

COURSE SYLLABUS
LAW 6946 - EXTERNSHIP
Spring 2022

INSTRUCTOR'S CONTACT INFORMATION:

Sarah H. Wolking

Office Location: 126 Bruton-Geer Hall

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Email: wolking@law.ufl.edu

Office Hours: Tuesdays and Wednesdays 12-1pm. Students should feel free to contact the professor at any time to discuss legal issues or to ask questions. Students are welcome to contact the professor 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

Group A:

- Tuesday, February 8th 6-8pm
- Tuesday, March 15th 6-8pm

Group B:

- Tuesday, February 15th 6-8pm
- Tuesday, March 22nd 6-8pm

COURSE OBJECTIVES AND GOALS:

Welcome! This Externship course is the classroom component for UF Law students enrolled in externships (which include Semesters in Practice) 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 externships;
- Expand your understanding of your own professional identity and explore other professionalism topics;

- Learn how to deal with challenges at your field placements 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 and argument;
- 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/
- 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=tcl>
- 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. 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:

- Organization. Is the presentation well organized, providing convincing evidence to support its conclusion?
- Content. Does the student present accurate and engaging content and are the listeners likely to gain new insights about the topic?
- 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, February 15th 6-8pm and Group B: Tuesday, March 22nd 6-8pm).

1. January 23, 2022

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, what you will be doing there, why you chose this placement, and why you are working there this semester. 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.

2. February 6, 2022

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 20, 2022

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 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 6, 2022

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?

5. March 20, 2022

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?
- Student Mid-term Self-Assessment

6. April 3, 2022

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 17, 2022

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 the Director plans to visit your placement, she will make a concerted effort to inform you of the visit.

INSTRUCTIONS FOR COMPLETING WEEKLY TIMESHEETS:

Heather Flynn (externships@law.ufl.edu) will be monitoring your hours. You'll 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 Heather Flynn at externships@law.ufl.edu. Original signatures are required, unless you are working remotely due to COVID-19. 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 will be held on Zoom on the days/times listed on page 1 of this Syllabus. Group assignments will be sent via email the first week of class. 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 the Levin College of Law's attendance policy is available here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/academic-policies#3>

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, available at <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/uf-law-student-handbook-and-academic-policies>. 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. The law school recognizes the following grades:

A 4.00 (excellent)	C 2.00 (satisfactory)
A- 3.67	C- 1.67
B+ 3.33	D+ 1.33
B 3.00 (good)	D 1.00 (poor)
B- 2.67	D- 0.67
C+ 2.33	E 0.00 (failure)

The law school policy on exam delays and accommodations can be found here: <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/current-students/forms-applications/exam-delays-accommodations-form>.

CLASS PREPARATION:

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. Assignments will be posted on Canvas prior to the start of class and current events articles and other materials will be added to your assignments periodically throughout the semester.

UF LAW HONOR CODE:

Academic honesty and integrity are fundamental values of the University community. The University of Florida College of Law Honor Code represents a commitment by students to adhere to the highest degree of ethical integrity. Teaching and learning flourish best in an environment where mutual trust and respect form the bedrock of relationships. The Honor Code helps create a community in which students can maximize their intellectual and academic potential. Students are bound by the UF Honor Code, which may be found at <https://www.law.ufl.edu/life-at-uf-law/office-of-student-affairs/additional-information/honor-code-and-committee/honor-code>.

COMMUNICATION COURTESY AND CIVILITY:

Please follow rules of common courtesy in all email messages, threaded discussions, Zoom meetings, and chats. Do not arrive late to class, leave early, or leave to take a

break during class absent extenuating circumstances. Please turn off your cell phone during class. I reserve the right to lower your final grade if you engage in behavior that disrupts the learning environment for your classmates.

STATEMENT RELATED TO ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students requesting accommodations for disabilities should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the Assistant Dean for Student Affairs (Asst. Dean Brian Mitchell). Students with disabilities are encouraged to follow this procedure and to share their accommodation letter with me as early as possible in the semester.

LEARNING ENVIRONMENT AND PREFERRED NAME:

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or phone. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

DISCOURSE, INCLUSION, AND THE CLASSROOM ETHOS:

As a law student and future lawyer, it is important that you be able to engage in rigorous discourse and critical evaluation while also demonstrating civility and respect for others. This is even more important in the case of controversial issues and other topics that may elicit strong emotions.

As a group, we are likely diverse across racial, ethnic, sexual orientation, gender identity, economic, religious, and political lines. As we enter one of the great learning

spaces in the world—the law school classroom—and develop our unique personality as a class section, I encourage each of us to:

- commit to self-examination of our values and assumptions
- speak honestly, thoughtfully, and respectfully
- listen carefully and respectfully
- reserve the right to change our mind and allow for others to do the same
- allow ourselves and each other to verbalize ideas and to push the boundaries of logic and reasoning both as a means of exploring our beliefs as well as a method of sharpening our skills as lawyers

As part of my commitment to teaching and serving the diverse UF Law community, I have signed the UF Law Anti-Racism Resolution which can be found at <https://www.law.ufl.edu/law-news/support-the-uf-law-anti-racism-resolution>.

GETTING HELP:

For technical difficulties with E-learning in Canvas, please contact the UF Help Desk at: helpdesk@ufl.edu or 352-392-HELP
<http://elearning.ufl.edu/> (See “Message Us” at the top of the page)

CLASS RECORDINGS:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, *students may not publish recorded lectures without the written consent of the instructor.*

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a

recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

STATEMENT REGARDING ONLINE COURSE EVALUATION:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

HEALTH AND WELLNESS RESOURCES:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

BASIC NEEDS ASSISTANCE:

Any student who has difficulty accessing sufficient food or lacks a safe place to live is encouraged to contact the Office of Student Affairs. If you are comfortable doing so, you may also notify me so that I can direct you to further resources.

Complete List of Assignments and Deadlines for the Spring 2022 Semester (in order by due date):

Assignment Name	Due Date	How to submit
MOU	1/23/22	email to wolking@law.ufl.edu
Reflective Memo 1	1/23/22	Upload to Canvas
Reflective Memo 2	2/6/22	Upload to Canvas
Reflective Memo 3	2/20/22	Upload to Canvas
Reflective Memo 4	3/6/22	Upload to Canvas
Reflective Memo 5	3/20/22	Upload to Canvas
Student Mid-term Self-Assessment	3/20/22	Upload to Canvas
Reflective Memo 6	4/3/22	Upload to Canvas
Reflective Memo 7	4/17/22	Upload to Canvas
Supervisor's Evaluation of Extern	4/25/22	Provide form to supervisor and ask them to return it via email to wolking@law.ufl.edu
Final Externship Evaluation	4/25/22	Upload to Canvas