CAMBRIDGE

Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

Index

1Ls
  coaching guide for, 146–56
  constitutional law curriculum, 131–32
  curriculum development for, 127–29
  emphasis on cognitive competencies, 139
  Legal Profession course, 132–34
  major transitions for, 86–87
  ROADMAP plan for, 129–30, *see also* ROADMAP curriculum
360 degree assessments, 91–92

ABA
  accreditation, 63
  accreditation standard 302, 103
  accreditation standard 303, 15–16
  accreditation standard 314, 90
  accreditation standard 315, 67, 96–99
  accreditation standards, 60, 67
  Critical Lawyering Skills: A Companion Guide to the Roadmap, 130
  Section of Legal Education and Admissions, 73
Abbott, Ida, 75–76, 77
academic success professionals, 44, 158
accreditation, 90, 96–98, 127, *see also under* ABA
Accreditation Council for Graduate Medical Education (ACGME), 57, 59
administrators. *See* law faculty and staff
adult learning theory, 87
advanced beginner milestone, 58
American Association of Colleges and Universities Problem-Solving Value Rubric, 106
apprenticeships, 29, 33, 41–42, 46, 49–52
  as hidden curriculum, 48
  coaching and curating, role of, 41–42
  first, 46
  for competency building, 33
  importance of, 49
  professional identity formation and, 29
  third, 50, 51–52
Arnett, James, 89
assessments
  assessment modules, 69–70
  direct observation of students, 91
  local conditions in law school, 119–21
  multi-source feedback, 91–92
  of PD&F goals, 89–93
  of programs, 96–99
  self-direction and, 59
associates, 143–45
  ability to respond to clients' needs, 143–44
  reasons for failure of new lawyers, 143–45
Association of American Law Schools (AALS): Before the JD: Undergraduate Views on Law School, 88–89, 135–36
Association of Corporate Counsel survey (2019), 8, 22
autonomy, 14–15, 82, 109–10

Bandari, Rupa, 130
benchmarks, 57, *see also* foundational competencies
benefits of PD&F goals
  client-centered problem solving, 7–13
  self-directed/self-regulated learning, 3–4
  service orientation, 4–7
  well-being practices, 13–15
Bilionis, Louis, 46, 131
BTI Consulting Group's Client Service A-Team Survey of Law Firm Client Service Performance (2019), 8, 20–21

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

California State Bar survey (2020), 23–24
career services, 36, 42, 44–45, 51, 158
Carnegie studies, 71, 72
CBLE. *See* competency-based legal education (CBLE)
CBME. *See* competency-based medical education (CBME)
clients, 7–13, 30, 103–8, 121. *See also* practice of law
  client-centered problem-solving approach
  competencies needed by, 138, 141–45
  deep responsibility and service orientation to, 5, 20, 21–22, 104
  needs of, 26–27, 61, 77–79
  service orientation toward, 146
coaching, 75–82, *see also* mentoring
  benefits of, 76
  benefits of long-term, 93
  bridging goals and curriculum modules, 140
  continuous coaching model, 122, 130
  core competencies of, 78–80
  curating and, 40–43
  defined, 76
  goals in ROADMAP curriculum, 151–52
  GROW model of, 79–80
  law students, foundational competencies, 80
  reflective thinking process, guidance of, 74
  ROADMAP curriculum and, 129–30, 146–56, *see also* ROADMAP curriculum
  ROADMAP guide for 1Ls, 152
  teaching as, 40–42
  to promote reflection, 80–81
Coaching Core Competencies Model (ICF), 78–79
coalition of the willing, 121–22
community building
  1L constitutional law curriculum, 131–32
  1L Legal Profession course, 132–34
  bridging student goals and system needs, 138–40
  building a learning community, 122–23
  coalition of the willing, 121–22
  competencies needed, 136–38
  curating, 124–25
  examples, following successful, 126–34
  focus on gradual small steps, 125–26
  go where they are principle, 118–56
  legal profession, bridge building to, 141–45
  local conditions, 119–21
  milestones for PD&F goals, purpose and function of, 63
  personal goals, bridging, 134–40
  ROADMAP curriculum, 129–30
competencies, foundational, *see* foundational competencies
competency-based education. *See also* foundational competencies
  accreditation and, 48–50
  defining core competencies, 53–54
  future of, 64
  legal education, application to, 60–63
  medical school, lessons from, 53–63
  multi-stage process, 55–60
  other options to, 125
competency-based legal education (CBLE), 60–63
  core components, 61, 62–63
  Holloran Competency Alignment Model, 68–69
competency-based medical education (CBME), 54–60
  defined, 54, 58
  five core components of, 56–57
  student assessment, 90, 92–93
competent milestone, ACGME, 58
constitutional law curriculum, 131–32
continuous professional development toward excellence, 3–4, 13, *see also* foundational competencies
  1L experiences, 86–87
  experiential learning and, 84–87, 91
  fostering goals of, 119
  goal articulation, 100
  mentoring and coaching, 77–78
  milestones for, 57–59
  professional identity formation, 30
  reflective practices for, 101
  ROADMAP for, 146–47
  self-assessment, 100
  students' proactive roles in, 138
  transitions between 2L and 3L years, 111
coproduction, concept of, 106
core values, 6–7, 14, 104–5, 133, *see also* service orientation
Council for Higher Education accreditation, 97
cross-cultural competency, 34, 102–3
curating, 40–43
  benefits of, 41
  defined, 124
  implementation and, 124–25
curriculum development, 64–117
  1L year, 127–29

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

assessment on PD&F goals, 89–93
curricular modules connecting students' goals to stakeholders' needs, 138–40
developmental stages of students in, 70–72
major transitions for students and, 82–87, 111
mentoring and coaching, 75–82
Milestone Models, 67–69, 99–110, 112–17
personal connection to student, 87–89
principles, overview of, 64–67
program assessment, 96–99
reflection and self-assessment, 72–75
resources for, 134
sequenced progressions and assessment modules, 69–70
student portfolios, 94–96

deep responsibility. *See* service orientation
Delta model of lawyer competency, 9
developmental stages of students, 70–72, 139, 141–45, *see also* continuous professional development toward excellence
distance learning, 50, 122
Diversity, Equity, and Inclusion initiatives, 4, 81, 121, 141
Dreyfus Model of Adult Skill Acquisition, 57, 58, 69

education milestones, 57, 59, *see also* foundational competencies
educational models
adult learning theory, 87
competency-based education, 90, *see also* competency-based education
competency-based legal education (CBLE), 60–63, *see also* competency-based legal education (CBLE)
competency-based medical education (CBME), 54–60, *see also* competency-based medical education (CBME)
for law schools, 36
guide on the side approach, 41, 46
tea-steeping model of education, 53
traditional vs. CBME, 59–60
employers. *See also* practice of law
assessing competencies of employees, 68
benefits of developing client-centered problem-solving approach for, 7
benefits of fostering student ownership of professional development, 3–4
competencies needed by, 138–39, 141–45
diversity needs, 141
failures of associates, 143–45
foundational competencies model, benefits for, 11–13, 17–18
hiring criteria, 144–45
needs of, 9–11
employment opportunities, 7, 138
Englander, Robert, 53
entrepreneurial mindset, 9, 27, 142–45
E-Portfolios, 94, 95
ethics, 6
excellence. *See* foundational competencies
experiential learning, 84
professional development and, 87, 91
expert milestone, 58

feedback. *See also* coaching
actively seeking, 100
from peers, 131–32
giving and receiving, 46
importance of, 72–75, 139
self-assessment and, 89–93
self-directed seeking of, 18, 58–59, 72–75
fiduciary mindset, 5, 102
Floyd, Daisy Hurst, 132–34
Floyd, Timothy W., 132–34
Formation of Professional Identity: The Path from Student to Lawyer (Longan, Floyd, & Floyd), 132–34
foundational competencies, 3–4
client-centered problem solving. *See* problem-solving approach
continuous professional development toward excellence. *See* continuous professional development toward excellence
deep responsibility and service orientation. *See* service orientation
defining levels of, 57, 58, 67, 69–70
empirical studies defining, 17–27
foundational competencies model, 136–38
implementation of curriculum, 136–38
needed by clients and legal employers, 138–39
portfolios as tool for, 94
reflection and self-assessment, 72–75, 114–16
well-being practices, 14. *See* well-being practices
Foundational Competencies Model, 10–13
Foundations Instructional Design Guide (IAALS), 25–26
Furlong, Jordan, 27, 106

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

Generation Z, 140
go where they are principle
  bridging personal goals and professional competencies, 134
  for encouraging PD&F engagement, 70–72
  law school communication with students, 139
  realizing PD&F goals, 118–56
  students' level of development and, 81
  with faculty, staff, and administrators, 123–24
goals. *See also* professional development and formation goals
  articulation of, 100
  bridging personal goals and competencies, 134–35
  students, 134–40
GROW model of coaching, 79–80
guide on the side approach, 41, 46

Hamilton, Neil, 7, 73, 130, 143, 146
Henderson, William, 27, 139
Holden, Mark, et al., 94
Holloran Center
  coaching guide, 130
  Competency Alignment Model, 68–69
  Milestone Models, 99–102, 103
  national network for PD&F, 159–60
Holmboe, Eric, 3–4, 53, 58, 77, 101

individualized learning plans, 66, 94–96
Institute for the Advancement of the American Legal System surveys, 8, 18, 20–21, 24–26, 144–45
International Coaching Federation (ICF), Coaching Core Competencies Model, 78–79
interventions, 81–82, 123
IRAC formulation, 103

Jacobus, Laura, 130

Kiser, Randall, 27
Krieger, Lawrence, 13–15, 109

law faculty. *See* law schools
law faculty and staff
  ABA standard 315, 96–97
  bridging legal doctrine and analysis, 121
  bridging student goals and system needs, 139–40
  building learning community for PD&F goals, 122–23
  curating and coaching by, 40–41, 124–25
  development of student competencies, 33–36
  feedback and assessment by, 89–92
  go where they are principle, 123–24, *see also* go where they are principle
  leadership opportunities for, 158–60
  local conditions among, 119–20, 125–26
  milestones for PD&F goals, purpose and function of, 63
  PD&F goal challenges for, 67–68
  professional identity formation, role in, 37–38
  professional identity formation support, 43–44
  student observation by, 93
  student portfolios, 95
  student well-being, support for, 13
law schools
  assessing local conditions in, 100–1, 119–21
  building a learning community, 122–23
  building bridges among major stakeholders, 118–56
  coalition of the willing, 121–22
  communication with legal employers and clients, 141–45
  creating community in, 140
  examples, following successful, 126–34
  go where they are principle, 123–24, 139, *see also* go where they are principle
  gradual small steps toward PD&F goals, 125–26
  medical education, lessons from, 52
  milestones for PD&F goals, purpose and function of, 63
  professional development of, 49–53
  professional identity formation, role in, 38–40
  program assessments in, 96–99
  project management, 50–51
  purposefulness, framework for development of, 49–53
  relationships and collaborations, 51–52
  student observation by faculty and staff, 93
  supporting professional development of, 49–50
law students. *See* students
leadership opportunities, 157–60
learning
  online, 4

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

personal learning plans, 59
self-directed/self-regulated, 3–4
legal employers. *See* employers
legal profession. *See* practice of law
Legal Profession course, 132–34
legal system. *See* practice of law
Llewellyn, Karl, 29
Lockyer, Jocelyn, et al., 83
Longan, Patrick Emery, 132–34

major competencies, excellence in. *See also* foundational competencies
coaching and mentoring, role of, 77
law school support for developing, 119–20
Milestone Models for, 99–102
major stakeholders. *See* stakeholders
major transitions, 82–87
1Ls, 86–87
characteristics of, 83–85
further research, need for, 111
students, assessment of, 85
Manch, Susan, 144
medical education. *See also* competency-based medical education (CBME)
challenges to changing learning outcomes, 125–26
major transitions in, 83
mentoring. *See also* coaching
benefits of long-term, 93
coaching and, 75–82
compared to coaching, 77
defined, 76
law students, foundational competencies, 80
on PD&F goals, 71
Mercer University School of Law, 132
Milestone Models
assessment using, 90–91
creation of, 160
developing curriculum for, 67–69
for excellence in major competencies, 99–110
for service orientation and deep responsibility, 102–3
for specific PD&F goals, 68–69
how to choose, 127
program assessment utilizing, 98
reflection and reflection writing assignments, 112–17
well-being practices, 109–10
milestones
in CBME, 57, 59
purpose and function for PD&F goals, 63
Model Rules of Professional Conduct, 5–7
Monson, Verna, 73

National Association for Law Placement Report (2021), 9, 26
National Conference of Bar Examiners survey (2020), 8, 22
new lawyers, failures as associates, 143–45
Nguyen, Quoc, 73
novice learners
problem solving, 108
reflection and writing assignments, 82, 114
self-directedness, 100–1
service orientation, 104–5
well-being practices, 110

online learning, 4
Organ, Jerome, 146

patient-centered care, 54
Pina, Thiadora, 130
portfolios, 94–96
benefits of, 95–96
E-Portfolios, 94, 95
in CBME, 95
individual reflection writing assignments, 112
practice of law
bridge building to, 141–45
bridging student goals and system needs, 138–40
competency-based education and, 57–59
internalizing PD&F goals for, 53
major competencies needed for, 1, 11–13, 32–37, 99, 118, 119
need for continuous professional development toward excellence, 30–31
PD&F goals in 1L curriculum to develop competencies, 128
problem-solving approach, 7–13
as PD&F goal, 7–13
client-centered problem-solving approach, 7–13, 103–8
competence, levels of, 107–8
fostering, 121
in law firm competency models, 26
medical education, lessons from, 53
Milestone Models for, 103
professional identity and, 30

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

professional development. *See* continuous professional development toward excellence
plans; *see* ROADMAP curriculum
professional development and formation goals, 1–27, *see also* professional identity formation
1L curriculum for, 127–29
aligning with employer needs, 141–42
assessment of, 89–93
connection to students' abilities and aspirations, 87–89
continuous professional development toward excellence, 3–4, *see also* continuous professional development toward excellence
curriculum development for, 70–72
foundational competencies, 3–4, 17–27
going where they are principle, 118–56, *see also* go where they are principle
milestones, purpose and function, 63
personal connection of student to, 87–89
principles to inform curriculum development, 64, *see also* curriculum development
problem-solving approach, 7–13, *see also* problem-solving approach
realizing benefits of, 15–16
service orientation, 4–7, *see also* service orientation
supporting formation, 37–49
understanding and integrating, 157–60
well-being practices, 13–15, *see also* well-being practices
professional identity formation, 1–3, 30–37
components, interrelationship between, 32–37
curating and coaching, 40–43
enterprise-wide support, 43–49
law faculty, role of, 37–38
law school, role of, 38–40
socialization, process of, 31–32
workable conception of, 30–31
professional judgment, 7–13
Professional Responsibility class, 85
professors. *See* law faculty and staff
proficient milestone, 58
purposefulness framework, 30–52, 64
law school's professional development, 49–53
Milestone Model and, 67
reflection and self-assessment
guided reflection, 75–82
individual reflection writing assignments., 112–16
Milestone Models for, 112–16
on core values, 133
subcompetencies, 73–74
Regan, Mitt, 9, 25
relatedness, 14, 109–10
responsibility. *See* service orientation
ROADMAP curriculum, 129–30
coaches, role of, 146–47
coaching guide for 1Ls, 146–56
main coaching goals, 151–52
process, 147–51
Question Template, 153–56
Rohrer, Lisa, 9, 25

SDT. *See* self-determination theory (SDT)
self-assessment, 72–82, *see also* reflection and self-assessment
professional development, 100
ROADMAP process for, 148–51
self-determination theory (SDT), 13–15, 82, 109
self-directed learning
defined, 151
fostering, 119
ROADMAP and, 151
sequenced progressions and assessment modules, 69–70
service orientation
as PD&F goal, 4–7, 20, 58
client-centered problem solving and, 7
fostering student growth toward, 89, 120–21
helping students grow in, 102–3
legal employers need for, 33, 142
levels of development in, 77
Milestone Model for, 102–5
professional development plan for, 129
ROADMAP guide, 146–47
Shaffer, Thomas L. & Robert S. Redmount, 29
Sheldon, Kennon, 13, 109
Shultz/Zedeck survey (2003), 7
Sisk, Greg, 5
socialization, professional identity formation and, 31–32
staff. *See* law faculty and staff
stakeholders. *See also* community building
building bridges among, 118–19
connecting with PD&F goals, 134, 158
influence of, 16

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-108-74565-9 — Law Student Professional Development and Formation
Neil W. Hamilton , Louis D. Bilionis
Index
More Information

Sternszus, Robert, 84
student portfolios. *See* portfolios
students. *See also* 1Ls
  as active agents, 58–59
  bridging goals and system needs, 138–40
  bridging personal goals and competencies, 134–35
  developmental stages of, 70–72
  disadvantaged, 4
  goals of, 134–40
  guided reflection, 75–82
  important transitions, assessment of, 85
  major transitions for, 111
  milestones for PD&F goals, purpose and function of, 63
  personal connection to PD&F goals, 87–89
  personal goals of, 81, 88
  professional development, proactive role in, 138
  ROADMAP curriculum, 129–30
  support in meeting goals of, 81
Sullivan, William M., 160
summer employment/internship experiences, 38, 39–40, 87, 111, 154–55
Susskind, Richard, 27

teamwork and collaboration, 18, 23, 95, 120, 124–25, 131–32
tea-steeping model of education, 53
technical competencies, 10
Terry, Kelly, Kendall Kerew, and Jerry Organ: Becoming Lawyers: An Integrated Approach to Professional Identity Formation, *134*
thinking like a lawyer, 1, 43, 88, 157
Thomson Reuters
  Delta model of lawyer competency, 9
  interviews and survey (2018–19), 8
  top ten competencies for successful lawyers, 19
transitions. *See* major transitions

University of Minnesota Law School, 142
University of Richmond School of Law, 128
University of St. Thomas School of Law, 128, 146

values, 133
Villanova's Charles Widger School of Law, 142–43

well-being practices, 13–15
  for 1Ls, 128
  fostering law school support for, 121
  in ROADMAP curriculum, 129
  levels of competency for, 110
  local conditions in law schools and, 120
  mentoring and coaching, 81–82
  Milestone Model for, 109–10
  professional identity formation and, 30
Whitmore, John, 76, 79–80

© in this web service Cambridge University Press & Assessment www.cambridge.org