

# Externship Program



Field Supervisor Handbook

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Thomas M. Cooley Law School permits student externs to participate in activities or studies away from the law school and receive credit when the educational objectives of the program are met. Accordingly, the curriculum committee has prepared this handbook for all field supervisors and externs who participate in such programs.

## **I. THE ROLE OF THE FIELD SUPERVISOR**

Cooley Law School's program has several educational goals for its externs. These goals can be described briefly as developing the externs' 1) lawyering skills; 2) insight into various aspects of the legal system and profession; 3) sense of professional responsibility; and 4) ability to reflect on and learn from their experience. Additionally, in the first week of each term, each extern is asked to define three professional goals to accomplish during the externship. Externs are asked to discuss these goals with their supervisors to determine how best to accomplish them.

The ability of the extern to achieve each of these goals depends in large measure on the quality of the extern's relationship with the attorney who is designated as the field supervisor. Thus, the success of our program depends on the willingness and ability of our field supervisors to serve as role models and teachers.

### **A. Training Externs in Lawyering Skills**

In any vocational experience, a student undoubtedly will learn something about the skills of lawyering. All too often, however, these skills are learned by observation and osmosis rather than from any systematic communication of information. We believe that for an externship to be an excellent educational experience, the field supervisor must make a conscious effort to provide high quality, demanding training. Externs should not be regarded as paid employees available for any mundane task. Rather, the externs should be asked to do tasks that are carefully defined and appropriate to their abilities; they should also receive feedback about their performance.

Depending on the placement, the skills developed may include some or all of the following skills identified by Cooley Law School as fundamental to good legal practice, drawing on earlier work of the American Bar Association's (ABA) McCrate Report:

#### **1. Problem Solving**

- Identifying and diagnosing the problem
- Generating alternative solutions and strategies
- Developing a plan of action
- Implementing the plan
- Keeping the planning process open to new information and ideas
- Evaluating the problem solving process

#### **2. Legal Analysis and Reasoning**

- Identifying and formulating legal issues
- Formulating relevant legal theories
- Elaborating legal theory

- Evaluating the persuasiveness of a legal theory
- Criticizing and synthesizing legal argumentation

### **3. Legal Research**

- Knowing the nature of legal rules and institutions
- Knowing and competently using the most fundamental tools of legal research
- Understanding the process of devising and implementing a coherent and effective research design
- Evaluating and revising the research design

### **4. Factual Investigation**

- Gathering factual information from the client
- Determining the need for further factual investigation
- Planning a factual investigation
- Implementing the investigative strategy, memorializing and organizing information obtained
- Deciding when to conclude the process of fact gathering
- Evaluating the information that has been gathered

### **5. Communication**

- Understanding the need for communication
- Assessing the recipient of the communication
- Understanding and using effective methods of communication
- Using effective methods of oral communication
- Using effective methods of written communication

### **6. Counseling**

- Understanding the proper nature and bounds of the lawyer's role in a counseling relationship
- Gathering information relevant to the decision to be made
- Analyzing the range of options available
- Counseling the client about the decision to be made
- Ascertaining and implementing the client's decision

### **7. Negotiation**

- Choosing negotiation as a method of dispute resolution
- Preparing for negotiation effectively
- Conducting a negotiation session effectively
- Counseling the client regarding the terms obtained from the other side in the negotiation and implementing the client's decision

### **8. Alternative Dispute Resolution**

- Choosing alternative dispute resolution with the client
- Understanding the fundamentals of proceedings in other dispute-resolution forums

## **9. Litigation**

- Understanding and competently using the fundamentals of litigation at the trial-court level
- Understanding and competently using the fundamentals of litigation at the appellate level
- Understanding and competently using the fundamentals of advocacy in administrative and executive forums

## **10. Organization and Management of Legal Work**

- Formulating goals and principles for effective practice management
- Developing systems and procedures to ensure that time, effort and resources are allocated efficiently
- Developing systems and procedures to ensure that work is performed and completed at the appropriate time
- Developing systems and procedures for effectively working with other people
- Developing systems and procedures for efficiently administering a law office
- Ensuring consistent contact with the client and documenting that contact

## **11. Recognizing and Resolving Ethical Dilemmas**

- Understanding the nature and sources of ethical standards
- Understanding the means by which ethical standards are enforced
- Understanding the processes for recognizing and resolving ethical dilemmas

**The ABA has identified the following values as fundamental to good lawyers:**

### **1. Provision of Competent Representation**

- Attaining a level of competence in one's own field of practice
- Maintaining a level of competence in one's own field of practice
- Representing clients in a competent manner

### **2. Striving to Promote Justice, Fairness and Morality**

- Promoting justice, fairness and morality in one's own daily practice
- Contributing to the profession's fulfillment of its responsibility to ensure that adequate legal services are provided to those who cannot afford them
- Contributing to the profession's fulfillment of its responsibility to enhance the capacity of law and legal institutions to do justice

### **3. Striving to Improve the Profession**

- Participating in activities designed to improve the profession
- Assisting in the training and preparation of new lawyers
- Striving to rid the profession of bias based on race, religion, ethnic origin, gender, sexual orientation, or disability, and to rectify the effect of these biases

### **4. Professional Self-Development**

- Seeking out and taking advantage of opportunities to increase his or her knowledge and improve his or her skills

- Selecting and maintaining employment that will allow the lawyer to develop as a professional and to pursue his or her professional and personal goals

The externship should explore and enhance as many of these skills and values as possible, as well as provide basic tools for externs to build upon after they leave.

Because externs do not arrive at their placements with well-developed skills in all of these areas, the field supervisor should assign appropriate tasks to externs. This will minimize frustration on both ends: the field supervisor will not feel that the extern is unproductive or wasting time, and the extern will not feel lost or undirected. Although some externs' skills may not be well-developed, tasks for externs should not be primarily non-legal jobs such as running the copier, pencil sharpening, coffee-making, etc. As a rule of thumb, externs should do the same kind of work that entry-level lawyers do. If the field supervisor considers a job normally delegable to a non-law clerk or secretary, then it should not be considered an assignment for professional educational purposes.

A good attorney's skills are not necessarily the same as those of a good supervisor. Good supervision requires certain skills, techniques, and attitudes which can be learned and applied effectively. The following suggestions may help to clarify the law school's expectations for those who are responsible for assisting in the education of our externs.

## **1. DEFINING THE TASK**

Although every office represents different interests, stresses different skills, and refers to vastly different subject matters, certain common elements emerge as preferred experiences for externs.

For an extern to function effectively, the field supervisor should clearly explain what the task involves and put the specific task into the context of the entire case or issue on which the field supervisor is working. Although narrow research projects may help the supervisor and be appropriate extern projects, their true benefit to the extern as a learning process will come from an explanation of how the particular issues arising in the small project fit into the context of and affect the whole case. Although prerequisite courses have exposed the extern to the kind of law that is practiced, the extern may be unfamiliar with some of the issues raised. Therefore, it is incumbent upon the supervisor to explain carefully the scope of the project and the work necessary to complete it. Clarification of the nature and scope of the problem is quite important. A sharply defined task, accompanied by some specific research suggestions, will save everybody time and undoubtedly will be more productive for the supervisor.

The role of the field supervisor should be to give guidance with regard to definition and resources but not necessarily to give the answers. Since supervision can be time consuming, it is often tempting to give the extern a fast answer. When this occurs, the extern does not learn a transferable skill that can be used for the next project. It also maintains the extern's dependence on the supervisor and hinders the development of the extern's self-confidence and initiative. Externs should, therefore, be taught to use legal tools and resources and to develop confidence in their own ability to use these tools.

### **a. Written Work**

Externs should be encouraged not only to become familiar with research resources, but also to put their research into writing whenever possible. Even if the written form is less expedient, externs need experience and practice in synthesizing their research into a coherent written product. Moreover, the written memo may assist the field supervisor or other attorneys in the office even after the extern completes the placement. The supervisor should, therefore, request the equivalent of an interoffice memo of law whenever the externs complete a research project. It would also be desirable to write up other work, such as fact investigation and interviews when appropriate.

### **b. Observation, Role Play, and Participation**

It is important for externs to be able to observe and participate as much as possible in proceedings in court and in the office. In Michigan, MCR 8.120 permits externs, under supervision by a member of the state bar, to staff legal aid clinics organized under an accredited law school. Law students may participate in legal training programs organized in the offices of county prosecuting attorneys, county corporation counsel, or city attorneys. Attorney supervision includes the duty to read and sign all pleadings filed. Externs in other jurisdictions are asked to review applicable student practice rules before leaving for their externship site and to prepare any necessary paperwork for certification.

Externs can participate in activities at three levels. First, the opportunity to observe and reflect upon all aspects of lawyering is valuable. Externs should be allowed to watch as many aspects of the field supervisor's work as possible, including, but not limited to, interviewing and counseling clients, negotiating, preparing for court, conducting discovery, and court hearings. The goal is to observe the supervisor's interaction with clients, with the court, and with adversaries, and to discuss these interactions after their completion. Second, externs may benefit from role playing. Externs can assist with negotiation preparation and hearing preparation by assisting the field supervisor to act out the anticipated action. For example, the extern may act as opposing counsel in a mock motion argument. Finally, the extern can participate actively with the field supervisor's permission. Whenever possible externs should be allowed to have their own direct experience doing what they have observed others performing by taking over certain tasks themselves. Appropriate extern roles will vary with the placement, but may include participating in interviewing or debriefing of witnesses, preparing questions for depositions, writing up an investigation plan, and counseling clients after the field supervisor has approved the advice. By so doing, externs will not only benefit from performing the tasks in which they play an integral role, but they will also achieve some of the other goals that are set forth in the sections below.

## **2. FEEDBACK**

Feedback on both written work and other task performance is an essential component of the educational experience. Meaningful feedback consists of very specific information. It involves careful observation of the extern's performance or product and tactful honesty in communicating the field supervisor's views. An extern learns little from comments such as

'good job' or 'you'll do better next time.' The field supervisor should provide specific examples of what the extern said, did, or wrote with a clear and detailed explanation as to why the work was sufficient or inadequate. Cooley Law School will supply forms for the field supervisor to provide feedback to the school twice during the term: at midterm and at the completion of the term. This information will be reviewed with the extern. Additional feedback is encouraged.

Externs should also be given an opportunity to learn some self-evaluation skills. One helpful tool is for the supervisor to evaluate his or her own performance in front of the extern. This modeling can demonstrate the level of self-analysis that will help the extern learn how to critique his or her own performance. This encourages a constructive dialogue between the supervisor and the extern, allowing the extern to recognize where he or she has room to improve.

### **B. Insight into Systems in which Lawyers Work**

One of the most important benefits of an externship program is that externs can immerse themselves into a particular office and into a particular aspect of the legal system. In order to achieve this, the extern should be exposed to a variety of situations and the field supervisor should take the time to discuss what is observed by the extern. This does not necessarily mean that the extern must actively participate in all courtroom procedures, in interviewing all witnesses, or in all investigations, but it does mean that even an extern engaged in substantial research should be involved in the analysis of that research and in its application. Therefore, it is important to explain the context in which an assignment arises and, whenever possible, to allow the extern to see the application of his or her work product.

Often, faculty at the law school, focus on the extern's acquisition of insights into the legal system. To this extent, the faculty supervisor attempts to draw some generalizations from these experiences. We hope that the field supervisors, who are often in the best position to know the system in which they work, will do so also.

### **C. Developing Professional Responsibility Skills**

Professional Responsibility is a required course in the law school curriculum. The externship can supplement classroom learning by providing opportunities to see or even be involved with actual professional responsibility decisions that confront practicing attorneys. Externs observe conduct in court, see problems occurring, analyze evidence, and watch the interaction between parties. All of these areas can generate professional responsibility questions.

Furthermore, the externship is an ideal situation in which to teach professional responsibility, since the extern has an opportunity to be professionally responsible under the guidance of the field supervisor. The field supervisor will serve as a role model and can engage in constructive dialogue with the extern about these issues. Seeing how an institutional perspective can influence the way in which professional responsibility issues are analyzed can also be a valuable learning experience for the extern.

Another professional responsibility skill that may be less obvious is the acquisition of habits and reactions which reflect the individual's responsibility for someone or to something outside of themselves. This may be the first experience that the extern has had to be responsible to others. The externship is an excellent opportunity to learn about obligations to the client or the court, to learn to meet deadlines, and to learn basic work habits and skills. The supervisor should be both critical and reinforcing when an extern has either failed or succeeded in meeting professional responsibility goals.

#### **D. Pro Bono**

To the extent possible, all Cooley externs are encouraged to assist their field supervisors with at least one pro bono case. The externs assistance may permit supervisors to accept additional pro bono work.

#### **E. Developing the Ability to Learn from Experience**

Attorneys realize that every case presents new problems. Law school certainly does not teach externs all of the substantive and procedural law which could possibly come their way, nor the non-legal or intuitive information or behavior which they must have to be successful. This, in fact, is one of the main reasons Cooley Law School supports clinical legal education. Good clinical legal education provides training in basic skills that externs can build upon to learn from their experiences in a systematic way. An externship program can help teach an extern to be an effective learner and to absorb the lessons of experience.

## **II. SUGGESTED METHODOLOGY**

To meet the goals outlined above, certain supervisory methods are preferable.

### *SHADOWING*

This is a simple and effective method for demonstrating how certain lawyering skills should be performed. When shadowing, an extern will spend part of a working day alongside a field supervisor. For example, when the field supervisor has a client conference, the extern will be there; when a scheduling conference requires a court appearance, the extern will accompany the supervisor.

### *CASE FILE ASSIGNMENTS*

An extern can benefit from assuming responsibility for three case files: one just beginning, one in process, and one in the final stages. The extern should be asked to review each file, and organize it if necessary. Then the extern should be asked to draft a list of the next steps to be taken, and an assessment of the case. The externs conclusions may be helpful for both the extern and the field supervisor.

### *MEETINGS*

Meetings between the extern and field supervisor should be scheduled on a regular basis, at least weekly. These can be formal or informal.

## **WRITTEN ASSIGNMENTS**

Written assignments with deadlines and specific requirements, avoid frustration for both the extern and the field supervisor. This may also eliminate confusion in the event the field supervisor is unavailable to clarify a task.

In addition to case files, an extern may be assigned an ongoing PROJECT. This avoids the extern being idle while waiting for return phone calls or additional case assignments. Helpful projects may include research memoranda, practice handbooks, or forms development.

Generally, externs learn more effectively and lastingly when supervision is non-directive and extern-centered. Rather than telling an extern exactly what to do and where to find the answer, a supervisor should take the time to explain the context of an issue and the nature of the task being assigned, to discuss the extern's first reactions to the problem, to help the extern form problem-solving strategies, to agree upon a schedule for the project and the form which the extern's work should take. Finally, the work product should be given feedback in whatever form is appropriate to ensure that the extern fully understands the strengths and weaknesses of his or her performance in order to build upon them in future assignments.

The development of research and writing skills is an obvious benefit of an extern program, so whenever possible, and practical, externs should be asked to write up their research whether as a memorandum, a draft opinion, a brief, etc. Making connections between the legal research conducted and the application of that research in a performance setting is vital. Therefore, externs should be encouraged also to observe, in as intimate a setting as possible, the courtroom proceeding connected to their work.

We hope that all field supervisors will take the time to discuss their views of the legal system with externs. We encourage supervisors to be as open and candid as possible. Even the most insightful externs will learn much more by hearing directly the opinions of their supervisors about the widest possible range of issues concerning law practice and the institutions and individuals involved.

In summary, carefully structured and monitored projects, contextual observations, and access to the insights of the supervisor are the main methods to achieve the educational goals of the law school.

### **III. Field Supervisor Responsibilities**

#### **A. Evaluation of Extern Work**

The faculty supervisor will ask the field supervisor whether the extern has successfully completed the work at the placement to a sufficient degree to deserve credit. To this end, the law school requests that two activities take place at the placement, and a third take place with the cooperation of the field supervisor and faculty supervisor.

##### **1. Time Logs**

First, all externs are required to keep time logs to submit to the law school detailing not only the time spent at the placement, but also the nature of the task assigned.

The field supervisor is not required to review or approve these logs. However, it should be understood that these logs will include some detailed description of the work that they have been doing in addition to the total number of hours that they have been working. All externs are instructed to observe confidentiality and privilege rules when describing their work.

## **2. Written Evaluations**

At the middle and end of each term, the school will ask the field supervisor for a written evaluation of the extern's work. Despite the slight burden this request imposes, the school requests that every field supervisor provide a written evaluation of the extern, touching on such items as productivity, responsibility, effectiveness, cooperation and attitude so that the extern can learn from the evaluation and the school can maintain a permanent record of the extern's performance.

In addition to these two evaluations, the field supervisor should contact the faculty supervisor or the Faculty Director of Externships whenever a problem arises regarding an extern's work, attendance, attitude or work habits. To discover only at the end of the semester that an extern has been doing inadequate work to justify credit creates serious problems for all concerned, particularly when the underlying cause might have been identified and cured at a much earlier time in the semester.

## **3. Grades**

All externs are graded as Pass or Fail for the program. Externs whose work is generally satisfactory should receive a grade of 'Pass.' Externs whose work fails to meet even minimum standards of acceptability should receive a failing grade. Faculty supervisors award grades upon reviewing evaluations submitted to the Planning, Programs and Assessment Office by field supervisors.

## **B. Malpractice Insurance**

The field supervisor is responsible for providing malpractice coverage or another form of professional coverage for all externs.

## **C. Resources**

Field supervisors should provide adequate resources to the extern, including use of an appropriate work space, secretarial support, and firm library. Cooley Law School provides additional resources, including use of the Cooley Law Libraries and its computer labs. In addition, each extern may use Westlaw and LEXIS services for educational purposes, including any work connected with that extern's assignments in the course of the externship. This does not include access to computerized research for other business of the law firm that has not been assigned to the extern. Representatives from LEXIS and Westlaw will monitor work logs to assure compliance with this rule. Externs who violate this rule are subject to the school's Honor Code.

#### **IV. EXTERN RESPONSIBILITIES**

Externs working outside of the law school are ultimately accountable to the faculty supervisor in charge of his or her respective externship. This accountability is partly satisfied by attendance at the scheduled office hours and by satisfactory completion of any assigned work. In addition, accountability is manifested by the maintenance of accurate and thorough time logs indicating the hours at work as well as the nature of the work performed.

**A special note about professional responsibility:** Externs, as well as their field supervisors, are bound by the rules of professional responsibility, including but not limited to rules regarding confidentiality and privilege. Externs will be exposed to confidential information and they are absolutely prohibited from disclosing this information in any unauthorized manner, including to the faculty supervisors, without express consent of the client and the field supervisor. In discussions with faculty supervisors about the work performed, externs should refer to fact patterns and hypothetical situations that protect the clients' confidences.

Externs participating in externship programs receive credit for successful work. Generally an extern will arrange to work four hours a week for every hour of credit given for a field placement program. Many externs will in fact work longer hours. In addition, externs must meet as scheduled with their faculty supervisor, for a minimum of 14 hours per term.

Externs also must appreciate that the success of their experience at a placement is dependent upon a healthy relationship between the extern and the field supervisor. The extern should be familiar with the school's expectations of the field supervisor and should be equally committed to responsible and professional behavior in the completion of all tasks assigned. If, on the other hand, the field supervisor is not contributing according to the law school's standards, the extern should not delay in making this fact known to the faculty supervisor. In addition, the extern should feel free to discuss any problems with the Faculty Director of Externships.

#### **V. CONCLUSION**

A significant responsibility has been delegated to the field supervisor who is working in partnership with the faculty supervisor. In its entire curriculum, including its externship programs, Cooley Law School attempts to achieve the highest possible educational standards. For that reason, it is vital that the role of the field supervisor be performed according to the highest possible standards.

We, at Cooley Law School would like to thank you for your active participation in our program and we would be delighted to have your comments and suggestions.

## Policy Regarding Placing Externs With Attorneys Sanctioned by Their State Bar

The purpose of the externship program at Thomas M. Cooley Law School is to provide law students with an educational experience supervised by experienced practitioners who offer an excellent model for practice. The Externship Office takes various steps to ensure that the placements are appropriate sites for externs. These steps include telephone interviews, researching the supervisor on the internet, and checking the supervisor's bar membership status.

Generally, students will not be placed in externships sites where the attorney supervisor has recently been sanctioned in any way by their bar association.

When the Externship Office learns that an attorney recently has been disciplined in any way, including reprimanded, sanctioned, or license revoked by a state bar, all pending externship applications to that attorney will be withdrawn. If an extern is already placed at that site, the circumstances reviewed will determine if the student is able to complete the externship or if the extern's educational experience is better served by relocating the extern to another site.

THOMAS M. COOLEY LAW SCHOOL  
EXTERNSHIP AGREEMENT MICHAELMAS TERM 2012

The Extern, \_\_\_\_\_, the Field Supervisor, \_\_\_\_\_, and Thomas M. Cooley Law School, agree:

**PURPOSE:**

The Thomas M. Cooley Law School Externship Program is designed to further the extern's legal education by providing for-credit experiential learning in a setting where the work is closely supervised by an experienced attorney and the learning is overseen by a faculty member. The Extern is enrolled in and registered for \_\_\_\_\_ credits. The program's goals are to develop the extern's 1) lawyering skills; 2) insight into legal systems and the profession; 3) understanding of professional responsibility; and 4) ability to reflect on and learn from his or her experiences.

**PARTIES:**

The Field Supervisor is a licensed attorney who has been practicing law for a minimum of three years, has no recent disciplinary action, and is not an immediate family member of the law student.

The Extern is currently enrolled at Thomas M. Cooley Law School and has completed all designated prerequisite courses.

The Thomas M. Cooley Law School is accredited by the American Bar Association and abides by the Standards and Rules of Procedure for Approval of Law Schools.

**RESPONSIBILITIES OF EACH PARTY:**

The Field Supervisor agrees:

1. To provide opportunities for the Extern to observe the day to day work of licensed attorneys working in the placement, and to perform tasks typically done by an entry level attorney where appropriate
2. To supervise the Extern, meet with the Extern at least weekly to discuss assignments, and provide feedback (written or oral) on the Extern's performance. Supervision will primarily take place at the site of the placement and not remotely. Supervision may be delegated to another attorney at the placement, but the Field Supervisor will have enough contact with the Extern to complete the Extern's evaluations.
3. To complete written evaluations of the Extern's progress at the middle and end of each term. Written evaluation forms will be provided by the Law School, and the Field Supervisor will complete the form, send it to the Law School, and review the evaluation with the Extern.
4. To notify the Faculty Supervisor if the Extern is not performing competently at any time during the term.
5. To provide the Extern with adequate work space, a safe work environment, and research facilities. The placement must ensure that its malpractice insurance covers the Extern. Placements (such as governmental placements) where malpractice insurance is not needed are not required to obtain a separate policy for the Extern.
6. To help the Extern conform to the jurisdiction's rules of professional responsibility.
7. That no remuneration is paid for work that is for academic credit. Externs may be reimbursed by the Field Supervisor for out-of-pocket expenses associated with the work performed.
8. That the externship is primarily for the benefit of the Extern; that the Extern does not displace or substitute for any employees, and that, at times, supervision of the Extern may actually impede operations.

The Extern agrees:

1. To work for fourteen consecutive weeks, primarily at the placement site, for four hours per week for each credit hour enrolled. No pay is expected for this work.
2. To draft a Goals Memorandum identifying three personal/professional goals during the first week of the term. The Extern will memorialize these goals in a memorandum, then submit the memorandum to the Faculty Supervisor for comment. The Extern will review these proposed goals with the Field Supervisor.
3. To maintain accurate weekly time logs of all activities which detail the task and time spent completing the task. The student will document both time spent on- and off-site and must indicate when work was completed off-site.
4. To complete all lawyering tasks as assigned and supervised by the Field Supervisor or his or her delegate, consistent with the law of the jurisdiction, during regularly scheduled hours. The Extern will take no unsupervised action in any case.
5. To contact the Faculty Supervisor before the conclusion of the first week of the externship. Confidential reflective journals must be submitted periodically as directed by the Faculty Supervisor.
6. To submit confidential mid-term and final evaluations to the law school.
7. To review and act in accordance with the jurisdiction's rules of professional conduct with respect to all work assigned and undertaken under the direction of the Field Supervisor.
8. That the Extern will not take a bar examination during the externship. Preparing for the bar examination requires sustained attention over a period of weeks and is inconsistent with the continuous effort required for a successful externship experience.
9. If the Extern is placed on academic probation after grades are posted, that the Extern will immediately notify the Field Supervisor in writing and provide a copy to the Law School.
10. That this experience is for the Extern's educational benefit and does not entitle the Extern to a job.

Cooley Law School agrees:

1. To provide a Faculty Supervisor who is a member of the Thomas M. Cooley Law School faculty. The Faculty Supervisor will:
  - a. Evaluate the Extern's performance, in consultation with the Field Supervisor, on a pass/fail basis.
  - b. Review and respond, either in writing or in class, to the Extern's journals.
  - c. Review and respond, either in writing or in class, to the Extern's Goals Memorandum.
  - d. Assist the Extern and the Field Supervisor in resolving any problem that may arise at the externship site.
  - e. Notify the Externship coordinator if any issues arise in regard to the placement, the Extern, or the Extern completing his or her regular assignments.
2. To provide computer-assisted research access to the Extern for educational purposes. This includes research related to cases or matters handled as part of the externship course. This access does not extend to any non-educational purpose. The Law School also agrees to provide access to Thomas M. Cooley library facilities to the Extern for the purpose of research on cases or matters related to this externship.
3. To provide evaluation forms at the mid-point and end of the term. The Field Supervisor will receive evaluation forms for the Extern, and the Extern will receive evaluation forms for the Field Supervisor, the Faculty Supervisor, and the program.

**TERMINATION OF THE AGREEMENT:** If the Extern terminates the externship in less than 14 weeks without good cause as determined by the law school, the Extern will receive a WX grade. If the placement is unsatisfactory to the Field Supervisor or the school, the Field Supervisor or the school must give written notice to all parties of the concerns, and provide an opportunity to remedy the deficiency. If the concerns are not remedied, the placement may be terminated after two weeks. In the discretion of the law school, the student will be placed elsewhere or will receive a W, WX, or F for the course.

**NOTICES:** All communication in writing will be sent to the appropriate party at the address filled in below. Telephone numbers and e-mail addresses are provided below to facilitate communication. Please print or type the information.

Field Supervisor	Student Extern
<i>Signature</i>	<i>Signature</i>
<i>Print name</i>	<i>Print name</i>
Mailing Address:	Mailing Address:
Telephone number:	Telephone number:
e-mail address:	Student number:

\_\_\_\_\_  
 Ann Wood  
 Associate Dean of Planning, Programs, and Assessment

Fax no: (517) 334-5714

## Sample Midterm Review of Clinical Extern Students

Extern:  
Field Placement:  
Field Supervisor:  
Faculty Supervisor:

Please evaluate the student using the following scale:

1. Not Observed
2. Poor - Consistently unsatisfactory performance
3. Fair - Generally satisfactory, but sometimes unacceptable performance
4. Satisfactory - Consistently acceptable performance
5. Very Good - Consistently better than satisfactory performance
6. Outstanding - Consistently superior and excellent performance

1. Student=s professional demeanor.

A. Was the student timely? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Attend work in appropriate attire? Yes \_\_\_\_\_ No \_\_\_\_\_

C. Speak and act in a professional manner? Yes \_\_\_\_\_ No \_\_\_\_\_

D. Rate student=s overall demeanor using above scale: (circle one) 1 2 3 4 5 6

If any answers were no or if you have any comments concerning demeanor please discuss.

2. Did the student produce any written work? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe the nature of the writing (i.e., brief, office memo, etc.)

Rate quality of written work using above scale (circle one) 1 2 3 4 5 6

3. Did the student have direct client contact? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

If yes, describe the nature of the contact (i.e., initial interview, hearing preparation, etc.)

4. Did the student appear in court? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

If yes, describe the nature of the appearance.

5. If there were any other tasks assigned to the student, please describe.

6. Please state the manner and approximate time spent each week in supervising or directing the student.

7. Please state whether you believe the student has benefited from the work experience and if so in what manner.

8. Please rate the student=s overall performance on the above scale: 1 2 3 4 5 6  
Please discuss this evaluation.

9. Please comment or provide your suggestions that would enhance the quality of the experience for the student and/or the effectiveness of the student in the performance of the work tasks.

Thank you for your participation in our program. Please feel free to attach additional pages for further evaluation.

Date: \_\_\_\_\_ Supervisor=s signature: \_\_\_\_\_

## Sample Final Review of Clinical Extern Students

Extern:

Field Placement:

Field Supervisor:

Faculty Supervisor:

Please evaluate the student using the following scale:

1. Not Observed
2. Poor - Consistently unsatisfactory performance
3. Fair - Generally satisfactory, but sometimes unacceptable performance
4. Satisfactory - Consistently acceptable performance
5. Very Good - Consistently better than satisfactory performance
6. Outstanding - Consistently superior and excellent performance

1. Student=s professional demeanor.

- A. Was the student timely? Yes \_\_\_\_\_ No \_\_\_\_\_
- B. Attend work in appropriate attire? Yes \_\_\_\_\_ No \_\_\_\_\_
- C. Speak and act in professional manner? Yes \_\_\_\_\_ No \_\_\_\_\_
- D. Rate student=s overall demeanor using above scale: (circle one) 1 2 3 4 5 6  
If any answers were no or if you have any comments concerning demeanor please discuss.

2. Did the student produce any written work? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe the nature of the writing (i.e., brief, office memo, etc.)

Rate quality of written work using above scale (circle one) 1 2 3 4 5 6

3. Did the student have direct client contact? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

If yes, describe the nature of the contact (i.e., initial interview, hearing preparation, etc.)

4. Did the student appear in court? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_

If yes, describe the nature of the appearance.

5. If there were any other tasks assigned to the student, please describe.

6. Please state the manner and approximate time spent each week in supervising or directing the student.

7. Please state whether you believe the student has benefited from the work experience and if so in what manner.

8. Please rate the student=s overall performance on the above scale: 1 2 3 4 5 6

Please discuss this evaluation.

9. Please comment or provide your suggestions that would enhance the quality of the experience for the student and/or the effectiveness of the student in the performance of the work tasks.

10. Would your office be willing to sponsor another extern in your office?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, resumes, cover letters, and writing samples of interested candidates should be forwarded to:

Contact:

Office:

Address:

City, State Zip:

Phone:

Fax:

Email:

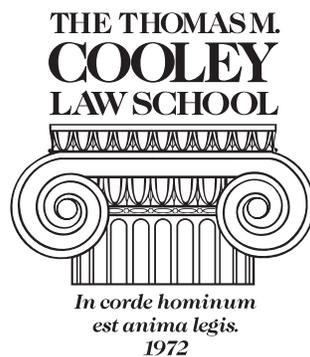
Number of Students per Term:

\*\*\*You may attach a business card if you prefer.\*\*\*

Thank you for your participation in our program.

Date: \_\_\_\_\_ Supervisor's Signature: \_\_\_\_\_

SAMPLE



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