

**COURSE SYLLABUS**  
**LAW6946 EXTERNSHIP**  
**Spring 2023**

**INSTRUCTOR'S CONTACT INFORMATION:**

Sarah H. Wolking

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Office Hours: Tuesdays and Wednesdays 1:30-2:30pm. Students should feel free to contact me at any time to discuss legal issues or to ask questions. Students are welcome to contact me via email, text, or phone. In addition to our mandatory classes listed below, I am always happy to meet with students in person or via Zoom.

**CLASS DATES AND TIMES:**

*via Zoom*

Tuesday, January 31st, 6-8pm - Group A

Tuesday, February 7th, 6-8pm - Group B

Tuesday, February 28th, 6-8pm - Group A

Tuesday, March 7th, 6-8pm - Group B

Tuesday, April 4th, 6-8pm - Group A Student Presentations

Tuesday, April 11th 8th, 6-8pm - Group B Student Presentations

**COURSE OBJECTIVES AND GOALS:**

Welcome! This course is the classroom component for UF Law students enrolled in an externship for academic credit. This course will be an opportunity for you to learn the substantive law and norms of criminal law practice while reflecting on the ethical situations you encounter in your field placements. You will reflect on your experiences and analyze the issues you encounter on the job, incorporating your new skills into class discussions and presentations. I am here to support you in this learning endeavor and always welcome your suggestions.

**Course goals include teaching you to:**

- Reflect on your professional experiences at your externship;
- Expand your understanding of your own professional identity and explore other professionalism topics;
- Learn how to address challenges at your field placement and how to deepen your field placement experiences through self-directed learning, self-assessment, and supervisor feedback;
- Further your ability to identify, examine, and reflect on the role and impact of racism, bias, discrimination, power, and privilege in your placements, the legal system, and the broader legal community; and
- Examine the settings in which you are working and various types of lawyering to be able to make more informed choices about your career.

## LEARNING OUTCOMES:

At the conclusion of this course, students should be able to:

- Demonstrate an understanding of the life of a criminal case—from investigation and charging to interviewing, motion-writing, jury selection, argument and appeals;
- Conduct successful interviews with clients and witnesses;
- Negotiate with opposing counsel in the spirit of a just resolution of cases;
- Identify and work to address challenges within the system in which you work;
- Reflect on and discuss how ethics rules and cases promote or impair justice, and how those rules help or hinder prosecutors and defenders from doing their jobs;
- Develop or refine a professional identity which reflects the core values of the legal profession and embraces ethical problem-solving.

## ASSIGNED READING:

- ABA Model Rules of Professional Conduct: [https://www.americanbar.org/groups/professional\\_responsibility/publications/model\\_rules\\_of\\_professional\\_conduct/model\\_rules\\_of\\_professional\\_conduct\\_table\\_of\\_contents/](https://www.americanbar.org/groups/professional_responsibility/publications/model_rules_of_professional_conduct/model_rules_of_professional_conduct_table_of_contents/)
- The Seven Stages of a Field Placement (in Canvas under “files”)
- A BigLaw Partner’s Journey Through Clinical Depression: <https://www.abajournal.com/voice/article/a-big-law-partners-journey-through-clinical-depression>
- Judicial Wellness: The Ups and Downs of Sitting NY Judges (in Canvas under “files”)
- Four Things Resilient Lawyers Do Differently: <https://www.lawpracticetoday.org/article/four-things-resilient/>
- Mistakes Aren’t the Problem, Law’s Blame Culture Is: <https://www.law.com/international-edition/2021/05/11/mistakes-arent-the-problem-blame-culture-is/> <https://cohcwcovidsupport.org/moral-distress>
- Virtues and the Lawyer: <https://scholarship.law.stjohns.edu/cgi/viewcontent.cgi?article=2414&context=tl>
- My Father’s Life Was Shaped by Racism. So Was His Death (in Canvas under “files”)
- Why Young Bankers, Lawyers, and Consultants Need Emotional Intelligence (in Canvas under “files”)

Additional materials may be posted on CANVAS throughout the semester.

## CLASS ASSIGNMENTS:

Every two (2) weeks you will be required to upload a journal assignment to Canvas. The ABA and best practices require field placements to have a reflective component. This semester, you will be assigned seven reflective writing prompts. These prompts are intended to provide an opportunity for you to take a step back and learn something new and different about the legal profession, your placement, and yourself. You are encouraged to use these prompts as a jumping off point; if there is another topic/issue that interests you and that you want to write about, please do. If you want to discuss your current placement in relation to your past summer employment, your last placement, or prior work experience, please do. These entries should be between 250-500 words, or 1-2 pages double-spaced. PLEASE INCLUDE YOUR NAME ON EACH ASSIGNMENT. Memos are due on Sundays by midnight.

Each student will deliver one presentation to the class on a substantive professional responsibility or criminal justice topic of your choice which relates to your experience at your

placement. The presentations should be 10 minutes in length (which includes time for questions and discussion). The presentation will be evaluated on the following criteria:

- I. Organization. Is the presentation well organized, providing convincing evidence to support its conclusion?
- II. Content. Does the student present accurate and engaging content and are the listeners likely to gain new insights about the topic?
- III. Delivery. Does the student appear comfortable, speak without undue reliance on notes, and interact effectively with listeners?

Students may utilize technology (e.g., PowerPoint) if they wish, but it is not required.

Presentations will be delivered on our final night of class (Group A: Tuesday, April 4th, 6-8pm; Group B: Tuesday, April 11th, 6-8pm)

### **1. January 29, 2023**

Read:

The Seven Stages of a Field Placement (in Canvas under "files")

Upload to Canvas:

Supervisor's and Student's Externship Agreement (MOU)

Reflective Memo #1. Prompt: Use this entry to introduce me to your placement, describe what you are currently doing and what you hope to do before semester's end, and why you chose this placement. You are encouraged to provide some background on why you came to law school, what you hope to do after, and how this placement fits into your path. What are you looking forward to, and what challenges do you see potentially arising this semester? In this journal entry, I am hoping to get to know you a little better.

Professional Development Plan (PDP); Using the "PDP Externship" outline found in the "files" section of Canvas, write your goals for this externship. This is an extremely helpful exercise and I encourage you to do it and to review your goals with your supervisor.

### **2. February 12, 2023**

Read:

Judicial Wellness: The Ups and Downs of Sitting New York Judges

A BigLaw Partner's Journey Through Clinical Depression Interactive (in Canvas under "files")

Upload to Canvas:

Reflective Memo #2. Meditation doesn't mean you have to sit in lotus position; prayer doesn't require clasping your hands together. What activities help you relax and clear your mind? When are you most able to focus on one thing and shut everything else out? Are there activities you enjoyed in the past that you stopped doing as a law student? When you feel stressed, what calms you? What aspects of your field placement cause (or seem likely to cause) you stress or anxiety? The readings focus on judges and BigLaw attorneys. How do those lessons apply to you and your chosen practice area or this criminal law field placement?

### **3. February 26, 2023**

Read:

Four Things Resilient Lawyers do Differently

Mistakes Aren't the Problem, Law's Blame Culture Is

Upload to Canvas:

Reflective Memo #3. Please reflect on mistakes you've made in law school or in your current or a previous work setting. Which mistakes did you handle well, and how do those differ from mistakes you could have handled better? Has anyone been instrumental in helping you resolve and learn from mistakes? What aspects of your field placement are you least confident in, and what strategies might help you anticipate mistakes, recognize and correct them, and learn from them moving forward? Have you observed someone near you making a mistake, and if so, how did you (or could you) help them?

#### **4. March 12, 2023**

Read:

Moral Distress

Upload to Canvas:

- Reflective Memo #4. The reading uses terms “moral injury/distress” and “moral residue” in the context of health care providers to describe the effect of being unable to act or prevented from acting in accordance with one’s values, beliefs, and moral outlook. Please reflect on situations in which you have experienced moral distress, or situations you anticipate facing moral distress in your field placement or practice. Does the “4As” model resonate with you? Is there another approach that might help you mitigate moral injury, thereby reducing moral residue in your practice?
- Student Mid-term Self-Assessment

#### **5. March 26, 2023**

Read:

Virtues and the Lawyer

Upload to Canvas:

Reflective Memo #5. The reading suggests a return to the noble “lawyer-statesman” and “wise counselor” ideals. Who do you know who embodies (or inspires you to be) a “lawyer-statesman” or “wise counselor”? What do they do that differentiates them from others in similar roles? What have you done, and what can you do to emulate their example?

#### **6. April 10, 2023**

Read:

My Father's Life Was Shaped by Racism. So Was His Death. (in Canvas under “files”)

Upload to Canvas:

Reflective Memo #6. The author shares her personal story to illustrate the ways in which our legal system “redacts and desecrates Black and brown lives.” What injustices, redactions, or desecrations are salient in your own life? Do you see people around you who are trying to fix broken systems? There are many different ways to address systemic problems—can you identify people in your life who are fighting racism, sexism, homophobia, xenophobia, transphobia, and other forms of injustice in markedly different ways? Look around your placement. How does your placement address or not address issues around racism, sexism, homophobia, xenophobia, transphobia, and other forms of injustice? Do they have official

statements or unofficial practices? You are welcome to write in depth about a particular kind of injustice or address the issue of “difference” generally that you see at your placement, in the area of law in which you work, or in the legal profession as a whole. If you were creating the rules/practices at your placement, what would you do?

### **7. April 23, 2023**

Read:

Why Young Bankers, Lawyers, and Consultants Need Emotional Intelligence (in Canvas under “files)

Upload to Canvas:

The reading discusses emotional intelligence in the workplace as consisting of three parts: your relationship with yourself, your relationships with your colleagues, and your relationships with your clients. Drawing upon this reading and any of the prior readings and discussions this semester, please reflect on what kind of lawyer you aspire to be and how your field placement has affected that vision.

### **Site Visits**

During the semester, the Director of Externships conducts virtual/in-person site visits to many of the externships to meet with supervising attorneys. If I plan to visit your placement, I will make a concerted effort to inform you of the visit.

### **INSTRUCTIONS FOR COMPLETING WEEKLY TIMESHEETS:**

Please complete weekly time sheets which accurately describe work performed in a meaningful way. Please do not record time with a single, recurring description: “work on motion to suppress evidence.” Instead, break down the tasks involved:

“research law on standing—2 hours”

“research law on stop and frisk—three hours”

“begin draft memorandum for attorney—2 hours”

Also, think carefully about the words you use to describe your work. Use persuasive verbs.

“Motion to suppress brief” is not persuasive; “Researched, wrote, and revised motion to suppress brief” is persuasive. No matter what area of law practice you enter, being able to accurately and persuasively describe your work has tremendous value and this semester is a great time to hone these skills!

Feel free to use a time sheet provided by your organization, if it has one. If not, the time sheet you are to use will be provided and should be completed each week, signed by you and your supervising attorney, and sent to externships@law.ufl.edu. Original signatures are required, unless you are working remotely. Please remember that you do not get credit for hours worked while you are on a lunch break, but we do understand that you may participate in a working lunch and if so, please log those hours.

### **CLASS ATTENDANCE:**

Classes are mandatory and will be held on Zoom on the days/times listed on page 1 of this Syllabus. If you are unable to attend in real time, please provide me with advance notice (or

subsequent notice of an unanticipated emergency). If you miss class, you will be required to complete an alternate asynchronous assignment.

Students are expected to attend each class and submit written work by the due dates in accordance with the law school policy. Students who miss a class session without my approval, who do not participate meaningfully in class discussions, who are late without prior notice on the written assignments, or do an superficial job on the written assignments, risk not receiving academic credit for their coursework. Students will be instructed to submit most externship assignments on Canvas.

This class is designed to create a unique experience for each student. It is not a lecture format based in case law. Rather, I expect students to actively engage in exercises, readings, and class discussions to reflect on their field placements, their career paths/professional identity, and on professionalism. Please self-monitor to make sure that you are actively participating in class. It will enrich all of our experience if everyone is cognizant of their own participation. Further information about UF Law's attendance policy is available [here](#).

#### **UF LEVIN COLLEGE OF LAW STANDARD SYLLABUS POLICES:**

Information about UF Levin College of Law policies, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found at this link:<https://ufl.instructure.com/courses/427635/files/74674656?wrap=1>. This information is also posted on the Student Resource Canvas page.

#### **ABA OUT-OF-CLASS HOURS REQUIREMENTS:**

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every "classroom hour" of in-class instruction. Our class meeting time is approximately 2 hours in length, requiring at least 4 hours of preparation outside of class including reading the assigned materials, completing written assignments, and submitting your reflections. Articles relating to current events, recordings, and other materials will be added to your assignments periodically throughout the semester.

#### **PERFORMANCE EXPECTATIONS AND INFORMATION ON GRADING:**

This course is graded pass/fail (satisfactory/unsatisfactory) and follows the grading policies at the Levin College of Law. To achieve a satisfactory grade, students must attend each of our classes and complete all reading and writing assignments as well as successfully deliver a presentation at our final class meeting. The minimum expectations are that students will:

Work the agreed-upon number of hours;

Complete their timesheets and other written work by the due dates—students who are more than 1 week late without prior notice with more than 3 assignments risk not receiving academic credit for their placements;

Perform work of a satisfactory quality as deemed by the supervising attorney and/or the professor; and

Behave in an ethical and professional manner in connection with their academic and professional assignments in the placement.

Failure to abide by the above understanding may result in some or all of the credit being denied for the field placement component.

**ASSIGNMENTS:**

This is a complete list of assignments and deadlines for the Spring 2023 semester (in order by due date):

<b>Assignment Name</b>	<b>Due Date</b>	<b>How to submit</b>
MOU and PDP	1/29/23	email to <a href="mailto:wolking@law.ufl.edu">wolking@law.ufl.edu</a> or upload to Canvas
Reflective Memo 1	1/29/23	Upload to Canvas
Reflective Memo 2	2/12/23	Upload to Canvas
Reflective Memo 3	2/26/23	Upload to Canvas
Student Mid-term Self-Assessment	2/26/23	email to <a href="mailto:wolking@law.ufl.edu">wolking@law.ufl.edu</a> or upload to Canvas
Reflective Memo 4	3/12/23	Upload to Canvas
Reflective Memo 5	3/26/23	Upload to Canvas
Reflective Memo 6	4/10/23	Upload to Canvas
Reflective Memo 7	4/23/23	Upload to Canvas
Supervisor's Evaluation of Extern	4/24/23	Provide form to supervisor and ask them to return it via email to <a href="mailto:wolking@law.ufl.edu">wolking@law.ufl.edu</a>
Final Externship Evaluation	4/24/23	Upload to Canvas