

The Risks & Rewards of Clinical Legal Education Programs:

A Joint Conference of the International Journal of Clinical Legal Education
and the Association for Canadian Clinical Legal Education

July 10 - 12, 2016 • University of Toronto, Faculty of Law



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Welcome

IJCLE's 14th Annual Conference



Welcome to the International Journal of Clinical Legal Education Conference

Welcome to the 14th annual IJCLE conference and our first conference in Canada and on the North American continent. Following our successful second collaboration with GAJE in Turkey last year, we have now staged conferences on every continent other than North and South America. We are very grateful to the University of Toronto and the Association for Canadian Clinical Legal Education for collaborating with us in the hosting of this conference continuing our now well established tradition of working with clinical associations around the globe (so far in Europe, South Africa and Australia).

The Risks and Rewards of Clinical Legal Education

As the Clinical movement continues to grow and prosper in so many regions and our discourse matures, the theme of this year's conference encourages reflection upon the nature of the rewards and risks inherent in clinical legal education. We have always asked questions about what we know about these risks and rewards but we are now seeing more debate on how we can explore these in ways which provide rich, diverse and reliable evidence. As ever, I expect to come away from the formal sessions inspired by new ideas and perspectives while gaining as much from simply meeting and conversing with so many colleagues from across the globe – sharing what we have in common and learning from the different contexts in which we work.

And Finally Thank You

I would like to take this opportunity to thank Lisa Cirillo and Cheryl Milne our colleagues at the University of Toronto who have put so much effort into the hosting of this year's conference. As is always the case, it is the local hosts who work so hard to get the basic logistics right but who also succeed in providing wonderful venues, events and trips. From the conference theme through to the structure of the sessions and decisions about papers and keynotes, it has been a pleasure to collaborate with Lisa and Cheryl. Maureen Cooke, our professional support manager at Northumbria, has as always provided sterling administrative support. Thanks also to Dr. Elaine Hall who has led both the significant development of the journal over the last couple of years and the work for this year's conference.

Jonny Hall

Associate Dean Learning and Teaching, Faculty of Business and Law, Northumbria University

Welcome

ACCLE's 7th Annual Conference



On behalf of the Association for Canadian Clinical Legal Education and the Faculty of Law at the University of Toronto, I am delighted to welcome you to ACCLE's 7th Annual Conference.

This conference is our first foray into co-hosting and it has been our privilege and pleasure to join forces with the International Journal of Clinical Legal Education (IJCLE). This collaboration has allowed ACCLE to significantly expand our reach and our networks. With over 220 registrants at the time of writing, 2016 will be our biggest and most ambitious conference to date. We are very excited by the breadth and depth of the program, the tremendous diversity of participants, and the opportunities to form new and lasting connections with clinical colleagues around the globe.

A conference of this size and complexity is a long time in the making. For sixteen months, our Conference Steering Committee – Jonny Hall, Dr. Elaine Hall and Maureen Cooke, from Northumbria University and Cheryl Milne, Jennifer Tam and myself from the University of Toronto – met regularly by Skype and exchanged hundreds of emails on every detail of the conference, big and small. On behalf of the ACCLE Board, I want to extend my deep gratitude to this amazing group of people – each and every one worked so hard to pull this event together. In particular, I want to acknowledge Cheryl Milne, Director of the Asper Centre for Constitutional Rights, who first connected ACCLE with the IJCLE, and who has worked tirelessly on this conference.

Lastly, thanks so much to all of you for your participation in this event. We know that your time is precious and that many of you travelled thousands of kilometers to attend. We are honoured that you chose to join us.

I hope that each of you will come away from our time together renewed, challenged, inspired and eager to get back to the critically important work of clinical legal education.

Lisa Cirillo

President, ACCLE

Executive Director, Downtown Legal Services

General Information

CITY OF TORONTO

Welcome to Toronto!

Toronto is Canada's largest city, the fourth largest in North America, and home to a diverse population of about 2.8 million people. It's a global centre for business, finance, arts and culture and is consistently ranked as one of the world's most livable cities.

Toronto is one of the most multicultural cities in the world. Over 140 languages and dialects are spoken here, and just over 30 per cent of Toronto residents speak a language other than English or French at home.

For more information about Toronto, and to help you in planning your stay, we recommend you visit Tourism Toronto (<http://www.seetorontonow.com/>) or the City of Toronto's website (the Visiting Toronto page: <http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=3a7132d0b6d1e310VgnVCM10000071d60f89RCRD>)

For more information about things to do and where to eat, see Toronto's top 10 lists at pages 75 - 77 at back of program.

TRANSPORTATION

Subway

The Faculty of Law is at the Museum Subway Station on the University Line.

How to get from Pearson Airport to the University of Toronto

Union Pearson Express is a dedicated air-rail link that travels from Toronto Pearson International Airport to Union Station in the heart of downtown Toronto. The trip only takes 25 minutes, with trains leaving every 15 minutes, at a cost of \$12.00 one way for adults. There are also stops at Bloor and Weston subway stations. From Union Station you can take the University line subway to the Museum Stop. Taxis from Pearson Airport to the Faculty of Law will generally cost a flat rate fare of \$53.00 (ask for the flat rate); airport limos will cost slightly more.

How to get from Billy Bishop Airport (Toronto Island) to the University of Toronto

There is a free Porter shuttle from the island airport to a stop just east of Union Station. From there you can walk to Union Station and take the University Line to the Museum Subway Station. Taxis from the island airport to the Faculty of Law can cost \$15.00 - \$20.00 depending upon the traffic.

Getting around the city

TTC (subway, bus and streetcar) cash fare is \$3.25 one way for adults. You can save by purchasing tokens or a day or weekly pass depending upon the length of your stay and how frequently you intend to travel. The Faculty of Law is beside the Museum Subway Station. Taxis are generally available to be hailed on the major streets in Toronto.

General Information continued

CONFERENCE LOCATION and ROOM ASSIGNMENTS

All of the conference events will take place at the downtown campus of the University of Toronto and are within easy walking distance.

The conference breakfasts, lunches and concurrent sessions will be held at the the Faculty of Law, in the Jackman Law Building and Flavelle House (78 Queen's Park on the west side), or Falconer Hall (84 Queen's Park). Detailed information about the concurrent sessions, as well as room locations, can be found in this program. The two keynote addresses will be delivered in Isabel Bader Theatre, at Victoria College (93 Charles St W), which is across the road from the Faculty of Law. You can find a campus map online here: <http://map.utoronto.ca/#>

Note: The Jackman Law Building and Flavelle House is still in the final stages of construction. This is the first major event being held in the new space. Please excuse any minor imperfections in our beautiful new building.

WIFI ACCESS

All conference attendees have access to the University of Toronto Wi-Fi service:

Username: **lawguest**

Password: **asdf1234**

LOST AND FOUND

At registration table.

SPEAKERS' GIFTS

The IJCLE and ACCLE wish to thank all of our presenters for their participation in this conference. In lieu of speaker gifts, and in appreciation for the contributions of our keynote speakers and all of our presenters, the organisers will be making a donation to the YWCA Toronto and YWCA Canada. The YWCA is an international organization dedicated to improving the lives of women and girls around the world.

OUR SPONSORS

This conference is generously supported by the University of Toronto Faculty of Law. We also extend our thanks and appreciation to **Thompson Reuters** for sponsoring our lunch on Monday and for printing both the conference brochure and this program. Thompson Reuters has been a consistent supporter of ACCLE's conferences over the years.

QUESTIONS?

If you have any questions or concerns, please speak to your local hosts, Lisa Cirillo (lisa.cirillo@utoronto.ca) or Cheryl Milne (cheryl.milne@utoronto.ca).

Keynote Speakers

IJLCE and ACCLE are delighted to welcome **Sarah Buhler**, Assistant Professor, University of Saskatchewan College of Law (Canada), and **Adrian Evans**, Professor, Monash University (Australia) as our keynote speakers for this conference.



DAY 1 KEYNOTE SPEAKER:

Sarah Buhler

Assistant Professor, University of Saskatchewan College of Law

Sarah Buhler is an Assistant Professor at the University of Saskatchewan College of Law. Prior to joining the faculty at the College of Law, she served as the Executive Director and Supervising Lawyer at Community Legal Assistance Services for Saskatoon Inner City (CLASSIC) and worked in private practice in Saskatoon.

Sarah graduated from Osgoode Hall Law School in 2002 and was called to the Bar in Saskatchewan in 2003. She is the recipient of the University of Saskatchewan Award for Distinction in Outreach and Engagement and of the Provost's Award for Outstanding Teaching and Educational Leadership in the College of Law. She is a member of the Law Society of Saskatchewan.

Sarah teaches and researches in the area of clinical law, access to justice, and legal ethics and professional responsibility and is the co-author (with Sarah Marsden and Gemma Smyth) of *Clinical Law: Practice, Theory, and Social Justice Advocacy* (Emond, 2016).

Keynote Speakers



DAY 2 KEYNOTE SPEAKER:

Adrian Evans

Professor, Monash University, Faculty of Law

Adrian Evans has taught, practised law and consulted in a clinical legal education context for thirty-five years at LaTrobe and Monash Universities, Australia.

He was coordinator of *Springvale Legal Service Inc.* from 1988-2000, the largest Australian clinical site. He is both an academic and a lawyer, with teaching responsibilities in clinical case supervision, legal systems and legal ethics. Adrian supervises in one of the Monash general practice clinics and was the national project leader in the development and 2013 publication of *Best Practices: Australian Clinical Legal Education*. These best practices have since been adopted by the Council of Australian Law Deans.

Adrian has published in relation to clinical legal education, ethics for lawyers and law firms, 'quality' clinical-traditional links in law teaching, client attitudes to lawyers, the values of legal practitioners, monitoring and controlling lawyer corruption and the ethical environment in which lawyer's fidelity compensation is addressed locally and internationally.

Adrian is a recipient of the Monash Vice-Chancellor's Award for Distinguished Teaching. His latest book is *The Good Lawyer*, Cambridge University Press, Melbourne, 2014.

Professor Evans will be joined in this keynote plenary by two colleagues, Ross Hyams and Kate Seear.

Keynote Speakers

Ross Hyams is a practising solicitor and Senior Lecturer in Law. He has been an integral member of the Faculty's clinical legal education program since 1990. In 2004, he was awarded the Law Institute of Victoria President's Inaugural Community Lawyers' Award in recognition of outstanding contributions made within the legal profession and beyond. In 2008, he was the recipient of the inaugural Law Faculty Award for Teaching Excellence.

Ross is the co-author of *Non-Adversarial Justice* (with King M, Freiberg A and Batagol B), (2nd ed, 2014) and *Practical Legal Skills* (4th ed, 2014). His teaching, research and publication expertise are in the areas of family law, non-adversarial justice, clinical legal practice and legal education.

Dr. Kate Seear is a Senior Lecturer in Law at Monash University, Australia. She is the Academic Director of Springvale Monash Legal Service – Australia's largest site for clinical legal education – and the Co-convenor of Legal Practice Programs in the Faculty. She holds a prestigious ARC DECRA Fellowship; through this fellowship she is currently undertaking a large-scale international comparative study into addiction and the law. This research combines insights from sociology and feminist theory with learnings from legal ethics, to consider the impact of legal processes and practices on disadvantaged and marginalised populations.

Conference Program At a Glance

Sunday, July 10th, 2016

10:30am-12:50pm	Registration
11:45am-12:50pm	Lunch
1-1:30pm	Welcome and Conference Opening
1:30-2:30pm	OPENING KEYNOTE ADDRESS: <i>Clinics in a Dangerous Time</i> Sarah Buhler , University of Saskatchewan College of Law, Canada
2:30-2:45pm	Break
2:45-4:15pm	Concurrent Paper Presentations
4:15-4:30pm	Refreshment Break
4:30-6pm	Concurrent Paper Presentations
6-8pm	Conference Barbeque (pre-registration required)

Monday, July 11th, 2016

8:30-9am	Breakfast
9-10:30am	Concurrent Paper Presentations
10:30-11am	Refreshment Break
11am-12:30pm	Concurrent Seminars
12:30-1:30pm	Lunch
1:30-3pm	KEYNOTE ADDRESS: <i>Resolving the irresolvable? A controversial approach to reconciling client service with student learning inside live-client clinics</i> Adrian Evans , Monash University, Australia
3-3:30pm	Refreshment Break
3:30-5pm	Concurrent Seminars
6:30-10pm	Conference Dinner at Hart House (pre-registration is required)

Conference Program at a Glance continued

Tuesday, July 12th, 2016

8:30-9am	Breakfast
9-10:30am	Concurrent Paper Presentations
10:30-11am	Refreshment Break
11am-12:30pm	Concurrent Long Papers
12:30-1:30pm	Lunch
1:30-3pm	Concurrent Symposiums
3-5pm	Closing Reception

Wednesday, July 13th, 2016 - Optional Events

9am-6pm	Optional Day Excursion to Niagara Falls (pre-registration required)
9-11am	ACCLE Membership Breakfast (pre-registration required)

Programme de la Conférence

Dimanche 10 juillet 2016

10 h 30 – 12 h 50	Inscription
11 h 45 – 12 h 50	Dîner
13 h – 13 h 30	Mot de bienvenue et ouverture de la conférence
13 h 30 – 14 h 30	CONFÉRENCE D'OUVERTURE : <i>Les cliniques en situation périlleuse</i> Sarah Buhler , College of Law de l'Université de la Saskatchewan, Canada
14 h 30 – 14 h 45	Pause
14 h 45 – 16 h 15	Présentations d'exposés simultanés
16 h 15 – 16 h 30	Pause de rafraîchissement
16 h 30 – 18 h	Présentations d'exposés simultanés
18 h – 20 h	Barbecue de la conférence (préinscription obligatoire)

Lundi 11 juillet 2016

8 h 30 – 9 h	Dejeûner
9 h – 10 h 30	Présentations d'exposés simultanés
10 h 30 – 11 h	Pause de rafraîchissement
11 h – 12 h 30	Séminaires simultanés
12 h 30 – 13 h 30	Dîner
13 h 30 – 15 h	DISCOURS PRINCIPAL : <i>Résoudre l'insoluble? Une approche controversée pour réconcilier le service à la clientèle avec l'apprentissage des étudiants au sein de cliniques en contact direct avec les clients</i> Adrian Evans , Université Monash, Australie
15 h – 15 h 30	Pause de rafraîchissement
15 h 30 – 17 h	Séminaires simultanés
18 h 30 – 22 h	Souper conférence à Hart House (préinscription obligatoire)

Programme de la Conférence

Mardi 12 juillet 2016

8 h 30 - 9 h	Dejeuner
9 h - 10 h 30	Présentations d'exposés simultanés
10 h 30 - 11 h	Pause de rafraîchissement
11 h - 12 h 30	Longs exposés simultanés
12 h 30 - 13 h 30	Dîner
13 h 30 - 15 h	Symposiums simultanés
15 h - 17 h	Réception de fermeture

Mercredi 13 juillet 2016 – Événements facultatifs

9 h - 18 h	Journée facultative d'excursion aux chutes Niagara (préinscription obligatoire)
9 h - 11 h	Déjeuner des membres de l'ACCLE (préinscription obligatoire)

Detailed Conference Program

Day One: **Sunday, July 10, 2016**

10:30 am – 12:50 pm **Registration**

Registration will take place in the atrium of the Jackman Law Building and Flavelle House, Faculty of Law (78 Queen's Park)

11:45 am – 12:50 pm **Lunch**

Lunch will be served buffet style in the atrium. Guests are invited to eat inside or take their lunch to the large tent that has been set up on the back lawn of the law school.

Following lunch, guests will need to cross Queen's Park to **Isabel Bader Theatre**, Victoria College, University of Toronto (93 Charles St W) for the opening ceremonies and first keynote address.

1:00 – 1:30 pm **Welcome & Conference Opening**

Lisa Cirillo, President of the Association of Canadian Clinical Legal Education and Executive Director of Downtown Legal Services and Cheryl Milne, Executive Director of the David Asper Centre for Constitutional Rights, will open the conference and offer a few words of welcome.

Jonny Hall, Board member of the International Journal of Clinical Legal Education will greet the conference and offer a few words about the purpose and values of clinic, clinical research and our partnerships.

We are honoured to invite Shannon Holmes, Aki Ikwe (Earth Woman), Traditional Teacher and Founder & Facilitator of Indigenous Learning Circle Guelph, to offer an Aboriginal welcome to our guests.

1:30 – 2:30 pm **Opening Keynote Address by Sarah Buhler, Assistant Professor** (University of Saskatchewan College of Law)

Clinics in a Dangerous Time

Our world seems increasingly defined by perpetual risk and crisis. The specters of environmental crises, economic collapse and endless wars hang heavy over all – with the risk to marginalized people increasing as a result.

Day 1: Sunday, July 10, 2016 continued

Where and how are legal clinics situated in this risk-filled world? Because they work directly with people affected by larger global forces and their local manifestations (police and carceral violence, homelessness, poverty), clinics can bear witness to the injustices flowing from our current order. But clinics can also be sites for actively imagining and practicing justice: this can be both a reward and challenge for law students, clinical lawyers and our community allies.

Professor Buhler will draw on a wealth of experiences, including: a community justice class hosted by Community Legal Assistance Services for Saskatoon Inner City (CLASSIC); CLASSIC's ongoing project for "decolonizing legal practice"; the University of Saskatchewan College of Law's legal clinic, and; a research project wherein community members shared their views on the role of clinics in achieving justice.

2:30 – 2:45 pm

Break

Participants will return to the Faculty of Law for the afternoon sessions.

2:45 – 4:15 pm

CONCURRENT PAPER PRESENTATIONS 1

SESSION A: **Clinic Governance**, Room J140

Public interest law initiative – catalyzing clinic

Kate Fischer Doherty, *University of Melbourne*; Claire Carroll, *Monash University, Australia*

The Public Interest Law Initiative (PILI) was launched at Melbourne Law School in 2012. Since then PILI has grown exponentially and has introduced a suite of seven clinical subjects including in-house clinics, internships (externships), agency clinics, a community education clinic and some innovative, new generation clinical models. In this session, we will introduce you to the umbrella structure which forms PILI's fundamental organizing principle. We will share what we consider to be the benefits of the structure in terms of clinical identity and literacy in the context of a young and rapidly evolving clinical program. We will also explore some of the challenges we have encountered in catalysing different clinics. We will specifically address issues of clinical governance, emphasising the importance of stakeholder management. The session will include a screening of the PILI video *Making a Difference*.

The governance of clinics: what are the advantages and challenges for three alternative models?

Ewelina Milan, *Lazarski University, Poland*

This presentation will seek to address the question of how different organisational structures of a legal clinic can be combined with the application of Learning Outcomes. We will discuss which of these structures is most satisfactory for the clients of the Legal Clinic and assess the issues possessed by the different structures to the host institution. This will be achieved through examining the experiences of the Coordinator and two students of a Legal Clinic based in Warsaw, Poland.

The clinic as an 'access to justice laboratory': to what extent is the formation of an Alternative Business Structure consistent with the wider mission of a university?

Nick Johnson, *Nottingham Trent University, UK*

The Legal Service Act 2007 ("the Act") gave non-lawyers offering legal services in England and Wales the opportunity to own and manage legal practices. The Act envisaged legal services being provided alongside other related services to members of the public. This regulatory regime expressly aimed to promote greater access to justice and legal services.

In response, a variety of bodies have set up practices outside of the traditional model with varying degrees of success. The creation of a University law school ABS was partly a reaction to potential regulatory threat created by the Act in regulating reserved business. However, this paper will explore the wider conceptual basis for establishing an ABS and how this fits with the wider research and education mission of a University.

SESSION B: **Unmet Need**, Room P115

Legal Essex: mapping unmet legal need

Richard Owen, *University of Essex, UK*

The Essex Law Clinic was launched in 2008 but recently a decision has been taken to expand it. The intention has been to involve the students fully in this expansion and they have been encouraged to think creatively about how the Clinic can most effectively deliver its services.

As a result, they have been involved in an ongoing project which will map legal need initially in the vicinity of the university but over time the exercise will include the whole of the county of Essex. The project draws on the fact that the students are 'digital natives' and will have the necessary creativity to devise new solutions for meeting currently unmet legal need.

Qualitative assessments will be made of the data which is produced to identify legal advice deserts. It also will provide information on the effect of civil legal aid cuts introduced in April 2013.

A family court helpdesk: vital service or letting the government off the hook?

Lucy Yeatman, *University of Greenwich, UK*

Following the removal of legal aid in England and Wales from private law disputes over children there has been an increase in the number of litigants in person accessing the courts. In partnership with the East London Family Court, we offer a support service to unrepresented litigants at the first hearing in child dispute cases. Students work in the court, assisting clients with filing paperwork, drafting statements and accompany them into court to take notes and provide a written summary of orders made following the hearing. Students work largely unsupervised but with a lecturer present to ask questions if needed.

In this paper I will consider:

- the risks of allowing young and inexperienced students to work in a busy and emotionally fraught court setting
- whether litigants benefit from support that falls short of legal advice and advocacy
- the educational benefits to students

Street Law in the North of Russia

Vera Gulina, *Northern Arctic Federal University, Russia*

The presentation will focus on Street Law activities in the North of Russia: normative regulation of this sphere, form and methods of working, problems and perspectives of Street Law in Russia.

SESSION C: **Pedagogy and Skills**, Room J125

Vertically Integrated and Embedded Clinical Legal Education – using first-year clinic placements to assist students in making links with the realities of future practice

Jocelyn Milne, *Flinders University, Australia*

Clinical legal education intentionally brings together students' academic, personal and professional identities, equipping them to manage their own responses to the challenges of legal practice. Supporting their development into empathetic, compassionate and resilient future practitioners is particularly important in light of the increasing evidence of the prevalence of mental distress and mental illness in the legal profession.

This presentation reports on an innovative pedagogical approach aimed at strengthening professional quality of life in clinic interns as emerging legal practitioners. In 2014, Flinders Legal Advice Clinic incorporated explicit training in dealing with difficult subject matter and clients, using concepts of 'emotional labor' and 'vicarious resilience'. The training includes a session entitled 'Professional Quality of Life: Building resilience' addressing both vicarious trauma and vicarious resilience. This approach has proved valuable not only to students but to staff who must manage their own emotional responses whilst simultaneously modelling appropriate emotional responses for students.

What evidence is there of clinical legal education providing our students with the necessary skills and attributes for a legal career?

Rachel Ann Dunn, *Northumbria University, UK*

Legal skills, attributes and knowledge are becoming increasingly important to provide our students with before they go on to practice law, allowing them to gain professional and practical skills as well as academic skills. My PhD focuses on live client clinics and their contribution to legal education, particularly the skills they can provide students with, collecting and exploring data within Europe.

This session explores the literature in this area, which was searched, analysed and synthesised, using the strict systematic review methodology. It will discuss the findings of my systematic review, particularly which skills and attributes are **both** seen as necessary in the literature for a lawyer to start practice competently **and** demonstrably provided

through clinical legal education. It will explore whether there is a coherent message in the clinical literature of what skills, attributes and knowledge are needed for our students and whether clinic provides them.

“Legal Reasoning” to “Skill Training”: the andragogic evolution of clinical legal education and law clinics

Supriyaa Aery and S. Lakhvir, *PAAJAF Foundation, Ghana*

The two parochial focused questions; ‘*How future lawyers are taught*’ and ‘*for what purpose lawyers are taught*’ have been shaping methods and techniques in legal education from its foundation. What I am interested in is identifying the boundaries of not so defined equilibrium of theory and practice perspective in indoctrinating clinical legal education from 2016 and onwards. What role does ‘choice’ plays in drafting curriculums? How far the choice does affect the ‘*idea content*’? In the next part, the paper discusses the relevance of thematic proprietaries of *Langdell or Keener or Harvard* method to explore the substantive equation of law for society and legal education to identify teaching methodology for the current Indian Clinical Legal Education. It’s argued that by following this substantive equation, ‘*legal reasoning*’ and ‘*skill training*’ shall have elements of theory and practice.

The paper concludes by exploring that above mentioned two parochial questions define forthcoming course of clinical legal education and relevance of law clinics in access to justice.

SESSION D: **Working with Communities**, Room J130

Beyond reconciliation: decolonising and indigenising clinical legal education

Patricia Barkaskas, *University of British Columbia, Canada*

Given the Truth and Reconciliation Committee’s Calls to Action directly addressing legal education in Canada, I propose we must confront the legacy of colonization by decolonizing and Indigenizing legal education. Discussing the Indigenous Community Legal Clinic program at the Peter A. Allard School of Law, University of British Columbia, I examine how integration of critical decolonial approaches in both the academic and practical aspects of the clinical legal program interrupts normative legal education and challenges colonial hegemony. The ICLC program promotes Indigenous clients’ needs as providing direction to students’ approaches to clients’ legal issues. Working with clients to include specific Indigenous legal

values in resolving their legal matters is a purposeful decolonial strategy that Indigenizes the legal system. Teaching students Indigenous legal theory and methodology and ensuring they listen to their clients assists in destabilizing established patterns of power in relations between Indigenous peoples and the Canadian legal system.

The risks and rewards of establishing and running university-based law clinic programs in South Africa: some lessons for developing countries

David McQuoid-Mason, *University of KwaZulu-Natal, South Africa*

SESSION E: **Partnerships**, *Solarium, Falconer Hall*

Partnerships in pro bono – students and lawyers – great alone but even better together!

Victoria Speed, Jessica Austen and Tony Martin, *BPP University, UK*

University students can be a valuable resource for pro bono services in the community, particularly when working in partnership with qualified lawyers. We've surveyed lawyers, students and law centres involved in such partnerships and this session will explore their views on the effectiveness or otherwise of the project including risks, rewards and tips. Attendees will then work in groups to create a framework for how to develop such partnerships including preparing starter packs of documentation and rules for use by student pro bono providers (using BPP's own expertise and documentation as guidance).

Finding our place – expanding access to justice through community partnerships

Doug Ferguson, *The University of Western Ontario, Canada*

This presentation is intended to explore the process whereby Community Legal Services at Western University in London, Ontario, Canada has dramatically expanded its range of services (and thereby providing access to justice) over the past decade through a variety of community partnerships and consultations.

The addition of these new services was achieved by offering services that complemented or supplemented existing services, and through creative partnerships with community organizations. We will look in some detail at the development of areas of legal services where a partnership or complementary service were the key to success.

Day 1: Sunday, July 10, 2016, 2:45-4:15pm Concurrent Paper Presentations I

Finally, we will discuss the essential concept how partnerships create leverage. Leverage allows law school clinics to significantly expand their ability to reach more people in need. There are many untapped sources of partnerships that will enable law school clinics to provide an expanded program and better access to justice.

The risks and rewards of clinical partnerships

Chris Smith, *Sunderland University, UK*

This paper will explore three partnership models employed at Sunderland Student Law Clinic:

- ‘Drop In’ Surgeries which see us facilitate weekly advice surgeries rotating between our offices and those of a local firm whose solicitors supervise the service
- Formal collaboration agreements under which a family law solicitor employed with a local law centre is based in our clinic providing advice and representation to client in our community whilst providing supervision to students in that area
- Outsourcing arrangements under which we support a small legal advice and representation charity in London which advises prisoners from across the UK, whereby we assist in responding to some of the 4000 letters that the charity receives from prisoners each year

The paper will explore the potential risks and rewards of these partnerships as perceived by staff of each organisation, students, clients and the Solicitors Regulation Authority.

4:15 – 4:30 pm

Refreshment Break

Please join us for snacks and beverages in the atrium of the Jackman Law Building.

4:30 – 6:00 pm

CONCURRENT PAPER PRESENTATIONS 2

SESSION A: **Rights & Protection**, *Room J140*

Clinical legal education and effective consumer protection

Dr. Laura Bugatti, *University of Brescia, Italy*

Faced with the increased complexity of markets and of the legal framework, Legal Clinics can play a key role ensuring the protection of the consumers at different levels and

stages. For this reason, part of the University of Brescia's legal clinical activities' have been recently devoted to Consumer Law. The Consumer Clinic works closely with local Consumer Associations in order to guarantee a high level of consumer protection to the local community, both in terms of prevention - providing information in order to avoid future legal problems - and in terms of remedies - ensuring that the Consumers' rights are properly enforced. Considering the Brescia CLE experience, the present paper aims at investigating: 1. how the different clinical activities may respond to specific consumers' needs and how we can combine them into a single clinical teaching; 2. the role of the Clinical Educators in improving global justice through individual consumer representation.

Do you really get what you pay for? Quality and pro bono advice

Tony Martin, Victoria Speed and Jessica Austen, *BPP University, UK*

Whilst it may be relatively easy to debunk the myth that high cost equals high quality, it is difficult to entirely escape from the perception that you get what you pay for.

As pressure grows to provide more pro bono advice in areas of need previously met by state funded lawyers, there is a risk that quality will fall or - which may be just as harmful - the perception that free legal advice means low quality will grow. We, therefore, need not only to maintain quality, but to demonstrate a commitment to quality.

Drawing on our experience of obtaining the Advice Quality Standard for our clinic, we will consider the benefits of quality assurance standards. We will open up the discussion on the use of such schemes elsewhere.

Social enterprise legal clinic – less risk for more rewards?

Victoria Gleason, *Northumbria University, UK*

In recent years there has been a rise in the number of clinics expanding their clinical provision, with some clinics now advising businesses, charities and social enterprises. Using the experiences of stakeholders of the Student Law Office (SLO) at Northumbria University as a case study, this paper will examine the perceived risks and rewards involved in charity and social enterprise clinic. Do stakeholders regard this type of work as being as rewarding as traditional clinical work? Much of what the legal advice charities and social enterprises require is non-contentious, diverging from the contentious focus of many clinics. Whether the participants view this type of clinic, generally without court

imposed deadlines and the threat of losing a case, as being less risky will be scrutinized. Is it a case of less risk for more rewards or do participants feel there is anything 'missing' in charity and social enterprise clinic?

SESSION B: **Women's Clinics**, Room J125

Pains and Gains of a gender-based law clinic – the women's law clinic of the Faculty of Law, University of Ibadan as case study

Omolade Olomola, *University of Ibadan, Nigeria*

This session highlights the challenges associated with law clinics generally and the peculiar challenges and benefits of a gender-based clinic. This paper seeks to identify the problems associated with the running of a gender-based law clinic of the Women's Law Clinic of the University of Ibadan, Nigeria. The essence of clinical legal education is to expose law students to the art and practice of law through engaging in real cases and helping the public receive a service they might not otherwise access. In a specialized clinic where the students are directly exposed to live clients, confidentiality may be compromised and bias against a particular gender may also occur in the minds of the populace. This makes the task of using clinic methodology to educate students onerous. This session therefore, will attempt to discuss the benefits of clinical model and challenges involved in a gender-based clinic.

"I didn't think this happened anymore" – the student experience in discrimination law clinics

Dianne Anagnos, *University of New South Wales, Australia*

Kingsford Legal Centre has been specialising in anti-discrimination and employment law for over a decade. Our clinical legal students are involved in all aspects of our anti-discrimination and employment advice and representation clinics. For our students their involvement in the clinic is often their first exposure to clients from marginalised groups or clients who have suffered from discrimination. Many students are shocked at the pervasiveness of discrimination, particularly in sexual harassment, pregnancy and race discrimination cases. This presentation will focus on the students' experiences of working with clients who have been discriminated against and how best to supervise students in these clinics, particularly in encouraging them to reflect on their experiences.

SESSION C: **Student & Teacher Performance**, *Solarium, Falconer Hall*

Practice-based legal education and cognitive load theory – a marriage made in heaven?

Caroline Gibby, *Northumbria University, UK*

This session looks at how Cognitive Load Theory could support affective learning in a practice based environment. Understanding how students can develop learning strategies to support the application of key principles to simulated / live client situations is important. I explore whether the application of CLT really does make it possible for students to scaffold their understanding of the law, practice and in many respects professionals behaviour, by creating schema which can be used for progression to clinical legal education practice and then practice itself.

There are some real concerns with this approach to learning: firstly, it creates significant cognitive load which students are not able to manage: secondly, there is a likelihood that overreliance on this may hamper the development of the more advanced learner and finally that the student may become so reliant on examples that they lose their ability to be creative with the law.

Effective student supervision: insights from students and supervisors

Jeff Giddings, *Griffith University, Australia*

This presentation will discuss findings from surveys of Australian law students and supervisors involved in placement programs. The surveys were conducted in 2014 as part of a National Teaching Fellowship project on enhancing law student placement experiences.

There were effective survey completions by 288 students and 94 supervisors. Arguably, the most significant results from the student surveys relate to the positive views of the supervision experience in clinic placements, where students are supervised by someone employed or engaged by the law school. Differences between placement types (clinics *cf* externships *cf* hybrids) were statistically significant.

Supervisors overwhelmingly referred to deriving satisfaction from their contribution to the development of future lawyers. The supervisor survey results highlighted an unexpected challenge related to attempting to work with students who lack the capacity to work effectively in a professional environment.

The project website is:

<http://www.griffith.edu.au/criminology-law/effective-law-student-supervision-project>

Ethical and moral considerations of clinical evaluation

Ketevan Iremashvili, *Carnegie Fellow, University of Georgia, Georgia*

One of the significant values of clinical teaching is the ability to conduct well-structured formative assessment of students. This is why, in fact, many teachers agree that clinical teaching focuses more on the process, rather than the outcome of teaching. This exacerbated meaning of teaching process involves closer student-faculty interaction and a need for in-depth assessment of skills. However, together with its benefits, skill-based teaching has its own risks. One of the most important factors in clinical teaching relates to ethical and moral considerations of clinical evaluation. Clinical evaluation, which includes assessment and feedback of students, is mostly based on the students' performance in the clinic, with simulations or with real clients. When evaluating a student's performance, the teacher has to approach the skills and personal abilities of each individual. This is where the problem may arise and in my presentation I raise the question of how a clinical teacher should balance the educational and ethical/moral goals in clinical evaluation.

SESSION D: **Philosophy of Clinic**, Room J130

Our candle burns at both ends – the growing wealth gap and the crises of the legal profession

Heath Smith, *University of Saskatchewan, Canada*

There have been many explanations proffered for causes of the access to justice crisis, but most seem to suggest that the effects can be ameliorated through shifts to practices within the profession. Even scholars who prescribe the most fundamental reconfigurations of legal education and practice seem primarily concerned with intra-professional modification.

Though global economic forces are sometimes implicated as exacerbating problems for access to justice, the examination is often constrained by recourse to familiar neo-liberal platitudes. Observing the vagaries of the nation's gross domestic product, for example, is insufficient to lift the veil shrouding more fundamental economic deficiencies. It should now be clear that, what appears a relatively new phenomenon, is actually the residual effect of economic forces that have been slowly eroding institutions for decades: the growing income and wealth gaps.

My presentation will begin to examine what the protracting income and wealth gaps mean for clinical legal education.

Why should participation in clinics be referred to as risky? Given the current state of flux in legal training in England & Wales, is it a risk that needs to be taken?

Lucy Blackburn and Vivienne Ivins, *University of Central Lancashire, UK*

As legal educators, we are constantly reminded of the rewards of engaging in clinic and Clinical Legal Education (CLE); from our students, our local community and our university. However, as clinicians we occupy the periphery when it comes to the delivery of core legal subjects. Could a reason for this be the backgrounds of those who deliver CLE – former or current legal practitioners? Yet given that the way in which legal education will possibly change as a result of the Legal Education and Training Review, higher education institutions are currently deciding how to develop a USP. Do they offer a ‘professional’ (applied) route through the degree or remain strictly ‘academic’? What role will clinic play in these – will clinic be ‘relegated’ to those degrees aiming to direct their students along a professional route, utilising the skills of the professionally qualified (former) LPC staff?

Redefining the concept of a law clinic in the UN principles and guidelines on access to legal aid in criminal justice systems

Mohamed Mattar, *Qatar University, Qatar*

SESSION E: **Resilience**, Room P115

Enhancing emotional competencies in clinical legal education

Dr. Colin James, *Australian National University, Australia*

Research was conducted at the University of Newcastle Legal Centre (Australia) over 2013 and 2014 involving an emotional intelligence training module designed to improve the emotional competencies of law students on placement in a legal centre working with real clients. An earlier paper (Wardhaugh & James, IJCLE 2014) described the project and preliminary findings of Stage One. This paper provides the findings and ultimate conclusions of Stage Two. Overall the statistical analysis of variance between Stage One (control group in 2013) and Stage Two (intervention group in 2014) was not significant, and several reasons are proposed including small size of participant groups. The qualitative research from Stage Two however

produced some valuable insights into the student experience of interviewing real clients in a clinic setting. Overall learnings from the project are summarised, including suggestions for further research.

Law schools and clinics – enhancing the mental wellbeing of undergraduate law students

Lydia Bleasdale-Hill, *University of Leeds, UK*

Research suggests that the wellbeing of law students is more likely to be adversely affected than that of students of other disciplines (Larcombe, Malkin and Nicholson, 2011; Sheldon and Krieger, 2007; Peterson and Peterson, 2009). Engagement in clinical legal education, or pro bono activities more broadly, has been suggested as one way of enhancing the wellbeing of law students (see e.g. James, 2008)

This paper draws upon two research projects conducted at the University of Leeds. The first study examined how clinic might enhance or undermine student wellbeing, and how it might inform students' future career choices. Results from a separate longitudinal study of law student wellbeing will also be reflected upon. Taken in combination, these results illustrate which factors help or hinder the student wellbeing, and which roles pro bono activities more broadly might play in enhancing the student experience.

Dealing with difficult clients and subject matter – an Australian perspective on building vicarious resilience in clinic interns

Jocelyn Milne, *Flinders University, Australia*

Clinical legal education intentionally brings together students' academic, personal and professional identities, equipping them to manage their own responses to the challenges of legal practice. Supporting their development into empathetic, compassionate and resilient future practitioners is particularly important in light of the increasing evidence of the prevalence of mental distress and mental illness in the legal profession.

This presentation reports on an innovative pedagogical approach aimed at strengthening professional quality of life in clinic interns as emerging legal practitioners. In 2014, Flinders Legal Advice Clinic incorporated explicit training in dealing with difficult subject matter and clients, using concepts of 'emotional labor' and 'vicarious resilience'. The training includes a session entitled 'Professional Quality of Life: Building resilience' addressing

Day 1: Sunday, July 10, 2016, 4:30-6pm Concurrent Paper Presentations II

both vicarious trauma and vicarious resilience. This approach has proved valuable not only to students but to staff who must manage their own emotional responses whilst simultaneously modelling appropriate emotional responses for students.

6:00 – 8:00 pm

Conference Barbeque (*Flavelle House, back lawn, under tent*)

Join us for an informal barbecue on the conference opening night. This event is a great opportunity to meet and connect with colleagues at the outset of the conference, while sharing a meal and enjoying a summer evening. The barbecue will be held on the back lawn of the Faculty of Law, and will include a variety of vegan, vegetarian and non-vegetarian options. A cash bar will be available.

Note: Pre-registration is required for this event.

Day Two: **Monday, July 11, 2016**

8:30 – 9:00 am

Breakfast

A continental breakfast will be available in the atrium of the Jackman Law Building and Flavelle House.

9:00 – 10:30 am

CONCURRENT PAPER PRESENTATIONS 3

SESSION A: **Professionalism, Room J125**

Meanings of professionalism and their manifestation in clinical legal education

Tuomas Tiittala, *University of Helsinki, Finland*

Students' professional development has been recognized as a key aim of clinical legal education. But what is legal professionalism?

Professionalism seems to consist of three components: knowledge, skills and ethics. This paper explores the ethical component of professionalism and its role in clinical legal education. More specifically, the paper compares the lawyerly ideals of 'zealous advocate', 'cause lawyer' and 'lawyer-statesman' discussed in prior scholarship against each other.

Each of these ideals understands lawyers' relations with colleagues, clients and the broader society in a distinct way based on different political outlooks. The paper argues that when establishing a law clinic, it is important to first come to terms with the various conceptions of professionalism, and second, to choose one of them as the clinic's educational aim. The paper draws partly from the author's experiences in establishing an all-round law clinic in Helsinki, Finland.

The impact of clinic on students' learning and careers in the first few years after graduation, from former students' perspectives

Lourens Grové and Franciscus Haupt, *University of Pretoria, South Africa*

The paper is based on video interviews with students at the University of Pretoria Law Clinic. We investigate current and past students' perceptions regarding the risks and rewards of clinic legal education; their experience at the clinic and the broader impact this had on their approach to their studies and careers after university. We also consider the risks and rewards for staff at the clinic as well as for society in a broader sense, including clients, colleagues, the University and academic staff and the profession.

Clinics: developing practical skills AND furthering the public interest?

Lawrence Donnelly, *National University of Ireland, Ireland*

Among clinicians, there is a range of opinion as to the appropriate balance within clinical programmes between ensuring students acquire “real world know how” and equipping them with a social conscience. There is unanimity as to the centrality of the first. Some argue the second is less important. This seeming tension was apparent in the presenter’s 2015 report – *Clinical Legal Education in Ireland: Progress and Potential* – which examined a number of comparatively new, primarily externship-based clinical programmes. Yet it is surely not confined to Ireland. This paper outlines and reflects upon the opinions shared by clinical directors in Ireland and the UK interviewed for the report, and seeks to place these in the context of related scholarship. Although it concludes that clinical legal education is rightly and necessarily a “big tent,” the paper argues it is vital that clinics don’t stray too far from the roots of the early clinical movement.

SESSION B: **Reflection and Methods**, Room J140

Self-reflection in clinical scholarship – a paradigm whose time (to go) has come

Tribe Mkwebu, *University of Northumbria, UK*

The wide acceptance of autoethnography as an emerging qualitative research method, that seeks to describe and systematically analyse own personal experiences in order to understand phenomena, has not escaped clinicians. A wide array of dazzling clinical authors writes in personalised styles, drawing on their personal experiences and successes on the creation of clinical programmes. There is no doubt that diaries, portfolios and reflexive blogs can be useful research instruments in the collection of useful data about the field. However, the explosion in clinical scholarship, rich in descriptions of self-reflection and experiences of an emerging pool of writers makes it difficult to keep up with. This paper therefore seeks to argue that it is time we slow down on self-reflection and address other pertinent issues that require further exploration in the operation of the clinic if we are to say with certainty ... that clinical legal education has a global reach.

Progress as a measure of reflection in action: valid, reliable and educationally impactful?

Chris Smith, *Sunderland University, UK*

This paper will explore common methods employed for assessing the reflective practices of our students and will consider their perceived strengths and weaknesses.

We will consider the common criticism levelled at the assessment of reflective writing; namely, that it can be ‘faked’ by students clever enough to draft an account that goes through the various stages of reflection irrespective of whether it is an honest and truthful account of their experiences.

The hypothesis considers that ‘progress’ may be a valid, reliable and educationally impactful measure of reflection in action.

The paper will consider the Reflective Appraisal assessment strategy employed at Sunderland Student Law Clinic which apportions credit equally between attainment and progress and will consider the extent to which it meets the criteria of Cees Van der Vleuten who argues that assessment must be valid, reliable and educationally impactful.

Making the case for autoethnography in clinical legal education: time for reflexivity 2.0

Elaine Campbell, *Northumbria University, UK*

Clinicians frequently draw on their own experience when giving conference papers. Our published work tends to continue this trend, offering personal accounts of the clinics we work in and the experiences we have.

I do not wish to discourage clinicians’ inclination towards reflexivity. On the contrary, I’m all for it. Clinicians have important stories which should be heard. However, as we look to increase the rigour of our scholarship, we need to start linking our reflexive work to a methodological framework. Methodologies like autoethnography – which involves self-observation – provide us with an opportunity to look deeper into our stories and, through analysis, consciously explore the interplay of the self with the socio-cultural environment within which we exist.

Reflexivity is powerful. But we need to start connecting our work to qualitative methodologies. That way, we can build on our reflexive inclination and produce substantive, deeper insights into our clinical work, and our identities as clinicians.

SESSION C: **Human Rights, Room P115**

Transnational human rights in partnership with community legal clinics – bringing international human rights home through clinical legal education

Geraldine Sadoway, *York University, Canada*

This paper will describe a new model of clinical legal education in the area of international human rights law. Students enrolled in *Transnational Human Rights in Partnership with Community Legal Clinics* had the opportunity to engage in the international law aspects of human rights advocacy and litigation taking place in various community legal clinics in Toronto. In addition to attending weekly seminars and participating in reflective journaling, each student carried out a specific international law research project for one of the partnering clinics. The paper will provide an analysis and evaluation of the course, including reflections from the students and feedback from the partnering legal clinics, addressing the “risks and rewards of clinic” in the context of bringing international human rights home as an integral part of the work of the community legal clinics.

Defending human rights through clinical legal research – why, how and with what results?

Mirja Trilsch and Elise Hansbury, *University of Quebec at Montreal, Canada*

In this presentation, we will look at the impact of clinical legal research, undertaken in an academic setting, on human rights and their defenders, as well as on the law and the institutions created to protect them at the national, regional and international level. Based on two examples of recent clinical projects – a shadow report on violence against women in St Vincent and the Grenadines presented to the United Nations Committee for the Elimination of All Forms of Violence against Women and a request for provisional measures to the Inter-American Court for Human Rights – we will elaborate on the role assumed by Human Rights Clinics today, their relation with civil society and their position vis-à-vis national and international decision-makers.

The asylum and immigration clinic of the University of Brescia facing the problem of immigration in Europe: new challenges to the effectiveness of migrants’ rights

Patrizia De Cesari and Chiara Di Stasio, *University of Brescia, Italy*

The aim of the paper is to highlight the importance of a legal clinic course in the context of the European Union, and especially Italy. This context is characterized by a society that has

experienced an increase in migration flows and where human rights, including asylum, may be violated. The *Asylum and Immigration Clinic* of Brescia has introduced an innovative service for the Brescia community by developing a high-qualified free legal aid and advice to migrants who suffered a denial of their rights. The aim of this paper is to share the results of this new pattern of our migrants focused clinic. The intent is also to explain, with the support of videos and photos, the teaching methods adopted and the problems faced by the students in dealing with asylum applications. One of the most crucial problems, which arises from the cross-cultural communication, is the bias that can prejudice the interview with the asylum seeker.

SESSION D: **Students in Public**, Room J130

Students standing up in public...and what happens next

Natalie Ross, *University of New South Wales, Australia*

Some students at Kingsford Legal Centre (University of NSW, Australia) are given responsibilities that require them to leave the relative security of the Centre and be exposed at public forums: appearing on behalf of clients entering a guilty plea at the local court, or preparing and presenting legal education sessions to external groups of professionals such as social workers, counsellors, and mediators. The public and professional nature of these challenging opportunities usually leads to deep learning and significant skill development. The session will explain how we prepare students for these opportunities, and consider the benefits for the students, the clients, the Centre and the wider community. It will also include reflections from students on their experiences and their learning, and some cautionary tales.

Does a clinical experience change our students' worlds?

Anna Cody, *University of New South Wales, Australia*

Can a 6 hour experience interviewing clients really effect students' view of the world? In this workshop Anna Cody will present the findings from her empirical research surveying legal ethics students. The students have completed a clinical component of interviewing real clients as a part of their ethics course. While it is a short exposure, the findings demonstrate that even a short clinical experience enriches students' understanding of ethical issues. It's not clear whether it encourages students to commit more to social justice issues but it does increase their appreciation of the significance of empathy with

clients. This raises questions of how to provide as many students as possible with clinical experiences, early on in their degrees. The workshop will also provide opportunity to explore options within participants' law schools.

SESSION E: **Virtual and Actual Spaces**, *Solarium, Falconer Hall*

Online clinical legal education – challenging the traditional model

Les McCrimmon, *Charles Darwin University, Australia*

It has been suggested that the “Digital Age provides an opportunity to revitalize and modernize legal education and to make it more individualized, relevant, human, and accessible”. Delivery of law degree programs fully online is one way the internet has begun to change, if not (yet) revolutionise, legal education in the twenty-first century. In Australia, law students have been able to obtain their law degree online for a number of years. Online clinical legal education, however, is still in its infancy.

In this paper, the authors argue that the greater use of technology in legal education is inevitable, and law schools offering degrees fully online will continue to increase, at least in Australia. The rewards and risks of online legal education are considered from the perspective of a law school in which over 80% of its 855 students study law fully online. The development and implementation of clinical opportunities for students studying online also is discussed.

New clinic, new space

Kerry Trewern, *University of Edinburgh, UK*

This presentation will look at space in the context of the University of Edinburgh. Edinburgh Law School recently opened its new building, the Outreach Centre, which has a designated space for its expanding Free Legal Advice Centre and related projects. The presentation will compare and contrast the old space with the new and discuss any impact the new design has had on service delivery.

The session will be interactive, in order to encourage delegates to share best practice regarding utilisation of space and technology.

Advancement of virtual legal training through incorporation of clinical legal education in the teaching of law to virtual students

Evans Oduor Odhiambo, *University of London, USA*

10:30 – 11:00 am

Refreshment Break

Please join us for snacks and beverages in the atrium of the Jackman Law Building and Flavelle House.

11:00 – 12:30 pm

CONCURRENT SEMINARS I

Ethical formation in legal clinics – are we responding to students’ necessities? Some notes from the legal clinic from Valencia and Brescia, Room P115

Andres Gascon-Cuenca, *University of Valencia, Spain*; Francesca Malzani and Carla Ghitti, *University of Brescia, Italy*

Although empathy is generally observed as a value, generally enhanced as a moral attitude, it is almost irrelevant in lawyers’ ordinary course of business. Our proposal is to consider empathy as one of the core lawyering skills that we, as clinicians, should promote and enhance in our students.

Given this reality, empathetic communication might be critical, especially in hostile atmospheres. This is true in instances where students are assisting inmates that have been sentenced for especially reprehensible felonies or clients that use strong wording against the students in the interviewing. In these kinds of situations, we, as supervisors, should support our students during the whole process of empathy, which includes recognizing, sharing and comprehending the feelings these circumstances have arose on them.

For this purpose, and based on the clinical students’ experiences, we intend to give some suggestions on creating a suitable *set of tools* in order to provide the knowledge they need to face these situations and manage their empathy.

The lawyer as a human being: risk and reward for stakeholders in self-represented coaching projects, Solarium, Falconer Hall

Nikki Gershain, *University of Toronto*; Julie Macfarlane and Mackenzie Falk, *University of Windsor*; Heather de Berdt Romilly, *The Legal Information Society, Nova Scotia*; Jana Saracevic, *National SRL Support Network, Canada*

Day 2: Monday, July 11, 2016, 11am-12:30pm Concurrent Seminars I

This interactive seminar will explore legal coaching, a new approach to legal assistance. The goal of coaching is to empower self-represented litigants (SRLs) to make decisions and carry out essential tasks, by providing them with information on filling out forms and court processes, and offering personal support and meaningful referrals. The coaching model builds directly on the 2013 National Self Represented Litigants Study. Lawyers, law student volunteers and community members have been part of this change. The workshop will review the concept of legal coaching, identify the advantages as well as the challenges of the model, and explore how law student coaches can complement existing legal services. We will review the educational rewards experienced by the students and the benefits to SRLs and the legal system, the potential risks inherent in the model, and protocols for mitigating those risks.

***Proof beyond reasonable doubt? What can routine programme data tell us about the impact of clinics on student performance?* Room J140**

Cath Sylvester, Carol Boothby and Dr. Elaine Hall, *Northumbria University, UK*

Clinic is widely acknowledged as an effective bridge between legal education and legal practice with the emphasis being placed on preparation for legal work and development of legal skills. Less consideration has been given to its contribution to student performance and the development of transferable skills such as critical judgement, synthesis of information and application of knowledge. For those of us who teach in clinic, and see the transformative effects on students, we are confident that clinic works. But where is our evidence? What type of evidence could we bring together to demonstrate the value of clinical teaching, in response to potential barriers around resources required? This symposium will consider what might be relevant evidence for the purpose of establishing the value of clinic in the curriculum and will demonstrate, with reference to data generated at Northumbria, what sort of conclusions may be drawn from it.

***Building better lawyers: the benefits and challenges of multidisciplinary learning environments,* Room J125**

Karen Dyck & Leah Klassen, *Legal Help Centre of Winnipeg*; Karen Galldin, *Canadian Bar Association, Canada*

In a changing legal environment where lawyers are increasingly under pressure to work in multi-disciplinary teams, and where multi-disciplinary practice models are gaining traction,

Day 2: Monday, July 11, 2016, 11am-12:30pm Concurrent Seminars I

practical legal education needs to likewise offer opportunities for cross-training. Workshop leaders will explore the benefits and challenges associated with a cross-discipline clinical learning environment through facilitated small group conversations.

This workshop will be an interactive session focused on how providing multidisciplinary skills training to law students through participation in cross-disciplinary clinical experiences in the early resolution services sector (“ERSS”) benefits not only the students, but also their clients, ERSS organizations and the legal profession more broadly. Working and learning in multidisciplinary environments allows law students to conceptualise and situate their services within a full continuum of care for clients, allowing for better and earlier collaboration with other service providers.

Grand Rounds – bringing together poverty law practice and the legal academy, Room J130

Benjamin Ries, Lisa Cirillo and Claudia Pedrero, *University of Toronto, Canada*

Students and clinicians sometimes note a distinct gap between the legal issues examined in their law school curricula and those raised by clinic casework – especially in clinical programs that practice poverty law. As with internal case rounds, the Housing Division at Downtown Legal Services has borrowed another format from medical clinical practice: “Grand Rounds” in which select cases are anonymized and presented to a broader audience meant to include professors, non-clinical students, and practitioners in related fields. DLS staff lawyer Benjamin Ries, director Lisa Cirillo, and former student Claudia Pedrero will offer tips, reflections, and lessons learned on how Grand Rounds can serve as a productive bridge between the Faculty of Law, the clinic, and community partners. DLS students will then present a live, interactive “Housing Grand Rounds: International Edition” to demonstrate the benefits and challenges of this ever-evolving format.

12:30 – 1:30 pm

Lunch

Boxed lunches, courtesy of our generous conference sponsor, **Thompson Reuters**, will be served buffet style in the atrium. Guests are invited to eat inside, or take their lunch to the large tent that has been set up on the back lawn of the law school.

Following lunch, guests will need to cross Queen’s Park to **Isabel Bader Theatre**, Victoria College, University of Toronto (93 Charles St W) for our second keynote address.

Day 2: Monday, July 11, 2016 continued

1:30 - 1:45 pm

Welcome from the Faculty of Law, University of Toronto

Edward Iacobucci, *Dean and James M. Tory Professor of Law, Faculty of Law* will welcome participants to the Faculty and its new space.

1:45 – 3:00 pm

Day Two Keynote Address by Adrian Evans, Professor

(Monash University)

Resolving the irresolvable? A controversial approach to reconciling client service with student learning inside live-client clinics.

This 3-person hypothetical presentation will roleplay a commonplace debate inside live-client clinics: what happens when a clinician and clinical director take very different approaches regarding the proper course of action in relation to court submissions on behalf of a client of the clinic? The roleplay will be followed by interactive discussion with the audience on the managerial, professional and ethical issues expressed in the disagreement. In so doing, the presentation will canvass some of the key issues at stake in live-client clinics, including how to balance the potential risks of embarking upon a certain course of action against the potential rewards of allowing students to be exposed to complex ethical terrain.

Professor Evans will be joined in this keynote plenary discussion by two colleagues, Ross Hyams and Kate Seear.

3:00 - 3:30 pm

Refreshment Break

Please join us for snacks and beverages in the atrium of the Jackman Law Building and Flavelle House

3:30 - 5:00 pm

CONCURRENT SEMINARS II

Enhancing rewards from experiential courses – expanding our goals and teaching toolbox, Room J140

Leah Wortham, *The Catholic University of America*; Alex Scherr, *University of Georgia*; Nancy Maurer, *Albany Law School*; Susan L. Brooks, *Drexel University, USA*

Experiential teaching faces several challenges in the current law school environment: limited teacher planning time; accreditation standards; perceived expectations of doctrinal

Day 2: Monday, July 11, 2016, 3:30-5pm Concurrent Seminars II

faculty or students; or just inertia. These **risks** and constraints can lead us to envision externship courses too narrowly and emphasize limited opportunities, such as acquiring skills or obtaining a job. This session will focus on **rewards** of a widened frame of possible learning goals for experiential courses and will present a tool box of materials and methods directed toward these additional learning goals. Teachers, students, clients, and educational institutions stand to benefit from the broadening the goals of externships, in-house clinics, and other experiential opportunities. The interactive seminar will begin with a demonstration on teaching critical reflection, which can support a range of learning goals. The session also will review topics and methods in the newly published *Learning from Practice 3rd edition* and the soon-to-be-created publicly-available web resource.

Developing clinical legal education 2.0 – the uOttawa ‘alternative’ clinical initiatives and access to justice clinical hub as case study (a discussion springboard), Room P115

David Wiseman, Chantal Tie and Brad Yaeger, *University of Ottawa, Canada*

At uOttawa and other Canadian law schools, new clinical learning initiatives are gravitating to a common model that focuses on a particular type of legal problem or legal needs population and providing legal assistance through a partnership between community organizations, academics, law students and volunteer lawyers. The new initiatives seek to supplement and complement traditional clinic-based community legal services and the ‘new’ model that characterizes these initiatives both resembles and deviates from the traditional model of clinic-based experiential learning. New clinical initiatives at uOttawa include the Housing Justice Project, the Ticket Defense Program, the Refugee Sponsorship Support Program, a Free Law Project, and a Business Law Clinic. Using the uOttawa context as a starting point, this interactive seminar aims to share information from the perspectives of an academic, a lawyer/educator, and a law student, and to collaboratively address challenges and opportunities for the ‘New’ Clinical Legal Education.

Practical, ethical and social justice learning in clinical exchange programs, Solarium, Falconer Hall

JoNel Newman, Melissa Swain, Sarah Bujold, Fergus Lawrie and Lyndsay Monaghan, *University of Miami, USA*

Clinical students and teachers from both the University of Miami and the University of

Day 2: Monday, July 11, 2016, 3:30-5pm Concurrent Seminars II

Strathclyde meet twice a year (January in Miami and May in Glasgow) to discuss four to eight topics of controversy or different perspective between the United States and Scotland relating to clinical and social justice issues. Students participate in both sessions and present in pairs on one topic. A clinical immersion experience is also arranged at each venue for the visiting students. Faculty engages in training at both venues around legal ethics and working with vulnerable clients.

Students demonstrated an insightful comparative understanding of the legal clinics. They benefitted from viewing cases through the lens of another country's values, laws, and ethical rules. One of the final presentations resulted in both clinics adopting a forum theatre-style training for client interviewing that will be demonstrated and will include audience participation.

***Legal Clinic – A Transformative Experience? (Outcomes of Pilot Empirical Study),
Room J125***

Maxim Tomoszek and Veronika Tomoszkova, *Palacky University in Olomouc, Czech Republic*

The Centre for Clinical Legal Education of the Palacký University, Faculty of Law, has prepared a set of evaluation tools to assess the effect of clinical experience on students. The evaluation is based on empirical and qualitative methods, consisting of questionnaires, focus groups and interviews with the clinical students. The pilot phase of the evaluation has already been carried out, providing us with the first set of data to analyse. The interactive workshop session will first present the evaluation tools and analysis of the data gathered so far, followed by the discussion and feedback on both the method and outcomes. After this, the participants will discuss how the deeper understanding of students' learning outcomes can affect the methodology of clinical teaching. The results illustrate the transformative value of the clinical experience for students, which is not necessarily always positive, but even a negative experience has a significant teaching and transformative potential.

6:30 – 10:00 pm

Conference Dinner at Hart House (7 Hart House Circle)

The formal Conference Dinner will be held on Monday, July 11, 2016, at **Hart House**, the dramatic neo-gothic building located at the heart of the University's downtown campus. Enjoy a gourmet three-course meal while listening to live jazz music. A cash bar will be available.

Note: Pre-registration is required for this event.

Day Three: **Tuesday, July 12, 2016**

8:30 – 9:00 am

Breakfast

A continental breakfast will be available in the atrium of the Jackman Law Building and Flavelle House.

9:00 – 10:30 am

CONCURRENT PAPER PRESENTATIONS 4

SESSION A: **Practice Rules**, *Room P115*

International variations in student practice rules

Wallace Mlyniec, *Georgetown University, USA*; Beth Lyon, *Cornell University, USA*, Victoria Speed and Tony Martin, *BPP University, UK*

The advent of student practice rules supported the development of clinical legal education in the United States during the 20th Century, and they remain central to the work of clinical educators throughout the world today. Nonetheless, state, provincial, and national bar associations and governments around the world have attempted to limit students' ability to practice based not only on legitimate client concerns, but also for economic reasons and monopolistic concerns. This session will examine the relationship of student practice rules to the range of clients that can be served by law students and faculty while working with NGOs and Bar Associations. It will explore the ways that the Student Practice rules improve legal education, increase clients' access to legal services, improve law department/bar relationships, and further a university's mission to both create knowledge and contribute to civic society.

The importance of student practice certification

Michael J Churgin, *University of Texas, USA*

Beginning with the decade of the 1960's in the United States, as clinical legal education began to emerge in law schools, a parallel development was occurring in the courts (both state and federal) and legislatures of the United States. Authorization was provided for law students to appear in state and federal courts under attorney supervision. These supervisors usually, but not always, were clinical faculty. The movement swept the nation. Operating under a student practice rule gave the law student legitimation. With the imprimatur of the court, opposing counsel often was compelled to recognize the law

student as a key participant in a case. I will describe the development of this movement, examine provisions, and describe my own personal experience. Finally, I would like to address the limitations on the participation of students in Canada and perhaps we can have a dialogue on how to expand participation of law students.

SESSION B: **Solidarity and Ethics**, Room J125

University and Society – building intergenerational solidarity

Angelo Maestroni, Paola Brambilla, Claudio Sardone, *University of Bergamo, Italy*

A legal clinic dedicated to people with the dementia, cognitive impairment or Alzheimer's

The presentation begins with the description of the project that intends to create a legal clinic capable to offer free legal advice to patients in the early stage of dementia, cognitive impairment or Alzheimer's. The patients would still be able to comprehend their problem and what awaits them, their families and associations who assist them.

The goal of the project is to elaborate the response/proposal/opinion/advice "in equipe" by discussing the case in a team with doctors- psychologists-social workers-lawyers, considering all the aspects involved: legal/social/medical. We like to instill in students a clinical sense of intergenerational solidarity as a useful element to overcome the stigma associated with old age in general and in particular dementia.

Complimentary services – is it the role of student law clinics to maintain and support the delivery of legal services, or does it have a more foundational role for developing the lawyers of the future?

Vinny Kennedy, *Sheffield Hallam University, UK*

In the UK the effects of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 greatly reduced the scope of public funding available with a domino effect of an increase in litigants in persons. This is not ideal, potentially impacting on an individual's right to access to justice. Seeking an opportunity to assist the local community, the University formed the Court Helpdesk. This paper contends that CLE can be used to compliment, rather than compete or replace professional legal advice. Providing a useful insight on how this could be achieved whilst maintaining good relations amongst all stakeholders, this paper

will discuss the process of setting up the Court Helpdesk, the challenges we faced as well as the benefits. In addition, there will be a discussion on the impact of the service to our students, the local community and the local judiciary.

The synergies of legal ethics, pro bono, justice education and legal aid as a means to achieve greater access to justice

Bruce A. Lasky, Wendy Morrish, Nattakan Chomputhong, Hsar Moo Paw and Suphamat Phonphra, *BABSEACLE, Thailand*

This discussion will focus on the ways and means legal ethics, pro bono, justice education and legal aid can work together to achieve greater access to justice. There will be a focus on the deeper and wider impact achieved when this happens. The discussion will further discuss how this has not always been achieved, due to a type of siloed view of many engaged in the justice sector. The discussion will provide details on the work that BABSEACLE has been engaged in with a consortium of partners throughout the Asia region and globally in working to effectuate this goal. This includes the engagement of university CLE programs, pro bono and legal aid lawyers and others in the legal sector, legal ethics curriculum development, governmental advocacy and a variety of other actors. The discussion will then conclude with practical recommendations on how to make this synergy more possible.

SESSION C: **Access to Justice**, *Solarium, Falconer Hall*

Reflecting on placement experiences – using clinical legal education to promote student engagement with the complexities of access to justice

Lindsey Stevenson-Graf, *Bond University, Australia*

Law clinics and access to justice in Kenya: bridging the legal divide

Yohana Ouma, *Strathmore University, Kenya*

The paper discusses the state of access to justice in Kenya and the various approaches that law clinics have embraced in efforts to enhance access to justice in Kenya. The paper uses the University of Nairobi School of Law, Law Clinic as a case study to illustrate the contribution of law clinics to the realization of the ideal of access to justice.

In a broader context, the paper explores the dual themes of how clinics have contributed to civic society and social justice in Kenya and how the clinics have impacted on the employability of students.

The exigencies of clinical legal education in Nigeria: the case of the Akungba Law Clinic

Akintunde Adebayo, *Adekunle Ajasin University, Nigeria*

SESSION D: **Building up Clinic**, Room J140

Building clinic on strong foundations in Canada

Gemma Smyth and Neil Gold, *University of Windsor, Canada*

Clinical legal education programs face many of the same challenges they did twenty-five years ago. Intrigued by this phenomenon, the presenters reviewed materials from across Canada, then interviewed clinicians, deans and faculty members about their understanding of experiential and clinical legal education, program goals, and barriers to integration and expansion. This review shows that while Canada has been relatively slow to integrate clinical pedagogies into law curricula and to support formal programs of clinical legal education, nonetheless there is a strong foundation upon which to build. Using this information as background, the presenters will reflect on how clinics and law schools might progress the development of pedagogies, curriculums and hiring practices that would meaningfully integrate critical, experiential, reflective and community-based approaches to clinical legal education. The presenters will demonstrate the important role of clinical legal education in developing contextual, critical, and skills learning within a justice-centred program of legal education.

From Zero to 60 – building belief, capacity and community in street law instructors in one weekend

Melinda Cooperman, *American University Washington College of Law, USA*; Freda Greal, *Law Society of Ireland, Republic of Ireland*; Richard L. Roe, *Georgetown University, USA*

Street Law, where law students or lawyers teach about the law in local school, correctional and community settings, is the fastest growing and most popular type of legal clinic in the world-and with good reason. The Street Law methodology helps make the law more

relevant, more accessible, and more understandable to both participants in the program and lawyers delivering the programming. However, there has been little written guidance for how to best introduce and implement this methodology and even less empirical justification for it. We offer our experience of a unique weekend orientation program developed and field-tested by the seminal Georgetown Street Law program and delivered in partnership with the Law Societies of Ireland and Scotland. Over a period of one intense weekend orientation session, we build Belief, Capacity and Community in neophyte Street Law Instructors. During this interactive session we mirror elements of this orientation and discuss quantitative and qualitative data evidencing its powerful outcomes.

SESSION E: **Clinical Opportunities**, Room J130

Building a Bespoke Clinic

Genevieve Bolton, *Canberra Community Law, Australia*; Claire Carroll, *Monash University, Australia*; Tony Foley, *Australian National University, Australia*

Canberra Community Law is a community legal centre that has been providing legal services to people on low incomes for over 30 years, particularly in areas of social security and housing law. In 2003, Canberra Community Law established a partnership with the Australian National University to implement the Community Law Clinical Program. In a generation where clinics can be particularly challenging to sustain, it is relevant to examine in detail the features of robust, sustainable clinical models. During the session we will examine the elements of the customised design process that the staff at Canberra Community Law developed in order to establish the clinic. This will include a detailed examination of the design trajectory including research, modelling and implementation stages. The session will also include an examination of how some of the ubiquitous clinical contentions were anticipated and addressed during the design process in the context of a unique organisational culture.

Why should we integrate policy clinics into legal education?

Richard Glancey, *Northumbria University, UK*

Friend or foe: bridging the gap between the academy and the profession

Michelle Christopher, *University of Calgary, Canada*

Much has been written about the challenges faced by the legal profession today, yet law schools - and teaching the law - remains largely unchanged. I argue that together we should be prepared to confront the fundamental tension between the academy and the profession and make law schools the place where we create innovative ways to bridge the gap between rigorous doctrinal learning and practice-readiness. This session explores current attitudes of law faculty towards the place of clinical legal education and experiential learning in Canadian law schools as a way to bridge the gap.

10:30 – 11:00 am

Refreshment Break

Please join us for snacks and beverages in the atrium of the Jackman Law Building and Flavelle House.

11:00 am – 12:30 pm

CONCURRENT LONG PAPERS AND INTERACTIVE SEMINARS

Student Research & Perspectives at PCLS, Room P115

Sean Rehaag, Patricia Joseph, Natalie Schwarz, Krista Antonio, Jonathan Robinson, Tyler Fram and Leah Horzempa, *York University, Canada*

Each year, forty Osgoode Hall Law School students receive a full term of academic credit for providing legal assistance through Parkdale Community Legal Services (PCLS) in one of the clinic's four divisions: immigration; landlord and tenant; social assistance, violence, and health; and workers' rights. The program enhances student understandings of poverty and encourages critical analysis of the legal system's responses to poverty.

On this panel, recent PCLS students will present on the following topics:

- Patricia Joseph, *"Poverty Law Retention: Student Caseworker Experiences at PCLS"*
- Natalie Schwarz, *"Windows of Connection: An Exploration of Vicarious Trauma, Vicarious Resilience, and the Power of Narrative"*
- Krista Antonio, *"Making Space for Art: The Case for Community-Based Art Projects at PCLS"*
- Jonathan Robinson, *"Justice in Poverty or Poverty in Justice? Putting Poverty in its Place"*

- Tyler Fram & Leah Horzempa, *“Union Certification and Negotiation of a First Collective Agreement for PCLS Summer Student Caseworkers”*

Sean Rehaag, a faculty member at Osgoode and the Academic Director at PCLS, will Chair.

Our Stories: our client communities, our students and ours, Room J140

Paula Galowitz, *New York University, USA*; Marzia Barbera, *University of Brescia, Italy*; Ernest Ojukwu, *Network of University Legal Aid Institutions, Nigeria*; Catherine Klein, *the Catholic University of America*; and Pilar Fernandez Artiach, *University of Valencia, Spain*

There has been attention about the value and power of stories in the law, with much of the focus on helping law students shape the stories of their clients and client communities. However, this session focuses on different and much broader uses of stories generally and of personal stories in particular. Stories can help us create a “bridge of empathy” that helps our students gain better understanding of their clients; it can also help students reflect on their core values, and assist in greater self-awareness. Storytelling has long been recognized as an important way to facilitate learning in other disciplines, including cognitive psychology, medicine, and adult learning theory.

The format of the session will be highly interactive. Together, we will reflect on the risks and rewards of sharing “our stories” and lessons we have learned from storytelling. We will suggest approaches to incorporating “our stories” into our existing clinics.

Seeing the Need: Assessing Community Need through Visual and Participatory Methods, Room J125

Christopher Simmonds, *Northumbria University, UK*

In the United Kingdom context, the global economic position has led to a programme of austerity measures that have included cuts to legal aid, reductions in the number of courts and increased court fees. A result of this is that people now face more barriers to access to justice than ever before.

If we accept the position that part of the role of university law clinics is to help increase access to justice, then the question becomes what are the needs of the communities that we serve and how can we meet those needs.

Day 3: Tuesday, July 12, 2016, 11am-12:30pm Concurrent Long Papers & Interactive Seminars

This interactive session explores how visual and participatory research methods can be used by law clinics to identify unmet need in the communities that they serve while at the same time identifying the limitations on the organisation hosting the clinic.

Clinical legal education: the Kenyan experience, Room J130

Anne Kotonya and Yohanna Ouma, *Strathmore University, Kenya*

In certain countries, the adoption of clinical legal education exists across the board in almost all law schools. However, this is not the case in Kenya. This paper, therefore, seeks to present an overview of the extent to which clinical legal education has been embraced in Kenya and offer suggestions that can help Kenyan institutions rise above the challenges they face to join the ranks of law schools that are enjoying the benefits of clinical legal education. In embarking on this task, the paper adopts a collaborative research approach which involves key resource persons comprising both faculty and students drawn from purposively selected institutions that offer legal training. By involving diverse participants, the paper seeks to capture the varied experiences that each of the institutions has had in their endeavour to develop clinical legal education.

12:30 – 1:30 pm

Lunch

Lunch will be served buffet style in the atrium. Guests are invited to eat inside, or take their lunch to the large tent that has been set up on the back lawn of the law school.

1:30 – 3:00 pm

CONCURRENT SYMPOSIA

Sharing Best Practices among Penitentiary Legal Clinics in Europe, Mexico and USA, Solarium, Falconer Hall

Silvia Mondino and Cecilia Piera Blengino, *University of Torino, Italy*; Richard Roe, *Georgetown University, USA*; Jose Antonio Garcia Saez, *University of Coahuila, Mexico*

We propose a session with collaborative presentations from different countries (Mexico, Europe and USA) of different models of penitentiary legal clinics to find best practices to share.

This comparison of legal clinics focused on inmates will be designed to answer these questions about learning, teaching and social aims pursued:

Day 3: Tuesday, July 12, 2016, 1:30-3pm Concurrent Symposia

- What kind of rights do we defend as legal clinic (and what model of legal clinic do we use?)
- What kind of ‘clients’ do we help? Have our ‘clients’ another possibility to be helped if the clinic wasn’t there?
- Do we work with an association/NGO?
- What do our students learn?
- What issues do we teach in a penitentiary legal clinic?
- How does the total institution manage with our work?

Increasing access to justice – exploring a new lawyering paradigm through clinical education and reflective practice, Room P115

Michele M. Leering, *Queen’s University, Canada*; Dr. Liz Curran, *Australian National University, Australia*; Chris Casey and Mary Anne Noone, *La Trobe University, Australia*

In this interactive seminar we will discuss how reflective practice methods, clinical legal education programs and externships can help law students to question the current “hired gun” paradigm that dominates our professional ethos and to critically examine their own developing sense of legal professionalism.

The role of lawyer is being recast in the 21st century: research suggests enhancing access to justice demands new, responsive, creative and innovative practice roles. We will discuss some theory around emerging ways of lawyering and new approaches given significant disruptive change and access to justice gap. We will reflect on the following question: How do we engage and prepare law students for emerging new practice paradigms and for their role in increasing access to justice?

Seminar discussants bring a wealth of practical experience and perspectives from Canada and Australia in a range of externship and student clinic environments. We will share promising reflective practice methods we have experimented with including professional journals, professional oaths, philosophies of practice, and portfolios, and student feedback on these methods.

Day 3: Tuesday, July 12, 2016, 1:30-3pm Concurrent Symposia

Risks and rewards of externships – exploring goals and methods, Room J140

Jeff Giddings, *Griffith University, Australia*; Martina E. Cartwright, *Texas Southern University, USA*; Linda F. Smith, *University of Utah, USA*; Leah Wortham, *The Catholic University of America, USA*

Discussant: Emeritus Professor Neil Gold, *Faculty of Law, University of Windsor*

Externships of necessity involve a large number of stakeholders—at a minimum, students, academic and professional staff, clients, and professional colleagues—and ideally community groups, governments and the University. This panel will explore the range of goals that can be pursued in an extern-based program, the methodologies needed to effectively meet those goals, and the ways in which this range of stakeholders can be involved.

The speakers will discuss the goals they seek in their externship programs and the differing implications this has for three key aspects of externships:

- Sites – aligning site choices with program aims and student interests;
- Supervisors – fostering effective supervisor contributions through support and engagement; &
- The classroom component linked to the placements – enabling students to learn from their peers and integrating learning in academic and workplace settings.

Training up family law lawyers – risks and rewards of family law clinics in Canada, Room J125

Natasha Brown, *Legal Help Centre of Winnipeg*; Harpreet Burmy, *University of Windsor*; Susanne Litke, *Dalhousie University, Canada*

Moderated by Leah Klassen, *Barrister & Solicitor*

This seminar will take the form of a moderated panel of three lawyers who supervise family law clinical programming. After providing a brief explanation of their respective programs, the panel will address larger questions about the challenges faced in practicing family law in a clinical legal education setting. One of the objectives of the panel is to create an opportunity for discussion about overcoming challenges in order for our clinics to maximize both the law student and client experience. We will discuss the ethical and regulatory barriers that may impede

Day 3: Tuesday, July 12, 2016, 1:30-3pm Concurrent Symposia

the objectives of family law clinical legal education clinics. We hope to initiate a dialogue between Canadian clinics, as well as clinics from outside of Canada, with the goal of advancing our work.

Measuring the impact of social justice teaching – research design and oversight,
Room J130

Sylvia Caley and Leslie E. Wolf, *Georgia State University, USA*

Clinical educators are committed to improving access to justice and seek to do so both through the development of students' professional values and educational experiences and through individual client representation and impact advocacy. Our understanding of the impact of these efforts typically relies on anecdotal information. Integrating research on the impact of educational, clinical, and community service endeavors can improve circumstances for all sectors. The presenters will outline the benefits and challenges of engaging in research in a law school clinic. Developing and implementing an effective and ethical research plan to measure the impact of clinical work will promote both incorporation and expansion of best practices in teaching and service delivery. Participants will be encouraged to think creatively about the work they do, the populations they serve, the scope of impact they desire, and to establish a methodical process for evaluating attainment of their goals.

3:00 – 5:00 pm

Closing Reception

All conference participants are invited to join us in the Rowell Room (Flavelle House) for some brief concluding remarks and our closing reception. Light refreshments will be served and a cash bar will be available.

Optional Post-Conference Events: **Wednesday, July 13, 2016**

9:00 – 6:00 pm

Optional Day Excursion to Niagara Falls (Pre-registration required)

For attendees who are able to stay on for a day after the conference closes, we have planned a full-day outing to the majestic Niagara Falls, one of the world's most impressive natural wonders.

This day trip to Niagara, Ontario includes return transportation on a luxury coach with free WiFi. An experienced tour guide will accompany the group on a number of stops including a visit to the majestic falls, with ample time to explore the city and, for those who wish, to take a waterfront tour of the falls. This tour also includes a stop in the picturesque town of Niagara-on-the-Lake, where you will visit one of the region's many local wineries and enjoy a free sampling.

This full-day trip will depart from the Faculty of Law at 9 am and will return at approximately 6 pm. The coach will pass Pearson airport on the trip home and drop-off there (approximately 5:30 pm) is also available.

9:00 – 11:00 am

ACCLE Membership Breakfast

All ACCLE members are invited to join us for a relaxed, post-conference breakfast at Downtown Legal Services (655 Spadina Ave.) While you mingle and munch, the Board will take a few minutes to update you on some current ACCLE projects, plans for our fall AGM and 2017 Conference and most importantly, how you can get involved.

There is no cost for this event but *pre-registration is required* at <http://evite.me/guNS31YSWg>

Presenter Biographies:

Supriyaa Aery works as a lawyer at Aery Law Associates, Hoshiarpur, Punjab, India. She completed her Masters in Laws with dissertation on Cyber Forensics in 2009. For her interests in legal philanthropy, she serves as Director, Legal Office at PAAJAF, Ghana. At PAAJAF along with team, she is process of establishing socio-legal aid clinics and community outreach programs. Formerly, she was Faculty Law and Deputy Coordinator - Directorate of Distant Education (DODE) at Rajiv Gandhi National University of Law, Punjab, Patiala.

Akintunde Adebayo is a Lecturer in the Commercial Law Department, Faculty of Law, Adekunle Ajasin University, Akungba-Akoko, Nigeria. He obtained a Masters Degree in International Commercial Law (LLM) from The Robert Gordon University, Aberdeen, United Kingdom. Before that, he obtained a Bachelors Degree in Common Law (LLB) Hons from University of Ilorin, Nigeria. He is currently a Ph.D Research student. Akintunde is a Barrister and Solicitor of the Supreme Court of Nigeria and has worked in several capacities; both legal and non-legal. His areas of interest include: Alternative Dispute Resolution (ADR); Criminal Justice Administration; Restorative Justice; Clinical Legal Education and Practical Lawyering Skills.

Dianne Anagnos has worked as a solicitor and clinical legal supervisor at Kingsford Legal Centre, University of New South Wales, since 2010. Before that she worked as a solicitor at the Welfare Rights Centre in Sydney for 8 years, where she specialised in social security law and policy. At Kingsford Legal Centre she specialises in anti-discrimination law as well as working in the general legal practice and co-ordinating the Centre's community legal education work.

Pilar Fernández Artiach is an Associate Professor of Labor Law and Social Security at the University of Valencia. Several publications -articles in scientific journals, book chapters, and a monograph of 587 pages-. Visiting scholar in the Institute of Law and Society at NYU (USA); London School of Economics (Department of Industrial Relations); Institute of Advanced Legal Studies (IALS London); University of Paris X-Nanterre (France), or at ILO headquarters in Geneva, as well as teaching stays with the level of Maître de Conférences at the University of Rennes 1 (France). Director of the Immigration Clinic of the University of Valencia and member of ENCLE and GAJE.

Jessica Austen is Joint Director of the Pro Bono Centre at BPP University. The Centre facilitates the delivery of student pro bono through innovative partnerships and projects that improve access to justice. Jessica was a commercial and property litigation solicitor at Cripps Harries Hall LLP before joining the Pro Bono Centre in 2010. She is passionate about the benefits for students being involved in pro bono and is inspired by the idea that they will continue with pro bono through their working life.

Presenter Biographies continued

Marzia Barbera is a Professor of Law at the Department of Law of the University of Brescia, where she teaches Labour Law, Antidiscrimination Law, Legal Clinic. Member of the Steering Committee of GAJE (Global Alliance for Justice Education) and of ENCLE (European Network for Clinical Legal Education).

Patricia Barkaskas is a faculty member in the University of British Columbia Peter A. Allard School of Law and holds the following positions: Academic Director of the Indigenous Community Legal Clinic (ICLC), Coordinator of the Judicial Externship program and Lecturer. Patricia's research focuses on clinical legal education, decolonizing and Indigenizing legal education (including the value of Indigenous pedagogies) and experiential learning in law. She is particularly interested in Indigenous issues within the law and how legal processes can assist the advancement of Indigenous peoples in Canadian society. Patricia is Métis from the Lac Ste. Anne Cree/Métis and Red River communities.

Lucy Blackburn is a lecturer within Lancashire Law School and is also a solicitor, having spent nearly 10 years in private practice before joining University of Central Lancashire. She teaches on both the undergraduate Law degree and also to postgraduate students on the Legal Practice Course. She is the module leader for the undergraduate Law Clinic and is also undertaking a Professional Doctorate in Legal Practice focusing on the perceived marginalisation of academic staff who undertake Clinical Legal Education.

Lydia Bleasdale-Hill is an Associate Professor and Director of Clinics at the School of Law, University of Leeds (UK). In the 2016-17 academic year she will be a Fellow of the Leeds Institute for Teaching Excellence and Innovation, undertaking a research project concerning the enhancement of student resilience through curricular and co-curricular activities.

Genevieve Bolton is the Executive Director/Principal Solicitor of Canberra Community Law. She was awarded the Australian Human Rights Commission Law Award 2015 in recognition of her 20-year contribution to the community legal centre movement in Australia. Genevieve has led the ongoing development of the Centre's clinical program since its establishment in 2003. Genevieve is currently the chair of the ACT Community Legal Centre's Association and a member of the National Association of Community Legal Centre's (NACLCC) Advisory Council. On 24 July 2015, Genevieve was appointed as a Commissioner to the Australian Capital Territory's Legal Aid Commission.

Carol Boothby has been the Director of the Student Law Office at Northumbria University since 2010 during which time the law clinic has helped the law school and the University to achieve a number of awards, including

Presenter Biographies continued

the Attorney Generals Award, the National Training Awards, the Halsbury Legal Awards, and the Queens Anniversary Award, based on the work of the Student Law Office. Carol is a Principal Fellow of the Higher Education Academy, and a Teaching Fellow. Areas of interest are clinical supervision, assessment, feedback and the teaching of practical skills. She has a number of recent publications on clinic.

Paola Brambilla, Professor of Comparative and European Law in the Department of Law of the University of Bergamo. Lawyer. President of the association of Italian non-profit organisation WWF environmental protection (world wild life foundation)

Susan L. Brooks is the Associate Dean for Experiential Learning and a Professor of Law at Drexel University's Kline School of Law. She also teaches Family Law and directs courses on holistic representation, professional formation, effective communication and relational skills, and access to justice. Dean Brooks received her J.D. from New York University. Prior to attending law school, she practiced social work. She received an M.A. in clinical social work from the University of Chicago-School of Social Service Administration, and earlier earned a B.A. from the same university. She is a licensed attorney in Pennsylvania and maintains her social work certification.

Natasha Brown is the Legal Director of Legal Help Centre of Winnipeg, Inc. ("LHC"). Natasha received her Bachelor of Education in 2001 and her Bachelor of Laws in 2005. Natasha worked in private practice as a family law lawyer until fall of 2012, at which point she became LHC's Family Law Supervising Lawyer. In summer of 2014, Natasha became LHC's Legal Director. Natasha is a sessional instructor at the University of Manitoba, Faculty of Law, teaching Advocacy and acting as Supervising Lawyer for the LHC Internship program. Natasha sits on the Board of the Association for Canadian Clinical Legal Education.

Sarah J. Bujold is a Student Intern, University of Miami Health Rights Clinic. She holds Juris Doctor degrees from the University of Miami (US) and Bond University (Australia). In Miami, Ms. Bujold interned with several programs including the Health Rights Clinic and Street Law. She holds a Bachelor of Social Work with High Honours from Carleton University in Ottawa, Ontario. Ms. Bujold's anticipated Call to the Bar for the Law Society of Upper Canada is June 2016, and she is scheduled to take the Florida Bar Examination in July 2016. Ms. Bujold is the 2016 recipient of the Markus Award, which recognizes an individual student each year for outstanding clinical work.

Dr. Laura Bugatti is Ph.D. in Comparative Law and she is currently a Research Fellow at Brescia Law School – Italy. She works in collaboration with the chairs of Comparative Law, Private Law and Civil Law. She is a supervisor at Brescia Legal Clinic in the civil law sector. Her main fields of research are: professional liability -with a particular

Presenter Biographies continued

focus on legal profession; legal education. She has published several articles on these topics. Since several years, she has been involved in national/international research projects, mainly in collaboration with the Center of European and Comparative Studies and the Engineering Department (Brescia).

Harpreet Burmy is Review Counsel for the Family Law Practice Program at the University of Windsor's Community Legal Aid. Ms. Burmy obtained a B.Sc. from the University of British Columbia. She earned her LL.B. and J.D. at the University of Windsor and University of Detroit Mercy. Called to the Ontario Bar in 2008, Ms. Burmy worked in private practice primarily on Family Law, Civil and Estate Litigation. Ms. Burmy co-authored "Don't Forget to Lend an Ear" in *The CBA Small, Solo and General Practice Newsletter*. Additionally, she co-presented an Initial Interview Demonstration at the LSUC Intensive Child Protection Training Program.

Sylvia Caley, JD, MBA, RN is an associate clinical professor at Georgia State University College of Law teaching law students and other professional graduate students enrolled in the HeLP Legal Services Clinic. In addition, she teaches Health Legislation and Advocacy, a year-long course in which law students work with community partners to address health-related legislative and regulatory issues affecting the community. She is the director of the Health Law Partnership (HeLP), an interdisciplinary community collaboration among Children's Healthcare of Atlanta, the Atlanta Legal Aid Society, and the College of Law.

Elaine Campbell joined Northumbria University as a Solicitor Tutor in 2011. Elaine works exclusively in the Student Law Office, where she is Deputy Module Leader and the Solicitor Tutor responsible for the Business & Commercial Law Clinic. A member of Northumbria's Legal Education & Professional Skills research group (LEAPs), Elaine is currently undertaking a Professional Doctorate. Her thesis will explore her lived experience as a clinic supervisor through an autoethnographic lens. She regularly blogs about academic writing and clinic work. Her blog (alawuntoherself.com) was a shortlisted finalist in the Education category of the 2016 UK Blog Awards.

Claire Carroll is an Australian Lawyer. Over the last decade, she has practised as a solicitor in the community legal sector where her work has primarily focused on poverty law and its associated areas. Claire is also an academic with expertise in clinical legal education. In her most recent roles she acted as the Pro Bono Coordinator at the Australian Catholic University and the Director of the Public Interest Law Initiative and the Director of Clinical Programs at Melbourne Law School. Claire is currently a PhD candidate at Monash University and is researching the effects of clinical legal education.

Presenter Biographies continued

Martina E. Cartwright is an Assistant Law Professor/Managing Attorney for the Thurgood Marshall School of Law's Wills, Probate, & Guardianship Clinic. As Managing Attorney, she supervises students in the areas of Estate Planning, Probate, Estate Administration, and Guardianship. She has taught in Civil Trial Practice, Civil Clinic, and Trial Simulation. Ms. Cartwright received her Juris Doctorate degree from the American University, Washington College of Law. She received her Bachelors of Arts degree in History from the University of Baltimore, Yale Gordon College of Liberal Arts. Ms. Cartwright has published articles in the areas of environmental law, clinical pedagogy, and guardianship.

Chris Casey is a lecturer/clinician/lawyer at La Trobe University based at the Bendigo regional campus. Chris previously spent 9 years in the Community legal centre sector setting up/coordinating the Loddon Campaspe CLC family violence Court outreach programs, as well as student clinic and volunteering programs. Chris' experiences in the family violence field (including presenting evidence to the landmark Victorian Royal Commission into Family Violence on 'access to justice' and women's experiences in a rural/ regional setting) informs his clinical, teaching and mentoring practise – as well as his passion for exploring ways of embedding resilience and wellbeing awareness in future legal professionals.

Nattakan (Ann) Chompathong holds a LLB and was involved in the CLE programs while she was a law student. Upon graduation, she became a legal fellow of BABSEACLE. Currently Ann works as a legal trainer. She coordinates and facilitates in numerous workshops and trainings throughout Asia. Ann is also a regional coordinator for the Legal Ethics, Pro Bono, Access to Justice, and Professional Responsibility Curriculum Development project. She also is the lead trainer and supervisor in a regional CLE Externship Clinic for students and law teachers to strengthen their teaching and lesson plan development using CLE methodology.

Michelle Christopher, QC holds a joint appointment at the University of Calgary as Associate Professor in the Faculty of Law and Executive Director of Student Legal Assistance, the pro bono student law clinic housed within the Faculty of Law premises. Michelle practices and teaches primarily in the areas of dispute resolution, family and criminal law, as well as clinical theory and practice. She is also an experienced mediator and participates as a dispute resolution officer in several court-annexed programs, with a focus on improving access to justice.

Michael J Churgin is the Raybourne Thompson Centennial Professor in Law at the University of Texas at Austin. After completing his law degree at Yale, he stayed on for two years as a supervising attorney and teaching fellow. At that point he joined the faculty at Texas where he runs a mental health clinic during most spring semesters, while teaching traditional courses in immigration and criminal procedure in the fall. He has published in all three fields.

Presenter Biographies continued

Lisa Cirillo is the Executive Director of Downtown Legal Services (DLS), the University of Toronto Faculty of Law Community Legal Clinic. Lisa is a feminist lawyer and has practiced in the areas of human rights, education, housing and family law in a wide variety of social justice organizations including DLS, ARCH and the Ontario Human Rights Commission. In addition to her legal work, Lisa has extensive experience in public legal education and community outreach. Lisa is the current President for ACCLE (Association for Canadian Clinical Legal Education) and also serves as a member of the Steering Committee for NAWL (National Association of Women and the Law).

Anna Cody is an Associate Professor and Director of Kingsford Legal Centre which is a community legal centre specialising in discrimination and employment law. The Centre is part of the University of New South Wales Law Faculty and teaches law students to think critically about the law and legal system. Anna has worked at the Centre for over 15 years. She has also worked in international development work in East Timor and Indonesia, and in human rights advocacy with the Center for Economic and Social Rights in New York. Anna has previously worked with Indigenous women in Alice Springs establishing a domestic violence service, and in community legal education in El Salvador.

Dr. Liz Curran teaches in the Australia-wide Professional Legal Training, ANU Legal Workshop. She was a clinical legal educator/solicitor/ Director of a legal service all based in a community health centre for ten years. Liz's research is around effective legal practice including multi-disciplinary practice where lawyers work collaboratively with non-legal professionals to reach clients unlikely to gain legal help due to barriers. Liz uses scenarios for students based on real life practice and service innovations preparing students for practice in the 21st Century. A 'guided professional journals' is used in teaching, evaluation and with practicing lawyers enabling reflection and continuous improvement.

Heather de Berdt Romilly is the Executive Director of The Legal Information Society of Nova Scotia. LISNS recently was awarded the CBA-NS 2016 Law Day Award for innovation in promoting access to justice through the Public Navigator Program, which involves training community members to provide legal information support to self-represented individuals. Heather graduated from Dalhousie University with a Bachelor of Commerce, Bachelor of Laws and a Master of Laws with a specialization in alternative dispute resolution. Heather has extensive not for profit experience as former Chair of the Board of the Avalon Sexual Assault Centre and first female President of the ADR Institute of Canada.

Patrizia De Cesari is a Full Professor of International Law at University of Brescia, School of Law. She teaches Public international Law and supervise students in the *Asylum and Immigration Clinic* of Brescia. Director of *School of Specialization for the Legal Professions* of Brescia. Lawyer in Milan, admitted to the Supreme Court. Held lectures and seminars on issues of EU Law, Public International Law and Private International Law at Italian and foreign

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Universities. Author of more the seventy publications in the fields of Private International Law, EU Law, International Law, International Human Rights Law, including monographs, editorship, essays, book chapters and sentences notes.

Chiara Di Stasio is a Researcher of International Law at University of Brescia, School of Law. Teach and supervise students in the *Asylum and Immigration Clinic* of Brescia, a live-client, in-house clinic focusing both on individual clients seeking asylum and similar forms of relief in Italy and on migrants whose Human Rights have been violated. Teach International Private Law at *School of Specialization for the Legal Professions*, University of Brescia. Author of many essays in the field of International Private Law and of two monographs, one about the fight against Terrorism vs. Human Rights (2010) and another about EU Immigration and Asylum Policies (2012).

Kate Fischer Doherty is the Director of the Public Interest Law Initiative and Director of Clinical Programs at Melbourne Law School. Prior to joining Melbourne Law School Kate worked in the community legal sector for 10 years, with a particular focus on community legal education. She has a particular interest in student ethical development through clinical legal education.

Larry Donnelly is a Boston born and educated attorney who has lectured in the School of Law at the National University of Ireland, Galway since 2001. He serves as Associate Head of School for Teaching and Learning and Director of Clinical Legal Education. Larry has published and presented numerous articles and papers on legal education. While on leave from NUI Galway from 2010-2012, he was Manager of the Dublin-based Public Interest Law Alliance. Also, he is a regular commentator in broadcast, digital and print media on politics, current affairs and law in Ireland and the US.

Rachel Ann Dunn is a PhD Candidate at Northumbria University. Her research interests include clinical legal education and the impact this has on student learning in pedagogic institutions. In particular, her doctorate focuses on live client clinics and the skills they provide students with to start practice competently. Prior to starting her PhD Rachel was an undergraduate student at Northumbria University, completing her MLaw (Exempting) BPTC degree and called to the Bar in 2013. Rachel aims to continue with her research of clinical legal education after the completion of her PhD, focusing primarily on the benefits it can offer to students.

Karen Dyck is the current and founding Executive Director of Legal Help Centre of Winnipeg, Inc. She has practiced law in and around Winnipeg in mostly nontraditional settings since 1993. Karen is an active member of the Canadian Bar Association, currently serving on the Steering Committee of the Legal Futures Initiative and as Vice Chair of the Equality Committee. She sits as a Presiding Officer in the Worker's Compensation Appeal Commission in Manitoba and volunteers on the board of Habitat for Humanity (Manitoba).

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Mackenzie Falk is a recent graduate of the JD/MSW program at the University of Windsor. As a law student, Mackenzie coordinated Pro Bono Student Canada's Family Law Coaching Pilot, clerked for family judges at the Ontario Court of Justice, participated in the 2016 Walsh Family Law Moot and completed a social work internship at New Beginnings, where she assisted with the Supervised Access Program. Prior to law school, Mackenzie worked at Winnipeg Child and Family Services. Mackenzie is articling with the legal services branch at the Ministry of Children and Youth Services and the Ministry of Community and Social Services in Toronto.

Doug Ferguson is the Director of Community Legal Services at the Faculty of Law at Western University in London, Ontario, Canada. Around 150 law students in the clinic provide legal services to low income persons who have nowhere else to turn for help. Doug is a member of the Canadian Bar Association Council and is special advisor to the CBA Access to Justice Committee. Doug was the founding president of the Association for Canadian Clinical Legal Education. He has written articles and spoken at a number of conferences on the need for reform of legal education in Canada.

Tony Foley is Associate Professor and the director of clinical programs at the ANU College of Law and teaches clinical and practical legal education courses. His research interests include restorative justice, criminal law policy, legal education, the transition to ethical practice for new lawyers, and interpreters and the legal system. His most recent book *Developing Restorative Justice Jurisprudence: Rethinking Responses to Criminal Wrongdoing* (Ashgate 2014) provides a comprehensive picture of developments in the common law world on restorative justice caselaw. Tony is a practicing lawyer and appears regularly in court on behalf of ACT Legal Aid and sits as a Senior Member of the ACT Civil and Administrative Tribunal.

Karin Galldin is the Project Director of the Canadian Bar Association's Legal Futures Initiative and Reaching Equal Justice projects. Prior to joining the CBA, Karin owned and operated a law practice in Ottawa working with survivors of sexual violence and other marginalized community members. Aside from her work, Karin is currently pursuing her Masters in Law at uOttawa examining the solicitor-client relationship from a feminist perspective.

Paula Galowitz is a Clinical Professor of Law Emerita at New York University School of Law. Concentrated her teaching, scholarship, and bar association work on improving legal services for the indigent. At NYU, she taught in the Community Development and Economic Justice Clinic and in the Medical-Legal Advocacy Clinic, an interdisciplinary clinic. Scholarship has been about interdisciplinary clinical teaching and ethical issues. Currently on the board of trustees of the Interest on Lawyer Account Fund of the State of New York and on the Board of Directors of the Center for the Study of Applied Legal Education.

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Jose Antonio Garcia Saez is PhD in law from the University of Valencia (Spain). He is currently a researcher at the Interamerican Academy of Human Rights at the Autonomous University of Coahuila (Mexico). There, he runs the International Human Rights Clinic, where Innocent Project and other legal clinics are developing.

Andrés Gascón-Cuenca is assistant researcher at the Human Rights Institute of the University of Valencia, and the director of the International Human Rights Law Clinic of the School of Law at the same University.

Nikki Gershbain is the National Director of Pro Bono Students Canada, an award-winning student program. Since her appointment in 2010, Nikki has focused on deepening the organization's access to justice programming, and developing new community partnerships. Prior to PBSC, Nikki served as Executive Director of the University of Toronto Faculty of Law. Nikki earned her LL.B. from U of T in 2000. She clerked at the Ontario Court of Appeal and practiced family law at Epstein Cole LLP. Prior to law school, Nikki earned an M.A. in Feminist Theory from the New School for Social Research, where she was a Fulbright Fellow.

Carla Ghitti is assistant researcher in Labour and Anti-Discrimination Law at the University of Brescia where she teaches Legal Clinic for Labour Consultants. She is a lawyer.

Caroline Gibby is a lecturer at Northumbria University, working in the Student Law office and have responsibility for a Private client firm. She is currently completing my Ed D which looks at the role of the Law teacher within UK HE. Her interests are looking at unpacking the way we teach practice based ideas within the SLO and the simulated client modules we deliver. She looks at bringing together educational theory to Legal Education, explaining and exploring how we can help students learn.

Jeff Giddings is Professor of Law and Director of Professionalism at Griffith Law School. He has written extensively on clinical legal education and established the Griffith clinical program in 1995. In 2010, he completed his PhD on the sustainability of clinical legal education programs. His thesis was subsequently published as a book, *Promoting Justice Through Clinical Legal Education*. Jeff received an Australia National Teaching Fellowship in 2013 for the Effective Law Student Supervision Project. He also received the Australian Award for University Teaching in Law and Legal Studies in 1999 along with multiple Griffith University awards.

Victoria Gleason joined Northumbria University as a Senior Lecturer in 2013. Before joining academia Victoria completed a training contract with a leading North East commercial firm of solicitors and subsequently worked in their corporate team for a number of years. Victoria teaches on a range of undergraduate and postgraduate

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programmes and supervises students undertaking commercial work within the Student Law Office. Victoria is interested in legal pedagogy and clinical legal education in particular and is a member of Northumbria's Legal Education & Professional Skills research group (LEAPs). She is currently undertaking a doctorate in the area of social enterprise law.

Neil Gold, emeritus professor of law and former director of clinical law at the University of Windsor, Ontario (Legal Assistance of Windsor) and the University of Victoria, British Columbia (The Law Centre), Canada. Neil has researched, written and published, consulted, and spoken on clinical legal education, legal education, professional development and dispute resolution in Africa, Asia, Australasia, Canada, South America, the UK, and the US. Neil is a member of the Association for Canadian Clinical Legal Education and has been connected with the International Journal of Clinical Legal Education since its inception as conference keynote speaker, session presenter, editorial board member, and contributor.

Freda Grealy is the Head of the Diploma Centre at the Education Department, Law Society of Ireland. She qualified as a lawyer in Ireland in 1997 and is also qualified in England, in Wales and in New York State. Her areas of practice included criminal defence litigation and general practice. She is a Ph.D. candidate at the Institute of Advanced Legal Studies in London, where her research work focuses on professional legal education and 'professional identity, ethics, moral development, professionalism and the lawyering role'. She is the founding member of the Irish Rule of Law Initiative group 'Irish Lawyers Legal Education Partnership Project – South East Asia' and has taught in Vietnam and Myanmar with NGO BABSEACLE.

Lourens Grové was admitted as an attorney in 2004. He has been working at the University of Pretoria Law Clinic since 2002. He headed the student section for several years and currently practices as principal attorney at the Clinic. In 2012, he was part of the team that was awarded a certificate for education innovation, for outstanding contributions in developing effective education practices at the University of Pretoria.

Vera Gulina is an associate professor at the Northern Arctic Federal University and the supervisor of the Legal Clinic's Street Law program.

Samantha Hale has recently completed her second year of the JD/MSW program at the University of Windsor and previously attended McGill University where she received her Bachelor of Arts (Hons) in Canadian Studies and Political Science. At Windsor, Samantha is an executive with Indigenous Initiatives, student member of the Truth and Reconciliation Faculty Working Group, Associate Editor with the Windsor Review of Legal and

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Social Issues, and has worked with Professors Gemma Smyth, Sujith Xavier, and Adam Vasey as a research assistant on projects pertaining to clinical legal education, reasonable apprehension of bias jurisprudence, and community university partnerships.

Dr. Elaine Hall is Reader in legal education research. Her research career has spanned sixteen years and more than thirty funded projects directed towards the experience of teaching and learning from the early years to old age. Elaine is co-convener of Network 15: Research Partnership in Education. Elaine is an Editor of the International Journal of Clinical Legal Education (IJCLE), Associate Editor for the International Journal of Education Research; Guest Editor for the International Journal of Research Methods in Education; and a regular reviewer for journals including British Educational Research Journal, Educational Review, Teachers and Teaching, Teacher Development and the European Journal of Psychology of Education.

Elise Hansbury is a Law PhD candidate at the Université du Québec à Montréal (UQAM), her thesis focusing on the contribution of the Inter-American Court of Human Rights to the judicial dialogue on human rights. She holds a Master's degree in International Law from the Graduate Institute of International and Development Studies (Geneva), and a LL.B. from the University of Montreal. Member of the Quebec Bar since 2007, she currently works as a lecturer at the UQAM's International Clinic for the Defense of Human Rights. She also acts as a consultant for the International Labour Organization.

Franciscus Steyn Haupt was admitted as attorney in 1981 and has been director of the University of Pretoria Law Clinic since 2000. The clinic provides clinical legal education modules to final year law students and has won a number of awards for education innovation and community engagement. The clinic is a leading provider of legal aid in South Africa, assisting more than 4000 indigent clients annually from three sites. His area of speciality is consumer credit.

Vivienne Ivins is a principal lecturer with Lancashire Law School with lead responsibilities for the school's Employability and Innovation agenda. Vivienne is a solicitor and was employed in litigation practice for 8 years before moving to lecturing. During her time with Lancashire Law School she was instrumental in setting up and delivering the pro bono clinic and secured funds to enable this to be passed onto dedicated staff for much needed expansion. Vivienne has been the LPC course leader for 6 years, ensuring that teaching relevant to a student moving into a legal practice career remains current, skills focussed and transparent.

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Dr Colin James (Solicitor and Senior Lecturer, Legal Workshop ANU College of Law, Australian National University and formerly a Clinician at UNLC) Dr. James has qualifications in law, history, philosophy, tertiary education and coaching psychology. He has published research in well-being in legal education and practice, applied ethics, emotional intelligence, family law practice and domestic violence. Dr James supervises in legal clinics, supervises PhD projects, serves on Law Society and CLC committees, and convenes professional development seminars. Felicity Wardhaugh (Solicitor, Mullane & Lindsay Solicitors and formerly a Clinician at UNLC) is the chief investigator in this project.

Nick Johnson is Director of the Nottingham Law School (“NLS”) Legal Advice Centre, Nottingham Trent University. He is a practising solicitor spending several years as a commercial property lawyer in a London legal practice. He has taught at NLS since 2001, specialising in property and public law. Alongside these, his research interests are in legal education and legal ethics/profession. He was instrumental in establishing the Clinic at NLS (2006) and NLS Legal Advice Centre Limited, which in October 2015 obtained a practice licence from the Solicitors Regulation Authority. He also sits as a part-time tribunal judge.

Vinny Kennedy is a Principal Lecturer at Sheffield Hallam University and a Solicitor. Having joined the University in 2012 from practice the focus of her teaching is on work-based and work-related learning. Vinny has been involved in various initiatives designed to introduce practical skills into the curriculum, which has been achieved using her experience in Wills & Probate. Working from the Helena Kennedy Centre for International Justice, Vinny is involved with our award winning Law Clinic as the Deputy Supervising Solicitor. Vinny has also been a key member of the team delivering our newest initiative, the Court Helpdesk.

Leah Klassen is an alumni of the Faculty of Law at the University of Manitoba and articulated at the Legal Help Centre of Winnipeg, Inc. She is currently practicing law in the area of family and wills and estates at Marie G. Michaels & Associates in Ajax, Ontario.

Catherine Klein is a Professor of Law at Catholic University of America; Director of Columbus Community Legal Services, the law school’s live-client clinical program. Co-Director of the Families and the Law Clinic. Published numerous articles and organized many workshops and trainings on legal responses to domestic violence and clinical legal education. Current member of Board of Directors of Global Alliance for Justice Education (GAJE) and participated in all 8 Worldwide GAJE conferences. Co-Chair of GAJE North American Regional Conference (New York City, 2006) and helped plan GAJE Regional CLE conference (Jordan, 2012). Served as Chair of Planning Committee for GAJE Delhi conference (2013).

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Anne Kotonya teaches Law at Strathmore University. She also sits in the law school's curriculum committee and is in charge of the judicial attachment programme. Anne is a graduate of the University of Nairobi where she earned both her LLB and LLM degrees. Anne is an Advocate of the High Court of Kenya, a member of the East Africa Law Society and the Advisory Council of the national civic education body, Uraia Trust. Her research interests are in access to justice and clinical legal education. She is directing the establishment of the Strathmore Law Clinic (SLC).

Bruce A. Lasky is the Co-Founder/Director of BABSEACLE as well as BABSEACLE Australia, BABSEACLE Singapore Ltd and BABSEACLE Foundation, where he provides technical and education advisory support for justice education programmes throughout the Asia region. He has over 25 years of work experience in legal aid, clinical legal education, pro bono and legal training work. He has more than 16 years of experience working in developing countries and countries in transition, implementing education and community empowerment projects, including much of that work focusing on clinical legal education, pro bono, access to justice and legal aid.

Fergus Lawrie is a Student Advisor, University of Strathclyde Law Clinic. He is a Clinical LLB student at the University of Strathclyde, Glasgow, expecting to graduate with honours in 2017. He has been a Student Advisor at the Law Clinic since 2013. Last year he was responsible for overseeing a firm of 37 student advisors; establishing the clinic's Small Business Law Unit; developing training in client interviewing through 'forum theatre' and taking this to other clinics in Edinburgh and Hamburg. Fergus was awarded 'Overall Contribution by an Individual Student' at the 2016 LawWorks and Attorney General Student Pro-Bono Awards in London. He will assume the position of co-Student Director for 2016-2017.

Michele M. Leering is an Ontario community legal clinic Executive Director/ lawyer. CALC employs summer law students & welcomes student volunteers. They are involved in a various practice experiences including client work, community development, public legal education & law reform. Five years ago, CALC launched a pilot clinical legal externship course for Queen's University law students: 5 students attend small urban/rural clinics for a day weekly for two terms. A monthly reflective seminar explores "integrated reflective practice". She is a Queen's PhD candidate: her empirical research looks at "integrated reflective practice", "access to justice consciousness", & legal professionalism in Canadian and Australian law schools.

Susanne Litke has been a lawyer at DLAS for the past 17 years. Her areas of practice are family law, child protection, youth criminal, human rights and poverty law. As a feminist practitioner, Susanne is passionate about ending gender based violence and has represented and supported many women leaving violent relationships. Susanne also works within the LGBTQ+ community, representing people who face discrimination and pursuing law reform. Susanne holds a BSW from Dalhousie and an MSW and LLB from the joint degree

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program at McGill. She brings social work and law together in her approach to social justice, legal practice and to the educational program of the clinic.

Beth Lyon is a Clinical Professor of Law and founder of Cornell Law School's Farmworker Legal Assistance Clinic. Her scholarly focus includes immigrants' rights, farmworker rights, and language access to justice. Professor Lyon previously taught at Villanova Law School, as founder of the Farmworker Legal Aid Clinic and the Community Interpreter Internship Program. She serves on the Board of Directors of the Society of American Law Teachers, Global Workers Justice Alliance, and Latina/o Critical Legal Theory. Her publications include two books, entitled *Global Issues in Immigration Law* and *We Asked for Workers. We Got People Instead*.

Dr. Julie Macfarlane is a Full Professor in the Faculty of Law at the University of Windsor. She has published widely in the area of legal practice and is the author of "The New Lawyer: How Settlement is Transforming the Practice of Law" (UBC Press 2008). She became interested in learning about the experiences of self-represented litigants as a significant interest group in the justice system, leading to a national study and the launch of the National Self-Represented Litigants Project in 2013. She is an experienced mediator, facilitator and conflict resolution educator, committed to the modernization of the justice system.

Francesca Malzani is lecturer in Labour law at the University of Brescia. She teaches Health and Safety at Work. She is Member of Legal Clinic Staff (from 2014). She is qualified as solicitor, admitted to the Bar in Italy.

Tony Martin is the Supervising Solicitor in the Pro Bono Clinic at BPP University, based in the School of Law in London. The clinic provides free legal advice to members of the public in housing and family law, provides an opportunity to students to learn through clinical legal education and facilitates access to practise. Previously Tony was a Team Leader/Solicitor in a Law Centre specialising in housing and social security law, running cases in tribunals, the county court and High Court. Tony is a Fellow of the Higher Education Academy. He is also a freelance trainer and consultant in law.

Angelo Maestroni, professor of environmental law at the Department of Law, University of Bergamo, Italy. Lawyer. Responsible of the first project of legal clinic of the University of Bergamo Italy, dedicated to people with cognitive impairment (Alzheimer's and dementia) and psychiatric illnesses in collaboration with Don Gnocchi Foundation and Foundation Aiutiamoli of Milan, Italy.

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Nancy Maurer is a Professor of Law and Director of Field Placement programs at Albany Law School in Albany, NY. She teaches Field Placement classes, Negotiating for Lawyers, Legal Issues in Medicine, and Pro Bono Scholars Seminar. She writes and lectures on legal education and disability rights. She is an editor and author of *Learning From Practice: A Text For Experiential Legal Education* (3d ed). She is also an editor of the New York State Bar Association books *Disability Law And Practice*.

Les McCrimmon is a Professor of Law at Charles Darwin University ('CDU') in the Northern Territory of Australia. He was Head of Law at Charles Darwin University from 2010-2012, and Acting Pro-Vice Chancellor for seven months in 2011. Before joining CDU, Les was Director of Clinical Programs at the University of Sydney, and from 2005-2009, Les held a statutory appointment as a full-time Commissioner with the Australian Law Reform Commission. He has also practised law as a trial and appellate lawyer in Canada before arriving permanently in Australia in 1990, and is a practicing barrister in the Northern Territory (2010-present).

Ewelina Milan has been an academic teacher, specializing in Civil and Civil Procedural Law, in Faculty of Law and Administration for the last 13 years. She has also been the coordinator of Legal Clinic at Lazarski University for 9 years; the supervisor of civil team and Street Law coordinator. She was awarded the Brown cross from President of Poland in 2013 for services in the development of Education. Her research interests focus on developments in clinical education, particularly the application of Learning Outcomes to improving student professional development.

Jocelyn Milne is Practice Manager/Senior Solicitor at the Flinders Legal Advice Clinic. Jo has 30 years practice experience in criminal and family law, including as Deputy Registrar, Family Court of Australia, and as general counsel with the Catholic Education Office.

Tribe Mkwebu is a third year PhD Candidate and Associate Lecturer, School of Law, University of Northumbria, United Kingdom. His research is on the pedagogic link between legal education and professional skills in preparing law students for the future practice of law. Tribe is particularly interested in why clinics start and how they last. He is currently wrapping up his thesis on factors that have been influential in the establishment and sustainability of clinical legal education in Zimbabwe. Tribe's broader research interests include Public Law; Public Interest Lawyering; Justice Education; Rule of Law; Human Rights and Civil Liberties.

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Wallace Mlyniec is the Senior Counsel of Georgetown Law Center's Juvenile Justice Clinic. He is author of numerous books and articles concerning criminal law and children's law, and has written and spoken extensively about clinical education and U.S. Student Practice Rules. Professor Mlyniec is on the Board of the National Juvenile Defender Center and was a recipient of a Bicentennial Fellowship from the Swedish government to study their child welfare system. He has been received numerous awards for his public interest advocacy and public service and clinical education, and was the inaugural winner of the Gault Award for his work in juvenile advocacy.

Lyndsay Monaghan is a Student Director, University of Strathclyde Law Clinic. She completed a NC and HNC Early Education and Childcare before completing a BA Childhood Studies at the University of the West of Scotland. She then moved onto achieve an LLB at the University of Strathclyde, with a 2.1 Honours Degree. She recently completed the Diploma in Professional Legal Practice. Lyndsay is a member of the University of Strathclyde Law Clinic, and was promoted to Student Director in 2016. Strathclyde Law Clinic is a student run organisation which provides access to justice for those who are not eligible for legal assistance. Lyndsay volunteers at the Scottish Women's Right's Centre, a project which provides legal advice to women who have experienced gender based violence.

Silvia Mondino is Adjunct Professor of comparative law of religions University of Torino (Italy). Silvia Mondino got a Phd in sociology of law and philosophy of law at University of Torino in 2012. She is also supervisor at legal clinic called "Prison and rights I" of University of Torino (Italy).

Wendy Morrish is co-Director/Founder of BABSEACLE, where she is responsible for the coordination of all aspects of the BABSEACLE international community/clinical legal education program (CLE). The scope of her activities include developing, implementing, managing and sustaining CLE programs in universities and grass-root communities throughout Asia region. In 2006, Ms Morrish focused on the Access to Justice campaign through developing and strengthening CLE programs throughout Asia region while continuing to provide support, guidance and mentoring for the law students at the universities. Currently she has overseen, facilitated and co-trained in numerous workshops and trainings throughout Asia, Australia, USA, UK and Europe.

JoNel Newman is a Professor of Clinical Legal Education & Director, Health Rights Clinic. Professor Newman received her B.A. with honours, summa cum laude from the University of Missouri. She received her J.D. from Yale Law School, where she was a senior editor of the Yale Law Journal. She has been awarded the John Minor Wisdom Public Service and Professionalism Award by the ABA Section of Litigation and the Steven M. Goldstein Award for Excellence by the Florida Bar Foundation for her advocacy on behalf of disabled immigrants. She teaches professional responsibility, civil procedure and directs the Health Rights Clinic. Since 2005 this Medical-Legal

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Partnership with the Miller School of Medicine has successfully represented of thousands of indigent clients who receive care through the University of Miami's Comprehensive AIDS Program, the Pediatric Mobile Clinic, and at Jefferson Reaves Sr. Community Health Center.

Professor **Mary Anne Noone** has been involved in the clinical legal education program at La Trobe University for many years. She currently coordinates the subject Public Interest Law Practice. Her current research focuses on integrated legal services and ethics in mediation. The thread drawing together Mary Anne's research, teaching, professional and community service activities is a passion for improving access to justice and enhancing legal professional responsibility. She was involved in the Australian Best Practices in Clinical Legal Education project. She is a specialist on the Australian legal aid system and co-authored a history of Australian legal aid system, *Lawyers in Conflict*.

Ernest Ojukwu (Senior Advocate of Nigeria) is a Professor of Law Madonna University Nigeria; President Network of University Legal Aid Institutions; Partner at Ofy-lawyers.com; Deputy Director-General and Head of Augustine Nnamani Campus Enugu, Nigerian Law School (2001-2013); Director Nigerian Bar Association's Institute of Continuing Legal Education (2007-2010, 2012-2014); Keynote speaker at 11th IJCLE/12th Australian CLE Conference (Australia, 2013); Presenter/Speaker at conferences of GAJE, AALS, Externship 6, ILEC, Harvard Law School's Global Legal Education Forum, Nigerian Association of Law Teachers, Nigerian Bar Association, Africa Clinical Legal Education Colloquium, African Network of Constitutional Lawyers, IBA. Contributor to *The Global Clinical Movement: Educating Lawyers for Social Justice* by Frank Bloch, ed.

Dr. Omolade Olomola is a Senior lecturer/Staff Clinician at the Women's Law Clinic of the Faculty of Law, University of Ibadan, Nigeria. She is currently the Acting Head of Department of Private and Property Law and her research areas include Clinical Legal Education, Gender Justice and International Humanitarian Law with specific interests in Reproductive Health Rights. She is actively involved with the implementation of the Clinical mode of teaching in Nigerian Universities and she is passionate about the inculcating of the pedagogy of Clinical Legal Education into the legal training in Nigeria.

Yohana Ouma is currently a Graduate Assistant at the Strathmore University School of Law (SLS) in Nairobi, Kenya where he is also actively involved in the Law Clinic. He graduated from the University of Nairobi School of Law in 2015 with an LL.B degree. While undertaking his undergraduate studies, Yohana was also actively involved in the clinic's activities and during his final undergraduate year, served as the student chairperson of the Law Clinic.

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Richard Owen is Director of the Essex Law Clinic at the School of Law, University of Essex, UK. He is a member of the Law Society's Wales Committee, and a former member of the Law Commission's Wales Advisory Committee and Chair of the Association of Law Teachers. He was also a consultant to the UK Centre for Legal Education. Amongst his recent activities he was a consultant on BBC One television's programme DIY Justice which first aired in March 2015. He works in conjunction with the Prisoners' Advice Service, Inside Justice and the Centre for Criminal Appeals.

Hsar Moo Paw holds a LLB in law and a Master Degree (Master of Art in Community Development). She started working at BABSEACLE in 2015 as a Legal Trainer. Hsar Moo Paw has six years of experience working with NGOs including developing materials for trainings as well as conducting trainings and awareness sessions on child protection.

Claudia Pedrero recently received her Juris Doctor degree from the University of Toronto and will be articling with Iler Campbell LLP, a progressive law firm serving primarily non-profit clients in downtown Toronto. During law school, she served as a credit student and volunteer in the Housing Law division at Downtown Legal Services.

Suphamat Phonphra is the Access to Justice Initiative Coordinator of BABSEACLE. She graduated from the Faculty of Law, University of Phayao. Her main responsibilities at BABSEACLE are projects fund-raising, contacting and communicating with organizations, foundations, law firms and law clinics in both Thailand and Asia, and supporting BABSEACLE events. Suphamat also helps BABSEACLE partners to organize events in Asia region. She organises all details related to big events including: arranging sponsors, venues, materials, registration, advertising and promotion. Currently she also supports SEACLEA as coordinator.

Benjamin Ries has been the staff lawyer supervising the Housing Law division at Downtown Legal Services since 2014 – the same clinic where he had volunteered as a law student until 2009. In the intervening years, Ben articulated with the Ontario Ministry of Municipal Affairs and Housing, was admitted to the bars of Ontario and New York, returned to the University of Toronto to complete an LL.M. in housing policy, served as duty counsel at the Landlord and Tenant Board, and practiced housing, social assistance, human rights, and employment law in several community legal aid clinics across Toronto and Hamilton, Ontario.

Richard L. Roe (Rick) is Professor of Law at Georgetown University Law Center and Director of the Street Law Program in high schools and corrections. He teaches the seminar, Literacy and Law. He also teaches a noncredit meditation course, Lawyers in Balance. He created the DC Family Literacy Program to help prisoners and homeless families to read with their children. In 2000 he and a group of law students founded the exemplary

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Thurgood Marshall Academy Public Charter High School to use learner-centered methodology across the curriculum. He has assisted in the development of Street Law programs around the globe.

Natalie Ross is a solicitor and clinical supervisor at Kingsford Legal Centre, University of NSW Australia. She has been working as a solicitor at community legal centres in Sydney for over 25 years, and has also worked at the Australian Human Rights Commission and at LawAccess, the NSW government legal information service. She has a particular interest in community legal education and plain language legal publications.

Geraldine Sadoway (LLM Cambridge, LLB Osgoode, MA Queen's, Barrister and Solicitor of the Law Society of Upper Canada in the Province of Ontario, Canada) was a clinical law instructor and staff supervising lawyer in the area of immigration and refugee law at Parkdale Community legal Services in Toronto from 1997 to 2015. She has published materials concerning the representation of vulnerable groups, including unaccompanied refugee children, victims of torture and gender violence and persons with disabilities. She is now engaged in teaching international human rights law at Queen's University and Osgoode Hall Law School. She is a Senior Fellow of Massey College, University of Toronto.

Jana Saracevic is the Ontario Chapter Organizer of the National SRL Support Network (NSSN). Jana has personally experienced being a Self-Represented Litigant, and the complexity of the legal process took an emotional, mental and physical toll on her. Jana decided to use these experiences to help others. In 2014 she became a founding member of the NSSN as a not-for-profit, volunteer-run organization designed to provide support for individuals who cannot afford counsel and are going through the difficult experience of representing themselves in family or civil court. The NSSN also works to enhance access to justice through the provision of trusted information and resources.

Claudio Sardone, Senior creative producer at AMC Networks International committed to charitable work in the UK for AAC (action against cancer) and past experience on the production of MTV Programs focused on the safeguard of the environment.

Chris Simmonds has worked for 4 years in Northumbria University's Student Law Office, the University's award winning legal clinic. He is presently the Deputy Director for the clinic. He supervises 2 firms of 6 students and specialize in consumer protection, housing, and planning and environmental law. He is a member of the Law Society of England and Wales' Access to Justice Committee and is undertaking a professional doctorate in law examining how law clinics can identify and help address unmet need in the communities they serve.

Presenter Biographies continued

Chris Smith is a Senior Lecturer in Law at the University of Sunderland, where he is also Director of Sunderland Student Law Clinic. Chris qualified as a solicitor in commercial dispute resolution in 2011 and continues to practise with a with a national commercial law firm alongside his academic career, ensuring his skills and experience are maintained and brought to bear in his teaching. Chris has led the integration of clinic within the wider legal curriculum at Sunderland, and has recently designed a new Legal Practice Course which puts clinic at the centre of the development and assessment of skills.

Heath Smith was born and raised in Moose Jaw Saskatchewan. He received his master's degree from the University of Regina in English literature, before beginning his legal studies at the University of Saskatchewan in 2014. He was recently awarded the U of S College of Law's Sam Beckie Prize in Clinical Law.

Linda F. Smith is Professor of Law and Clinical Program Director at the University of Utah. She has directed and developed the extern-based Clinical Program over the past three decades, receiving the University's Distinguished Service Award in 2006. Her clinical work began as a student at Yale Law School and continued at Greater Boston Legal Services where she supervised Harvard Law clinic students. Linda's scholarship spans three areas. She writes about the pedagogy of clinical legal education and civic engagement, and the intersection of the lawyer's skills and ethics. More recently, she has focused on the skills of client interviewing from the perspective of conversation analysis.

Lindsey Stevenson-Graf is a Senior Teaching Fellow in the Faculty of Law, Bond University. She teaches Clinical Legal Placement, Constitutional Law, Law & Society and Human Rights Law. Lindsey earned her Juris Doctor degree and a Masters degree in Latin American Studies from George Washington University and is admitted as a lawyer in both the United States and Australia. Before transitioning into an academic career, Lindsey worked at several non-governmental organisations representing asylum seekers, including at the Capital Area Immigrants Rights (CAIR) Coalition and the Washington Lawyers' Committee for Civil Rights and Urban Affairs in Washington DC.

Melissa Swain is the Associate Director & Clinical Instructor, Health Rights Clinic. She earned a B.A. in 1998 from College of the Holy Cross and a J.D. in 2006 from the University of Miami School of Law. Prior to returning to the University of Miami School of Law to work in the Health Rights Clinic, she was the Public Benefits Staff Attorney at Florida Immigrant Advocacy Center in Miami. Prior to law school, she worked as a community organizer with Americorps and a paralegal with Greater Boston Legal Services. She is the author of *Helping Haiti in the Wake of Disaster: Law Students as First Responders* (with JoNel Newman), 6 Inter. Hum. Rights L. Rev. 133 (2011).

Presenter Biographies continued

Cath Sylvester is a lecturer and solicitor at Northumbria University. She was the Director of the Student Law Office at Northumbria University from 1998 - 2009 and continues to teach in the clinic. She is currently Teaching and Learning Lead for the Law School with responsibility for the review of the Undergraduate Law programmes at Northumbria. She is a Senior Fellow of the Higher Education Authority and Convenor of the Legal Education and Professional Skills Research Group at Northumbria University. Her research interests include curriculum design and delivery in law, assessment, experiential learning and clinical legal education.

Gemma Smyth is the current Associate Dean and Associate Professor at the University of Windsor Faculty of Law. Typically, Gemma acts as Academic Clinic Director with two of the faculty's clinics, Legal Assistance of Windsor and Community Legal Aid. She researches, writes and teaches in the areas of clinic law, dispute resolution, interdisciplinarity and legal education. She is also active in the Windsor-Essex community, working with various Boards and community groups. Prior to joining the Faculty of Law as a professor, Gemma was Executive Director of University of Windsor Mediation Services and a mediator with the Ontario government.

Victoria Speed is Joint Director of the Pro Bono Centre at BPP University. The Centre facilitates the delivery of student pro bono through innovative partnerships and projects that improve access to justice. The Centre operates in 7 locations around the UK. Victoria qualified as an employment lawyer, initially training and working at Simmons & Simmons' London office. She joined BPP University in 2006 as Supervising Solicitor for employment law pro bono projects before taking on the management role in 2010. She is passionate about law students using their skills to improve access to justice in the community.

Chantal Tie is counsel for the Human Rights Legal Support Centre and part-time Professor in the Faculty of Law, University of Ottawa. She was the Executive Director of a community based, publicly funded legal aid clinic for over 20 years, and has worked on the design, implementation and evaluation of clinical programs internationally for the Canadian Bar Association, International Development Committee. This work included the development of national policy recommendations aimed at enabling student clinics to function more effectively. In 2012 she conducted a qualitative review of the legal clinics offered at Queen's University Law School. She currently co-teaches an independent study clinical course aimed at supporting the University of Ottawa Refugee Assistance Project.

Tuomas Tiittala (LL.M. 2010) pursues a doctoral degree in the University of Helsinki, Faculty of Law. His research explores the possibilities of virtue ethics in international advocacy and the study of international law. He has been interested in clinical legal education as an activity in which students and teachers develop moral character and especially the virtues of justice and practical wisdom. From spring 2014 until spring 2016

Presenter Biographies continued

he contributed to establishing a first law clinic proper in the University of Helsinki. Before embarking on the doctoral research Mr. Tiittala worked as an intellectual property lawyer.

Maxim Tomoszek is the vice-dean for students' affairs at Palacký University, School of Law. In years 2008-2015, he was the director of Centre for Clinical Legal Education. He teaches Constitutional Law, Human Rights, Legal Skills Course, Professional Ethics and Patients' Rights Clinic. He co-organized the IJCLE conference in 2014 in Olomouc. He is member of GAJE since 2011 (currently serving as member of its Steering Committee), and since 2013 he is the president of European Network for Clinical Legal Education. He edited the book *Complex Law Teaching: Knowledge, Skills and Values* (2012), and has published several papers on clinical legal education.

Veronika Tomoszková teaches Environmental Law at the Law School of Palacký University in Olomouc. She is also a supervisor in Environmental Law Clinic and Administrative Law Clinic. Since 2016, she is the director of the Centre for Clinical Legal Education, managing the largest clinical program in the Czech Republic, with more than 100 students and 100 clients each year. She regularly participates in global conferences focusing on clinical legal education (IJCLE, GAJE) and has co-organized several international conferences focusing on clinical legal education. Since 2006, she is a member of GAJE. She has published several papers on clinical legal education.

Kerry Trewern is the Deputy Director of the Edinburgh Centre for Professional Legal Studies at the University of Edinburgh. Kerry assists in the running on the University's Free Legal Advice Centre and runs the Small Claim Clinic, where students have the opportunity to represent clients in court. She also teaches on various courses, at both postgraduate and undergraduate level. Kerry qualified as a solicitor in 2005 and remained in practice as a civil litigator until 2014 when she joined the University. While in practice, Kerry's main areas of specialism included commercial litigation and professional negligence claims.

Mirja Trilsch is the Director of UQAM's International Clinic for the Defense of Human Rights (CIDDHU). She is a professor at the Department of Law at the University of Quebec in Montreal (UQAM) where she teaches Constitutional Law and International Human Rights Law. She holds a Master's degree in International and Comparative Human Rights Law from McGill University and a PhD from the University of Düsseldorf (Germany), her thesis dealing with the justiciability of Economic, Social and Cultural Rights. Before joining UQAM, she taught at the University of Düsseldorf and worked at the International Criminal Tribunal for the former Yugoslavia.

Presenter Biographies continued

Amanda Webb recently completed her third year of the JD/MSW program at the University of Windsor. She holds a Bachelor of Arts (Hons) in Psychology from Brock University. Prior to entering law school she was a Client Representative for the Ontario Public Guardian and Trustee. At Windsor, Amanda has been a caseworker for Community Legal Aid, executive for the Women's Legal Aid and Action Fund, and research assistant to Professor Gemma Smyth. She has received awards for her dedication to access to justice and professional excellence.

David Wiseman is an Associate Professor in the Faculty of Law, Common Law Section, at the University of Ottawa. David is a co-director of the University of Ottawa Refugee Assistance Project, which includes a SSHRC-funded research project on refugee access to justice. David is the academic supervisor of the Ottawa Housing Justice Project, which enables law students to assist low-income tenants, and of the "Free Law" project that involves law students in the provision of free legal assistance at shopping malls. David is also currently conducting research on the role of lawyers and paralegals at the Ontario Landlord and Tenant Board.

Leslie E. Wolf is Professor of Law and Director of the Center for Law, Health & Society at Georgia State University's College of Law. She conducts research in a variety of areas in health and public health law and ethics, with a particular focus on research ethics. Prior to joining the law school, Professor Wolf taught medical ethics and research ethics at the University of California, San Francisco, where she also served on the institutional review board. Professor Wolf has taught courses on medical liability, human subjects research, public health law, HIV/AIDS and the law, and bioethics.

Leah Wortham is Professor Emerita of Law at The Catholic University of America in Washington, D.C. where her primary teaching areas were the clinical externship program, professional responsibility, and criminal law. She has taught, conducted workshops, and consulted with law teachers, law students, and lawyers regarding legal ethics, legal profession reform, clinical education, and legal education reform in 29 countries. She is an editor and author of *Learning from Practice: A Text for Legal Experiential Education* (3d ed) published in March 2016.

Brad Yaeger is a third-year law student in the University of Ottawa's English Common Law Program. He is the Coordinator of the Ticket Defense Program, a community-campus partnership that provides *pro bono* legal representation to street-involved individuals that have been charged with municipal and provincial offences in the Ottawa Region. His clinical experience also includes a 2016 summer student placement with

Presenter Biographies continued

Legal Aid Ontario's Family Law Information Centre in Ottawa, and a 2014 internship with the Westmount Landlord-Tenant Legal Clinic in Montreal. He received his Bachelor of Arts from Concordia University's Liberal Arts College.

Lucy Yeatman has been a lecturer for 15 years teaching Family Law, Criminal Law, Human Rights and Legal Skills. Prior to lecturing she practiced as a solicitor specialising in child law and domestic violence in a legal aid practice in South East London. She has been involved in clinical legal education for 10 years, organising placements for final year students in the voluntary sector and supervising research essays on access to justice. Two years ago, the University of Greenwich opened a Legal Advice Centre. She runs a family law service in the Centre.

Toronto Top 10 Lists

Top Things to Do in Toronto:

1. CN Tower and dinner on the Harbour Front.
2. Take the ferry to Centre Island to enjoy views of the Toronto skyline, relax on the beach and dip your feet into Lake Ontario.
3. Queen West Walk. Start your walk at Nathan Phillips Square (Toronto's City Hall) and walk west until you reach Dufferin. This walk is sure to please café, art, and design lovers.
4. Casa Loma. Built between 1911- 1914 in the 18th-Century Gothic Revival Style, Casa Loma is Toronto's very own castle. Casa Loma features lavish marble and a beautiful 5 acre estate garden.
5. Museums. Visit the Royal Ontario Museum to experience a small slice of Canadian history. Particularly notable is the ROM's collection of Canadian art. Another museum that you will not want to miss is the Bata Shoe Museum, which features a collection of over 13 500 pairs of shoes.
6. Picnic in High Park. Featuring ponds, woods, and a small zoo, High Park is the perfect tranquil spot to enjoy a packed lunch.
7. Kensington Market. This area is a unique and vibrant neighbourhood in the heart of Toronto which has a vast array of small restaurants and shops. Tip: Don't miss on 7 Lives Tacos for toothsome Mexican food or Burgenator if you are craving a burger with deep fried cheese!
8. Watch a Toronto Blue Jays baseball game at the Rogers Centre. On **Sunday, July 10, 2016** the Blue Jays will be taking on the Tigers at 1:07pm. Tickets can be purchased at the gate or online (http://toronto.bluejays.mlb.com/ticketing/index.jsp?c_id=tor).
9. Toronto Entertainment District. This area is a mecca for some of Toronto's best restaurants and bars, where you can indulge while having some of the best views of the CN Tower in the City.
10. Laugh and enjoy some of the best improve in the world at Toronto's Second City Theatre. Catch a show every night of the week from the company that produced greats like Tina Faye and Amy Poehler. Tickets can be purchased online.
11. Explore University of Toronto. Some highlights not to miss are Kings College Circle, Convocation Hall, and Hart House.

Toronto Top 10 Lists continued

Top Spots for Shopping

1. Toronto Eaton Centre [Major retailers]
2. Queen Street West [Eclectic, upscale boutiques]
3. Kensington Market [Vintage boutiques]
4. Dundas Street West (“the Junction”) [Hip homewares]
5. Queen Street East (“Leslieville”) [Chic boutiques and homeware stores]
6. Bloor Street West (“Canada’s Rodeo Drive”) [upscale stores, Holt Renfrew]

Top 10 Restaurants in Toronto

1. Trattoria Nervosa (Italian, Pizza, \$\$) [Yorkville]
2. Sassafras (French) [\$\$\$, Yorkville]
3. La Carnita (Mexican) [\$, Entertainment District]
4. Scaramouche (Steak house, Sea Food) [\$\$\$, Midtown]
5. The Elm Tree Restaurant (Mediterranean) [\$\$, Downtown Core]
6. The Harbord Room (Canadian) [\$\$\$, Annex]
7. Barreo Koreano (Mexican-Korean Fusion) [\$\$, Annex]
8. Pizzeria Libretto (Italian, Pizza) [\$, The Danforth]
9. Insomnia Restaurant and Lounge (American) [\$, Annex]
10. Kinka Izakaya Bloor (Japanese) [\$\$, Annex]

Top Spots for Dessert

1. Dessert Lady Café [Yorkville]
2. Dolce Gelato [Little Italy]
3. Pancho’s Bakery [Kensington Market]
4. Uncle Tetsu’s Japanese Cheesecake [Downtown Core]
5. Greg’s Ice Cream [University /Annex]
6. Booyah Ice Cream [Midtown]
7. Millie Patisserie and Creamery [Entertainment District]
8. Cacao 70 [Distillery District]
9. Café Fiorentina [The Danforth]
10. Don’t Call me Cupcake! [Kensington Market]

Toronto Top 10 Lists continued

Top 10 Cheap Eats in Toronto

1. Kinton Ramen (Japanese) [51 Baldwin Street]
2. Bahn Mi Boys (Vietnamese) [392 Queen Street West]
3. The Burger's Priest (American) [406 Bloor Street West]
4. The Dirty Bird (American, Fried Chicken and Waffles) [79 Kensington Avenue]
5. Chantecler (Korean) [1320 Queen Street West]
6. Via Mercanti (Pizza) [87 Elm Street]
7. Fresh on Bloor (Vegan, Vegetarian) [326 Bloor Street West]
8. Fushimi (Sushi) [491 Church Street]
9. Rasta Pasta (Jamaican) [61 Kensington Avenue]
10. Saffron Spice Kitchen (Indian) [459 Queen Street West]

Top Bars in Toronto

1. Bar Volo [587 Yonge Street]
2. Victory Café [581 Markham Street]
3. Bellwoods Brewery [124 Ossington Avenue]
4. Bar Raval [505 College Street]
5. The Drake Hotel [1150 Queen Street West]
6. The Wren [1382 Danforth Avenue]
7. House on Parliament [454 Parliament Street]
8. The Duke of York Pub [39 Prince Arthur Avenue]
9. The Pilot [22 Cumberland Street]
10. Momofuku [190 University Avenue]

Top Spots for Coffee

1. The Common (cash only) [408 Bloor Street West]
2. Quantum Coffee [460 King Street West]
3. Dineen Coffee [140 Yonge Street]
4. Jet Fuel Coffee [519 Parliament Street]
5. Jimmy's Coffee [84 Gerrard Street West]
6. L'espresso bar Mercurio [321 Bloor Street West]
7. The Coffee Lab [333 Bloor Street West]
8. Moonbean Coffee [30 St. Andrew Street]
9. Almond Butterfly (vegan, gluten free food) [100 Harbord Street]
10. Sam James Coffee Bar [150 King Street West]

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