

BUILDING A BESPOKE CLINIC

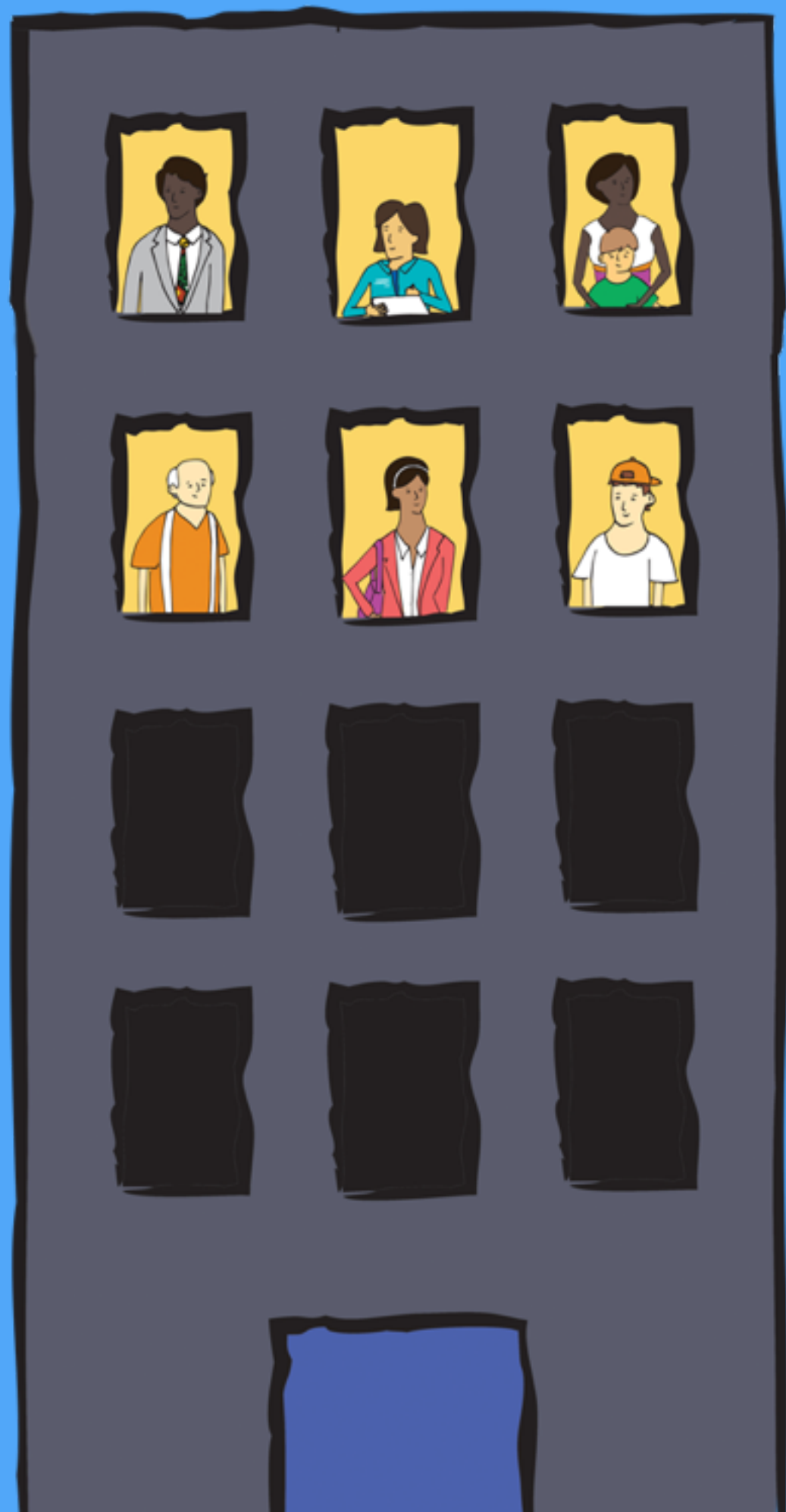
**CANBERRA
COMMUNITY LAW
AND
AUSTRALIAN
NATIONAL UNIVERSITY**



Australian
National
University



INTRODUCTIONS



- US

- YOU



Watch the video at: <http://canberracommunitylaw.org.au/our-legal-services>

COMMUNITY LAW CLINICAL PROGRAM

- “Learning by doing & reflecting”
- “Doing”:
 - Skills Training
 - Clinic Attendance - 12 weeks, two days per week
 - Weekly Tutorials - 1.5 hours
 - Feedback session mid semester



COMMUNITY LAW CLINICAL PROGRAM

- **Practical Legal Experience:**
 - advice line and casework – dedicated supervisors for each
 - Front office/reception
 - Advice line - half day per week
- **Incremental learning process:**
 - Observation → Instructions → Supported autonomy → Independence
 - Casework



COMMUNITY LAW CLINICAL PROGRAM

“REFLECTING”:

- Short written reflective pieces
- Informal Debriefs
- One hour reflective seminar with academic convenor in weeks 3, 4, 6, 12 – case presentations in each.



COMMUNITY LAW CLINICAL PROGRAM

- Assessment
- Participation
 - - Clinic (70%)
 - Research paper and presentation (30%)
- Attendance - hurdle



COMMUNITY LAW CLINICAL PROGRAM

- CCL - ANU - collaborative assessment
- Clinical meetings - evaluate student progress every 3 weeks throughout the semester, one hour
- Recommended grade

VIDEO

CANBERRA COMMUNITY LAW STUDENT CLINIC



Watch the video at: <http://canberracommunitylaw.org.au/anu-clinical-legal-education>

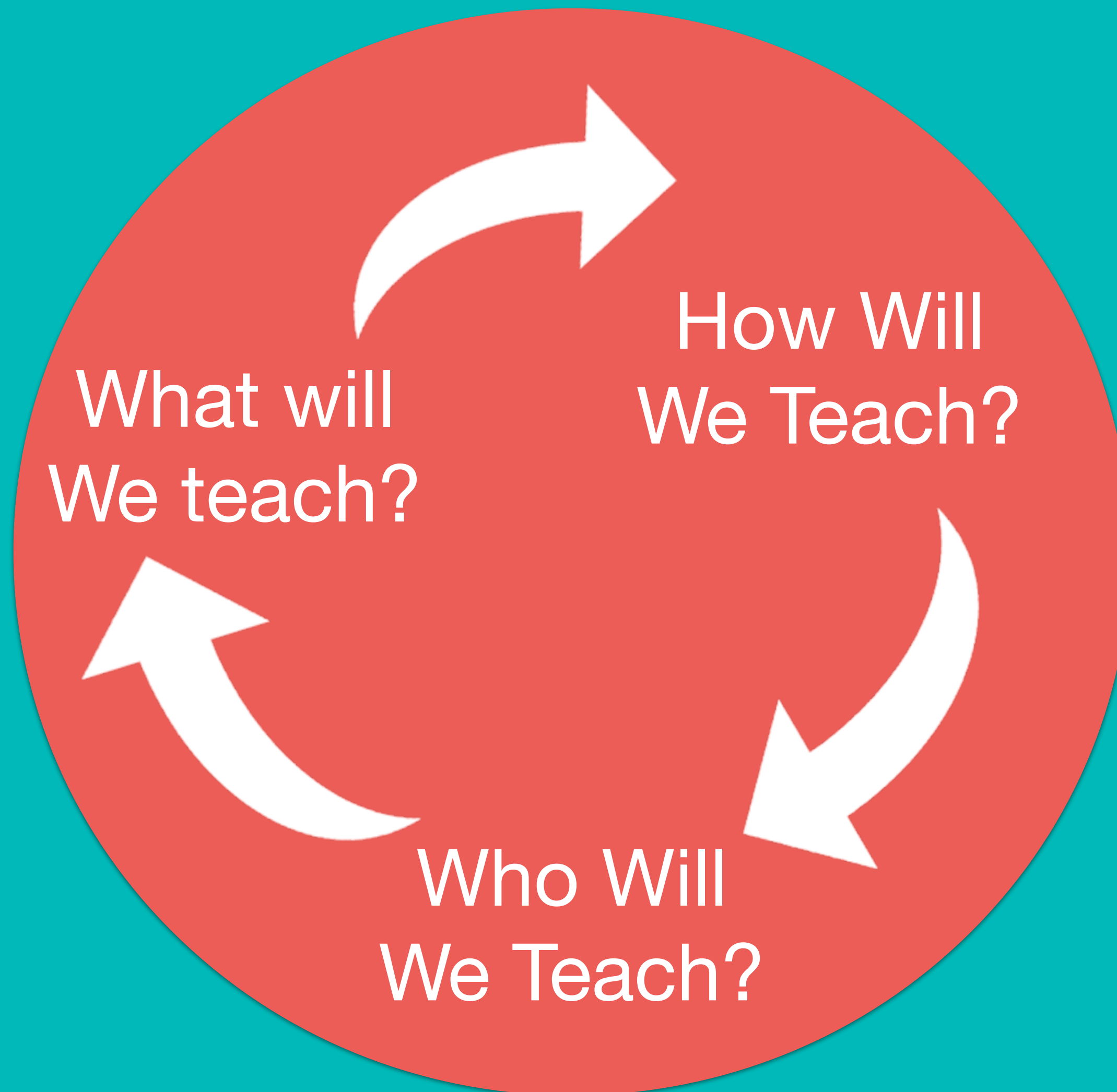
CONVENTIONAL DESIGN

- How to design a subject
- Conventional subject design
- What will I teach?

CLINICAL DESIGN

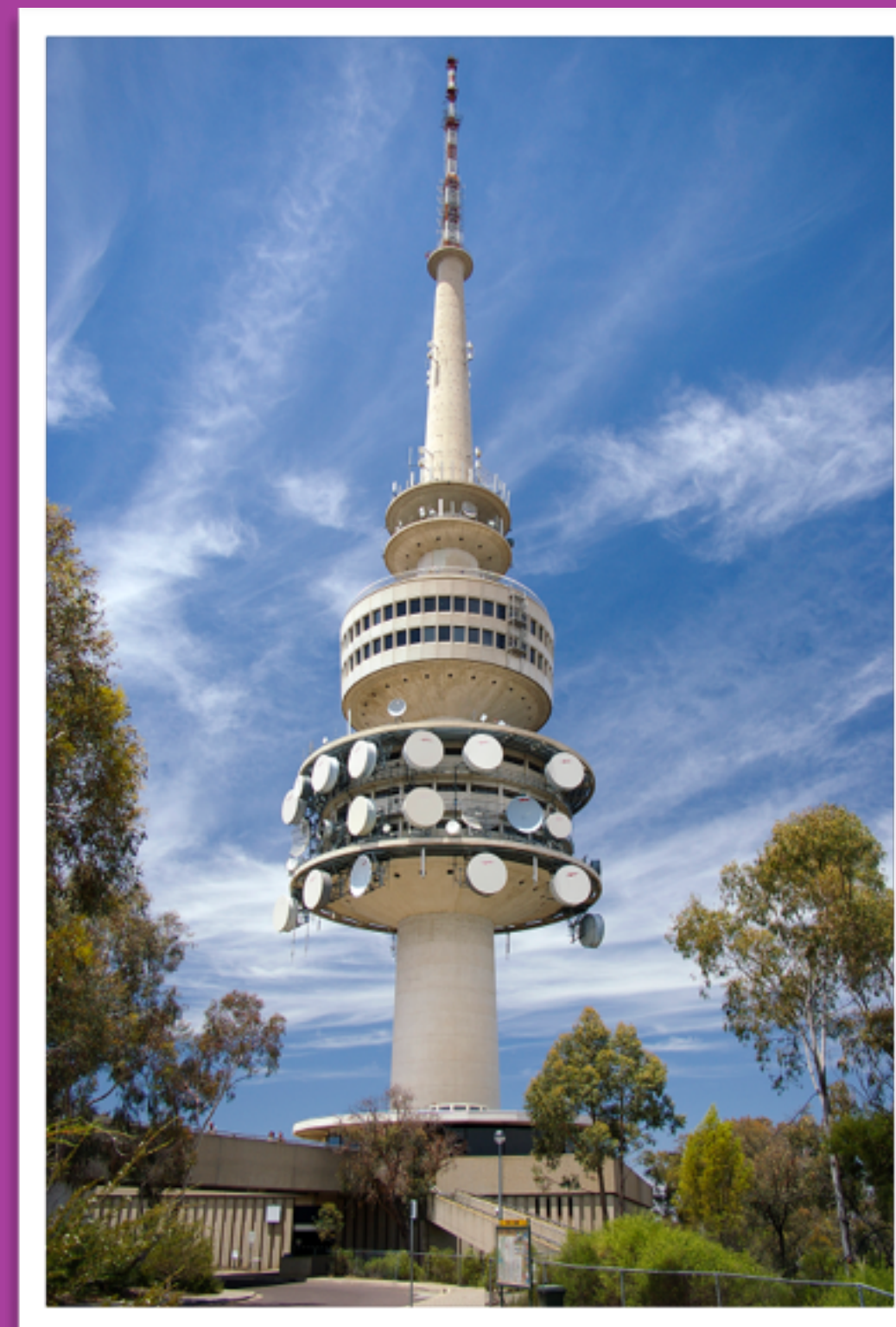
- The clinical *zeitgeist*
- Clinical confidence

CLINICAL DESIGN



CLCP: THE CREATION

- What are CLCs?
- CLCP: How was it born?



CHALLENGES

- CLC culture
- Collaboration
- Clinical caution
- Strategies - culture shifting → consultation/
consideration → comparison → consensus

CLOP DESIGN

- Host specific design
- Anticipating tensions:
 - Student: learning/service; learning management
 - Partnership: academic/clinician; clinical/management



CLOP DESIGN

Integrative alignment—
part of CCL's core
business operations
and strategic
framework



CLINICAL CURRICULUMS

- Student perception - very strong demand, excellent evaluations ('the best course I have done in my law course') is a typical comment.
- Faculty perception - the ANU Law School is strongly black letter so clinics generally are under appreciated. CLED overcomes this to a large extent because of the strong demand and positive evaluations

**'THE BEST
COURSE I HAVE
DONE IN MY
LAW COURSE'**

CLINICAL CURRICULUMS

BEST FEATURES

Level of integration of academic course and practical exposure, there is a very high connection even as compared with other clinics at ANU

High quality 2 day induction, largely run by CCL itself so very tailored and specific

Extremely high quality supervision and mentoring from CCL staff

Very comprehensive feedback to students in mid course interview and written feedback on course

CONCLUSION

- CLCPs bespoke design process
- The Ingredients:
 1. Host specific design + integrative alignment = mutualism

