

SAINT LOUIS UNIVERSITY SCHOOL OF LAW

FIELD PLACEMENT HANDBOOK

for

STUDENTS AND SUPERVISORS



SAINT LOUIS UNIVERSITY
—
SCHOOL OF LAW

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

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I. INTRODUCTION

This Saint Louis University School of Law Field Placement Handbook (this “**Handbook**”) provides information for eligible SLU LAW field placement students (each, a “**Law Student**”) and for supervising attorneys or other individuals qualified to supervise field placements (each, a “**Field Placement Supervisor**”). The SLU LAW Field Placement 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**”).

In any field placement program, the quality of a student’s experience is directly related to the quality of the supervision provided. We hope that this Handbook will assist both Law Students and Field Placement Supervisors to develop a mutually beneficial working relationship. This Handbook reflects the ABA requirements for the conduct of field placement programs and highlights best practices in supervision, all while recognizing that Field Placement Sites differ and therefore provide unique learning experiences. This Handbook provides information about the following:

➤ **Educational Objectives**

Skill Development; Increased Understanding of Substantive Law; Development of Professional Responsibility and Identity; Institutional Understanding

➤ **Overview of the Field Placement Program**

Fieldwork Component; Classroom or Other Contemporaneous Reflection Component; New Proposed Placements; Faculty Oversight

➤ **Fieldwork Component**

Field Placement Supervisor Experience, Availability, and Shared Supervision; Goal Setting; Assignments and Observational Opportunities; Feedback to Law Students; Evaluation of Law Students

➤ **Preparation and Logistics**

Before the First Day: Field Placement Supervisors; Before the First Day: Law Students; Conflicts of Interest; Initial Meeting; Addressing Concerns

➤ **Attachments**

Field Placement Components Grid; Field Placement Hours Log; Field Placement Hours Certification; Law Student Evaluation of Field Placement; Field Placement Supervisor Evaluation of Law Student

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

Each field placement experience is documented with a Field Placement Memorandum of Understanding signed by the Field Placement Supervisor, the Law Student, and the Faculty Coordinator.

II. EDUCATIONAL OBJECTIVES

The SLU LAW Field Placement 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.

A. 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)

B. 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.

C. 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.

D. 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.

III. OVERVIEW OF THE FIELD PLACEMENT PROGRAM

SLU LAW offers a variety of off-site supervised legal experiences to Law Students as part of the Field Placement 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 Field Placement 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 Field Placement 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 Field Placement Program consists of two components: (i) a work experience (i.e., fieldwork component) under the supervision of the Field Placement Supervisor, and (ii) an academic component under the supervision of a Faculty Coordinator.

A. Fieldwork Component

Law Students participate at their Field Placement Sites for 42.5 hours per credit hour, as indicated on the Field Placement Components Grid (see **Attachment 1**). A Law Student identifies his or her own learning goals for the semester (a “**Goals Memorandum**”) and works with his or her respective Field Placement Supervisor to achieve those goals and evaluate progress. Field Placement Supervisor feedback on assignments and Law Student self-evaluation and reflection on experiences and observations are essential to a successful field placement experience. Law Students receive the credits indicated on the Field Placement Components Grid (see **Attachment 1**) for the successful completion of their fieldwork. The Law Student’s academic performance in the fieldwork component is evaluated by a Faculty Coordinator based on (i) the Field Placement Supervisor Evaluation of Law Student (see **Attachment 5**) and (ii) completion of the minimum required field placement hours (see **Attachments 2 and 3**).

Law Students should understand that 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.

B. 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 the Field Placement Components Grid (see **Attachment 1**). 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) the Field Placement Hours Log (see **Attachment 2**), (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) the Field Placement Hours Log (see **Attachment 2**), (iii) a Goals Memorandum, and (iv) journaling exercises or other means of written self-evaluation and reflection.

When completing the Field Placement Hours Log, Law Students should be careful to avoid including any confidential information; the Law Student's descriptions of activities should be general in nature. At the end of the field placement, the Law Student should also complete the Field Placement Hours Certification (see **Attachment 3**) and the Law Student Evaluation of Field Placement (see **Attachment 4**).

C. New Proposed Placements

All Field Placement Sites must be approved by a Faculty Coordinator in consultation with the Associate Dean for Experiential Education. For each new proposed placement, the first step is for the Law Student or proposed Field Placement 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; and
- 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).

Please note that the Field Placement Program does not place Law Students in law firm placement settings.

D. 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 Field Placement Supervisor during the semester and providing relevant feedback to him or her.

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

IV. FIELDWORK COMPONENT

The Field Placement Supervisor plays an essential role in the Law Student's education and professional development. Because Law Students receive academic credit for their fieldwork, it is important that the

focus of the placement experience 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 from experienced practitioners.

A. Field Placement Supervisor Experience, Availability, and Shared Supervision

Field Placement Supervisors should have sufficient experience to be able to guide, counsel, and work with Law Students. We ask that Field Placement Supervisors have a minimum of three years of practice experience.

Field Placement Supervisors must be available on-site to provide and explain assignments, answer questions, and give substantive feedback. If the Field Placement 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 Field Placement 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 Field Placement Supervisor to keep track of projects and assist in prioritizing assignments. It is important that the Law Student receive feedback on all assignments.

B. Goal Setting

Each Law Student identifies field placement goals near the beginning of the semester in a Goals Memorandum. The Field Placement Supervisor should review these goals with the Law Student within the first four weeks of the semester. We recommend reviewing these goals and progress toward these goals periodically throughout the semester. Goals and strategies may be modified at any time.

C. Assignments and Observational Opportunities

Law Students should be assigned a variety of meaningful lawyering tasks. 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. Law Students should not be asked to perform clerical duties such as photocopying, phone coverage, or other non-lawyering tasks.

In addition to performing legal tasks, Law Students can learn through observational opportunities. Law Students should be included in meetings, telephone conferences, court appearances, negotiations, closings, and other proceedings.

Finally, Field Placement 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.

Field Placement Supervisors should take time to make sure Law Students understand assignments. Law Students should also make sure they correctly understand assignments. Law Students should be prepared to write down and repeat back their understanding of the assignment, particularly if it is complex. 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; and
- include who the Law Student should consult with questions along the way.

D. Feedback to Law Students

Field Placement 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 field placement experience and helps Law Students analyze their performance and determine what changes to make for future assignments.

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 Field Placement 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, in discussing a student-conducted interview, 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.'"

E. Evaluation of Law Students

A Faculty Coordinator will meet with the Field Placement Supervisor in person or by phone during the

semester to discuss the Law Student's progress, provide relevant suggestions to the Field Placement Supervisor, and address any concerns.

At the end of the field placement, Field Placement Supervisors should complete the Field Placement Supervisor Evaluation of Law Student (see **Attachment 5**). Field Placement Supervisors are not responsible for grading the Law Students, but their input is central to determining grades (P/NP) for the fieldwork portion of the course.

V. PREPARATION AND LOGISTICS

A. Before the First Day: Field Placement Supervisors

To prepare for the Field Placement experience, the Field Placement Supervisor should:

- provide the Law Student with background materials regarding the organization;
- determine what desk, telephone, and computer the Law Student will use;
- determine where the Law Student will park;
- gather any office keys, copier codes, computer passwords, or security badges;
- determine for whom the Law Student will be completing assignments (if the Law Student will be completing assignments for more than one person, determine how the Field Placement Supervisor will provide oversight, help prioritize assignments, and coordinate feedback);
- request an office email account, if appropriate;
- prepare a first assignment and gather the files, samples, and other materials the Law Student will need to get started; and
- plan for the Law Student to shadow upcoming hearings, meetings, or conferences.

B. Before the First Day: Law Students

To prepare for the Field Placement experience, the Law Student should timely complete any paperwork the Field Placement Supervisor or faculty member 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.¹

C. Conflicts of Interest

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 Field Placement 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 Field Placement Supervisor immediately.

¹ 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/>

It is the Law Student's responsibility to immediately inform the Field Placement 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 Field Placement 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.

D. Initial Meeting

During the first week of the placement, the Field Placement Supervisor should meet with the Law Student to discuss the following, as applicable:

- the organization's mission, values, and structure and any broader issues that are critical to serving the mission;
- the Law Student's role in helping the organization carry out its mission;
- how the Law Student and the Field Placement 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 so everyone knows when to expect him or her; the Law Student should advise the Field Placement Supervisor of any necessary changes in this schedule and obtain permission for such changes, with both the Law Student and Field Placement 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.

E. Addressing Concerns

In most field placements, Field Placement 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 Field Placement Supervisor and Law Student without faculty involvement. However, Field Placement Supervisors and Law Students should feel free to contact the Faculty Coordinator, if needed, to help resolve concerns.

ATTACHMENT 1

FIELD PLACEMENT COMPONENTS GRID

Course Name	Credit Hours (to be selected by Law Student in consultation with Faculty Coordinator)	Approximate Fieldwork Hours (per week)	Minimum Total Fieldwork Hours (per semester) (42.5 hours per credit)	Classroom or Other Contemporaneous Reflection Component
Externship I – Nonprofit Externship I – Health Externship I – Criminal Prosecution Externship I – Criminal Defense Externship I – Corporate	4 credits 6 credits 8 credits	12 hrs/wk 18 hrs/wk 24 hrs/wk	170 255 340	Lawyering Practice (1 credit)
Externship II	2 credits 3 credits	6 hrs/wk 9 hrs/wk	85 127.5	Faculty Guided Reflection (arranged with Faculty Coordinator; hours included with Fieldwork Hours)
Health Law Externship in DC	10 credits 11 credits 12 credits	30 hrs/wk 33 hrs/wk 36 hrs/wk	425 467.5 510	Health Law Agency Practice (2 credits)
Employment Law Externship in DC	10 credits 11 credits 12 credits	30 hrs/wk 33 hrs/wk 36 hrs/wk	425 467.5 510	Employment Law Agency Practice (2 credits)
Judicial Process Externship	3 credits 4 credits	9 hrs/wk 12 hrs/wk	127.5 170	Judicial Ethics and Court Procedure (1 credit)
Corporate Counsel Practicum	3 credits	9 hrs/wk	127.5	Corporate Counsel Practice (1 credit)

ATTACHMENT 2

FIELD PLACEMENT HOURS LOG

LAW STUDENT	
FIELD PLACEMENT SITE	
FIELD PLACEMENT SUPERVISOR	
FACULTY COORDINATOR	
SEMESTER	

DATE	START AND END TIMES	# OF HOURS WORKED	GENERAL DESCRIPTION OF ACTIVITIES (do not include any confidential information; add additional rows as needed)

ATTACHMENT 3

FIELD PLACEMENT HOURS CERTIFICATION

LAW STUDENT	
FIELD PLACEMENT SITE	
FIELD PLACEMENT SUPERVISOR	
FACULTY COORDINATOR	
SEMESTER	

I hereby state that I worked at least (please select one):

- 85 hours for a total of 2 credits (about 6 hrs/wk)
- 127.5 hours for a total of 3 credits (about 9 hrs/wk)
- 170 hours for a total of 4 credits (about 12 hrs/wk)
- 255 hours for a total of 6 credits (about 18 hrs/wk)
- 340 hours for a total of 8 credits (about 24 hrs/wk)
- 425 hours for a total of 10 credits (about 30 hrs/wk)
- 467.5 hours for a total of 11 credits (about 33 hrs/wk)
- 510 hours for a total of 12 credits (about 36 hrs/wk)

at my Field Placement Site during the semester listed above. I have also submitted a log of my hours worked to my Faculty Coordinator.

Student Signature

Date

ATTACHMENT 4
LAW STUDENT EVALUATION OF FIELD PLACEMENT

FIELD PLACEMENT SITE AND SUPERVISOR	
LAW STUDENT NAME AND SEMESTER	

Please be candid in your responses. This evaluation will not be shared without your permission.

SKILL DEVELOPMENT

Rate the opportunities you had for beginning or continuing to develop these skills (**1=none; 2=some; 3=several; 4=frequent**):

Legal Research (researching and finding the applicable law)	1 2 3 4
Marshalling Information (fact finding, questioning and interviewing, collecting and reviewing documents, e-discovery, and organizing and categorizing information)	1 2 3 4
Analysis (critical review, reasoning, problem-solving, understanding what facts mean, understanding what the law means, and applying the law to the facts)	1 2 3 4
Legal Expression (persuasive or objective oral and written communication of analysis, positions, opinions, arguments, and recommendations)	1 2 3 4
Practice Skills (executing tasks such as taking depositions, arguing motions, negotiating, drafting agreements, conducting due diligence, and counseling clients)	1 2 3 4
Professional Skills (work flow management and planning, mistake management, building client relationships, collaboration, teamwork, building consensus, developing strategic relationships, networking, giving and receiving feedback)	1 2 3 4
Understanding of substantive law and opportunities to integrate substantive law with rules of procedure and ethics, strategic considerations, policy, and moral concerns	1 2 3 4
Observation of how professional responsibility impacts practice	1 2 3 4
Understanding of organizational structure and operation of Field Placement Site	1 2 3 4

What additional comments do you have concerning your opportunities for skill development?

INCREASED UNDERSTANDING OF SUBSTANTIVE LAW

Rate the opportunities you had for the following (**1=none; 2=some; 3=several; 4=frequent**):

Developing knowledge of law and regulations related to the work of the Field Placement Site	1 2 3 4
Integrating substantive knowledge with rules of procedure and ethics, strategic considerations, policy, and moral concerns in completing assignments	1 2 3 4
Specific, well-defined assignments that met and challenged your level of ability	1 2 3 4

What additional comments do you have concerning your opportunities for developing an increased understanding of substantive law?

DEVELOPMENT OF PROFESSIONAL RESPONSIBILITY AND IDENTITY

Rate the opportunities you had for the following (1=none; 2=some; 3=several; 4=frequent):

Assuming responsibility for your assignments with reasonable supervisor guidance	1	2	3	4
Receiving supervisor guidance on assignments	1	2	3	4
Timely and constructive supervisor feedback and opportunities to learn from experience	1	2	3	4

How often did you meet with your supervisor to receive and discuss assignments?

Was your supervisor available when you needed him or her?

What additional comments do you have concerning your opportunities for development of professional responsibility/identity?

INSTITUTIONAL UNDERSTANDING

Rate the opportunities you had for the following (1=none; 2=some; 3=several; 4=frequent):

Understanding of the organizational structure and operation of the Field Placement Site	1	2	3	4
Understanding of how legal institutions work	1	2	3	4
Understanding of impact of budgetary and time pressures	1	2	3	4
Critical examination of legal system and role in the system	1	2	3	4

What additional comments do you have concerning your opportunities for increased institutional understanding?

3. Complete this sentence: This placement is ideal for a student who is looking for . . .

4. Were you able to pursue the goals articulated in your Goals Memorandum? Explain.

5. May we share this evaluation with the Field Placement Supervisor? Yes No

Please share any additional comments using the back of this page.

ATTACHMENT 5
FIELD PLACEMENT SUPERVISOR EVALUATION OF LAW STUDENT

LAW STUDENT	
FIELD PLACEMENT SITE	
FIELD PLACEMENT SUPERVISOR	
SEMESTER	

Based on your supervision of the Law Student during the above-referenced semester, please indicate whether you recommend this student should receive a grade of Pass or No Pass: **Pass** **No Pass**

Did the Law Student complete at least the minimum hours (42.5 hours/credit hour)? **Yes** **No**

SKILL DEVELOPMENT

Rate the opportunities the Law Student had for beginning or continuing to develop these skills (**1=none; 2=some; 3=several; 4=frequent**) (*If the skill area is not applicable to this placement, choose "1."*):

Legal Research (researching and finding the applicable law)	1 2 3 4
Marshalling Information (fact finding, questioning and interviewing, collecting and reviewing documents, e-discovery, and organizing and categorizing information)	1 2 3 4
Analysis (critical review, reasoning, problem-solving, understanding what facts mean, understanding what the law means, and applying the law to the facts)	1 2 3 4
Legal Expression (persuasive or objective oral and written communication of analysis, positions, opinions, arguments, and recommendations)	1 2 3 4
Practice Skills (executing tasks such as taking depositions, arguing motions, negotiating, drafting agreements, conducting due diligence, and counseling clients)	1 2 3 4
Professional Skills (work flow management and planning, mistake management, building client relationships, collaboration, teamwork, building consensus, developing strategic relationships, networking, giving and receiving feedback)	1 2 3 4

What additional comments do you have concerning the Law Student's skill development?

INCREASED UNDERSTANDING OF SUBSTANTIVE LAW

Rate how well the Law Student demonstrated the following (**1=rarely; 2=sometimes; 3=often; 4=frequently**):

Knowledge of law and regulations related to the work of the Field Placement Site	1 2 3 4
Integration of substantive knowledge with rules of procedure and ethics, strategic considerations, policy, and moral concerns in completing assignments	1 2 3 4
Competent completion of assignments that met and challenged his/her level of ability	1 2 3 4

What additional comments do you have concerning the Law Student's understanding of substantive law?

DEVELOPMENT OF PROFESSIONAL RESPONSIBILITY AND IDENTITY

Rate how well the Law Student demonstrated the following (1=rarely; 2=sometimes; 3=often; 4=frequently):

Assuming responsibility for his/her assignments; working effectively with reasonable guidance	1	2	3	4
Distinguishing when to make independent decisions and when to consult with supervisor	1	2	3	4
Appropriate consultation with supervisor concerning ethical issues	1	2	3	4
Responsiveness to supervisor feedback and learning from experience	1	2	3	4

How often did the student meet with you to receive and discuss assignments?

What additional comments do you have concerning the Law Student's development of professional responsibility/identity?

INSTITUTIONAL UNDERSTANDING

Rate the opportunities the Law Student had for developing the following (1=none; 2=some; 3=several; 4=frequent):

Understanding of the organizational structure and operation of the Field Placement Site	1	2	3	4
Understanding of how legal institutions work	1	2	3	4
Understanding of impact of budgetary and time pressures	1	2	3	4
Critical examination of legal system and role in the system	1	2	3	4

What additional comments do you have concerning the Law Student's institutional understanding?

ADDITIONAL COMMENTS ABOUT THE LAW STUDENT

Is there anything else you wish to tell us about the performance of this Law Student?

COMMENTS ABOUT THE ADMINISTRATION OF THE FIELD PLACEMENT PROGRAM

Was the amount of contact with the Law School (check one) too much, too little, or appropriate?

Is there anything about the program or the Law Student you wish you had known before starting?

What was the best aspect of participating in the Field Placement Program? Least beneficial?