

Session Abstracts

Monday 11-12.30 Session 1 PechaKuchas

Stream A **Lecture Theatre 001** Chair: Elaine Hall

Veronika Tomoszkova, Luděk Placjký	<i>Clinician as a SuperTeacher?</i>	To teach a clinic is a challenge. The definition of the legal clinic tells us that not just every course can be called a clinic. So how do we become clinicians managing all the educational goals at the same time in one course? You can become a SuperTeacher by carefully reflecting the needs and interests of your students, by involving them actively in learning process and by letting them share experience so that they can learn from each other. You will not only teach, but also learn. This pecha-kucha will present our experience from Environmental Law Clinic in Olomouc.
Neil Harrison	<i>Reflection in Clinic Versus Reflection in Practice</i>	Is reflection in clinic different from reflection in practice? Could reflection in clinic could help students in their professional lives after leaving University. Reflection is used in a number of different ways in private practice. Examples from my own experience. As reflection is now a requirement for continuous professional development, should clinic reflection be tailored so that students start to experience these requirements at an early stage. Refer to appropriate authorities on reflection and reflection in a wider context.
Jill Alexander	<i>Perceptions of the Impact of Clinical Legal Education on Employability</i>	Without doubt, teaching through a live client clinic is a highly engaging form of pedagogy, and student feedback both at module and NSS level confirms student enthusiasm for this form of experiential learning. However, as the legal environment changes, is the law clinic providing what employers are looking for? This research project will conceptualise clinical legal education beyond its pedagogical positioning to put it into the employability discourse and see what perceptions exist among stakeholders about the potential impact of CLE on employability and through that process illuminate where perceptions interact, diverge and overlap.
Linden Thomas	<i>Perceptions of the Impact of Clinical Legal Education on Employability</i>	This PechaKucha will provide an update on the project proposed at the 2016 CLEO conference to develop a regulatory guidance manual for clinicians
Rachel Ann Dunn	<i>What do I need to do to be a lawyer? Exploring both quantitative and qualitative data on the knowledge, skills and attributes important to practice.</i>	This pecha kucha presents the data collected during my PhD. My main data collection tool was the Diamond 16. It is a hierarchy ranking tool, whereby I gave participants certain lawyer skills cards and asked them to place them on the board in order of importance to practice. I will present the findings of my quantitative data, explaining which knowledge, skills and attributes were found to be important for the start of practice. It will highlight how the students have developed and evolved during their time learning in a LCCs, with a focus on “hard” and “soft” skills.
Kevwe Omoragbon	<i>Once Upon a Time ...' Using The Portfolio to Tell a Story'</i>	The paper explores the use of portfolios in clinical legal education and its benefit to both student learning and assessment.

Session Abstracts

Monday 11-12.30 Session 1 PechaKuchas

Stream B **Lecture Theatre 002** Chair: Jonny Hall

Maxim Tomoszek	From Story To Policy	When teaching a clinic, sometimes you feel like that you become part of something bigger - a story of one person transforms into story of a whole community, allowing for much bigger outcome than expected. The impact of this transformation is multi-fold - it transforms the students, the teacher, the community, the class, the way you teach. This presentation explores the factors enabling such transformation and its impacts on people involved, the way we teach and the community, and suggest how to make the most of it.
Sheena Shakur	Legal Literacy Clinics in India: A community need	With the aid of slides would make short presentation on the working of legal literacy clinics in the law school of Kerala. The functioning of the Kerala Legal Services Authorities in order to help the clinical students and how it helps the society at large working together with the practicing lawyers are looked into. The challenges in running a literacy clinic would also be discussed.
Vera Gulina	Legal Clinic and Community Needs	Legal Clinic of the Northern Arctic Federal University has two programs: "Real Client" (general practice) and "Street Law". Program "Real Client" focuses on housing, social, labor, pension issues and we provide annually approximately 350 consultations. In the framework of "Street Law", students create and realize social-oriented projects that aimed to legal promotion among vulnerable people (school students, students of rehabilitation centers and juvenile corrections). The presentation focuses on ways of teaching students in legal clinic, particular, on how to design social projects and realize it, how to specify needs of society and formulate goals and results of projects, how to cooperate with NGOs and public authorities and other issues.
Sumbel Mehdi Chris Sangster Chantelle Oxley	Our year as students in the Student Law Office: expectations vs reality	At Northumbria Law School we prepare to work in the clinic for a year before we enter it – including working with standardised clients (simulated interviewing and advising). We all had expectations of what working in the clinic would be like. We never imagined we would be launched into a case where nine of us would end up working together for 350 clients. In this presentation we reflect on the experience of working on a large strategic case alongside working for individual clients on a range of other work.
Sara Sánchez Fernández	The Clinician and social entrepreneurship: the experience of IE Legal Clinic	The presentation gives insight in the Legal Clinic of IE Law School (Madrid), a relatively recent project, which is consolidating on a particular area, social entrepreneurship, this being a unique focus in Spain. This specialization reflects the expertise of the institution and our student's profile, together with the certainty that social entrepreneurs are relevant players in social change. IE Legal Clinic aims at being a catalyst for positive change: the students learn how transactional lawyering can be used for the public interest by contributing to social entrepreneurship. We will share some of our experiences in the last months.

Session Abstracts

Monday 13.30-15.20 Session 2 Seminars

409 Chair: Caroline Gibby	420 Chair Carol Boothby	410 Chair Paul McKeown	417a Chair Rachel Dunn	417b Chair Chris Simmonds
JoNel Newman, Melissa Swain	Steve Levett	Jeff Giddings	Yuliya Khvatsik, Katsiaryna Siniuk	Cristina Puigdengolas, Ana Higuera
<i>Beyond “Self Care”: Teaching Students about Trauma and its Impact on Clients and their Lawyers</i>	<i>The business case for Clinic</i>	<i>Clinic as the ‘Room of Requirement’: What Students Think They Are Learning From Clinics and Placements</i>	<i>Gender equality and is it relevant for legal clinics.</i>	<i>Legal clinics serving as an accelerator for innovative legal solutions for the new challenges of the coming future.</i>
Understanding the impact of trauma is essential for advocates representing vulnerable populations both for effective representation and advocates’ well-being. We should educate students about how past trauma exposure can impact the client’s ability to work with their attorneys and to participate in a complex legal system and about their own exposure to vicarious trauma. Attorneys are at a high risk of vicarious trauma. The panelists will present current information on trauma from the sciences and best practices recommendations. We will work with participants to avoid or minimize re-victimization and exposure to secondary trauma, and to increase resilience and post-traumatic growth.	As Universities become more and more focused on the bottom line, Student Legal Advice Centres can be seen as an expensive luxury. This seminar will offer an opportunity for clinicians to share ideas about how to make the business case for clinical legal education and measure its cost-effectiveness.	This seminar draws on J. K. Rowling’s notion of the Room of Requirement, a secret space that can change to meet the particular needs of students and others at Hogwarts School of Magic and Wizardry. The flexibility and potential of clinics (including external placements) means they can provide students with a range of opportunities for both personal and professional development. This is in large part driven by the relationships students have with their supervisor(s) and peers. A key reference point for the seminar will be an interactive discussion of responses to a survey of Australian law students involved in clinics.	Mainstreaming gender equality in system-wide teacher education institutions is crucial. Firstly, gender equality is a priority on the international development agenda, and secondly, teachers are central to the education system for the key roles they play in the transmission of values, knowledge, and the development of human potential and skills. A gender self-audit at Belarus Legal Clinics Model demonstrated the need of working out gender equality considerations into all aspects of the work of Legal Clinic .This session seeks to articulate the nature of gender issues that arise in legal education, to explore how gender justice outcome can be integrated as value components	Our Foundation, through its work in and understanding of the clinical work, serves as an accelerator facilitating innovative legal solutions to the coming challenges for the legal profession related to justice, rule of law and human rights, constituting the social basis of ethical legal practise. The multiplying effect of the Foundation collaboration as a clearing house with Law Schools and Universities will be shown by the bringing up of several experiences related to new public interest law issues such as social grants, Business and Human Rights, Social entrepreneurship all linked to the 4th industrial revolution to be discussed among clinicians.

Session Abstracts

Monday 15.20-16.50 Session 3 Papers **15.20-50**

409 Chair Elaine Campbell	420 Chair Cath Sylvester	410 Chair Jonny Hall	417a Chair Elaine Hall	417b Chair Tribe Mkwebu
<i>Clinics Mean Business</i>	<i>Who do we think we are?</i>	<i>The Long View</i>	<i>Researching Impact</i>	<i>Foundations and Values</i>
Wissam Aoun, Patrick Cahill	Lourens Grove, Frederik Grobler	Gemma Smyth	David Raeburn, Clare Johnson	Kwame Akuffo
<i>The trans-atlantic patent project</i>	<i>The Clinician - identity and impact</i>	<i>Canadian CLE: What do the next 20 years hold?</i>	<i>LawWorks' Better Information Pilot</i>	<i>Evolving Jurisprudence in CLE</i>
The TransAtlantic Patent Project was designed to explore the possibility of creating an international intellectual property clinical network, wherein students from each respective clinical program would work together on respective clinic files, learn patent practice in each respective jurisdiction and ultimately, plant the seeds for a program allowing clients from in different jurisdictions to acquire patent protection abroad. This pilot program, while modest in scope, was very successful. This paper highlights the features of the TransAtlantic Patent Project, in terms of structure and substance, addresses the key lessons learned throughout the project and sets out several recommendations towards the goal of working with actual clients from each jurisdiction.	The clinician's sense of their own identity (combined with that of the specific clinic) can have a significant impact on how and if the above are navigated. There are some indications from other fields demonstrating dangers that can be brought about when one near identity homogeneity in particularly socio-political matters. This paper will explore the clinician and academic identity, specifically considering the risks of problems as already found in other fields and the resulting impact this could have on the clinic(ian) and community needs, the impact of the clinic and curriculum and student learning.	Following up on cross-Canada research conducted in 2016, the presenters will further report on the state of clinical and experiential learning in Canada and pilot their recommendations based on both the data gathered and a comparative literature review. The presenters will highlight some of the thorniest problems in Canadian clinical and experiential learning, many of which echo debates in other jurisdictions including: is clinical legal education more expensive, and who should pay?; how should clinical and experiential legal education be scaffolded in the curriculum?; what is the role of community in the student learning experience?, and other key questions.	LawWorks, a charity working in England and Wales, supports a network of over 220 independent legal advice clinics. In 2016 the organisation conducted a learning review of the process of collecting outcomes monitoring data from legal advice clinic clients. After researching existing practices, an outcome framework was developed to guide a small-scale pilot involving four clinics. From a sample of 170 clients, 62 completed follow up impact assessment interviews conducted by an external research agency. At this session LawWorks will share the learning from the pilot and the recommendations for further research applying this approach with a larger sample of clinic clients.	This paper contends that clinical legal education has developed into an articulate juridical category over recent decades with a discrete, albeit complimentary, jurisprudence. The province of clinical legal education now extends beyond traditional boundaries and even the exalted mission of an embrasive and effective practice in experiential learning. The paper concludes that the manifold roles of the law clinic now include a significant contribution to jurisprudence itself and in articulating a practical approach to student learning, social consciousness and social justice. The discourse is informed by the conception and operation of a unique partnership between the University of West London, Ealing Equality Council and the Community Advice Programme.

Session Abstracts

Monday 15.20-16.50 Session 3 Papers **15.50-16.20**

409 Chair Elaine Campbell	420 Chair Cath Sylvester	410 Chair Jonny Hall	417a Chair Elaine Hall	417b Chair Tribe Mkwebu
<i>Clinics Mean Business</i>	<i>Who do we think we are?</i>	<i>The Long View</i>	<i>Researching Impact</i>	<i>Foundations and Values</i>
Victoria Gleason, Lucy Hatt	David Fennelly	Pawel Klimek, Katarzyna Furman, Ewelina Milan, Kamil Mamak	Alan Russell, Andy Unger	Donald Nicholson, JoNel Newman, Marissa Swain, Fergus Lawrie
<i>Breaking down Boundaries</i>	<i>Practitioners and Professors</i>	<i>Past Present and Future of CLE in Poland</i>	<i>The impact of extended clinical placements</i>	<i>Using Forum Theatre to teach Skills, Values and Ethics</i>
Students are likely to obtain the impression that knowledge can be compartmentalised and fitted neatly into distinct 'boxes'. Whilst administratively convenient it does nothing to teach students the complexities of real life. In reality there is often a lot of blurring of disciplines and this is especially true for business and law. A collaborative project between students of Northumbria's Student Law Office and Northumbria's Entrepreneurial Business Management programme will be analysed to demonstrate the potential benefits of cross discipline collaboration within clinic. The benefits and challenges of such collaborative working will be explored through the experiences of lecturers and students.	Clinical legal education can play an important role in bridging the traditional division between the profession and the academy. However, it raises challenging issues about the role and status of practitioners and practising academics within the academy. At a time of increasing specialisation and research intensity, how can and should universities accommodate practitioners and the profession? This paper examines this issue by reference to the Irish experience.	This paper was written by four lecturers, from different universities located in Warsaw and Cracow. Two of these universities are financed by the government and the other two from students' fees. Our paper critically examines the history of clinical legal education in Poland. It also assesses the economic, legal and social background to the differences and similarities between clinical legal education and legal practice. The paper explains how learning outcomes have led to law clinics becoming a pedagogical and professional treasure trove for individual clinical students and the wider law Faculty. The results of research will demonstrate the invaluable role of learning outcomes to clinical education and professional development.	The LSBU Legal Advice Clinic is an innovative clinical project where students, under supervision of experienced and legally qualified university-employed staff, deliver immediate face-to-face social welfare law advice to clients from our local community. Since 2011 we have assisted more than 3500 local people and trained over 200 student legal advisors. This paper will present the preliminary findings of a collaborative research project between LSBU clinicians and social scientists experienced in quantitative research methods to investigate whether there is a correlation between a placement in the Clinic and our undergraduate students' academic attainment on graduation from the LSBU Law programme.	Recognizing that lawyers often dehumanize their clients, act paternalistically and without empathy, and otherwise oppress them – sometimes with the best of intentions, sometimes because they are busy and simply going through the motions – the authors brought the concept of forum theatre as a tool to teach client interviewing into a clinical exchange program between the Universities of Strathclyde and Miami. This paper introduces forum theatre, briefly describes how it has been used in various educational settings, then chronicles our experiences in using this exciting methodology in law clinic and then provides a demonstration of this methodology in an interactive session.

Session Abstracts

Monday 15.20-16.50 Session 3 Papers **16.20-16.50**

409 Chair Elaine Campbell	420 Chair Cath Sylvester	410 Chair Jonny Hall	417a Chair Elaine Hall	
<i>Clinics Mean Business</i>	<i>Who do we think we are?</i>	<i>The Long View</i>	<i>Researching Impact</i>	
Colleen Heaton	Su Robertson	Boshra Emami, and Mohammad Mahdi Meghdadi	Louise Hewitt, Kristian Humble	
From Gangs to Human Trafficking	The fit and proper lawyer pedigree	The Role of Students as Clinicians in the Improvement of Clinical Legal Education	Experiential learning on an Innocence Project	
This paper considers how embedding 'clinical' teaching and learning pedagogy into a Business Schools curriculum can have a profound effect on social justice issues in the community	Admission to the practice of law in 21st century Australia requires evidence that the would-be lawyer is 'fit and proper', having the right pedigree. The elements of legal professional identity are contained in a formal process designed to evidence the existence of this pedigree.. Yet, this identity contains a number of implicit characteristics, one of which is the focus of this paper – gender. Existing research into the hidden gender of law has yet to delve into analysis of gender and clinical legal education. This paper reviews the literature, investigates the impact of clinical experiences and focuses on the way that CLE undertaken in community legal centres has the capacity for disruption of existing 'natural' legal hierarchies.	Dr. Mohammad Mahdi Meghdadi is one of the most devoted professors in the field of Clinical Legal Education; being one of the founders and directors of Legal Clinic of Mofid University (MULC), he has combined his experiences with academic research to perfect the clinical legal education in Iran over the years. Together with Boshra Sadat Emami, Ph.D student of law and head of research committee of MULC, having met clinical legal educators in conferences all over the world, they tried to explore how including students in clinics and using their potentials can improve the practical aspects of legal education.	The Innocence Project London is a pro-bono clinic dedicated to investigating wrongful convictions, based at the School of Law, University of Greenwich. Underpinned by experiential learning, students working on the Project experience an employer/employee relationship giving them direct involvement with the cases.	

Tuesday 8.30-10.00 Session 4 Papers **8.30-9.00**

Session Abstracts

409 Chair Jill Alexander		410 Chair Caroline Hood	417a Chair Lis Griffiths	417b Chair Elaine Hall
Assessing Clinic		The experience of ethics	Mediation Now!	Growth and Vulnerability
Lucy Yeatman		Maria Nawaz, Denise Wasley	Jacqueline Weinberg	Ana Speed
<i>To Assess or Not To Assess - the clinician's dilemma</i>		<i>"I have come to understand that the law impacts different people in society in different ways"</i>	<i>Keeping up with change - no alternative to teaching ADR in clinic</i>	<i>Is the study of international family law 'important, liberating, cross-cultural and just plain fun'?</i>
A discussion of the pros and cons of intra-curricular assessed clinic modules, with some practical suggestions for module aims and outcomes that encourage student engagement and development as independent motivated learners.		Kingsford Legal Centre (KLC) offers clinical legal education courses, emphasizing community development approaches to the law. KLC ensures that the community chooses its priorities and how it wants to resolve its issues. Our students' involvement in the clinic is often their first exposure to clients from marginalised groups. Our paper will draw on KLC's experience working with community members on a social housing project, highlighting how we assisted the community to ensure their voices were heard, while integrating student learning opportunities. Community members' voices will be showcased through videos. Student views on the experience, gathered from surveys, will also be discussed.	This paper argues that with ADR becoming increasingly dominant in Australian legal practice, law students need to become more knowledgeable about ADR in order to better represent their clients by knowing about other options for resolving disputes and help clients resolve their conflicts in cost effective ways, avoiding prolonged litigation. This paper will show that it is unclear, whether ADR is being sufficiently taught to students in existing clinical legal education courses and advocates that it is important to research whether law students are being educated about ADR. This research explores whether and to what extent ADR is integrated into clinical legal education across Australia.	A paper which explores whether the study of international family law is 'important, liberating, cross-cultural and just plain fun' from a supervisor and student perspective.

Tuesday 8.30-10.00 Session 4 Papers **9.00-9.30**

Session Abstracts

409 Chair Jill Alexander		410 Chair Caroline Hood	417a Chair Lis Griffiths	417b Chair Elaine Hall
<i>Assessing Clinic</i>		<i>The experience of ethics</i>	<i>Mediation Now!</i>	<i>Growth and Vulnerability</i>
Jocelyn Milne		Larry Donnelly	Seda Gayretli Aydin	Richard Owen
<i>Building reflective practice and resilience using peer performance reviews</i>		<i>Ethical dilemmas for clinicians in externship/placement clinics - too many hats?</i>	<i>Mediation Clinics in Turkey</i>	<i>The Clinical Law Student and the Vulnerable Client</i>
<p>This presentation reports on the use of peer performance reviews at the Flinders Legal Advice Clinic to build reflective practice and workplace resilience. The requirement to work closely in teams with others, on complex legal matters, under tight deadlines and to meet exacting standards of supervision present challenges for most people. Recognising this, in March 2015, Flinders Legal Advice Clinic instituted a program of peer performance reviews. The aim of this program was not only to allow students to reflect on their own performance and possible areas of challenge and improvement, but also to gain understanding of the perception others had of them.</p>		<p>Clinicians have to confront quandaries that their colleagues teaching traditional law subjects never see. These may be more readily apparent in “live client” clinics, but they do surface in externship/placement-based clinics. This paper outlines two complex ethical dilemmas its author recently encountered in the process of selecting students for suitable externships/placements, describes how each was ultimately dealt with and invites feedback as to how they might be more satisfactorily resolved in future. The paper concludes that these ethical dilemmas are a foreseeable consequence of the fact that clinicians wear (too?) many hats – some of which are ill-fitting at times.</p>	<p>In Turkey both mediation and clinical legal education are new subjects. In 2016, 13 law schools signed Legal Clinics protocol with Turkish Ministry of Justice. According to the protocol, these law schools agreed to include mediation clinics in their legal education program. Each of these law schools adopted legal clinics into their curriculum differently. Generally, mediation clinic held as an elective course due to inadequate clinicians and funds. Mediation clinic serves both students and society. Clinical courses and clinicians are inadequate in Turkey. NGOs, bar associations, courts and government should cooperate and fund the clinical programs and support clinicians.</p>	<p>This paper presentation will explore the legal, moral and ethical issues involved in advising vulnerable clients in a university law clinic setting. The presentation will also assess the effectiveness of measures taken to support students, as a result of the presenter's experiences of running a clinic in an area of high socio-economic deprivation with a high incidence of mental illness.</p>

Tuesday 8.30-10.00 Session 4 Papers **9.30-10.00**

IJCLE-ENCLE-CLEO CONFERENCE 3-5 July 2017

Session Abstracts

409 Chair Jill Alexander		410 Chair Caroline Hood	417a Chair Lis Griffiths	417b Chair Elaine Hall
Assessing Clinic		The experience of ethics	Mediation Now!	Growth and Vulnerability
Rory O'Boyle, Freda Grealy		Daven Dass	Floralynn Einesman	Richard Roe
<i>Using standardised client roleplays to teach and assess ethical competency</i>		<i>Experimental learning to teach transformative professional legal ethics</i>	<i>The parts are greater than the sum: what I learned from my mediation students.</i>	<i>Inside Lives: how psychoanalytic insights into human development raise implications for education and law</i>
<p>This paper describes an experiment conducted by the authors whereby a particular standardised client role play was adapted to incorporate ethical 'traps' as a means to both teach and assess ethical competencies, designed to ensure that the 'lawyer' (i.e. trainee solicitor) conducting the client interview was obliged to reflect on their professional identity, ethical and regulatory understandings and also on the importance of client centred-lawyering. It is contended that the scenario and procedures used in our experiment could be adapted further so as to be suitable for the each particular area of practice in the law clinic.</p>		<p>The paper considers what is meant by professional legal ethics and why its teaching should not be reserved for vocational training. Both a broad and narrow context needs to be considered given South Africa's unique position as a young democracy, although a definitional base needs to be identified. The necessity of the present consideration of the teaching of professional legal ethics will be discussed (with regard to the 2014 summit on Professional Legal Ethics and 2015 Legal Ethics Workshop). The precepts of the live client clinical programme in operation at the University of Witwatersrand Law Clinic (Wits) will then be discussed. .</p>	<p>After teaching a mediation clinic for 15 years, I decide to survey the clinic's participants to ascertain the impact the clinic had on their lives. I wanted to learn whether the graduates were practicing in traditional areas of law or whether they were pursuing careers in alternative dispute resolution. I sought to ascertain whether they were serving as paid or volunteer mediators. My curiosity led me to other areas of inquiry--ascertaining the type of mediations the graduates were doing and the frequency of those mediations. This research offers valuable insight into the critical importance of teaching "soft skills" in the law school curriculum.</p>	<p>This article examines the insights of Inside Lives: Psychoanalysis and the Growth of the Personality by Margot Waddell on the development of the personality. In it, I raise implications of this developmental approach to the growth of the personality for education and law generally, and for clinical legal education in particular. Essentially, Inside Lives demonstrates how positive, integrative, forward moving experiences can reorder persons' inside lives in ways that reduce internal conflicts and produce more wholesome and harmonious lives with less external conflicts.</p>

Session Abstracts

Tuesday 10.30-12 Session 5 Seminars

409 Chair Elaine Campbell	420 Chair Caroline Hood	410 Chair Sarah Morse	417a Chair Tribe Mkwebu	417b Chair Elaine Hall
Andres Gascon-Cuenca, Carla Ghitti, Francesca Malzani	Cheryl Milne	Freda Grealy, Hugh McFaul, Gülriz Uygur	Peter Joy, Adrian Evans	Olanike Odewale
<i>Different ways in implementing the value of empathy.</i>	<i>Legal Project Management and Group Work in the Clinical Setting and Beyond</i>	<i>Empowering those on the inside – perspectives on Street Law Prison syllabi –from UK, Ireland and Turkey</i>	<i>Why Clinicians Should Develop Best Practices for Clinical Legal Education for Their Country</i>	<i>Acting the role: A step ahead in clinical legal education in Nigeria</i>
Many commentators had pointed out that the administration of empathy plays a key role in the relationship between clinical students and the people they assist. Benefiting from the important feedback we have received from our clinical colleagues in previous meetings where we discussed the theoretical aspects of it, our objective for this session is to move forward to the next step and to debate and to share the results we have obtained in the implementation of the different ways we have taught to the students to manage empathy when working with clients in different clinical environments.	This workshop will engage the participants in interactive exercises designed to highlight the key elements of legal project management and effective group collaboration in order to illustrate the ways that the concepts can be purposefully incorporated into experiential education. Case examples will be used to demonstrate how the students in the clinic began to develop these skills and reflect upon their general application to their legal careers.	This session brings together trainee solicitors who will share their experiences relating to Street Law education programmes in prison and conduct a joint interactive teaching demonstration activity. Whilst the Street Law Prison programmes in these jurisdictions are at different stages in their trajectory, there are distinct synergies in reviewing the various frameworks, curricula, objectives and challenges presented by the respective programmes. This session will provide a brief outline of the context and curriculum framework for the various programmes and will follow with an activity. We acknowledge the wealth of experience from other clinical legal educators at IJCLE and see this as an opportunity to receive feedback and suggestions on teaching methods and topics that are most relevant to and inclusive of these particular communities of prisoners.	This interactive session explores the benefits, potential pitfalls, and challenges to developing best practices for clinical legal education that are appropriate to a country. A focus will be how developing best practices for clinical legal education has a positive impact on the curriculum and student learning. The session will include a brief discussion of the different processes used to develop best practices or standards for clinical legal education in Australia, the UK, and the US, role plays that will involve all attending, panel discussion, and Q & A. The session is designed to maximize audience involvement and input.	This seminar will examine the role that law students play in clinical legal education in Nigeria. The focus for discussion is the project of some undergraduate law students in Nigeria which seeks to present judicial precedents in Nigeria in a television series with law students acting out the roles in arriving at a decision. This tends to get the law students actively involved in the preparation and demands of the legal profession. This would develop all the skills required to excel as a legal practitioner.

Session Abstracts

Tuesday 14.20-15.50 Session 6 Papers **14.20-50**

409 Chair Max Tomoszek	420 Chair Ana Speed	410 Chair Chris Ashford	417a Chair Carol Boothby	417b Chair Sarah Morse
<i>Living the innovative curriculum</i>	<i>Working on the Margins</i>	<i>Multi-disciplinary mediation</i>	<i>Clinic and hegemony</i>	<i>Collaborative Street Law with Students</i>
Hugh McFaul, Francine Ryan	Siobhan Cullen	Shaila Pal, Diana Kirsch	Minna Kotkin	Cosima McRae
<i>Delivering CLE at a distance</i>	<i>Street Law Clinic and Marginalised Youth</i>	<i>Legal Advice deserts in Prisons</i>	<i>CLE and the replication of hierarchy</i>	<i>Clinical Curriculum Co-Design</i>
Open Justice aims to provide opportunities for some of The OU Law School's six thousand open access undergraduate students to take part in clinical legal education activities. The paper will describe and evaluate the success of pilot programmes aimed at delivering credit bearing clinical legal education to part time distance learning students. These initiatives include an online legal advice clinic, online engagement with school and college pupils and collaborative learning between OU students and prison learners.	The Street Law clinic facilitates the development of community relationships, allowing law students to experience community engagement whilst simultaneously enabling important stakeholder groups to inform the development of the clinic. This paper will examine the Street Law clinic at LYIT which was developed in partnership with local secondary schools and has now been extended to other local community groups, including the School Completion Programme, a multi-agency approach to preventing early school leaving. Street Law lessons are designed to engage and empower young people engaged with the School Completion Programme by allowing them to explore the law and their role within it.	The presentation will explore how a Prisons Immigration Clinic ('PIC') was set up in a London prison to address the vast legal advice deserts that exist in prisons. PIC assist's foreign national female prisoners, many of whom are vulnerable and/or victims of human trafficking. PIC is a collaborative venture between BPP University, a Law Centre and a prisoner welfare charity. The presentation will explore the factors that affected the structure of the clinic, the collaborative design process, how students were prepared for the client group, the challenges faced and how the clinic evolved in the face of these challenges.	Since the recession, US law schools have vastly expanded their experiential offerings, largely in response to market pressures. The success of the clinical education movement has created significant collateral damage, however, in two respects, both of which result in the replication of hierarchy. First, law schools have maximized their clinical capacity by hiring supervisors without the rank or status to influence to future course of the institution. Second, clinical offerings now cater to students' career aspirations, rather than to community needs, thus replicating the practice hierarchy that devalues poverty law.	This paper considers why and how clinical legal educators can collaborate with law students in the co-design of the clinical curriculum. It discusses a number of compelling reasons for collaborating with law students in the context of the community legal education clinic Street Law, including feedback from Street Law students.

Session Abstracts

Tuesday 14.20-15.50 Session 6 Papers **14.50-15.20**

409 Chair Max Tomoszek	420 Chair Ana Speed	410 Chair Chris Ashford	417a Chair Carol Boothby	417b Chair Sarah Morse
<i>Living the innovative curriculum</i>	<i>Working on the Margins</i>	<i>Multi-disciplinary mediation</i>	<i>Clinic and hegemony</i>	<i>Collaborative Street Law with Students</i>
Jason Tucker	Myrta Morales-Cruz	Angelo Maestroni, Paola Brambrilla, Claudio Sardone	Christopher Riley, Vinny Kennedy	Jil Ebenig, Verena Veeckmann
<i>Developing clinical provision with a third sector organisation</i>	<i>Los Filtros Luchan!</i>	<i>the legal clinic as an instrument of mediation and participation in welfare</i>	<i>Work experience: does any experience count?</i>	<i>Law Students on the Road</i>
The School of Law & Politics, Cardiff University, offers a range of extracurricular clinical legal education opportunities, including a student advice project delivered in partnership with learning disability charity - Mencap Cymru. Students research and draft legal 'tool kits' to support Mencap's case workers in advising families caring for a person with a learning disability. The author is the academic supervisor of the project and the paper will evaluate the benefits and challenges of the delivery model, and will explore likely future developments including the scope for developing a credit-bearing module as part of the School's undergraduate LLB programme.	I will present the results of lobbying for a statute that protects low income communities from displacement. The statute was written and lobbied jointly by members of the Los Filtros community and other low income communities in Puerto Rico and by my clinical students. I asked members of the community to define lobbying, to talk about their experiences while lobbying, and then to reflect about its relationship to law, politics and democracy. I argue that 'participatory lobbying' is a valuable strategy for promoting empowerment of marginalized communities and opening spaces of citizen participation. I will provide multiple examples and will talk about our recently opened Center for Legislative Monitoring and Citizen Participation.	It is widely recognized that legal clinics offer a social service and care based on the needs of the community. The presentation has the aim of highlighting how this happens through the creating/facilitating links between public bodies (universities, local and administrative authorities,..) and private individuals (students, lawyers, volunteers,..) through the mediation of different needs that tend to converge towards the best interests of the community they belong to. The presentation aims to demonstrate that legal clinics are the correct tool to reach a meeting point between the normative and authoritarian approach of the Public administration and the voluntary and spontaneous approach of social work aimed to make a difference in the community.	Reforms to legal education and training will be implemented in 2019 by the Solicitors Regulation Authority. The rationale for the reform is to ensure consistency in standards, reduce costs and to widen access to the profession. The current climate poses an opportune time to capitalise on this metamorphosis of legal education. We will examine the opportunities that have been identified within our clinical provision to enhance exposure to live client work. We will explore the implications for our curriculum design and the potential benefits for our students, which will include a presentation on their perspective	Helping as many people as possible with the resources at hand; that's the purpose of the Street Law Workshops, which are offered by Goethe University Law Clinic (GLC) since 2016. What's special about them: The Workshops' target groups are not the persons immediately affected by e.g. asylum/migration/social laws, but rather people working as professionals or volunteers in refugee aid. The development, organisation and performance of the Street Law Workshops are fully in the hands of GLC students. Our experience so far: a win-win-concept for students, University, social workers and migrants!

Session Abstracts

Tuesday 14.20-15.50 Session 6 Papers **15.20-50**

409 Chair Max Tomoszek	420 Chair Ana Speed	410 Chair Chris Ashford	417a Chair Carol Boothby	417b Chair Sarah Morse
<i>Living the innovative curriculum</i>	<i>Working on the Margins</i>	<i>Multi-disciplinary mediation</i>	<i>Clinic and hegemony</i>	<i>Collaborative Street Law with Students</i>
Peggy Maisel, Phyllis Goldfarb	Michael Churgin	David Dowling, Jane Moffatt	Liz Walters	John Lunney
<i>Exploring the Meaning of Experiential Deaning</i>	<i>Representing persons who may be incompetent in US immigration proceedings</i>	<i>A cross-jurisdictional collaborative approach to mediation training</i>	<i>Law clinics and Qualifying Legal Work Experience</i>	<i>Building community, empowering students and fostering civic professionalism</i>
<p>This paper explores the administration of experiential programs through the position of experiential dean. The co-authors, five experiential deans, surveyed U.S. experiential deans to identify what can be accomplished from these posts, how to support these accomplishments, what challenges arise, and how to overcome these challenges. Using survey results to develop conceptual content for the work of experiential administrators, the paper extracts lessons about how law schools can define and sustain these roles and concludes that, with supportive structures, experiential deans can help law schools address pressing societal needs for better legal education, improved lawyering, and greater attention to justice.</p>	<p>At immigration removal hearings in the United States, crucial decisions are made concerning the ability of non-citizens to remain in the country. However, only recently, has any attention been focused on persons with disabilities and their ability to participate fully in these hearings. There is no provision to provide free counsel to persons who may be incompetent. I will review the concept of competency to stand trial as applied to immigration removal proceedings and suggest possible solutions to ensure that person with disabilities do not fall through the cracks.</p>	<p>This paper details an ongoing collaboration between Chapman University, California and the Law Society of Ireland to design and develop a ‘train the trainer’ mediation programme for student lawyers. It will look at advantages and disadvantages of the Chapman clinical approach and how it can be adapted for the Law Society Street Law programme so that students develop their own mediation and teaching skills whilst teaching to a community group for the benefit of the wider community.</p>	<p>This presentation will explain how student law clinics fit within the new framework for qualifying as a solicitor in England and Wales. This presentation will explore the regulatory controls round Qualifying Legal Work Experience. It will argue that enabling this work to count in terms of professional qualification creates a further incentive for students to work in law clinics. It enables students who may be interested in qualifying as a solicitor to experience the practical application of the legal principles they are learning on their academic course of study. And it helps students begin to develop the skills they need for employment</p>	<p>“Community” is at the core of the Law Society’s Street Law clinic ;</p> <ul style="list-style-type: none"> • building a Street Law ‘community of practice’ within the cohort of law students who partake in the clinic • establishing connections with organisations and schools in the local community • developing and promoting community through the use of group activities in our learner centred, activity based workshops <p>It will chart the collaborative development of a short Street Law for secondary school students in our local community of North inner city. Our law students will reflect on the impact Street Law has had on their professional development as lawyers and Law Society faculty will discuss the positive impact Street Law has had on developing relationships with the community</p>

Session Abstracts

Tuesday 16.10-17.40 Session 7 Seminars

409 Chair Elaine Hall	420 Chair Ulrich Stege	410 Chair Chris Ashford	417a Chair Kayleigh Richardson
Beryl Blaustone, Lisa Bliss	Filip Czernicki, Adéla Horáková	Rachel Dunn	Oluyemisi Adefunke Bamgbose, Folake Tafita
<i>The challenges in clinical teaching and social justice lawyering in the new era of governing by disruption</i>	<i>Can pro bono lawyers become clinicians?</i>	<i>Diamonds are a Girl's Best Friend... and a Great Data Collection Tool: Exploring New Ways to Measure Opinions and Development with our Students</i>	<i>Operating Law Clinics and Advocacy within the University Community: Inherent Conflicts, Benefits and Educational Concerns</i>
This interactive seminar will focus on the challenges of clinical teaching in a new era of governing by disruption, and explore the essential skills students need to function effectively. Dramatic changes in philosophy, style, and approach to governing have created a disorienting moment in our social history. These changes influence how law is made, interpreted, enforced, and respected. Law students are preparing to become participants who work within changing systems. As such, they must be able to respond to this new reality as professionals, as well as to remain true to the ideals and values they hold as individuals.	Law Clinics are aimed to teach law in practise, should bring the students knowledge about the ethical values of the legal profession. But can this be thought only by academics who don't practise law? There are many countries in the world where law teachers actually are not allowed to practise. A solution to this dilemma is to involve practising lawyers to legal clinics. Practitioners could have short lectures, seminars or presentations for our clinical students; they could serve as consultants helping the students to solve specific cases or teach how particular cases would be handled in their law firms.	This interactive seminar will expose attendees to my main PhD data collection tool: the Diamond16. It is a hierarchy ranking tool, whereby participants are asked to rate certain lawyer knowledge, skills and attributes and place them in the form of a diamond on a predetermined board. Participants are encouraged to discuss the various cards and where they should be placed. It can also be used to measure other interests, such as wellbeing, student experience and the purpose of clinic. This seminar will introduce clinicians to a new method of teaching, research and development, for themselves and their students.	This session highlights the role Street Law plays in impacting adolescents who form an integral part of the population and represent the future of any nation. The methods employed in conducting this research provides a means of evaluating what the adolescents know about reproductive health rights and services and proposes a model to educate them tailored to meet their specific needs. The benefits of Street Law as an aspect of Clinical Legal Education is reiterated and arguments are advanced for inculcating teaching of Reproductive Health Rights into the curriculum of Primary and Secondary Schools with emphasis on community sensitization.

Session Abstracts

Wednesday 8.30-10.30 Session 8 Papers **8.30-9.00**

409 Chair Caroline Gibby	420 Chair Elaine Campbell	410 Chair Chris Simmonds	417a Chair Tamsin Nelson	417b Chair Elaine Hall
<i>Health and Wellbeing</i>	<i>Catching Our Reflections</i>	<i>Morality and Inclusivity</i>	<i>Clinical development</i>	<i>Measuring Impact</i>
Leslie Wolf, Lisa Bliss	Linda Smith	Sheena Shakur	Lughaidh Kerin	Rachel Stalker
<i>Helping Students Prepare for Career in the Dynamic Area of Health Law</i>	<i>Get Real Why and How Clinicians Should Record, Transcribe and Study Actual Client Consultations</i>	<i>Upholding protected freedoms, unmet role of clinicians without legal literacy?</i>	<i>In pursuit of clinic's El Dorado - the live client experience</i>	A study of the actions clients take after advice
Law students are faced with multiple curricular options as they pursue their law degrees. This paper explores how a school's offering of a law certificate program can help students make focused curricular selections that prepare them for their chosen career, and make themselves marketable for that industry. The curricular requirements of such a certificate include requirements that students take a range of clinical legal education courses. The infusion of clinical pedagogy throughout the curriculum reinforces the knowledge, skills and values that students are acquiring and developing throughout their study.	I will argue that clinical faculty should take the opportunity to study student-client consultations by recording, transcribing and analyzing them using conversation analysis techniques. By such systematic study, we will be able to increase our knowledge about what techniques work in client consultations and improve our services to the community. Doctor-patient conversations have been recorded, transcribed, and studied in this way over many years. Such systematic study has allowed researchers to reach conclusions about effective doctor-patient consultations that are backed up by data. This article will show how client confidentiality and attorney-client privilege can be protected in such a study. It will also share the authors experiences in conducting such a study in a brief advice clinic.	The rationale of law works only if there is equal access to law and justice, equal protection of law and resources, and equality of opportunity among equals. This should mean that the focus of law is not merely punishment of wrongdoers, but also protection of the weak. Punishment as a deterrent is prompted, but justice is too often deferred for the segment of society that is in greatest need of the protection of law, for the simple reason of ignorance. This contextualizes the call for a systematic, organized form of legal empowerment through Legal Literacy Clinics in India.	This paper touches upon expectation management in relation to our students, the clients, the host organisation and our own. It will explore the development of these relationships and how they morphed over the last two years in relation to the various clinics which we offer or support at Middlesex University as we pursue Clinic's El Dorado, "the live client experience" for our students.	This paper evaluates scholarship concerning law clinics and outlines the findings of an empirical case study of next actions taken and/or case outcomes obtained by family law clients in our advice-only clinic during 2016-2017. The paper also critically reflects on the methodology employed in order to inform future research, and hypothesises working models for best practice. Increasing the number of clinics without even a burgeoning understanding of clinical advice on their cases risks our clients becoming "ghosts in the machine", an unseen and unheard catalyst in the apparatus preparing law students for professional practice.

Session Abstracts

Wednesday 8.30-10.30 Session 8 Papers **9.00-9.30**

409 Chair Caroline Gibby	420 Chair Elaine Campbell	410 Chair Chris Simmonds	417a Chair Tamsin Nelson	417b Chair Elaine Hall
<i>Health and Wellbeing</i>	<i>Catching Our Reflections</i>	<i>Morality and Inclusivity</i>	<i>Clinical development</i>	<i>Measuring Impact</i>
Fahri Taner	Bronagh Heverin	Anna Cody	Frans Haupt	Paul McKeown
Writing a Draft Law on Sexual Abuse of Children in the Clinic	Reflection as assessment	Ability/disability, how do we incorporate teaching about this in our clinics?	<i>A Tale of Two Cities, Two IJCLE Conferences and Two Clinics</i>	<i>The whole is greater than the sum of its parts</i>
<p>It was the first year of the law clinics in Ankara University Law Faculty. One of the clinics was related to “sexual abuse of children”. The instructor and the students started to the semester with the aim of making presentations in the class and to a civil society organisation. But on the way, they understood that, the aim of the clinic couldn’t be simple like that. So they decided to write a draft law, related to sexual abuse of children. This work lasted one more semester and finally it has been published in a scientific magazine. This paper mainly focuses on this story.</p>	<p>The use of reflection in the assessment of clinical legal education can be assessment of, for and as learning. This paper considers the use of reflection in the assessment in two clinical education modules with particular focus on the whether a reflective assessment framework can inadvertently operate to focus on either the input, output or processes of reflection and in so doing improve or detract from the intended module learning outcomes.</p>	<p>In this paper I will present findings about how disability issues are taught within the curriculum of a clinic in Mexico as well as clinics at UNSW. I explore concepts of ability/disability and the movement around these understandings to explore the most effective means for teaching issues within a clinical setting. Working with disadvantaged clients, many of them have a disability. How do we as clinicians ensure we don't maintain stereotypes or prejudice in our teaching.</p>	<p>At the 2007 IJCLE conference, held in Johannesburg, Stephen van der Merwe, a clinician at the University of Stellenbosch’s Legal Aid Clinic, highlighted a number of legislative obstacles, faced by the clinician-lawyer when assisting marginalised and exploited debtors, who had become the victims of unscrupulous creditors, debt collectors, and attorneys. van der Merwe called for law clinics to work towards law reform regarding the procurement of judgments and emolument attachment orders by consent, as well as the rescission thereof. Two university law clinics, Stellenbosch and Pretoria, took up the challenge, albeit in different ways. The present paper relates the events that ultimately aided in law reform being achieved.</p>	<p>This paper will critically analyse the use of small scale studies in clinical scholarship to evaluate the benefit of such studies in advancing the discipline.</p>

Session Abstracts

Wednesday 8.30-10.30 Session 8 Papers **9.30-10.00**

409 Chair Caroline Gibby	420 Chair Elaine Campbell		417a Chair Tamsin Nelson	
<i>Health and Wellbeing</i>	<i>Catching Our Reflections</i>		<i>Clinical development</i>	
Liz Curran	Cath Sylvester		Orhan Civan	
<i>Interdisciplinary clinic to improve health and wellbieng outcomes of clients</i>	<i>Reflecting Fast and Slow</i>		<i>Being a worker in Turkey</i>	
<p>This paper will examine the value in students, academics and clinical supervisors learning and working together across different disciplines through an interdisciplinary student clinic (IDSC) to deliver legal and public health education to people who experience social exclusion by reason of vulnerability or disadvantage (including poverty)– the ‘Health Justice Partnership Student Clinic’. One subset of an MDP is the HJP which sees lawyers working alongside health and allied health professionals to reach clients with a range of problems capable of legal solutions e.g. debt, family violence, poor housing, consumer issues, care and protection, human rights, access to services. It is about going to where people in need of help are likely to turn.</p>	<p>The process of reflection is long established as an essential element of experiential learning and yet it remains difficult for both staff and students to articulate and assess in clinical programmes. By adopting a ‘broad brush’ generic approach to the reflective element of clinical programmes we risk this being replicated in the assessment process, generating unfocussed, formulaic and on occasions contrived reflective assessment submissions. This paper will draw on the literature on reflection from different disciplines and clinical approaches and review existing reflective taxonomies and will suggest and seek responses to a proposal for a taxonomy of reflective learning for use in clinical legal education.</p>		<p>Legal clinics are a new approach with regard to law education in Turkey. An elective course about legal clinics has been opened at Ankara University Law Faculty only for three years. “Being a Worker in Turkey” is one of the clinics which I participate as a clinician. Every year we select different course subjects related to labour law. Up to now, “occupational accidents and illnesses”, “the problems of seasonal agricultural workers” and “discrimination in working life” have been selected main subjects. We observed that narrow-scoped subjects are much more suitable for not only teaching but also achieving our goals.</p>	

Session Abstracts

Wednesday 10.30-12.00 Session 9 Papers **10.30-11.00**

409 Chair Ana Speed	420 Chair Vicky Gleason	410 Chair Jonny Hall	417a Chair Tamsin Nelson	417b Chair Paul McKeown
<i>Serving the Needs of Communities</i>	<i>Clinics and Their Environments</i>	<i>Law and Health</i>	<i>The Curriculum of CLE</i>	<i>A range of experiences</i>
Zuzana Illyova, Maria Havelkova,	Oke-Samuel Olugbenga	Nicola Antoniou, Eleanor Scarlett (via Skype)	Ali Ersoy Kontaci (via Skype)	Anne Kotonya
<i>Courses at the Comenius University Bratislava and the impact on Communities</i>	<i>Role of CLE in Community Development</i>	<i>Legal Advice within the Romford Autism Hub</i>	<i>From Constitutional Law to Constitutional Politics: a clinical contribution to doctrinal legal education</i>	<i>Judicial attachment programme</i>
Comenius University in Bratislava, Slovakia has a relatively new clinical program that is inter alia targeted on helping the communities. In our presentation we will focus on those clinical courses that directly interact with communities and provide legal assistance to them. These courses are (1) Street Law, (2) Legal Clinic for NGOs and (3) Students' Legal Counselling Centre. Our target communities that we provide assistance for involve students at the elementary and secondary educational level institutions, incarcerated women in female penitentiaries and disadvantaged members of a particular community (i.e. disabled, homeless, victims of domestic violence etc.).	One of the key provisions of the Mineral and Mining law in Nigeria is the adoption of Community Development Agreement as a tool to manage the social and other consequences of mining in the host and surrounding communities. It is equally important in securing a peaceful working relationship and environment between promoters of mining projects and communities. In Nigeria, development of CDAs has not been transparent, while it is hardly enforced. This development is due to different factors. The paper explores opportunities for law clinics in Nigeria in the development and enforcement of Community Development Agreement.	The University of East London's Legal Advice Centre has collaborated with the Sycamore Trust U.K. which is a charity that provides services to support clients and their families that are affected by Autistic Spectrum Disorders (ADS) and /or learning difficulties. Our Student Advisers will be offering free legal advice at the Romford Autism Hub. This paper will explore our journey, as well as the impact and challenges of this project.	"Individual Application" to Constitutional Courts is a judicial mechanism whereby individuals, whose fundamental rights have been violated by public authorities, seek remedy to secure their rights from further violations. Nevertheless, a pure legal approach to individual application falls short of explaining the socio-political factors that play an important role in the process. "The Individual Application Clinic" aims at challenging this potentially misleading understanding of the mechanism and invites its participants to think outside the boundaries of legal theory and language. In other words, this clinic offers a revised approach to constitutional law, by taking constitutional politics into due consideration.	Judicial attachment provides experiential learning which breathes life to several theories and concepts acquired during lectures, inculcates in the students the need for access to justice, ethical legal practice. It exposes the student to the functions of both the bar and bench in the justice system and gives them ideas for the final year legal research paper. Through this paper, the author conducts a study of the judicial attachment through a reflection on her experience of running the program supported by evidence from student reports prepared over a four year period. The insights make the case for promoting clinical legal education in law schools in Kenya.

Session Abstracts

Wednesday 10.30-12.00 Session 9 Papers **11.00-11.30**

409 Chair Ana Speed	420 Chair Vicky Gleason	410 Chair Jonny Hall	417a Chair Tamsin Nelson	417b Chair Paul McKeown
<i>Serving the Needs of Communities</i>	<i>Clinics and Their Environments</i>	<i>Law and Health</i>	<i>The Curriculum of CLE</i>	<i>A range of experiences</i>
Giusy D'Alconzo	Sarah Buhler	Michelle Christopher	Yael Efron	Ben Waters, Will Spring
<i>Overcoming child poverty through access to justice</i>	<i>Researching the impact of law student advocacy in a Canadian Housing Law Tribunal</i>	<i>Law Students, Pro Bono Community Outreach and Medical-legal Partnerships</i>	<i>What can be taught by clinical teaching?</i>	<i>Community Legal Companions</i>
<p>A clear link exists between poverty and lack of access to justice. In Italy, more than 1 million children (11%) face absolute poverty and the economic crisis has negatively affected the framework of guarantees for the most vulnerable. In this context, Save the Children Italy developed new methodologies of legal support aiming to break the reinforcing cycle between poverty and lack of guarantees; among them, the "Legal Clinic-Legal Front Office model", a combination of activities involving legal practitioners and law students in providing children and families with high-quality information, free legal advice and representation.</p>	<p>My paper will discuss my ongoing research project that seeks to investigate the impacts of the advocacy of clinical law students on the experiences of tenants seeking justice at the Office of Residential Tenancies, which is the administrative law tribunal that deals with housing law issues in Saskatoon, Canada. I will discuss the background of the research project and the challenges and rewards of designing and implementing the research. I will also share preliminary findings from the data, and will seek to consider what these findings tell us about meaningful and effective clinical law practice and pedagogies.</p>	<p>"Law Students, Pro Bono Community Outreach and Medical-Legal Partnerships" explores the impact of community outreach on law students as they begin to form their professional identities. The medical-legal partnership model is examined as a method of holistic legal service delivery, enabling clinicians to effectively teach law students the client relationship and management skills needed for working with vulnerable and marginalized clients, while also assisting law students to address unmet legal needs in the community.</p>	<p>This empirical study conducted in Israel, suggests that the clinical teaching impacts students far beyond their legal understanding. Some themes found in their statements include:</p> <ul style="list-style-type: none"> • Participation in the clinic is significant for professional development. • Participation in the clinic is significant for personal growth. • Motivation to continue contribution to society after graduation. • Frustration due to lack of ability to help more (professionally or personally). • Frustration due to the gap between the motivation to help and the nature of the work at the clinic. <p>This presentation is an invitation for colleagues to engage in a comparative study at their legal clinics.</p>	<p>The CLOCK Community Legal Companion scheme has been introduced to provide an opportunity for those within our communities who are caught in the so-called 'justice gap' to gain support and guidance from law students when they attend court unrepresented. Drawing on the socio-legal experiential learning opportunities presented by such an initiative for undergraduate law students, how the scheme operates in the Canterbury Combined Court Centre as well as the benefits it provides for the local community. Consideration how this community-based project can provide undergraduate law students with valuable employability skills acquisition through analysis of their own perceptions will be evaluated.</p>

Session Abstracts

Wednesday 10.30-12.00 Session 9 Papers **11.30-12.00**

	420 Chair Vicky Gleason		417a Chair	417b Chair Paul McKeown
	<i>Clinics and Their Environments</i>		<i>The Curriculum of CLE</i>	<i>A range of experiences</i>
	Judith Preston-Macquarie		Jaroslav Benak, Yael Efron	Yuliya Saukina, Ksenia Zhukouskaya
	Land and Environment Court of NSW Tree Disputes Helpdesk		What can be taught through clinical legal education and how do we know it?	the experience of Belarus
	Self represented litigants (SRLS) are a vulnerable group in the community which includes those people who have language, cultural financial, age and mental capacity issues. SRLs struggle to achieve effective access to justice. Within the specialized environmental court-the Land and Environment of NSW (LEC), a procedural Help Desk has been established. Law students assist clients under the supervision of an academic from the Department of Law who is also a legal practitioner, in serving the community with inquiries about tree disputes. The Helpdesk assists the community and gives the LEC an opportunity for outreach but gives students an opportunity to have consultations with clients and obtain experience about the challenges of access to justice for many vulnerable members of the community.		Stephen Wizner in 2002 published an article stating five results that students can get from clinical legal education. However, his statement – based on common sense and many years of experience - was never backed with empirical evidence. The aim of the proposed paper is to offer methods that can either confirm or reject Wizner’s statements.	The unique experience of the law faculty of the Belarusian State University on the integration of clinical legal methods in the creation of a program of practical training of students who do not pass a course of legal clinic. The curriculum includes not only the main activities for students of legal clinics, but also some additional practical training (e.g., mediation, negotiation, moot court). Presentation of the training program and development findings.

Session Abstracts

13.00-14.30 Session 10: Seminars

409 Chair Jonny Hall	420 Chair Caroline Hood	410 Chair Cath Sylvester	417a Chair Sarah Morse	417b Chair Ana Speed
Paula Galowitz, Catherine Klein, Ulrich Stege,	Lamin Khadar, Frank Van De Wakker,	Nancy Maurer, Leah Wortham	David Dowling	Deepa Mattoo
<i>Critical Thinking/ Transformative Learning</i>	<i>Training the Trainers: How to teach legal drafting skills and the benefits of law firm/clinic collaboration</i>	<i>Opportunities and Challenges: Developing Curriculum for Clinical Seminars</i>	<i>Developing Skills That Take Students From The Clinic Into The Community</i>	<i>Feminist Advocacy: Clinical Legal Education from an Interdisciplinary, Intersectional, and Trauma-Informed Perspective</i>
<p>In these very difficult times of political divisions in many countries, it is particularly important to focus on critical thinking which can lead to transformative learning for our students and ourselves. We will explore some of the historical theoretical perspectives and foundational roots of critical pedagogy that have influenced us, such as: Paulo Freire, Saul Alinsky, and B. De Sousa Santos. After participants share others that have influenced them in their clinical teaching, we will then discuss how this core critical theory can contribute to fresh applications, and suggest approaches to increase transformative learning for our students and ourselves.</p>	<p>This interactive training session will aim to train any clinicians seeking to collaborate with international commercial law firms. The session will be run by two lawyers from DLA Piper in collaboration with either Utrecht University Human Rights Law Clinic or the VU Migration Law Clinic (TBC). The 90 minute session will be divided into three parts:</p> <ul style="list-style-type: none"> • A general introductory session on the risks and rewards of collaborating with an international law firm in a clinical setting and how to best structure a collaboration. • A session specifically on how to teach legal drafting in a clinical setting. • An interactive exercise focused either on how to structure a law firm clinic collaboration or on teaching legal drafting (TBC). 	<p>This interactive session will focus on curricular plans and teaching ideas for faculty-guided clinical seminars accompanying clinical courses in direct-service clinics, externships, and other types of experiential courses. Participants will consider selection of learning goals and construction of courses in which all students will have the same type of clinical experience as well as those with mixed placements. Participants will leave the session with some concrete ideas and curricular plans for clinical seminars to bring back to their home schools and programs.</p>	<p>This interactive seminar will discuss various practices that can be used in the clinic to assist students in providing legal services to their communities. The seminar will focus on using simulations and technology in ways that will encourage self-assessment and engage students in the learning process. Specifically, the seminar will demonstrate the use of wearable cameras in the clinical simulations to provide self-reflection and feedback.</p>	<p>This interactive panel led by legal and clinical experts will explore the unique “Feminist Advocacy” clinical program at the Barbra Schlifer Commemorative Clinic, the only Clinic of its kind in Canada providing legal representation, counselling, and interpretation to women who have experienced gender-based violence. Its Feminist Advocacy program responds to the need for high-quality, gender-based legal representation of women who have experienced violence and facilitates students’ acquisition of the specialized knowledge, skills, and values required for such representation. The panel will explore feminist legal advocacy strategies for pedagogy surrounding trauma and the law, particularly in the clinical context.</p>