

ACCLE/CALT Joint Conference: The Whole Lawyer 2.0

(Faculty of Law, Queens University, 31 May - 2 June, 2018)

Conference Program

(DRAFT – subject to change. For presentation titles in ‘Panel’ sessions, see presentation list following program)

Day One – Thursday 31 May				
8:30 – 9:00	Registration & Breakfast			
9:00 – 10:45	Conference Opening & Keynote Plenary <ul style="list-style-type: none"> • Renu Mandhane, Chief Commissioner, Ontario Human Rights Commission 			
10:45 – 11:05	Health Break (and walk to law faculty building)			
11:05 – 12:30	1A Panel: Community, Lawyering & Competency - Turik & Holbrod - Marsden - Graben	1B Panel: New Pedagogical Approaches in the Law School Classroom - Prescott & Cole - Chapman - Wright & Sowter	1C Panel: The Whole Law Professor and the Whole Law Student - Field - Spencer - Steele	1D
12:30 – 1:45	Lunch			
	1:00 – 1:45 CALT AGM			

1:45 – 3:15	2A Workshop: Creating Success through Wellness - Berger	2B Workshop: Transforming and Revitalizing the Law School Lecture - Hastie, Barkaskas Harris & Caunt	2C Panel : Clinics & Justice - Chartier & Montambault-Trudelle - Hughes & Henry - Overholt	2D
3:15 – 3:30	Health Break			
3:30 – 5:00	3A Workshop: The Code of Conduct and Access to Justice - Rojin, Buhler & Johnson	3B Workshop: Is Developing Resilience in Law Students Possible? - Bozin, Ballard & de Prazer	3C Roundtable: We Don't Need No Legal Education? - Sandomierski, Bhahba, McMorrow, Su, Lawrence, Kelly & Glover	3D Joint Presentation: The Broad Reach of the Limited Scope Retainer: students bridging an A2J chasm - McGrath, McBride & Law
6:00 – late	Conference Dinner (& Dance Party)			

Day Two – Friday 1 June

8:30 – 9:00	Breakfast
9:00 – 10:25	Plenary Session → “Teaching & Lawyering for Reconciliation” <ul style="list-style-type: none"> • Kirsten Manley-Casimir, Indigenous Justice Division, Ministry of the Attorney General, Ontario
10:25 – 10:45	Health Break (and walk to law faculty)

10:45 – 12:15	4A Joint Presentation: The Crisis in Access to Family Justice: - Bala, Geshbain & Semple	4B Joint Presentation: Teaching and Assessing Reflective Practice - Lowenberger, Balsam & Brooks	4C Joint Presentation: Re-envisioning Skills Education - Haak, Bracci, Del Gobbo & Alexander	4D Workshop: Reconciliation in the Courts - Jacobs
12:15 – 1:30	Lunch			
	12:45 – 1:30 ACCLE AGM			
1:30 – 2:30	5A Roundtable: Legal Technology is Changing What Lawyers will Ultimately Do! - Preece, Brooks & Vokhid	5B Panel: TRC Issues & Responses - Smith - Habermacher	5C Panel: Teaching Empathy & Social Justice - Trilsch - Christopher	5D Panel: Perspectives on Competency - Field - Leering & Stockley
2:30 – 2:45	Health Break			
2:45 – 4:00	6A Roundtable: Developing Practice Foundations through Experiential Learning in the Civil Procedure Classroom	6B Roundtable: Indigenizing Constitutional Law Courses - Boisselle & Ryder	6C Panel: Collaborating on an Experiential Learning Guide for Canadian Law Students: Lessons learned and next steps	6D Roundtable: New Approaches to Teaching and Learning in Large Group Courses: Time for a Resource Sharing Portal?

	- Lund, Billingsley, Farrow, Knutsen & Semple		- Carter, Leering, Ferguson, Lowenberger, Henry, Smyth	- Wiseman, Cameron, Gruben & de Beer - Maur
4:00 – 5:00	Regulatory Issues Exchange			
5:30 –	Queens Clinics Reception			
				[Open evening post-reception]

Day Three – Saturday 2 June

8:30 – 9:45	Breakfast & Consultation - Topic: “Results of the 2018 ACCLE Clinician Survey: Planning Next Steps”		
9:45 – 11:15	7A Panel: Legal Education and Legal Practise - Heavin & Keet - Trabucco - Sandwith	7B Panel: Inclusion: Academia and the Legal Profession - Brooks - O’Byrne - Baines	7C Panel: Teaching Ethics - Marshall - Sowter - Martin
11:15 – 11:30	Health Break		
11:30 – 1:00	Lunch & Learn Lessons From the Stone Soup Project and Ideas for the Future - Lande, Keet, Leering, Simmons & Smyth		
1:00 – 1:15	Conference Closing		

ACCLE-CALT 2018: Panel Session Presentation Titles (may be amended)

Panel	Presentations
1A Community, Lawyering & Competency	<ul style="list-style-type: none"> • Adventures in developing competency in "community lawyering": Lessons from the front lines (Turik & Holbrod) • Back to Class? Legal Communities, Lived Experience, and Access to Justice (Marsden) • Intensive Clinical Legal Education at the Ryerson Faculty of Law (Graben)
1B New Pedagogical Approaches in the Law School Classroom	<ul style="list-style-type: none"> • Using Artificially Intelligent Simulations to Develop Critical Skills (Prescott & Cole) • Dialogue Pedagogy: Can We Talk About Legal Education? (Chapman) • Pie in the Face: An Intensive and Progressive Approach to Mandatory Negotiations Curriculum (Wright & Sowter)
1C The Whole Law Professor and the Whole Law Student	<ul style="list-style-type: none"> • An exploration of teachers' perceptions of teaching clinical legal education and its impact upon academic teachers' wellbeing (Field) • Educating the Educators - Training the Whole Professor (Spencer) • Can the "character quotient" be learned in law school? (Steele)
2C Clinics & Justice	<ul style="list-style-type: none"> • The Clé de vos droits: A Multidisciplinary Approach at the Service of Unrepresented Litigants (Chartier & Montambault-Trudelle) • Children Don't Belong in Jail! The Youth Criminal Justice Clinic – A Collaboration Between the Fredericton Legal Advice Clinic, the Child and Youth Advocate and the Faculty of Law at the UNB (Hughes & Henry) • Developing a Clinical Legal Service for Indigenous Clients (Overholt)

<p>4C Re-envisioning Skills Education</p>	<ul style="list-style-type: none"> • Re-envisioning Skills Education (Haak, Bracci & Del Gobbo) • Cause Lawyers' Perspectives on Key Skills and Success Factors (Alexander)
<p>5B TRC Issues & Responses</p>	<ul style="list-style-type: none"> • Decolonizing Legal Education in Canada: Examining the Experiences of Indigenous Law Students (Smith) • Ongoing responses to the TRC Calls for Action in 3 law faculties (UQAM, U of A, U de Moncton) (Habermacher)
<p>5C Teaching Empathy & Social Justice</p>	<ul style="list-style-type: none"> • Social Justice in the Classroom – teaching students to be agents of change (Trilsch) • Can Law Schools Teach Empathy? (Christopher)
<p>5D Perspectives on Competency</p>	<ul style="list-style-type: none"> • Learning about competencies from Down Under: Threshold Learning Outcomes in Australian legal education (Field) • Thirty years of lessons learned in moving to a competency-based professional education framework in Canadian medical schools (Leering)
<p>7A Legal Education and Legal Practice</p>	<ul style="list-style-type: none"> • Anticipating and Managing the Psychological Costs of Litigation (Heavin & Keet) • Developing Legal Expertise: Substantive, Relational and Strategic (Trabuco) • Aspire Legal Access Initiative (Sandwith)
<p>7B Inclusion: Academia and the Legal Profession</p>	<ul style="list-style-type: none"> • Presumed Incompetent: Exclusion of Marginalized Groups in the Practice of Law (Brooks) • Has the Empire Declined? The Predominance of US and UK Trained Law Professors in Canadian Legal Education (O'Byrne & Froc)

	<ul style="list-style-type: none"> • 20th Century Canadian Women Law Professors: Curious Histories or Historical Curiosities? (Baines)
<p>7C Teaching Ethics</p>	<ul style="list-style-type: none"> • Out of our Comfort Zone: Difficult Conversations and their Potential to Create Ethical Lawyers (Sowter) • Learning ethics can be fun and engaging (Marshall) • Three Years under the National Requirement: The Implementation of Mandatory Ethics and Professionalism Education in Canadian Law Schools (Flavelle Martin)

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