



FIELD PLACEMENT PROGRAM

REAL-WORLD EXPERIENCE

UNIVERSITY OF THE
PACIFIC
McGeorge School of Law

FIELD PLACEMENT SUPERVISOR HANDBOOK



University of the Pacific, McGeorge School of Law

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STATEMENT OF OBJECTIVES

Pacific McGeorge's mission is to prepare future members of the legal profession for responsible service in the many roles that lawyers perform in a rapidly changing world. Part of the School's balanced curriculum is skills training through field placements. Consistent with Pacific McGeorge's mission, the educational goals of the Field Placement Program are to give students who perform supervised legal work at approved government agencies, courts or non-profit entities the opportunity to:

- Expand and improve their legal skills and their self confidence in areas related to the work done at their placement site - improved legal analysis, research and writing at some placements, negotiation or client communication skills at other placements, or courtroom demeanor and oral advocacy at yet other placements;
- Increase their knowledge of the substantive and procedural law in fields central to the practice of their placement site - from administrative law to general civil law, criminal justice, judicial or international law;
- Learn the mission of the placement site, whether a government entity, court, non-profit or for-profit entity, and see how attorneys at the placement site work together to accomplish that mission;
- Begin to form a professional network, build one's résumé and evaluate future career opportunities and interests;
- Perhaps most important, socialize the student whose future professional, and to some extent personal, identity and persona may be modeling on the behavior he or she sees exhibited by attorneys and staff at the placement site.

A copy of the *Field Placement Program* booklet and the *Directory of Field Placements* booklet can be obtained from <http://www.mcgeorge.edu>.

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INTRODUCTION

We want to start by thanking you for agreeing to serve as a Field Placement Supervisor. We recognize that you have significant responsibilities at your place of employment, and greatly appreciate your willingness to add to those duties by agreeing to mentor and instruct law students as they endeavour to learn the many things they will need to know to become effective members of the legal profession. The University of the Pacific, McGeorge School of Law (“Pacific McGeorge”) operates a robust extern program with almost one hundred placement locations available to the approximately three hundred students who elect an extern experience each year. You are part of a broad, dedicated group of Field Placement Supervisors who are the key to our successful extern program. This Handbook is intended to provide information about our Program requirements, to assist you in working with our externs, and to help you, your organization and the students get the greatest possible benefit from the experience. Before reading further, we ask that you review the Program’s Statement of Objectives set forth on the front cover of this Handbook. You are encouraged to contact Colleen Truden, the Director of the Field Placement Program, or the Administrative Assistant, Denai Burbank, if you have questions or if they can be of any assistance to you, our most important resource.

COURSE DESCRIPTION

Pacific McGeorge’s Field Placement Program is an experientially based, skills centered course offered after the first year of law school. Students who elect to participate in the Program earn law school credit while externing at previously approved government agencies, courts or non-profit entities (pursuant to American Bar Association rules, students may not receive compensation, other than reimbursement of reasonable expenses, while they are receiving law school credit). The Program has two primary components: (i) on-site legal work performed by students under the supervision of a Field Placement Supervisor, and (ii) a related seminar component, which consists of small groups of 5 to 15 students who communicate regularly during the semester with each other and with a seminar instructor (the “Seminar Leader”) chosen from the faculty, or adjunct faculty who are practicing attorneys.

Students should complete a pre-placement interview with the Director of the Field Placement Program before the semester begins, and attend a mandatory orientation meeting scheduled early in the semester. At the end of the semester, students may be required to turn in a written work product completed at the placement or, if the student does not produce a substantive written product at the placement or is not allowed to circulate a copy outside of the placement,

an appropriate alternative writing sample produced after consultation with the Seminar Leader. At the end of the semester, students must complete an evaluation of the field placement and of the seminar and Seminar Leader, and schedule an exit interview with the Director. Typically students in non-judicial placements earn three units of pass/fail credit while working at the placement site approximately eleven hours per week during the semester, participating in the seminar component and completing the other requirements mentioned in this Section. Subject to certain academic restrictions, half-time and full-time judicial externships are also available in the California Supreme Court or Court of Appeal, or in various United States Courts.

SELECTING AN EXTERN

The law school does not assign externs to placements, and Field Placement Supervisors are under no obligation to interview or select any particular student – the choice is truly yours to make. The externship process normally starts when students review the *Directory of Field Placements* to identify placement sites which spark their interest. Each student then meets with the Director of the Field Placement Program to discuss her selections, which may be expanded or modified in that pre-placement meeting. After the pre-placement meeting, the student's résumé is sent to a number of placement sites. We do not pre-screen students, other than attempting to make sure that extern applicants meet any listed prerequisites, so it is also important for you to carefully review the résumés you receive. If you have space available and are interested in a student based on the information contained in the student's résumé, please contact the student directly to set up an interview. The best externship experiences start with a good fit between the student and the placement site. Good communication is a necessary component in obtaining a good fit. We ask that in the interview you candidly discuss your business needs and requirements, and your personal expectations, with the student. Try to determine what sort of experience the student is seeking, and what she wishes to accomplish during the externship. It is also important to attempt to gauge the student's capabilities, strengths and weaknesses. In short, treat the student just as you would a prospective job applicant, to ensure that there is a fit between both party's expectations, and that the personalities are likely to mesh in a satisfactory manner. Do you like the student? Will it be enjoyable to work and spend time and energy with her, or a burden? Does it appear that the student's expectations and desires for the externship align well with the work experience and mentoring you can offer? Answering these questions can make the difference between a successful and an unsuccessful externship.

PLACEMENT WORK REQUIREMENTS

The Pacific McGeorge extern program rules require that students work on-site for a specified number of hours during the semester, as described below:

Standard Placements

Students in standard field placements typically earn 3 units of pass/fail credit for 150 hours of on-site work (11 hours a week) during the semester. If the request is made when the student enrolls, the Director may occasionally approve a student's request to increase the number of units earned to 4 (requiring 200 hours of on-site work during the semester) or to decrease the number of units to 2 (requiring 100 hours of on-site work during the semester), but only if the field placement supervisor agrees to the change.

Full-time and Half-time Placements

With approval described below, students may elect either a half-time or a full-time externship in a court, government agency or non-profit organization.

Students enrolled in a half-time externship will perform on-site legal work under the supervision of a field placement attorney or judge the equivalent of 20 hours per week during an entire semester or summer session (normally 280 or more total hours) and must also satisfactorily complete a contemporaneous, reflective seminar/tutorial, for which they will normally earn 7 units of pass/fail credit.

Students enrolled in a full-time externship will perform on-site legal work under the supervision of a field placement attorney or judge the equivalent of 40 hours per week during an entire semester (normally 560 or more total hours) and must also satisfactorily complete a contemporaneous, reflective seminar/tutorial for which they will normally earn 14 units of pass/fail credit. With the approval of their faculty supervisor, students who are enrolled in a full-time externship may elect to complete an academic component for two units of graded credit (while receiving 12 pass/fail units for their field-work).

Unless waived, students who wish to enroll in a half-time or a full-time externship must complete pre-placement interviews with the Director of the Field Placement Program and the Assistant Dean for Student Affairs before applying to placement sites and, in any event, a student's enrollment in either a half-time or a full-time externship must be approved by those administrators and by the Associate Dean for Academic Affairs. Many of the judicial externships have class rank requirements. Other externships may have similar restrictions. Generally, half-time or full-time

externships are recommended only for students in the top half of their class. (7 p/f units for half-time; 14 p/f, or 12 p/f units and 2 graded units, for full-time.)

Scheduling Work/Time Sheets

After the student has completed registration for the semester and the student's classroom obligations are fixed, the student should contact you to set up a work schedule which is satisfactory to both you and the student, and which will allow the student to complete the required number of on-site work hours by the end of the semester. Pacific McGeorge's fall semester starts in the middle of August and ends in late November. The spring semester starts early in January and ends in late April, with a one week long spring break in March. Pacific McGeorge also has a summer session running from mid-May to the end of July (although many students volunteer during the summer to save tuition expense). Students must prepare time sheets which document the time spent working at the placement site. The time sheets should also explain the general nature of the assigned task; e.g., the specific area of research, writing, client interview, court appearance. The Field Placement Supervisor should verify this record of time and assigned tasks by initialing each time sheet. Time sheets must be turned in to the Field Placement Program Office at the end of the semester.

STRUCTURING THE EXTERN'S EXPERIENCE¹

During the time you supervise Pacific McGeorge externs, you will be providing a critical part of the students' legal and professional education. The students receive law school credit for their work as externs, and we want them to receive meaningful, challenging work and regular, honest feedback. For their part, our students take this program seriously, work hard at it and want to be able to contribute to your organization and its work product in an efficient and productive fashion. The suggestions set forth below are intended to help everybody meet these goals.

Prepare for the Extern's Arrival. Some field placements have formal, well-established externship programs. It is far more common, however, to find that placements run their externship program more informally. While there is nothing wrong with some informality, it is important for you to determine how you intend to integrate the students into your office and to decide whether each student will be working with only one attorney or several. If externs will receive work from several attorneys, you should consider designating one supervising attorney who can act as a "clearing house" through which all assignments must pass. That attorney can solicit and

1. Some of the material in this Section and in the next Section is based on a Field Placement Supervision Manual prepared by the Greater Los Angeles Consortium of Externships (G.L.A.C.E.).

gather potential assignments from other attorneys and review the proposed work before it is assigned. If one person takes responsibility for all assignments given to an extern, she can make sure that the extern does not have too little work (the absolute worst situation for a student who has only limited time to spend with you) or too much work, and that no student gets bogged down with an assignment that is too burdensome or has only marginal educational value. Since students sometimes report that early in the externship they spend considerable time looking for assignments, it also helps if one or two projects are identified which can be assigned to the extern immediately upon arrival. Students may work closely with professionals who are not lawyers such as law clerks, administrators or paralegals, but there must be an attorney who is ultimately responsible for assigning, supervising and reviewing each student's work.

When the students arrive, take time to conduct a brief orientation. Particularly in large offices, it is very helpful if students are given a tour of the office and are introduced to people they will need to know. You probably discussed your expectations and the student's obligations at the interview stage, but it may be wise to review the high points. It is also helpful to revisit each student's expectations and to discuss again what she hopes to learn during the semester so that, to the extent possible, each student receives work that addresses the identified goals.

Finally, a review of the work that your organization performs will help set the stage for the extern. Students will learn from performing their own work assignments, from interacting with the assigning attorneys, and from observing how you and others in your office fulfill their professional responsibilities on a day-to-day basis. A discussion of your organization's mission and structure, and of the professional, confidentiality and ethical issues which are important to your organization, will help the student understand the "big picture" and how she fits into the office and its professional work output, as well as informing her about her responsibilities and how she can help advance your objectives.

Provide Appropriate and Well-Defined Assignments. Externs need to be placed in a lawyering role, either by performing their own legal assignments (often handling a small, discrete portion of a larger project or case such as researching or briefing particular issues), collaborating on the larger project with the assigning attorney (this can be particularly helpful to demonstrate how the extern's work advances the overall project), or observing the supervising attorney's work on complex matters. At each placement site, an extern can and should be given tasks which further her skills in being an ethical attorney and in areas such as factual development, identification and articulation of legal issues, legal research and analysis, formulation of action alternatives, written and oral communication and advocacy, and working successfully with others.

An important key to any successful externship is the ability of an assigning attorney to give assignments effectively. When any project is assigned, it is important to know what you expect from the student and to communicate all aspects of your expectations to her. It is also helpful for you to explain the context in which the assignment arises, how the problem or issue fits into the broader project or case file, and the use which will be made of the student's work product to advance the project or case objectives, since things which may seem obvious to you with your experience may be less clear to a student who is trying to learn how one resolves a legal issue or practices law in your area of expertise. In addition, think back to how complicated legal tasks seemed to you when you first started working – and then consider giving students a suggested plan of attack to get them headed in the right direction as they struggle to begin working on your assignment. Have you explained each assignment with the relative inexperience of the student in mind? Have you discussed the basic objectives of the assignment or project with the student? Our most effective supervisors also take the time to explain:

- When drafts of the assignment are due and when the final product is due;
- The approximate amount of time the student is expected to spend on the assignment, including time for research and drafting (keeping in mind that students may require extra time for thorough research) and the issues the student should address;
- The format you require or expect – you might consider providing the student with an example of the format of a typical memo or brief to assist the student in understanding your expectations – and the level of technical perfection expected for the memo, brief or letter in terms of case references and citations;
- Who the student should ask for assistance if you are unavailable;
- Starting points for legal research, and the legal resources which might provide information about the problem or issue, moving from the general to the specific;

Finally, it is very important to ask the student if she has questions or concerns about the assignment (again, remembering that the student may be unfamiliar with the particular substantive area of the law which is being addressed).

Periodic Extern Meetings, Assignment Follow-up. Because all Field Placement Supervisors are extremely busy practitioners, it is very easy to let time slip by without spending any one-on-one time with the externs. From the law school's perspective, however, it is essential that all students meet individually with their Field Placement Supervisors once a week to check in, review completed work, address any problems and discuss future assignments. In addition, the assigning attorney for each project should follow up regularly with the student as the assignment

progresses. As students begin working on assignments, they often need additional or periodic help, clarification, or reassurance that they are on the right track. Redefinition of the task is common as the student gathers information and gains a more precise understanding of the project. Although interactions during the execution phase are frequently marked by informality and brevity, these exchanges can be very important. In addition to the weekly meetings, it is very useful to schedule a meeting near the middle of the semester which can be devoted to a more extensive evaluation of the student's work and reactions to the placement experience so that mid-course corrections can be made if any problems are identified.

Provide Constructive Feedback on All Assignments. The assigning attorney should provide timely feedback on every assignment the extern completes. The nature of the feedback will depend on the type of assignment involved—a short research assignment resulting in a brief oral report may only warrant a five minute conversation, while a substantial written project deserves more time and attention. Students consistently report that receiving regular feedback throughout their externship greatly improves their learning experience. In addition, constructive feedback benefits the assigning attorneys who see vastly improved student performance. When reviewing an extern's work, it may prove useful to first ask the student to evaluate both the assignment and her own performance. For example, did she think the assignment was appropriately challenging? Was it too difficult or too easy? Was the project adequately explained so that she knew what was expected of her? If she encountered obstacles or questions along the way, did she seek and obtain guidance? Is the student satisfied with her own performance? If not, what changes would she make? These questions will not only help focus the conversation, they also will force the student to reflect on the work she has performed and what she could have done to improve it. An interactive problem-solving conversation is more likely to be productive and easier than one where the student listens passively while the reviewing attorney is required to do all of the talking. Furthermore, the student is far more likely to accept suggestions for improvement if she has independently recognized areas that need attention. The student's assessment may also help to highlight issues that need to be addressed—perhaps problems with the final work product were created by an attorney's rushed description of the assignment or by the student's unfamiliarity with the necessary research tools. If the reviewing attorney elicits the student's impressions, these issues can be uncovered and handled more effectively.

Many reviewing attorneys are very concerned with making the student's externship pleasant and, as a result, may shy away from the sometimes uncomfortable task of critiquing the student's work. While that impulse is understandable, students need, deserve and actually want honest feedback. In order to be effective, suggestions for improvements should be as specific as possible.

Our students are eager to become good lawyers, and welcome specific advice on how they can sharpen their skills.

State Bar of California – Practical Training of Law Students. The State Bar of California’s Practical Training of Law Students (PTLS) program certifies law students to provide legal services under the supervision of an attorney. If the student will be appearing in court, or counseling members of the public, she should be advised to apply to the State Bar for PTLS certification (this process requires declarations by the student, the law school and the attorney who will supervise the student at the field placement). Further information about the PTLS program is available by e-mail: PTLS@calbar.ca.gov, telephone: 415-538-2175, or at the calbar.ca.gov website. Attorneys who supervise certified law students must be active members of the State Bar of California who have practiced or taught law for at least two years, and they can supervise no more than five certified students concurrently, unless they are employed full-time to supervise law students as part of an organized government agency training program, in which case they may supervise up to twenty five students.

THE WORKPLACE ENVIRONMENT

We recommend that students be provided with:

- A desk or other secure workspace that is their own, along with a telephone and desktop computer or easy access to them – although the workspace, telephone and computer may be shared with other externs who have different work schedules;
- Access to adequate legal research materials to accomplish assigned tasks – including computerized legal research capability if that would be helpful;
- A copy of any written office procedures or policies (including confidentiality policies or requirements), along with office keys or identification badges;
- Clear instructions as to any workplace limitations, such as areas that may be off-limits or materials which are particularly sensitive or exceptionally confidential.

In addition to providing a usable workspace, it is important to include the student in the office culture. The more the student is treated as part of the team, the better the experience will be for everyone. Please consider some of the following:

- Students could be invited to meetings, if they are relevant to an assignment, or may enhance the student’s understanding of the overall project or of the work normally performed at the placement site;

- General office communications could be circulated to students;
- Students could be formally introduced to all staff members they are likely to encounter during the semester;
- Students could be included in informal workplace events such as celebrations or group lunches – even if they occur on a day the student is not normally at the placement site, if invited, a student may wish to make a special trip to attend.

It is critically important to communicate clearly and frequently with externs. Open communication can prevent misunderstandings, clarify expectations and ensure that your extern both is, and feels like, an important member of your workplace team.

EVALUATIONS AND GRADING

Near the end of the semester, the Field Placement Program Office will send you a form to evaluate and grade the student - a copy of that form is set forth in this Handbook. Please follow Section 202(b) of the Rules, Regulations and Procedures established by the Pacific McGeorge Faculty's Grading and Advancement Committee (a copy of which is set forth at the end of this section). The evaluation form and grade should be promptly completed and returned to the Field Placement Program Office. After the completed form and grade are received, they are forwarded to the Seminar Leader, who reviews them closely to determine whether they correspond to the Seminar Leader's expectations based on her interaction with the student in the seminar component. If the Seminar Leader believes the student deserves a higher or lower grade than you have given, the Seminar Leader will immediately contact you to discuss her concerns. If the two of you come to an agreement as a result of your conversations, the student will receive the agreed grade. If you are unable to come to an agreement, the Rules of the American Bar Association (which bind Pacific McGeorge as an ABA accredited law school) require that the Seminar Leader, as a faculty member, have the controlling voice in the final grade decision. It is important that the evaluation, grading and review process proceed efficiently, since grades must be finalized by Law School specified dates in order to inform students, calculate class rankings and, particularly for graduating seniors, allow attendance at commencement exercises. We also ask that the Field Placement Supervisor schedule a meeting with the student at the end of the semester to review the evaluation and the grade in person, and to discuss the overall placement experience.

After the students have finished their work, they are asked to complete an evaluation of their field placement experience and of the related seminar. The information they provide is available

on an anonymous basis to students who are trying to select future placements. The information also helps the Field Placement Program staff monitor the quality of the placement experience and deal with any problems. A copy of the student evaluation form is set forth in this Handbook.

In addition to the student evaluations, the Director of the Field Placement Program normally visits each active placement site regularly. Pacific McGeorge recently presented a short Field Placement Supervisor training program which will be repeated periodically. You will receive separate invitations to the training programs, and we hope that you will be able to attend. Field Placement Supervisors are also encouraged to visit the Pacific McGeorge campus at any time, or to contact the Field Placement Program Office if there is anything the Director or the Administrative Assistant can do to help the Supervisor operate a program which is responsive to the needs of all of the involved parties.

**UNIVERSITY OF THE PACIFIC
McGEORGE SCHOOL OF LAW
Field Placement Program**

GRADING STANDARDS

200. COURSES

202. Electives

- b. “Honors/Pass/No Credit/Fail” Electives. In those courses designated as “honors/pass/no credit/fail,” the following grading standards will apply:
1. “Honors” will be awarded for work performed at a superior level.
 2. “Pass” will be awarded for work performed at an acceptable level.
 3. “No Credit” will be given for work performed at the “C”, “C-”, “D+”, or “D” levels. (Revised 4/30/85; Revised 3/20/96)
 4. “Fail” will be given to students whose work in the course was at the failing (“F”) level.
 5. Students earning the grade of “No Credit” or “Fail” will not receive unit credits for the course. (Revised 4/23/93)

Extern: _____

Supervisor(s): _____

Placement: _____

Please choose one:	
SEMESTER _____	
Pass W/Honors	<input type="checkbox"/>
Pass	<input type="checkbox"/>
No Credit	<input type="checkbox"/>
Fail	<input type="checkbox"/>

Thank you for your support, supervision, and mentoring of this law student. Your candid evaluation of this student is much appreciated. Please provide specific examples and enough detail to inform the student and instructor of the student's progress in the specific areas noted below. ***Please be sure to indicate a grade for the student in the above box.***

Scope of Responsibilities:

Please evaluate the extern using the following scale:

- | | |
|-----------------------|---|
| 1 = Unacceptable | Performance consistently fails to meet minimum expectations. |
| 2 = Needs Improvement | Performance occasionally falls short of minimum expectations. |
| 3 = Satisfactory | Performance meets minimum requirements; no evidence of particular strength or serious deficiency. |
| 4 = Good | Performance meets expectations, competent. |
| 5 = Excellent | Performance effective and strong, frequently beyond expectations. |
| 6 = Outstanding | Performance consistently and significantly above expectations, on par with an entry level attorney. |

Research and Analytical Skills SCORE = _____

Is the student able to bring his or her knowledge of legal principles to bear in analyzing cases? Is s/he able to recognize and properly identify legal issues in case fact patterns? Has s/he shown creativity in turning facts to legal advantage? Is s/he able to distinguish relevant from tangential issues? Is the student skilled with utilizing both computer and print resources?

Writing Skills SCORE = _____

Does the student use proper grammar, spelling, and citation format? Does the student appreciate the differences in style among the different forms of legal writing (e.g. analytical for memoranda, argumentative/advocative for motions/pleadings)? Is the student's work well organized, concise, and clear?

Legal Knowledge SCORE = _____

Has the student demonstrated adequate familiarity with basic concepts of the applicable law and procedure? Is the student adept at grasping legal problems and at fashioning solutions to them independently? Have you seen progress in these areas?

Oral Skills/Advocacy SCORE = _____

Is the student able to communicate clearly concerning legal matters? Is the student able to 'think on his or her feet' and respond to extemporaneous questions? Is the student able to communicate in a manner appropriate to the particular audience (e.g., clients, supervising attorneys, staff, judges, etc.) If the student has appeared in court, how would you describe his or her demeanor and efficacy in communicating in the courtroom?

Attitudes and Work Habits SCORE = _____

Does this student seem eager to learn? Does s/he accept constructive criticism? Is s/he diligent? Has the student's attendance, punctuality, industriousness, and attention to detail been satisfactory?

Professionalism SCORE = _____

Has the student demonstrated maturity, good judgment and sensitivity in interactions with other staff, attorneys, judges, clients?

Ethical Concerns SCORE = _____

Does the student recognize ethical problems as they arise, and deal with them appropriately?
Does s/he seem properly reflective concerning the ethics of judicial decision making or practice?
Has s/he properly conformed with confidentiality protocols? If applicable: Is s/he able to advocate zealously on a client's behalf while operating within ethical norms?

What advice do you have for this student for his/her future professional development?

Supervisor's Signature

Date

Return To: Field Placement Program
Address: 3200 Fifth Avenue, Sacramento, CA 95817
Phone: 916-739-7188
Fax: 916-739-7363
E-Mail: sacexternships@pacific.edu

This evaluation form was developed and adopted for use by the Bay Area Consortium on Externships (BACE). Participating schools: Golden Gate University, Santa Clara University, Stanford University, UC Berkeley, UC Hastings, University of the Pacific/McGeorge, and University of San Francisco

Placement _____ Placement Supervisor _____

Seminar Professor _____ Semester _____

McGeorge's highest priority is to provide excellent instruction and support for students. The school, your professor and other students use your responses for evaluation and improvement. Please take the time to provide your information.

1=Excellent 2=Good 3=Satisfactory 4=Substandard 5=Poor

PLACEMENT & SUPERVISOR

- 1. Ability to relate to students _____
- 2. Ability to provide interesting, meaningful assignments _____
- 3. Ability to monitor workload and respond adequately and clearly to questions..... _____
- 4. Ability to provide constructive feedback..... _____
- 5. Ability to communicate ethical issues and standards _____
- 6. Accessibility _____
- 7. Overall quality of supervision _____

What were the weaknesses of this placement?

What were the strengths of this placement?

Do you believe the placement gave you a better understanding of the practice of law, and enhanced your ability to begin practice or find a job after graduation? Please explain.

Would you recommend this placement to other students? Y N

Did the placement program meet your expectations? Y N

Overall evaluation of the placement _____

SEMINAR PROFESSOR

- 1. Professor's mastery of the subject matter _____
- 2. Professor's knowledge of your placement and the challenges you faced..... _____
- 3. Professor's ability to encourage thoughtful reflection about your experience _____
- 4. Professor's ability to keep students involved in meaningful discussions _____
- 5. Professor's responses to your written work products, journal entries, or papers _____
- 6. Overall evaluation of the Professor _____

SEMINAR AND GENERAL PROGRAM

- 1. Value of information provided by other students _____
- 2. Value of journal or assigned papers _____
- 3. Degree to which seminars helped you to reflect on your work experience _____

What could your professor do to better assist you in learning from your field placement? _____

What could the Field Placement staff do to improve the program? _____

Dear Field Placement Supervisor:

Welcome to the Field Placement Program – we greatly appreciate your joining us! As a Field Placement Supervisor, you are key to the success of our Field Placement Program and to ensuring that our students understand both the theory and the practice of law.

At Pacific McGeorge, we strive to produce lawyers who are among the best prepared and most ethical in the nation. Superb classroom teaching is fundamental to our educational formula, but we recognize and believe that an apprenticeship component can add significantly to our theory and mock trial based education. And so, your contribution is vital. You provide “hands on” education in the practice of law – something every student needs and wants. No surprise, then, that our students describe their field placement experiences as “the best part of law school.” They know, as do we, that the chance to see first-hand how law is actually practiced in one of the many available career settings, supplemented by your mentoring and feedback, is of immeasurable value to them.

I realize that student supervision requires time and effort, but I hope your interaction with our students will also be both enjoyable and worthwhile for you. After all, how better to keep in touch with young lawyers-to-be while helping to ensure the future of our profession? My own legal career began with a memorable field experience – one that gave me my first experience of the satisfaction that working in the legal profession can bring the practitioner while also demonstrating how lawyers can change our world for the better. As a Field Placement Supervisor, you continue the tradition of commitment to our profession that I first saw so long ago. I cannot thank you enough.

Sincerely,

Elizabeth R. Parker
Dean, McGeorge School of Law