



SUPERVISOR HANDBOOK JUDICIAL INTERNSHIP PROGRAM AND SUPERVISED FIELDWORK PROGRAM

Thank you for your willingness to supervise a law student in Marquette University Law School's judicial internship program or its supervised fieldwork program. At Marquette Law School, we seek to ensure that our students develop knowledge, skills, and values enabling them, over time, to excel in the legal profession. Your work as a supervisor of an intern—in particular, your guiding hand of professionalism—plays a key role in fostering professional excellence in our students. We are grateful for your partnership.

A handwritten signature in blue ink, reading 'Joseph D. Kearney'. The signature is fluid and cursive, with the first name 'Joseph' and last name 'Kearney' clearly visible.

Joseph D. Kearney
Dean and Professor of Law

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Learning Outcomes

The Marquette University Law School curriculum is designed to ensure that graduates will have the knowledge, skills, and values essential to practice law in the twenty-first century. To succeed in its work, the law school faculty has adopted the learning outcomes listed below for its graduates. Through your work as a supervisor in the judicial internship program or the supervised fieldwork program, *you play a meaningful role in assisting students with some or all of these outcomes:*

- Outcome 1: Graduates will competently communicate, orally and in writing, with clients, decision makers, and the range of other stakeholders in the legal system to solve legal problems in a manner expected of a new lawyer.
- Outcome 2: Graduates will competently demonstrate knowledge of core areas of legal doctrine and the processes through which law is created, developed, and changed, and legal rights and duties are enforced and adjudicated.
- Outcome 3: Graduates will competently employ legal reasoning strategies to identify, analyze, and research legal problems.
- Outcome 4: Graduates will be prepared to exercise proper professional and ethical responsibilities to clients and the legal system.
- Outcome 5: Graduates will competently demonstrate knowledge of Wisconsin law in a variety of legal fields and settings.
- Outcome 6: Graduates will critically reflect on how lawyers serve the economically disadvantaged, marginalized, and underrepresented in society, consistent with the Jesuit mission.

American Bar Association Requirements

The American Bar Association, the accrediting agency for Marquette University Law School, has governing standards for experiential learning experiences that include field experiences such as those in Marquette law school's judicial internship program and supervised fieldwork program.

Under ABA Standard 304(d), students earning fieldwork credit must be provided with a "substantial lawyering experience" that is "reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks . . . under the supervision of a faculty member and, at the field placement, under the supervision of a licensed attorney or an individual otherwise qualified to supervise."

That experience, under ABA Standard 304(a), should include, among other requirements, the opportunities:

- (1) to “integrate doctrine, theory, skills, and legal ethics, and engage students in the performance of one or more of the professional skills necessary for competent and ethical participation as a member of the legal profession;
- (2) “for student performance, self-evaluation, and feedback from . . . a . . . site supervisor”;

The key ways to enable students to advance in their knowledge, skills, ethics, and values are through meaningful work projects, close supervision and regular and constructive feedback, as well through opportunities to observe professionals at work and debrief with them.

Your efforts and time in supervising a law student ensure that we can provide students with meaningful learning experiences in the field. By providing direction, feedback, and a professional example, you contribute to students’ developing knowledge, lawyering skills, and their professional identity as lawyers.

Brief suggestions follow in this handbook about how best to achieve these Marquette Law School and American Bar Association objectives. We welcome your suggestions as well.



Structuring the Student Intern's Experience

Preparation. We ask that you think about substantive law projects for student interns that will help them continue learning about the law as well as develop legal skills and professionalism outside the classroom.

Ensure Attorney Supervision. We ask that you identify attorneys who will help supervise the student interns and provide feedback. Although student interns may work with non-lawyers for discrete assignments, an attorney must supervise student intern work.

Discuss Expectations and Goals. The student interns are asked to set personal goals for their internships in addition to working on the program's learning objectives. We ask that you discuss these goals with student interns in order that you can understand what they hope to gain from their internship experiences and you can educate them on expectations and possibilities based on the nature of your organization and the opportunities provided by supervision.

Determine Scheduling. A one-semester internship may seem like a short time. Yet students can accomplish much in that period. We ask that you be aware of the students' internship schedules, so that you can consider the quality and nature of projects to be assigned to the students.

Assign Substantive Legal Matters. The student interns are expected to engage in substantive legal work, including observing professional legal activities, to receive credit for their internships. Generally, 2 credits are awarded for a Marquette law school internship, which requires 120 hours (8-10 hours per week) of substantive legal internship work.

Provide Timely Feedback. The student interns learn through feedback, and we ask that you and the others on your team provide constructive feedback to the interns as often as possible.

Hold Weekly Supervisor Meetings. The student interns have been directed to request and schedule a weekly supervisor meeting. During that meeting, the student interns may request projects, discuss ongoing projects, receive feedback, inquire about future projects, and learn about opportunities to participate in professional activities.

Be Receptive to Questions. As part of the experiential learning experience, we encourage students to be appropriately curious. Please be receptive to students' questions and encourage them.

Make Available Opportunities to Observe Legal Practice. *Observation* is valuable to students. So, too, is the opportunity for students to *engage*. As much as possible, give the students opportunities to observe legal professionals engaged in the practice of law. Allow the students to meet with attorneys and observe them in meetings, in client interviews, in hearings and trials, and in dispute resolution.



Student Intern Work

Discuss Expectations. This is a for-credit internship designed to expose student interns to a variety of professional experiences. The student interns have a sense of what is expected in a professional environment, but the interns are students who are learning about the law and its practice. The learning curve is steep. Your discussion about expectations within your organization and about specific projects will help make the learning curve less steep for the student interns, facilitate better work product, and make for a positive overall internship experience.

Give Clarity in Projects. The student interns will benefit greatly from express instructions from the start about the purpose of a project, the audience for a project, deadlines, and formatting and length suggestions, as well as any information on specific resources that should be consulted. Continuing the conversation to supplement that initial discussion will help, too, in the learning process.

Encourage Conversations about Projects. The student interns also will learn from understanding the factual and contextual background in which a project arises and a project's intended uses. Ensuring that the students stay part of the conversation around a project offers a valuable learning experience.

Feedback

Provide Feedback Early and Often. All feedback is useful to student interns. We ask that you solicit questions and provide feedback to student interns *during* the project and *after* its completion.

Listen. With every project, the student interns learn to assess legal issues, analyze problems, and, hopefully, to work towards a resolution. Your listening to the student interns articulate legal problems, talk through legal analysis, and discuss the law, facts, and, where appropriate, environmental factors will advance student learning.

Give Constructive Feedback. Student interns need feedback in order to develop their professional skills. The student interns will learn more when you provide honest, concrete suggestions: What are positives in the students' work or approaches? What are problems in the students' work or approaches? What specific improvements could be made in approach, writing, or questions asked?

Debrief after Opportunities to Observe Legal Practice. Observation of professional activities is a learning opportunity for student interns. You enhance that experience by answering students' questions about what they have observed, the preparation behind the activity, the strategy involved, decision-making, and your professional assessment of the result.

Confidentiality

Student interns have discussed the importance of confidentiality related to their internships, but they have not completed formal training in professional responsibility. We ask that you inform the student interns of your organization's confidentiality policies. We also encourage you to help the interns identify ethical issues that may arise and discuss methods of addressing (or avoiding) those issues.



Supporting Student Interns



Key Contacts:

- **Director of Clinical Education. Anne Berleman Kearney. 414-288-4450.**
- **Assistant Dean of Students. Anna Fodor. 414-288-5121**
- **Associate Dean for Academic Affairs. Nadelle Grossman. 414-288-1908**

The Jesuit principle of *cura personalis*—or “care for the whole person”—underscores much of our work at Marquette Law School. We ask that you consider the whole person of the student interns under your supervision.

Support an Inclusive Environment

Marquette Law School requires of students “Respect for others” as part of its academic regulations. “The Law School expects its students to treat others with sensitivity, consideration, and understanding, respecting persons with different cultures, practices, beliefs, and needs, and to demonstrate active concern for the safety, health, and welfare of others.” See Standards of Conduct Regulation.

As a supervisor, we ask that you build a positive, enriching, and dynamic learning environment for student interns. This means ensuring all student interns feel like they belong, can contribute free from harassment or ridicule, and feel safe to explore the law and its nuances.

We ask that you consider setting this type of tone at the outset of the internship and being prepared to intervene should the environment contain any behavior that is not consistent with these expectations. Importantly, your words and actions will be viewed by students as helping to set a standard of professionalism. Thank you in advance for your high standards of professionalism.

Support Student Wellbeing

If a student intern is struggling or if you notice atypical behavior on the part of the student, please reach out as soon as possible to the Director of Clinical Education or one of the other administrators listed above. It may be nothing, or it may be something. However, in order for the administration to be able to connect the dots and offer a student the appropriate resources and support, we need to hear from you.



Student Intern Timekeeping and Required Reflections

To account for internship time in the field, the student interns are asked to keep track of their hours and submit time logs on a bi-weekly basis. We ask that the student interns also keep you, their supervisor, current on their hours, so that you and they can appropriately gauge projects and professional activities.

Reflection on professional experiences is an important part of developing lawyering skills. For that reason, student interns are asked to complete guided reflections about their internship experiences during the semester. These reflections do not ask for confidential information. Rather, they ask students to reflect on their progress in the learning objectives of the course and in their goals. Student reflections include:

- **Guided Reflection on Initial Meeting with Supervisor:** Students are asked to reflect on their initial meeting with their supervisor. In this meeting, students are asked to learn about the organization's mission, gain an understanding of expectations, and discuss time and project management.
- **Memorandum of Understanding:** As the supervisor, we ask that you review and sign a memorandum of understanding, containing the program's learning objectives. This memorandum, which ABA Standard 304(d)(2) requires, is a "written understanding among the student, faculty member, and a person in authority at the field," which "describes the . . . substantial lawyering experience and opportunities for performance, feedback, and self-evaluation; and . . . the respective roles of faculty and any site supervisor in supervising the students and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance."
- **Guided Reflection on Goal-Setting:** (supervised fieldwork program only): The student interns are asked to set three goals, with action steps, to supplement the learning objectives for the internships.
- **Guided Reflection with Mid-Term Assessment:** The student interns conduct self-assessments in this reflection. We ask that you review the students' self-assessments in this reflection, briefly evaluate the students' midterm progress in their internship work, and sign the reflection.

- **Guided Reflection on Lawyer Effectiveness:** The student interns are asked to reflect upon examples of lawyer effectiveness observed and experienced in their internships.
- **Guided Reflection Providing Advice to Successor:** The student interns help to prepare future interns for the internship by discussing the organization and its mission and giving advice about how best to succeed in the internship.
- **Guided Reflection with Final Assessment of Internship and Course:** The student interns are asked to give final self-assessments of progress in their knowledge and their skill development during the internship. The student also are asked for suggestions as to the internship and the internship course.

Student Evaluation

At the mid-point of the internship, you as the supervisor, will be asked to review the students' self-assessments, provide your brief assessment about the students' internship work, and sign the reflection.

At the close of the internship, you, as the supervisor, will be asked to complete a final evaluation of the student interns' experiences. That evaluation form contains space for a scaled evaluation of aspects of the internship experience as well as a space for narrative comments. We ask that you complete the midterm and the final evaluations so that we can assess how the student interns have progressed in the internship experience during the semester.

Student interns are evaluated on a satisfactory/unsatisfactory basis for their internship work based on their active participation in the internship and their having satisfied the required fieldwork hours and other coursework requirements, including submitting their student guided reflections.

Questions?

Please do not hesitate to reach out to the Director of Clinical Education, Anne Berleman Kearney, with any questions or problems. Professor Berleman Kearney can be reached at 414-288-4450 or anne.kearney@marquette.edu. We would rather hear about problems sooner rather than later. A small problem can be an indication that students in the judicial internship program or the supervised fieldwork program could benefit from additional guidance, and we would like to make any needed changes as soon as possible.