

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

More Information

Contents

Lis	t of F	igures page	z xi
Lis	t of T	ables	xii
Ack	knowl	edgments	xiv
1	and	oduction: The Four Foundational Professional Development Formation (PD&F) Goals and Their Benefits for Students, ulty, Staff, and Administrators	1
	1.1	The Benefits of a More Effective Curriculum to Foster PD&F Goal 1: Each Student's Ownership of Continuous Professional Development toward Excellence at the Competencies That Clients, Legal Employers, and the Legal System Need The Benefits of a More Effective Curriculum to Foster PD&F	3
		Goal 2: Each Student's Deep Responsibility and Service Orientation to Others, Especially the Client	4
	1.3	The Benefits of a More Effective Curriculum to Foster PD&F Goal 3: Each Student's Client-Centered Problem-Solving Approach and Good Independent Professional Judgment That Ground Each Student's Responsibility and Service to the	
	1.4	Client The Benefits of a More Effective Curriculum to Foster	7
	1.5 App	PD&F Goal 4: Student Well-Being Practices Realizing These Benefits at Your School sendix A A Summary of the Empirical Studies That Define the Foundational Competencies That Clients and Legal Employers Need	13 15



2

3

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

More Information

viii Contents

A F	ramew	ork for Purposefulness to Realize the Four Professional				
		ent and Formation Goals	28			
2.1	How	to Think about Professional Identity Formation	30			
	2.1.1	Choose a Workable Conception of Professional				
		Identity	30			
	2.1.2	See the Formation of Professional Identity as				
		Principally a Process of Socialization	31			
	2.1.3	Recognize the Components of Professional Identity				
		Formation and the Interrelationship between				
		Them – and the Significance of Competencies	32			
2.2	How	to Think – and Not Think – About Supporting				
	Profe	ssional Identity Formation	37			
	2.2.1	Think First and Foremost of the Student's				
		Socialization and Formation Experiences: What				
		Law Faculty Do Is Important, but Only One of Many				
		Means to the End	37			
	2.2.2	Think about Taking Responsibility and Asserting				
		Leadership: What Law Schools Can Do Is Not Limited	to			
		"Teaching" by the Faculty	38			
	2.2.3	Think about Curating and Coaching: Teaching Is Not				
		Limited to the Transmission of Expert Knowledge	40			
	2.2.4	Think Enterprise Wide: Professional Identity	-			
		Formation Support Already Occurs throughout				
		the Law School and Can Serve – Rather Than				
		Detract from – Established Goals and Priorities	43			
2.3	How	to Advance the Law School's Own Professional				
	Deve	lopment	49			
	2.3.1	Support the Law School's Own Professional				
		Development	49			
	2.3.2	Be Purposeful in Project Management	50			
	2.3.3	Nurture Relationships and Collaborations	51			
	2.3.4	Understand Lessons Learned from Medical Education	52			
Cor	mneter	ncy-Based Education as Another Step in				
		lness – Lessons Learned from Medical Education's				
		ars of Additional Experience with Professional				
	ent and Formation Goals	53				
	-		25			
3.1	cal Education's Move toward Defining Core					
Competencies and Stages of Development on Each						
Competency						



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

		Contents	ix
	3.2	Lessons Learned in Moving toward Competency-Based Medical Education (CBME)	55
	3.3	Applying Lessons Learned from CBME to Legal Education	60
4	Ten Principles to Inform Curriculum Development		
	4.1 4.2	Principle 1 Milestone Models Are Powerful Tools Principle 2 Sequenced Progressions of Curriculum and	67
		Assessment Modules Are Powerful Tools	69
	4.3	Principle 3 Go Where They Are	70
	4·4 4·5	Principle 4 Reflection and Self-Assessment Are Powerful Tools Principle 5 Mentoring and Coaching Are Powerful Tools	72
	4.6	to Be Combined Principle 6 Major Transitions Are Pivotal to Development –	75
	4.0	and Major Opportunities for Support	82
	4.7	Principle 7 Connect Professional Development and	~ _
	• /	Formation to the Student Personally	87
	4.8	Principle 8 Think Very Differently about Assessment on	
		PD&F Goals	89
	4.10	Principle 10 Program Assessment on PD&F Goals Becomes	94
		Clear and Manageable if Principles 1 through 9 Are Heeded and Implemented	96
	App	endix B Milestone Models for All Four PD&F Goals	99
		endix C Further Research Needed on the Major Transitions for Law Students	
	App	endix D Milestone Model on Reflection and Reflection	111
	, . PP	Writing Assignment Grading Template	112
5		ng Where Each Major Stakeholder Is and Building Bridges	
		ng Them in Order to Realize the Four Professional	0
		elopment and Formation Goals	118
	5.1	Assess Local Conditions with Respect to the Faculty, Staff, and Administrators	110
	5.2	Build a "Coalition of the Willing"	119
	5· 2 5·3	Build a Learning Community of Faculty and Staff	121
	77	Interested in Any of the Four PD&F Goals	122
	5.4	Always "Go Where They Are" with Respect to Faculty,	
		Staff, and Administrators	123
	5.5	Repeatedly Emphasize the Value and Importance of	
		"Curating"	124

Contents



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

> Contents X

	5.6	Recog	mize the Scope of the Challenge in Fostering a Shared	
			rstanding among Faculty, Staff, and Administrators	
			the Stages of Student Development on Competencies	
		beyon	d Those Most Familiar to Law Schools. Focus on	
		Gradu	al Small Steps Tailored to Local Conditions	125
	5.7	Emph	asize That There Are Many Successful Examples	
		That (Can Be Followed or Adapted to Foster Student Growth	
			d Later Stages of the Four PD&F Goals – and Draw	
		from	Гћет	126
		5.7.1	A Milestone Model on the Goal/Learning Outcome	
			That Is of Most Interest Given Local Conditions	127
		5.7.2	A Required PD&F Curriculum in the 1L Year	127
		5.7.3	A Requirement That Each Student Create and	
			Implement a Written Professional Development	
			Plan with Coaching Feedback (the ROADMAP	
			Curriculum)	129
		5.7.4	A 1L Constitutional Law Curriculum That Also	
			Fosters Student Professional Development and	
			Formation	131
		5.7.5	A 1L Required Course on the Legal Profession	132
		5.7.6	A PD&F Curriculum Development Resource to Be	
			Published in 2022	134
	5.8		here the Students Are to Build a Bridge from Their	
			nal Goals to the Competencies That Clients, Legal	
		_	oyers, and the Profession Need	134
		/	What Are the Students' Goals?	135
		5.8.2	What Are the Competencies That Clients, Legal	
			Employers, and the Profession Need?	136
		5.8.3	Building a Bridge of Coordinated Curricular	
			Modules to Connect the Students' Goals to Client,	_
			Legal Employer, and the Profession's Needs	138
	5.9		There the Legal Employers, Clients, and Profession	
			nd Build a Bridge Demonstrating That the Law School's	
			nates Are at a Later Stage of Development on the	
		-	petencies Employers, Clients, and the Profession Need	141
	Appe	ndix E	9	_
			ROADMAP	146
6	The	Oppor	tunity to Lead	157
Inde:	x			161