

Thank you for requesting a review copy of THE CLINIC SEMINAR.

THE CLINIC SEMINAR is designed as a textbook for students to use in the seminar component of a clinical course. THE CLINIC SEMINAR, with its companion, TEACHING THE CLINIC SEMINAR, provides a fully developed curriculum for use in virtually any clinic, regardless of subject matter, and by any teacher, regardless of experience level. Each chapter of THE CLINIC SEMINAR includes a pre-class reading assignment, which typically is comprised of: (1) one or two selections from the legal literature; (2) one from another field, such as medicine or social work, to provide an alternative, interdisciplinary perspective; and (3) one that provides a practical, hands-on approach to the class topic. In addition, chapters include a list of learning goals, a description of the class, handouts or other take-aways that students will likely continue to use throughout their professional lives, a pre-class “homework” assignment for students to complete in preparation for class, and a post-class reflection assignment. The pre- and post-class assignments might involve responding to a series of reflection questions, drafting a formal memorandum, or engaging in some other exercise designed first to help students begin class warmed up and ready to learn, and second to help solidify the insights obtained in the classroom.

An integral part of this student text is its companion teaching guide, TEACHING THE CLINIC SEMINAR. For every class, TEACHING THE CLINIC SEMINAR provides step-by-step instructions so that even a first-time clinician can enter the classroom with confidence. A typical chapter walks the instructor through:

- The reasons a clinician might choose to teach the topic in a clinic seminar;
- Potential student learning goals that might effectively frame teaching choices;
- Concrete, observable student behaviors designed to help the teacher assess student learning and provide responsive feedback;
- Common misunderstandings students tend to bring with them to the particular topic, that can interfere with effective learning;
- Directions for classroom set up and preparation of materials;
- Notes for an introductory lecture;
- A detailed description of one or more in-class exercises, including a full set of “stage directions;”
- Sets of questions tied to learning goals to pose to students at various stages of the class, all designed to encourage discussion and deepen thinking;
- Notes for wrapping up the class session and pulling together lessons learned;
- Analysis of successful teaching methods designed to best support each stage of the class; and
- Suggestions for making successful connections between the lessons learned in the class and those that arise in other seminar classes and in supervision sessions.

Each chapter is built around carefully designed problem sets, detailed role plays, guided simulations, or trial transcripts. Many have specially-created video clips readily available through the book’s companion website.

Topics covered in the two companion books include: Intensive Orientation, Client Counseling, Communication and Assumptions, Interviewing, Project Interviewing, Informal Fact

Investigation, Storytelling, Theory of the Case or Project, Collaboration, Direct Examination, Cross Examination, Admission of Exhibits into Evidence, Making Objections, Opening Statements and Closing Arguments, Conducting and Closing a Negotiation, Presentation Skills, Writing, Establishing Professional Boundaries, Conducting Rounds, Ethics, Challenging Assumptions, System Change, and Exploring Justice.

THE CLINIC SEMINAR is designed to be useful to clinicians regardless of their program's particular focus, either in terms of subject matter or lawyering methodology. Accordingly, most of the classes are equally effective in clinics focused on litigation, problem-solving, and transactional work. Where minor adjustments are needed to better calibrate a lecture or participatory exercise to a particular type of clinic, they are included. Where more substantial modifications are necessary, each class plan includes a series of targeted variations of teaching exercises. Either way, a clinician may easily select the teaching plan that provides the best fit for her particular program.

Because so many clinical programs across the country focus primarily on litigation, we have included a limited number of classes targeted specifically for such programs (including those focused on direct, cross, admission of exhibits into evidence, making objections, and opening statements and closing arguments). These classes are tailored to be useful across the spectrum of litigation clinics, including variations on teaching exercises to support: (1) civil clinics; (2) domestic violence clinics; and (3) juvenile delinquency and criminal defense clinics.

In addition, TEACHING THE CLINIC SEMINAR goes beyond the context of particular classes, providing broader guidance for the process of creating effective classroom learning. The chapter entitled, "Creating Effective Seminar Classes: A Theoretical and Practical Guide," identifies a series of essential seminar teaching choices and explores the factors a teacher might consider in making them. This analysis of essential teaching choices is interspersed with a set of workbook-style, fill-in-the-blanks questions, designed to help structure the teacher's thinking in developing or fine-tuning a seminar class.

TEACHING THE CLINIC SEMINAR is available to those instructors who adopt the student text for their clinic course. To give reviewers a concrete understanding of the value of TEACHING THE CLINIC SEMINAR, we have enclosed both the Table of Contents and one chapter, Interviewing, from that book. We hope you enjoy reviewing both the student text and the sample chapter from the teacher's text, and hope you decide to adopt THE CLINIC SEMINAR for your clinic.