



UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW

CLINICAL LEGAL EDUCATION
AT HASTINGS:
PRACTICAL TRAINING IN LAWYERING
2011-2012



Academic Dean Shauna Marshall



CJC Director, Miye Goishi



CJC Professor Ascanio Piomelli



*Immigration Clinic Professor
Richard Boswell*

1. What is Clinical Education?



Chancellor & Dean **Frank H. Wu** is not only a nationally renowned scholar on civil rights, he is also a former clinical teacher himself who has supervised students in a civil litigation program. He urges students: *“Take full advantage of our rich clinical programs. They are one of the College’s treasures. Our clinical programs will give you an opportunity to learn law as it really functions in people’s lives and to see first-hand what it means (and feels like) to act as someone’s lawyer. Our clinical programs are nationally recognized and staffed by exceptionally talented faculty. They are a prime example of Hastings’ commitment to skills training and to bringing theory and practice together. Participate in our clinics, and you will join a new breed of Hastings alums who can say that law school not only taught them about the law, but also prepared them to practice law.”*

Clinical legal education is a way of learning about law and lawyering from hands-on experience. Students actively assume the role of practicing attorney, engaging in and learning from actual lawyering activities. At Hastings, clinical education integrates theory and practice. Students learn lawyering skills and immediately apply theories about lawyering as they plan for, engage in, and reflect upon their practice. In consultation with experienced supervising attorneys, students bear primary responsibility for identifying issues, making decisions, and solving problems with their clients.

Critical preparation and reflection occur in seminar discussions, one-on-one sessions with supervising attorneys and instructors, and collaboration with student partners. A unifying goal of clinical education at Hastings is the development of students’ visions of lawyering and their abilities to maximize learning from experience.

In our **in-house** clinical programs, students take primary responsibility for representing actual clients under the supervision of full-time Hastings faculty. In **out-placement** clinics, students work in governmental agencies or law firms. In some of those clinics, students represent actual clients and in others they work on policy, legislative, or litigation matters on behalf of institutional clients.

This brochure primarily focuses on Hastings’ live-client clinics – both in-house and out-placement clinics – in which students work on behalf of real clients, helping them solve legal problems with real consequences. But it also discusses our **Judicial Externship** program, in which students work with a court or judge on actual pending cases, and our **Legal Externship Program**, where students work at government agencies and non-profit law offices.

Please use this brochure to carefully plan how you will take advantage of Hastings’ rich

2. Clinical Education at Hastings



Professor **Kate Bloch**, a former deputy district attorney in Santa Clara County, enthuses: “The Criminal Practice Clinic packs the learning and experience I wish I could have had as a fledgling trial lawyer in criminal practice.” She draws upon her four years prosecuting charges ranging from driving under the influence to theft of intellectual property. “The Clinic allows students to get into court on real cases and to conduct evidentiary hearings, while still providing them a forum to explore ethical dilemmas, tactical and strategic options, and systemic problems often encountered in the criminal justice system.

Hastings dramatically increased the size and scope of its clinical programs during the past two decades. Since 1989, the school has increased its clinical faculty and staff from two to eighteen instructors.

Six full-time faculty members (and a visiting adjunct) share responsibility for civil and criminal **out-placement clinics**, where students work under the supervision of practicing attorneys in immigration, employment, environmental law, city attorney, public defender, district attorney, and legislative offices. Hastings faculty teach accompanying seminars and monitor students’ placements.

The centerpiece of Hastings’ clinical program is the **in-house** Civil Justice Clinic (“CJC”), founded in 1992. Located on campus, seven full-time Hastings clinical faculty members teach seminar sessions and directly work with students on their individual clients’ cases, which are carefully selected to provide a start-to-finish lawyering experience within a single semester, as well as on longer-term, group representation projects. Hastings also now has a separate in-house clinic as part of the nationally recognized Center on Gender and Refugee Studies, staffed by two full-time clinical instructors, as well as a mediation clinic taught by Faculty from the CJC and the Center on Negotiation and Dispute Resolution.

Several full-time Hastings faculty, and numerous adjunct practitioners, teach **simulation** classes in which students can learn and refine particular lawyering skills.

In addition to these clinical classes, Hastings has a **Judicial Externship Program** in which students work in state and federal judicial chambers, where they are supervised by judges and/or their post-graduate clerks on legal research memos and sometimes on judicial opinions, and a **Legal Externship Program** where students work in government agencies and non-profit law offices.



Academic Dean **Shauna Marshall**, a Professor in the Civil Justice Clinic, recalls that when she was in law school, good clinical opportunities were rare: “It was catch as catch can. I had the good fortune of spending one semester working at the consumer fraud unit of the San Francisco District Attorney’s office with a dynamic black woman lawyer, who, to this day, is one of my mentors.” Before joining Hastings, she spent 15 years working for the public interest in civil rights, government and community legal services settings. Her extensive litigation experience includes complex class actions to open previously closed institutions to people of color and white women. “It is wonderful to now be a part of a school that has devoted substantial resources to clinical education. Not only do I love working with students, I am part of a talented and diverse teaching staff. There are mentors for everyone at Hastings.”



Professor **George Bisharat**, a former public defender in San Francisco, relates: *“The real world of criminal practice is one of emotional extremes -- one can feel suspense, dread, excitement, elation -- all in the few minutes it takes to walk from one’s office to the courtroom to receive a jury verdict. Helping students to forge a perspective on all this, and to maintain a stance of committed idealism while surrounded by compromise and imperfection, is one of the most rewarding challenges of teaching the Criminal Practice Clinic.”* He has also worked with and studied Palestinian attorneys practicing in the Israeli-Occupied Territories, an experience he describes as *“seminal”* in forming his own dedication to public interest lawyering.

3. Why Take Clinical Courses?

Students enjoy clinical work for a myriad of reasons. Consider for yourself what you are looking for and what you hope to gain. Clinics can provide:

- An opportunity to learn by doing, to integrate theory and practice.
- A critical context, a human face, to legal problems.
- A chance to help others, often making a major impact in clients’ lives.
- The opportunity to see law in action, to apply analytical skills and substantive law learned in other classes.
- Settings in which to develop skills, test oneself, build self-confidence.
- A foundation of good professional habits and training in how to learn from experience.
- Excellent preparation for the bar exam’s performance section.
- Important comparative advantage over other entry-level job applicants.
- Opportunities to encounter and confront issues such as poverty, racism, sexism, and xenophobia.
- A chance to work closely with faculty and practicing attorneys, to receive a level of attention, feedback, and mentoring that few jobs can provide.
- Demonstration of commitment to public interest law.
- An opportunity to confront ethical and moral issues.
- An environment in which to work cooperatively with other students, and to carefully consider and develop a personal vision of lawyering.

4. Descriptions of Hastings’ Clinical Offerings

Out-Placement Clinics

The **Criminal Practice Clinic** places students in selected prosecutor’s and public defender’s offices around the Bay Area, where, under careful supervision, students engage in client and witness interviews, case planning and investigation, plea negotiations, motion practice, and witness examinations during evidentiary hearings and trials. Because of the many required courses for this clinic, students must plan carefully to integrate this opportunity into their course schedule.

Course professors encourage students to avoid other commitments (such as classes requiring regular on-campus attendance) during the semester they take the Clinic, in order to minimize tensions with field placement obligations.

The **Environmental Law Clinic**^{*} places students with non-profit environmental groups and public enforcement agencies, where they primarily engage in legal research and drafting memoranda and briefs.

In the **Immigrants’ Rights Clinic**, students represent individual clients on immigration and refugee matters ranging from defending clients facing removal to those seeking political asylum in the US, and others who wish to become US citizens. Students handle adversarial hearings before immigration judges and also participate in local immigrant rights projects involved in law reform or litigation.



Clinical Professor **Miye Goishi**, Director of the Civil Justice Clinic, *helped start the CJC in 1992, after more than ten years of representing low-income clients. "I loved legal services work because of the seamlessness between what I did all day at work and what I care about as a human being." She worked primarily on housing issues as a staff and managing attorney with Contra Costa Legal Services and served as executive director of Marin Legal Aid. Not having had the benefit of clinical opportunities in law school, she now especially appreciates their importance. "Looking back, I see how I could have benefitted from good clinical training. My practice was largely intuitive. I had good instincts, but I never knew the importance of a systematic approach to learning from experience. Had I been exposed to the things we teach in the Civil Justice Clinic, I could have learned more and grown faster and more consciously as an attorney."*

The **Legislation Clinic**,* located in Sacramento, places students as interns for legislators, legislative committees, or public entities involved in the legislative process. Students are placed in offices principally staffed by lawyers. Interns observe the lawyer's role in the legislative process by attending committee hearings and floor sessions and assisting in crafting and promoting legislation.

The **Local Government Law Clinic*** places students in a department of the San Francisco or other local City Attorney's Office, where students primarily do legal research and drafting of ordinances, memoranda and briefs.

The **Workers' Rights Clinic** places students with the Employment Law Center of the Legal Aid Society of San Francisco. There, students, who have taken a related employment or labor law course, conduct client interviews and provide brief counseling, legal information and referrals.

** Only offered in Spring semester*

In-House Clinics

In the **Refugee and Human Rights Clinic** (RHRC), students perform hands-on work in domestic and international aspects of refugee and human rights law while developing key lawyering skills. Students in the RHRC represent individual asylum seekers, work with leading experts, investigate and document human rights violations abroad, and engage in other projects aimed at improving the protection of refugees. Through their work in the RHRC, students build skills in the areas of interviewing, witness preparation, research, writing, critical and strategic thinking, project management, multidisciplinary approaches to advocacy, collaboration, and reflection. Weekly seminar sessions and close supervision focus on these skill areas and enhance students' understanding of refugee and human rights issues.

In the **Civil Justice Clinic - Individual Representation** course, students represent clients on an entire case – from initial interview through final administrative hearing or court trial. Students have lead responsibility for cases in areas such as:

- **employment law** (workers suing for unpaid wages),
- **housing law** (tenants seeking better housing conditions),
- **disability law** (people pursuing disability insurance benefits), and
- possibly **civil rights restoration** after criminal convictions.

Working in close consultation with full-time Hastings faculty, students take primary responsibility for all aspects of a case. Students learn interviewing, counseling, fact investigation, case planning, negotiation, and trial and hearing practice skills. Twice weekly seminar sessions and intensive 1-on-1 sessions enable students to develop their own visions of lawyering and ability to learn from experience. Particular attention is paid to the interpersonal dimensions of lawyering and to developing effective relationships with clients, opposing counsel, and legal decision-makers. ***Students are strongly advised not to wait until their final semester to attempt to enroll in this class – and are welcome to enroll as early as their third semester of law school.***



Professor **Mark N. Aaronson**, *Director of the Civil Justice Clinic from its inception thru Spring 2008, brings a wealth of legal and administrative experience, including 13 years as the executive director of the San Francisco Lawyers' Committee, to his teaching. He founded and teaches the Community Economic Development Clinic, in which students work with a broad range of community organizations in San Francisco's Tenderloin, an economically deprived district adjacent to the Hastings Campus. A smile comes across Mark's face when he speaks of working with students and watching them integrate what they are learning in seminar discussions into the handling of their cases.*

In the **CJC Community Economic Development Clinic**, a year-long, hands-on transactional clinic, students serve as legal counsel to Tenderloin neighborhood organizations on community development and housing-related projects, which vary from year to year. Past projects have included researching and writing community legal education manuals, assisting in the formation of new non-profit organizations, counseling neighborhood organizations and small businesses on operating matters, and providing non-litigation advocacy representation to grassroots coalitions and groups.

In the **CJC Community Group Advocacy Clinic**, a semester-long clinic focused on lawyering for social change, students work under the supervision of Prof. Piomelli and attorneys at Bay Area public interest organizations to collaborate with grassroots community groups pursuing systemic change across a broad spectrum of legal areas. Students engage in a range of persuasive strategies, including administrative advocacy, community legal education, legislative drafting and grassroots lobbying, and community organizing and mobilizing. In addition to refining their vision of the sort of social-change lawyer they aim to become, students develop skills in complex strategic planning, facilitation of community meetings, and presentations to public bodies.

In the **Mediation Clinic**, after extensive training, students mediate civil disputes in the San Francisco Small Claims Court and employment disputes referred by the City and County of San Francisco. Students also observe mediations with professional mediators. Students experience the role of a neutral in a dispute and learn how to foster a party-directed problem-solving process.



Professor **Ascanio Piomelli** *helped launch the Civil Justice Clinic in 1992. "I love having the time and resources to work closely with students, to learn from and with them, to integrate theory and practice." Before joining Hastings, he represented low-income workers and tenants in community law offices in Fresno and East Palo Alto. He also served as executive director of the East Palo Alto Community Law Project, then Stanford Law School's primary clinical placement. "I am particularly interested in collaboration between lawyers and clients – in lawyers working with, not just for, clients – and in thinking expansively about lawyering as multi-dimensional problem-solving. I have a passion for excellent representation and sharing with students the joy of working successfully with clients and causes one believes in." He co-founded and teaches the Individual Representation Clinic, the Community Group Advocacy Clinic, and the Social Justice Lawyering Concentration Core Seminar.*



Before joining the CJC, Clinical Professor **Eumi Lee** was an associate at *Keker & Van Nest, LLP*, where she specialized in criminal defense and worked on many pro bono matters, including civil rights and asylum cases. She also served as a law clerk in the the Ninth Circuit and the U.S. District Court for the Western District of Tennessee. In addition, she was a Moot Court Instructor at *Hastings*. She teaches the *Individual Representation Clinic*, the *Criminal Practice Clinic*, and *Roles and Ethics in Practice*.



Clinical Professor **Gail Silverstein** is a 1999 *Boalt Hall* graduate. Before joining the CJC in 2005, she was for 5 years a staff attorney and clinical supervisor at the *East Bay Community Law Center*. She was also a staff attorney at the *Hawkins Center in Contra Costa County*. She teaches the *Individual Representation and Mediation Clinics*.

5. Considerations in Choosing Clinics

a. Simulation courses

Simulation courses give students the opportunity to develop lawyering skills in a controlled setting. Students engage in lawyering activities on fact patterns that resemble real cases. Through lecture, practice, critique, repetition, videotaping, presentations to mock judges and juries, peer review, and close teacher supervision, students learn and refine particular lawyering skills. These courses, often taught by adjunct practitioners, build skills and confidence that prepare students for the demands of live-client representation.

b. Live-client clinics

In clinics, students work directly with clients, helping them solve legal problems. Instead of being presented with a set of facts, student-lawyers discover and shape the facts by interviewing clients and witnesses and conducting their own investigations. Many clinics are designed to culminate in a real trial or evidentiary hearing. All clinics are accompanied by seminars that give students rigorous skills training and stimulate thoughtful discussions about their cases and the sort of lawyer they would like to become.

c. Out-placement clinics and externships

Out-placements expose students to the real life challenges of governmental or public interest practice, in contexts identical to those in which students may eventually practice. Students see and meet lawyers who are juggling many different tasks. The other demands on these practitioners may limit the time they have to supervise and guide students.

d. Choosing simulation classes and clinics

You should take both simulation and clinic courses. With careful planning, you can design a program which begins in a protected, simulated setting and ends representing a client in a real courtroom. To maximize this opportunity, you should plan to take simulation courses during your second year, so that you can enroll in live-client clinics during your fourth or fifth semester, and in some instances be in a position to take an advanced clinical offering in your third year. When deciding on simulation courses, look at the skills you will need for any clinic you plan to take and choose the courses that best provide those skills. Be aware that some clinics require that students take specific simulation courses. Good planning is key.

CJC Teaching Fellows

Mai Linh

Spencer attended *NYU School of Law*, where she participated in the *Capital Defense Clinic*. She then spent 5 years as a trial attorney at the *Civil Rights Division of the U.S. Department of Justice*, where she prosecuted criminal civil rights violations, including police and prison brutality, racial violence, and involuntary servitude/trafficking. After moving to the Bay Area, she was a *Deputy State Public Defender* for 4 years, representing capital and non-capital defendants on direct appeal.

Lara Bazelon graduated from *NYU School of Law* in 2000, where she was a member of the *Juvenile Rights Clinic*. After clerking for Judge *Harry Pregerson* on the *Ninth Circuit Court of Appeals*, she worked for 7 years in the trial division of the *Los Angeles Federal Public Defender's Office*. From 2006-2008, she co-taught a trial advocacy course at *Loyola Law School*. She also taught *Legal Writing and Research* and *Moot Court* courses at *Hasting* before joining the CJC as a *Clinical Teaching Fellow* in June 2010.

[See photos, p. 9]



Professor **Karen Musalo** directs the Center for Gender & Refugee Studies (“CGRS”), and the Refugee and Human Rights Clinic. CGRS is the nation’s leading organization supporting women asylum-seekers fleeing gender-based violence, at both the practice and policy levels. Prof. Musalo edited the first handbook for practitioners on cross-cultural issues and the impact of culture on credibility in the asylum context.

Robin Goldfaden joined CGRS in July 2010 as a Clinical Teaching Fellow. She supervises students in the Refugee and Human Rights Clinic.

e. Differences between in-house and out-placement clinics

Although the in-house clinic does not have the bustle of the very busiest law offices, it does have an experienced staff of former public interest lawyers who devote all their time and energy to training students to become first-rate practitioners. As a result, in-house clinic students can be assured that they will get the opportunity, guidance, and feedback needed to thoroughly handle a full range of lawyering tasks.

f. Requirements for clinical classes

Because many students in live-client clinics appear in court, they may need to be certified by the State Bar of California for that purpose. To be certified, you must take Evidence prior to or concurrently with enrollment in the live-client clinic and you will need to pay the State Bar a \$55.00 fee. Additionally, some clinics require students to take specific substantive or simulation courses prior to enrollment.

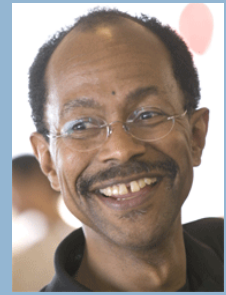
6. Frequently Asked Questions About Clinical Education

How do clinical classes differ from job experiences?

Law firm interns generally focus on legal research and memo-writing on small portions of larger cases. Students in clinical classes, by contrast, have extensive contact with clients and witnesses, and handle entire cases. In addition to greater responsibility, clinics provide opportunities to reflect on and learn from practice – with the help of attorney-instructors whose expertise is teaching and giving constructive feedback, and in the company of other students undergoing similar experiences.

How do employers view clinical experience?

Employers generally value clinical experience highly. They know that students who have done clinical work are able to assume significant case responsibilities at an earlier stage than others. They also realize that students continuing in a practice area they have already sampled are making career choices based on knowledge, not conjecture, and thus bring stronger and more durable commitments to their job. In many public and non-profit agencies, prior clinical or job experience is a virtual prerequisite to hiring.



Professor **Richard Boswell** has extensive experience both as a clinical and a classroom teacher. Past-president of the national Clinical Legal Education Association and a national expert on immigration law, he integrates theoretical and practical writing and teaching. Author of a leading casebook on immigration and nationality law, he has regularly taught in programs for the National Institute for Trial Advocacy. In addition to teaching immigration law and remedies, he has supervised both in-house and out-placement clinics. “I am very excited by Hastings clinical programs. We have a diverse, talented core of clinicians – far larger than other west coast schools – and are putting together an integrated program to give high-quality practical training in lawyering.” He teaches Immigration Law and also the Immigrant Rights Clinic. In the Clinic, he participates with private practitioners in supervising students’ work on both individual cases and larger issues affecting immigrants’ rights.



Clinical Professor **Carol Izumi** is a nationally recognized leader in clinical education and mediation. A former Chair of the Association of American Law Schools Section on Clinical Legal Education and the Section on Alternative Dispute Resolution, she joined Hastings in 2010, after a 24-year career at George Washington University Law School in Washington, D.C. She teaches the Mediation Clinic and is currently exploring possibilities for students to mediate criminal disputes and juvenile delinquency cases as an alternative to prosecution. She beams: "I love supervising Hastings students in their Small Claims Court and employment case mediations. The students find it tremendously rewarding, both personally and professionally, to help disputing parties reach a resolution that is mutually agreeable. In a short period of time, students develop the confidence, poise, and skills to conduct mediations competently, ethically, and sensitively."

Will clinical courses help pass the bar exam?

Many of the skills tested on the "performance test" of California's and other states' bar examinations are only taught in clinical classes. The immersion in substantive and procedural law through clinical courses can be an especially lively way to learn bar-related topics. Materials learned in context are often better retained.

What kinds of clients do clinical students represent?

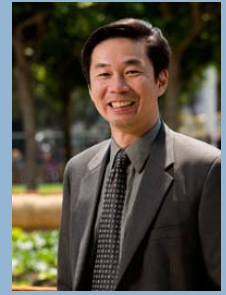
Depending on the clinic, everyone from the "People of the State of California" (students working as deputy district attorneys) to individuals, whether civil plaintiffs or defendants or criminal defendants, to community groups. Most individuals and organizations represented in the live-client clinics are of limited financial means.

How helpful to clients is representation by clinic students?

Hastings clinical students deliver top quality legal representation on key, life-influencing issues (such as incarceration, income, shelter, education, and health) to individuals and groups, many of whom might otherwise be poorly represented, if at all. Students often provide invaluable services to heavily burdened public agencies. In short, clinic students *make a real difference*.

How applicable to private/corporate practice is clinical representation of low-income clients?

The art of bridging cultural gaps and establishing trusting attorney-client relationships is vital for all lawyers in our diverse society. These and other skills developed in clinical courses – interviewing, case planning, counseling, efficient factual and legal research, persuasive legal writing, oral advocacy and other courtroom skills – are readily transferable from one practice area to another, irrespective of the background of the clientele.



Clinical Professor **Grande Lum**, the Director of Hastings' Center for Negotiation and Dispute Resolution (CNDR), is currently on leave while serving in the Obama Administration as Director of the U.S Small Business Administration's HUBZone Program. An expert mediator and trainer, he has founded a mediation firm and a negotiation consulting and training firm, taught at Stanford, UC Berkeley, and Hastings, and served on the Board of Directors of the Peninsula Conflict Resolution Center. He recently completed a second edition of *The Negotiation Fieldbook: Simple Strategies to Let You Negotiate Anything*. In addition to overseeing CNDR's curriculum and adjunct faculty, Prof. Lum teaches sections of *Negotiation and Settlement* and also *Negotiation and Mediation*.

So how do I enroll?

Registration for clinical classes (and judicial externships) is handled differently from other registration. Before registering on-line for these courses, students interested in a **Civil Justice Clinic class** must obtain an application directly from Clinic staff on the third floor of 100 McAllister Tower or by emailing cjc@uchastings.edu.

Students interested in the *Refugee and Human Rights Clinic* must obtain clearance from **Professor Musalo** in the Center for Gender & Refugee Studies, 4th floor, 100 McAllister Tower.

Students interested in any **Out-Placement Clinic** (*Criminal Practice, Environmental, Local Government, Legislation, Immigrants' Rights, or Workers' Rights*) should consult with the Director of Legal Externships and Pro Bono, **Nancy Stuart**. Her office is in Room 350 of 100 McAllister Tower.

When should I take clinical courses?

When you have completed all necessary course prerequisites, and are ready for both excitement and challenge. Usually this means in your fourth or fifth semester, but third-semester students are welcome in CJC's Individual Representation clinic. **Do not take a clinical course as an "exit strategy"!** Clinical courses are fun, but demanding; some even limit the numbers of spring-semester third-year students.

How can I best prepare for clinical courses?

First, consult involved faculty instructors, fellow students, and the Clinical Programs staff to identify the clinic(s) best tailored to your interests. Then design your academic program to ensure that you complete any necessary course prerequisites by the semester you target for the clinic. This process is optimally begun in your first year.

Civil Justice Clinic's Clinical Teaching Fellows:



Mai Linh Spencer [L], Lara Bazelon [R]

Kim Arnone, a lawyer with Buchalter Nemer in San Francisco, comments: *"I am glad I took the Civil Justice Clinic in the spring of my second year. It was a great experience that I have recommended to all my friends. It gave me perspective that helped in choosing other courses and planning my career. Taking it as a 2L allowed me to continue developing my lawyering skills and make connections in the public interest community by taking the CJC - Group Representation class as a third year."*

Beverly (Coronado) West took the Mediation Clinic in Fall '07 and is now working with SABLE House, a non-profit domestic violence organization in a rural county in Oregon, representing domestic violence victims in a variety of areas of law. *"Clinics are exceptionally important and I would love to see them expanded at Hastings. They are the only real experience you can get at Hastings, the only training in actually practicing law and being a lawyer. The only other option is to work outside of school, but law firms are focused on getting work done, not on training law clerks. So the student's time is really better spent in a clinic."*



Lecturer in Law **Darshan Brach** is lead instructor and Coordinator of the Mediation Clinic. She believes that the skills that students gain from acting in the role of mediator “are unique among those taught in law school – they not only give a valuable and distinct perspective on problem-solving, they are life skills as well.”

Alison Bernstein, now a California State public defender, remembers: “*The Criminal Practice Clinic was not only the single most memorable aspect of my law school career – it was also the only place where I received real training and gained the skills and experience necessary to be a public defender.*”

Maya (Hazarika) Watts is now an attorney with Bay Area Legal Aid. Maya took both the Individual Representation and Group Advocacy Clinics. Maya remarks: “*Clinics provide practical experience and exposure to diverse clientele. It can be overwhelming diving into your first legal aid job. The clinic was the perfect place to take a case on a super-slow timeline so we could learn the best practices for each type of case. In legal aid, we don’t often have the time to address each case the way we did in the clinic, but it’s wonderful to know what the ideal approach is when you do have (almost) unlimited time to work on one or two cases over the semester.*”

Fall 2011 Clinics

Civil Justice Clinic - Individual Representation Clinic

Enrollment: 20. (2Ls are given preference for 1/3 of slots). 8 units (4 are non-classroom).

Pre- or co-requisite: Evidence.

Civil Justice Clinic - Community Economic Development Clinic (a year-long course; units are split over 2 semesters).

Enrollment: 8. 8 units (4 are non-classroom).

Prerequisite: Consent of instructor.

Criminal Practice Clinic

Enrollment: 24. 12 units (8 are non-classroom).

Prerequisites: Criminal Procedure, Evidence, Professional Responsibility, and Trial Advocacy I.

Immigrants’ Rights Clinic

Enrollment: 6. 6 units (4 are non-classroom).

Prerequisites: Prior approval of instructor and previous or concurrent enrollment in Immigration Law.

Mediation Clinic

Enrollment: 14. 6 units (3 are non-classroom).

Prerequisite: Negotiation.

Refugee & Human Rights Clinic

Enrollment: 6-8. 6 units (4 are non-classroom).

Prerequisite: Instructor consent; upper level Immigration Law, Refugee Law, or Statutory Immigration preferred but not required.

Workers’ Rights Clinic

Enrollment: 10. 3 units (2 are non-classroom).

Prerequisite/Co-requisite: Labor Law I, Sex Discrimination Seminar, or Labor and Employment Law.

Lisa Novak, who took the Criminal Practice Clinic, is now a San Mateo County Superior Court Judge. After serving as a deputy district attorney for San Mateo County for 8 years, Judge Novak had a private law practice in Redwood City handling civil suits and defending criminal cases. "The Clinic was invaluable in giving me insight into what really goes on in a DA's office: the workload, the type of cases that you see as a new prosecutor, what the progression is in seriousness of offenses, and the advancement of one's own experiences within the office. The opportunity to gain practical experience through the Clinic helped me confirm that I did in fact want to make a career of criminal law. Even if someone is not at all sure that she or he wants to go into criminal law, the Clinic is a dynamite program. For me, it was a great avenue to get a foot in the door – to get into an office, get to know the administration and potential future colleagues, and to start advancing my reputation and career."

Spring 2012 Clinics

Civil Justice Clinic (CJC) - Individual Representation Clinic - Enrollment: 16-20. (2Ls are given preference for half of slots). 8 units (4 are non-classroom). Pre- or co-requisite: Evidence.

CJC – Community Group Advocacy Clinic - Enrollment: 8. 8 units (4 are non-classroom). Prerequisite: Consent of instructor.

Criminal Practice Clinic - Enrollment: 24. 12 units (8 are non-classroom). Prerequisites: Crim. Proc., Evidence, Prof. Responsibility, Trial Advocacy I.

Environmental Law Clinic - Enrollment: 16. 6 units (4 are non-classroom). Prerequisites: 2 courses in the environmental law curriculum.

Immigrants' Rights Clinic - Enrollment: 6. 6 units (4 are non-classroom). Prerequisites: Prior approval of instructor and previous or concurrent enrollment in Immigration Law.

Legislation Clinic - Enrollment: 6. 13 units (8 are non-classroom). Must concurrently enroll in Advanced Legislative Process Seminar and in Bill Drafting & Statutory Interpretation.

Local Government Clinic - Enrollment: 15. 5 units (4 are non-classroom). Prerequisite: Constitutional Law; State & Local Government Law must either be taken as a prerequisite or contemporaneously. Recommended: Labor Law, Administrative Law.

Mediation Clinic - Enrollment: 14. 6 units (3 are non-classroom). Prerequisite: Negotiation.

Refugee & Human Rights Clinic - Enrollment: 6-8. 6 units (4 are non-classroom). Prerequisite: Instructor consent; upper level Immigration Law, Refugee Law, or Statutory Immigration preferred but not required.

Workers' Rights Clinic - Enrollment: 10. 3 units (2 are non-classroom). Prerequisite/Co-requisite: Labor Law I, Sex Discrimination Seminar, or Labor and Employment Law.



Clinical Professor **Nancy Stuart**, is the Director of Externships and Pro Bono Programs. A Hastings alum and former faculty member of the *Civil Justice Clinic*, she is committed to helping students achieve their educational and career objectives through taking advantage of the wide array of practical lawyering opportunities available at Hastings and throughout the Bay Area.

Student reflections on the value of their externships:

“After externing, I know that my writing skills have improved. I understand what judges in an appellate court look for in briefs as well as what they expect from counsel during oral arguments.”

“I have learned much throughout the semester about conciseness and presentation. I am now more confident in presenting my issues and realize now that however confident I may have thought I was on moot court team, nothing compares to having to present your issues clearly before a real judge who decides real cases.”

Externship Opportunities

Hastings also offers a **Judicial Externship Program** through which students work with judges or their post-graduate law clerks at all levels of the state and federal courts. Externs use their analytical, research and writing skills in a real-life, real-time context, exercising professional judgment on a daily basis as they conduct legal research and draft memos for the court on pending cases. Externs gain an insider’s perspective on judicial decision-making and are often able to observe judicial reactions to attorneys’ work – seeing firsthand what works and what doesn’t. While most externships are within two blocks of the Hastings campus, students may extern anywhere in California and with permission may extern out of state.

Hastings also has a **Legal Externship Program**, which allows students to receive academic credit for work in specifically approved placements with governmental, alternative dispute resolution, and non-profit legal organizations. *These externships are intended to complement, rather than substitute for, our clinical offerings. They are therefore limited to placements that provide an educationally meaningful, carefully supervised, legal experience that differs significantly from those available to students through any of the in-house or out-placement clinics.*

Fall 2011 and Spring 2012 Externship Offerings

Judicial Externship Program

Enrollment: 60. 4-10 units (3-9 of which are non-classroom).

Pre- or co-requisites: See list posted at:

<http://www.uchastings.edu/academics/clinical-programs/judicial-externs>

Legal Externship Program

Enrollment: 20. 4-5 units (3-4 of which are non-classroom).

Pre-requisites vary based on placement.

Alternative Dispute Resolution Externship Program

Enrollment: 10. 5 units (4 of which are non-classroom).

Pre-requisites: two courses in negotiations or dispute resolution.

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