposed Supervisor to provide the following minimum information:

- description of the proposed Field Placement Site (e.g., mission, jurisdiction, size, nature of practice);
- description of the experiences a Law Student is likely to have (including specific types of tasks);
- whether a Law Student is required to have a student practice license to perform the work;
- any requirements related to on-boarding procedures (e.g., background checks, prohibition or limits on outside employment during the experience, conflicts checks) or preferences regarding subject matter classroom exposure (e.g., bankruptcy, tax, health law) that could impact student selection;
- website link for further information;
- resume or other background information for the individual who would be supervising the Law Student (ordinarily, a judge or licensed attorney with at least three years of relevant experience); and
- how the proposed placement would meet the Program requirements described in this Handbook.

Please note that the Program does not place Law Students in law firm placement settings and that the Program does not include any paid placements. In addition, because student demand fluctuates, approved placement sites sometimes go unfilled in any given semester.

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 <i>(50 hours per credit)</i>	Lawyering Practice (<i>1 credit</i>)
Field Placement II	2 credits 3 credits	100 hours 150 hours <i>(50 hours per credit)</i>	Faculty Guided Reflection (<i>arranged with Faculty Coordinator; hours included with Fieldwork Hours</i>)
Judicial Process Field Placement	3 credits 4 credits	150 hours 200 hours <i>(50 hours per credit)</i>	Judicial Process and Procedure (<i>1 credit</i>)
Health Law Externship in DC	10 credits 11 credits 12 credits	450 495 540 <i>(45 hours per credit)</i>	Health Law Agency Practice (<i>2 credits</i>)
Employment Law Externship in DC	10 credits 11 credits 12 credits	450 495 540 <i>(45 hours per credit)</i>	Employment Law Agency Practice (<i>2 credits</i>)

ATTACHMENT 4
SUPERVISOR EVALUATION TOPICS

At the end of the semester, the Supervisor is asked to complete an evaluation of the Law Student using an online tool. The online tool covers the following topic areas:

- 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?
- **Skill Development:** Rate the student's skill development in the following 6 skill areas:
 - *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)
- **Increased Understanding of Substantive Law:** Rate the student's demonstration of the following:
 - Knowledge of law and regulations related to the work of the Field Placement Site
 - Integration of substantive knowledge with rules of procedure and ethics, strategic considerations, policy, and moral concerns
 - Competent completion of assignments that met and challenged his/her level of ability
 - Sufficiency of substantive knowledge needed for the placement
- **Development of Professional Responsibility and Identity:** Rate how well the student demonstrated the following:
 - Assuming responsibility for his/her assignments; working with reasonable guidance
 - Distinguishing when to make independent decisions and when to consult with supervisor
 - Appropriate consultation with supervisor concerning ethical issues
 - Responsiveness to supervisor feedback and learning from experience
 - Frequency of meeting to discuss assignments and feedback
- **Institutional Understanding:** Rate how well the student demonstrated the following:
 - Understanding of the organizational structure and operation of the Field Placement Site
 - Understanding of how legal institutions work
 - Understanding of impact of budgetary and time pressures
 - Critical examination of legal system and role in the system
- Is there anything else you wish to tell us about the performance of this student? Was the amount of contact with the Law School too much, too little, or about right? Is there anything about the Field Placement Program or the student you wish you had known before starting? What was the best aspect of participating in the Field Placement Program? Least beneficial?