

THE WHOLE LAWYER 2.0

A Joint Conference of the Association for Canadian Clinical
Legal Education & the Canadian Association of Law Teachers

May 31 – June 2, 2018 Queen's University, Faculty of Law



Acknowledgement:

*Queen's University is situated on traditional
Anishinaabe & Haudenosaunee Territory.*

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

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Welcome

ACCLE's 9th Annual Conference

Thank you for your participation in our second joint conference with the Canadian Association of Law Teachers. It has been a pleasure to work with CALT in further examining “The Whole Lawyer” as it pertains to legal education, clinical praxis, regulation, and legal practice. The opportunity for legal academics and clinicians to meet formally and informally throughout this conference is one that our membership has found meaningful. The conference is a rare chance for increased understanding and collaboration between various branches of legal education.

In a recent survey conducted by ACCLE, it was clear that some of the thorniest issues that will face law schools over the next decade find expression in clinical and experiential legal education. I invite you, then, to engage with people with whom you don't typically interact. Ask questions about their workload, their employment contracts, the nature of their cases, their worries for clients, communities and students, and the joys of their day-to-day practice. Likewise, I invite clinicians to engage with their academic and “pracademic” colleagues to further understand how legal education fits within the complex missions of clinical legal education.

ACCLE is in its ninth year and we are proud to take a leading role in teaching, practice and research as it pertains to clinical and experiential legal education. We look forward to our forthcoming tenth anniversary conference in London, Ontario, and invite all attendees to plan to attend.

Thank you in particular to Lisa Cirillo and David Wiseman for their work on this conference. Their thoughtful organisation and deep understanding of the meeting of theory and practice has made this a truly collaborative experience. Thank you, as well, to Sarah Buhler, Karla McGrath, and the staff of Queen's Law for their tireless assistance over the past year. Enjoy the conference!

Gemma

Gemma Smyth

President, Association for Canadian Clinical Legal Education

Associate Professor and Externship Program Director

Faculty of Law, University of Windsor

Welcome

CALT's 70th Annual Conference

Welcome to the ACCLE/CALT joint annual conference!

CALT is delighted to be partnering for a second successive year with ACCLE on a continuing exploration of the theme of “The Whole Lawyer.” Participants in last year’s conference enthusiastically attested to the benefits they gained from the opportunity to share information and perspectives from diverse places within legal education. With another packed program for this year’s conference, we hope you will be equally satisfied.

In order to foster collaborative learning and exchange, you will note that this year’s program includes a number of plenary sessions on topics of relevance to legal education in both classroom and clinical contexts – ranging from substantive issues of human rights, diversity and reconciliation to current regulatory initiatives, new pedagogical methods and a pressing advocacy issue. We hope that each of these forums enhances the opportunity for identifying and better understanding common challenges, different perspectives and fresh ideas.

Thanks in advance to all presenters and participants, upon whose contribution the success of the program obviously depends. Thanks to my CALT conference co-planner, Sara Ross, as well as CALT’s local conference liaison, Art Cockfield, and to Craig Forcese for steering the CALT Awards process that will culminate in the award announcements at dinner on Thursday. Thanks very much to the conference co-organizers from ACCLE – Gemma Smyth, Lisa Cirillo and Sarah Buhler – who contributed countless hours to all issues, great and small, and were a pleasure to work with. And, finally, a special thanks to the lead local organizer for ACCLE, Karla McGrath, for all her hard work and attention to detail.

David

David Wiseman

President, Canadian Association of Law Teachers

Associate Professor, Faculty of Law, University of Ottawa

General Information

Welcome to beautiful, picturesque Kingston, Ontario, Canada's original capital city!

Kingston is located on the north shore of Lake Ontario and the St Lawrence, almost exactly halfway between Montréal and Toronto. Nick-named the "Limestone City", Kingston boasts many heritage buildings constructed with local limestone. It is home to two universities, Queen's University and the Royal Military College, and one college, St. Lawrence College. Along with tourism, these educational institutes and the students they attract provide much to the city's local economy. Kingston is also the home to a number of correctional institutions.

For more information about Kingston - history, getting around, places to see, etc. - we encourage you to explore the City of Kingston's website at <https://www.cityofkingston.ca>

CONFERENCE VENUE

Queen's University is located in downtown, Kingston. All conference activities are within walking distance from the conference hotels. Information about on-campus parking options can be found on the University's website at <http://www.queensu.ca/about/visit/directions%20>

Most of the ACCLE/CALT sessions will take place in [Macdonald Hall](#) (Faculty of Law), 128 Union Street. The Thursday and Friday morning plenary sessions will be held in Dunning Hall, which is the building beside the law school. The Conference Dinner and the Queen's Law Clinic's Reception will be held in downtown, Kingston.

WIFI ACCESS

Conference attendees have access to Queen's University Wi-Fi service:

Network: QueensuSecure_WPA2
Username: lawguest
Password: @QueensLawGuest

We invite participants to join us in tweeting about the conference at [#ACCLECALT2018](#)

SPEAKERS' GIFTS

ACCLE and CALT wish to thank all of our speakers and presenters for their participation in this conference. In lieu of speakers' gifts, the organisers will be making a donation to Loving Spoonful (<http://www.loving Spoonful.org>) Loving Spoonful is a local Kingston organisation that works to achieve a healthy food-secure community by facilitating fresh food access, skill development and community engagement in a collaborative, empowering and environmentally sustainable manner.

OUR SPONSORS

This conference is generously supported by the Faculty of Law at Queen's University. We also extend our thanks and appreciation to Thomson Reuters for sponsoring Friday's lunch. Thomson Reuters has been a consistent supporter of ACCLE's conferences over the years.

TRAVELLING TO KINGSTON

Kingston is accessible by car, train and air. Detailed directions to Kingston can be found on Queen's University's website and are copied below:

By Car:

- *From Ottawa:* South on Highway 416, and west on Highway 401. About 200 km, or about 2 hours by car
- *From Toronto:* East on Highway 401. About 260 km, or about 2.75 hours by car
- *From Montréal:* West on Autoroute 720, then west on Autoroute 20, then west on Ontario's Highway 401. About 290 km, or about 3 hours by car

Follow Highway 401 to Kingston and exit south on Sir John A. Macdonald Blvd. (exit 615). Follow this street south to Union Street, which is at the eighth set of traffic lights. Turn left onto Union and continue for approximately 10 blocks to the Queen's campus.

By Train, Bus or Air:

- Train service to Kingston arrives at the Kingston [VIA Rail](#) Station. (Train service is available from Toronto, Ottawa and Montreal)
- Bus service arrives at the John Counter Blvd [Bus Terminal](#) (Bus service is available from Toronto, Ottawa and Montreal)
- Flights arrive at Kingston's [Norman Rogers Airport](#)

The Queen's campus is about a \$15-20 taxi ride from the train station, bus terminal and airport. Allow for 15-20 minutes travel time during peak periods.

QUESTIONS?

If you have any questions or concerns, please feel free to speak with any of our conference planning committee: ACCLE President Gemma Smyth (Gemma.Smyth@uwindsor.ca), ACCLE Conference Chair Lisa Cirillo (lisa.cirillo@utoronto.ca), CALT President David Wiseman (david.wiseman@uottawa.ca) or your marvellous local host Karla McGrath, Executive Director of Queen's Law Clinics (karla.mcgrath@queensu.ca).

Opening Keynote

ACCLE and CALT are delighted to welcome **Renu Mandhane**, Chief Commissioner of the Ontario Human Rights Commission, to deliver our opening keynote address, *The Whole Lawyer Starts with Human Rights*.



Renu Mandhane was appointed Chief Commissioner of the Ontario Human Rights Commission in October 2015. She is the former Executive Director of the award-winning International Human Rights Program at the University of Toronto, Faculty of Law. She has an LL.M in international human rights law from New York University. Renu began her practice focused on criminal law, and in that capacity she represented many survivors of sexual violence and prisoners. Renu sits on the Canada Committee of Human Rights Watch, and has appeared before the Supreme Court of Canada and the United Nations. Most recently, Renu was recognized by Canadian Lawyer magazine as one of Canada's most influential lawyers for her advocacy related to solitary confinement.

Day Two Plenary Panel

On Day Two of the conference, participants are invited to a plenary panel discussion entitled **Teaching & Lawyering for Reconciliation**.

The panelists include Aliesha Arndt and Kirsten Manly-Casimir from the Indigenous Justice Division of the Ministry of the Attorney General, Ontario. They will be joined by Grandma Pauline Shirt.

In response to the 2013 Iacobucci Report, *First Nations Representation on Ontario Juries*, (the Report) and the 2015 Truth and Reconciliation Commission of Canada's Final Report, the Indigenous Justice Division (IJD) has developed a five-module training curriculum called Bimickaway for justice-sector workers in the Ontario Public Service. The training was developed based on significant engagement with Indigenous communities and Elders and challenges participants to consider what they think they know about Indigenous Peoples and Canada's history. This session will describe the development, delivery and content of Bimickaway, including what it means to teach and lawyer for reconciliation.

Aliesha Arndt is Mohawk of Six Nations of the Grand River and was born to the Bear Clan. She is also a second generation Canadian from India on her father's side.

Born and raised in the city of Toronto, she received her Honors Bachelor of Arts from the University of Toronto and graduated with a Master of Teaching (Curriculum, Teaching and Learning) from the Ontario Institute for Studies in Education.

Over the course of the last 6 years, Aliesha has done work with several community development and non-profit organizations specifically tied to the process of healing relationships and reconciliation.

Most importantly, she is a sister to Matthew, daughter to Roland and Laura and granddaughter to Elizabeth and Connie.

Kirsten Manley-Casimir is currently Acting Legal Director with the Indigenous Justice Division, Ministry of the Attorney General, Ontario. In her PhD dissertation, Kirsten advocates for a relational approach to the duty to consult and accommodate Aboriginal peoples under section 35 of the Constitution Act. She articulates four principles as the basis of a relational approach - respect, recognition, reciprocity and reconciliation. She is currently revising her dissertation for publication as a book with an academic press.

Kirsten has taught at Osgoode Hall Law School and Queen's University as an adjunct professor in courses focused on Aboriginal Law and Indigenous Legal Systems. Previously, Kirsten worked as a Research Lawyer with the Law Commission of Ontario and as Counsel at the Law Foundation of Ontario. Kirsten has publications in a number of peer-reviewed journals.

Conference Program-at-a-Glance

DAY ONE: Thursday, May 31, 2018

| | |
|------------------|---|
| 8:30 – 9:00 am | Registration & Breakfast, Macdonald Hall. Registration will be in the Atrium, just as you enter the building. Breakfast will be served in the Student Lounge. |
| 9:00 – 9:30 am | Welcome and Conference Opening, Dunning Hall (Room 14). Dunning Hall is next door to Macdonald Hall. |
| 9:30 – 10:30 am | Opening Keynote Address: <i>The Whole Lawyer Starts with Human Rights</i> <i>Renu Mandhane, Chief Commissioner, Ontario Human Rights Commission</i> |
| 10:30 - 10:50 am | Health Break & Return to Macdonald Hall |
| 10:50 – 12:00 pm | Concurrent Sessions |

Panel 1A, Community Lawyering & Competency, Room 201

- *Adventures in Developing Competency in “Community Lawyering”: Lessons from the Front Lines*, Lisa Turik (CALC) & Danielle Holbrough (CALC)
- *Back to Class? Legal Communities, Lived Experience and Access to Justice*, Sarah Marsden (TRU)

Panel 1B, New Pedagogical Approaches in the Law School Classroom, Room 400

- *Using Artificially Intelligent Simulations to Develop Critical Skills*, Heather Cole (Queen’s) & Katherine Prescott (Queen’s)
- *Expanding the Pie: An Intensive and Progressive Approach to Mandatory Negotiations Curriculum*, David Wright (Calgary) & Deanne Sowter (Calgary)

Panel 1C, Dialogue Pedagogy & Developing as Educators, Room 211

- *Educating the Educators – The Making of the Whole Professor*, Derek Spencer (Winnipeg)
- *Dialogue Pedagogy: Can We Talk About Legal Education?* Frances Chapman (Lakehead)

Panel 1D, Law Faculties, Clinical Legal Education & Lawyer Licensing, Room 202

- *Envisioning Ryerson’s Contribution: A Systemic Approach to Legal Technologies at Ryerson Law*, Sari Graben (Ryerson)
- *Law Faculties NOT Lawyer Factories: Reflections on a Joint Submission to the Dialogue on Licensing in Ontario*, David Wiseman (Ottawa)

12:00 – 1:15 pm Lunch, Student Lounge

CALT will be holding its **2018 Annual General Meeting** from 12:30 – 1:15 pm in Room 003. All conference participants are welcome to attend.

1:15 – 2:45 pm Concurrent Sessions

Panel 2A, Building the Whole Lawyer: New Courses and Approaches, Room 201

- *Wellness, Ethics, and Legal Education*, Benjamin L. Berger (Osgoode)
- *Feminist Law Reform 101*, Martha Jackman (Ottawa)
- *Beyond Clinical Legal Education: Teaching Social Justice and Empathy in the Law School Classroom*, Sharry Aiken (Queen's)

Joint Presentation 2B, Transforming and Revitalizing the Law School Lecture, Room 202

- *Transforming and Revitalizing the Law School Lecture: New Approaches to 'Old Skills' in Legal Education*, Bethany Hastie (Allard), Nikos Harris (Allard) & Patricia Barkaskas (Indigenous CLC & Allard)

Panel 2C, Clinics & Justice, Room 211

- *The Clé de vos droits: A Multidisciplinary Approach at the Service of Unrepresented Litigants*, Josée Chartier (Sherbrooke) & Déborah Montambault-Trudelle (Sherbrooke)
- *Children Don't Belong in Jail! Reporting on the Fredericton Youth Criminal Justice Clinic*, Julia Hughes (UNB), L.A. Henry (FLAC) & Nakita Ryan
- *Developing a Clinical Legal Service for Indigenous Clients*, Marion Overholt (CLA & LAW)

2:45 – 3:00 pm Health Break, Student Lounge

3:00 – 4:30 pm Concurrent Sessions

Workshop 3A, Room 400

Reimagining the Code of Conduct for Access to Justice, Jillian Rogin (Windsor, CLA & LAW), Sarah Buhler (Sask.), Chantelle Johnson (CLASSIC)

Workshop 3B, Room 201

Improving the Resilience of Law Students: A Case Study & Practical Tips, Doris Bozin (Canberra), Allison Ballard (Canberra) & Vicki de Prazer (Canberra)

Roundtable 3C, Room 202

We Don't Need No (Legal) Education? Faisal Bhahba (Osgoode), Thomas McMorrow (UOIT), Sonia Lawrence (Osgoode), Lisa Kelly (Queen's) & Kate Berger (Western)

Joint Presentation 3D, Room 211

The Broad Reach of the Limited Scope Retainer: Students Bridging an A2J Chasm, Karla McGrath (Queen's Law Clinics), Chris McBride (KCHC) & Rachel Law (Queen's J.D.)

4:30 – 5:30 pm

Advocacy Exchange: Bill C-75, Legal Clinics & Student Representation in Criminal Matters, Room 003

Facilitated by Lisa Cirillo (DLS, Toronto) and Doug Ferguson (CLS, Western)

6:30 pm – late

Conference Dinner & Dance, Ballroom, Four Points Sheraton Hotel
(*Pre-Registration Required*). The CALT Awards will be presented at the Dinner.

DAY TWO: Friday, June 1, 2018

8:30 – 9:00 am Breakfast, Student Lounge

9:00 – 10:25 am **Plenary Panel: Teaching & Lawyering for Reconciliation**, Dunning Hall (Rm 14)
Panelists: Kirsten Manley-Casimir & Aliasha Arndt, Indigenous Justice Division, Ministry of the Attorney General (Ontario) & Grandma Pauline Shirt

10:25 - 10:45 am Health Break & Return to Macdonald Hall

10:45 – 12:15 pm Concurrent Sessions

Joint Presentation 4A, Room 400

Contemporary Responses to the Access to Justice Crisis in Family Law, Nikki Gershbain (PBSC), Noel Semple (Windsor) & Lisa Eisen (Lawyer)

Joint Presentation 4B, Room 201

Teaching and Assessing Reflective Practice: A Teaching and Learning Approach to Encourage an Access to Justice Consciousness Among Law Students, Jodi S. Balsam (Brooklyn), Susan Brooks (Drexel) & Brea Lowenberger (CREATE, Sask.)

Joint Presentation 4C, Room 202

- *Re-envisioning Skills Education*, Basil S Alexander (Queen's PhD)
- *What We Talk About When We Talk About Skills: Toward a Taxonomy of Skills for Teaching and Learning in Ontario*, Christa Bracci (Queen's),
- *Revisiting the Role of Facts and Context in Teaching Legal Problem Solving*, Debra M Haak (Queen's)
- *Queer Dispute Resolution*, Daniel Del Gobbo (Toronto, SJD)

Workshop 4D, Room 211

Reconciliation in the Courts, Beverly Jacobs (Windsor)

12:15 – 1:30 pm Lunch, Student Lounge.

ACCLE will be holding its **2018 Annual General Meeting** from 12:45 – 1:30 pm in Room 003. All conference participants are welcome to attend.

1:30 – 2:45 pm Concurrent Sessions

Roundtable 5A, Room 201

Developing Practice Foundations through Experiential Learning in the Civil Procedure Classroom, Barbara Billingsley (Alberta), Trevor C.W. Farrow (Osgoode), Erik S. Knutsen (Queen's), Anna J. Lund (Alberta), & Noel Semple (Windsor)

Roundtable 5B, Room 211

Indigenizing Constitutional Law Courses, Andrée Boisselle (Osgoode) & Bruce Ryder (Osgoode)

Joint Presentation 5C, Room 202

Collaborating on an Experiential Learning Guide for Canadian Law Students: Lessons Learned and Next Steps, Gemma Smyth (Windsor), Michele Leering (CALC & Queen's PhD), Doug Ferguson (Western), LA Henry (FLAC), Brea Lowenberger (Sask.) & Gillian Carter (CBA)

Roundtable 5D, Room 400

- *New Approaches to Teaching & Learning in Large Group Courses: Time for a Resource Sharing Portal?* David Wiseman (Ottawa) & Angela Cameron (Ottawa)
- *Non-exam Assessments for Law Students: Deeper Learning, More Fun!*, Mary-Jo Maur (Queen's)

2:45 – 3:00 pm Health Break, Student Lounge

3:00 – 4:00 pm Concurrent Sessions

Roundtable 6A, Room 400

Legal Technology is Changing What Lawyers Will Ultimately Do! Kim Brooks (Schulich) & Vokhid Urinov (UNB). Moderated by Heather Cant-Woodward (Thomson Reuters)

Panel 6B, TRC Issues & Responses, Room 211

- *Decolonizing Legal Education in Canada: An Anti-Colonial Framework*, Kory Smith (Carleton PhD)
- *Ongoing Dialogues at 3 Canadian Law Faculties (UQAM, U of Alberta, U de Moncton) on Indigenous Issues and Responding to the TRC Calls for Action*, Adrien Habermacher (McGill, DCL)

Panel 6C, Teaching Empathy & Social Justice, Room 201. Moderated by Sharry Aiken (Queen's)

- *Social Justice in the Classroom – Teaching Students How to be Agents of Change*, Mirja Trilsch (UQAM)
- *Can Law Schools Teach Empathy?* Michelle Christopher (SLA, Calgary)

Panel 6D, Perspectives on Competency, Room 202

- *Learning about Competencies from Down Under: Threshold Learning Outcomes in Australian Legal Education*, Rachael Field (Bond, Australia)
- *Thirty Years of Lessons Learned in Moving to a Competency-Based Professional Education Framework in Canadian Medical Schools*, Michele Leering (CALC, Queen's PhD) & Dr. Denise Stockley (Queen's Medicine)

4:00 – 5:15 pm

Regulatory Issues Exchange: *Competency-Based Education and Assessment across the Legal Education Continuum: Views from the Profession*

Margaret Drent (LSO), Lise Rivet (FLS) & Guylaine Godin (LSNB). Moderated by Annie Rochette (LSBC), Room 003

6:00 – 7:30 pm

Queen's Law Clinics Open House, 303 Bagot Street, Kingston
(Pre-Registration Required)

DAY THREE: Saturday, June 2, 2018

9:00 – 10:15 am **Breakfast & Consultation on the Results of ACCLE’s 2018 Clinician Survey: Planning Next Steps**, Room 001

10:15 – 11:45 am Concurrent Sessions

Panel 7A, Legal Education & Legal Practice, Room 201

- *Anticipating and Managing the Psychological Impacts of Litigation*, Michaela Keet (Sask.) & Heather Heavin (Sask.)
- *With an Eye on Developing Expertise – How Do (and Can) We Help Students Develop Professional Expertise?* Lisa Trabucco (Windsor)

Panel 7B, Inclusion: Academia & the Legal Profession, Room 202

- *Presumed Incompetent: Exclusion of Marginalized Groups in the Practice of Law*, Kim Brooks (Schulich)
- *Has the Empire Declined? The Predominance of US and UK Trained Law Professors in Canadian Legal Education*, Kerri Froc (UNB) & Nicole O’Byrne (UNB)
- *The Invisible Women in Law in Canada*, Bev Baines (Queen’s)

Panel 7C, Teaching Ethics, Room 211

- *Performing Ethics – a Novel Way to Engage with Old Rules*, Kristin Marshall (Lawyer)
- *Out of our Comfort Zone: Difficult Conversations and their Potential to Create Ethical Lawyers*, Deanne M. Sowter (Calgary)
- *Three Years under the National Requirement: The Implementation of Mandatory Ethics and Professionalism Education in Canadian Law Schools*, Andrew Flavelle Martin (Allard)

11:45 – 1:15 pm **Lunch & Learn: Lessons from the Stone Soup Project and Ideas for the Future**, Room 001
Michaela Keet (Sask.), John Lande (Missouri), Martha Simmons (Osgoode) & Gemma Smyth (Windsor)

1:15 – 1:30 pm Conference Closing, Room 001

Aperçu du programme de la conférence

JOUR 1: le jeudi 31 mai 2018

- 8 h 30 à 9 h Inscription et petit-déjeuner, salon MacDonald. L'inscription se fera dans l'Atrium qui se trouve dans l'entrée du bâtiment. Le petit-déjeuner sera servi dans le salon étudiant.
- 9 h à 9 h 30 Accueil et ouverture de la conférence, salon Dunning (salle 14). Le salon Dunning se trouve à côté du salon MacDonald.
- 9 h 30 à 10 h 30 **Discours d'ouverture: *Le juriste accompli commence par les droits de la personne***
Renu Mandhane, commissaire en chef de la Commission ontarienne des droits de la personne
- 10 h 30 à 10 h 50 Pause santé et retour au salon MacDonald
- 10 h 50 à 12 h Séances simultanées

Séance 1A, avocat au service de la communauté et compétence communautaires, salle 201

- *Les défis liés à l'acquisition de compétences dans « l'exercice du droit communautaire » : Leçons tirées des premières lignes*, Lisa Turik (ACPD) et Danielle Holbrough (ACPD)
- *Retour à la formation? Communautés juridiques, expérience vécue et accès à la justice*, Sarah Marsden (Université Thompson Rivers)

Séance 1B, nouvelles approches pédagogiques dans les facultés de droit, salle 400

- *Utiliser les simulations artificiellement intelligentes pour favoriser les compétences critiques*, Heather Cole (université Queen's) et Katherine Prescott (université Queen's)
- *Élargir la part du gâteau : une approche intensive et progressive du programme de négociation obligatoire*, David Wright (Calgary) et Deanne Sowter (Calgary)

Séance 1C, pédagogie du dialogue et perfectionnement des éducateurs, salle 211

- *Éduquer les éducateurs – le processus complet de formation des enseignants*, Derek Spencer (Winnipeg)
- *Discussion pédagogique: pouvons-nous parler d'éducation juridique?* Frances Chapman (Lakehead)

Séance 1D, facultés de droit, formation juridique et licence d'avocat, salle 202

- *Envisager la contribution de Ryerson : une approche systémique des technologies juridiques à la faculté de droit de Ryerson*, Sari Graben (Ryerson)

- *Facultés de droit et non des usines à fabriquer des avocats : Réflexions sur une présentation conjointe au dialogue sur la délivrance des permis en Ontario*, David Wiseman (Ottawa)

12 h à 13 h 15 Dîner, salon étudiant

L'ACDP tiendra son **Assemblée générale annuelle 2018** de 12 h 30 à 13 h 15 dans la salle 003. Tous les participants à la conférence sont les bienvenus.

13 h 15 à 14 h 45 Séances simultanées

Séance 2A, former le juriste accompli : nouveaux cours et approches, salle 201

- *Bien-être, éthique et formation juridique*, Benjamin L. Berger (Osgoode)
- *Réforme du droit féministe 101*, Martha Jackman (Ottawa)
- *Au-delà de la formation juridique : Enseigner la justice sociale et l'empathie à la faculté de droit*, Sharry Aiken (université Queen's)

Présentation conjointe 2B, transformer et revitaliser le discours de la faculté de droit, salle 202

- *Transformer et renouveler le discours de la faculté de droit : nouvelles approches envers les « compétences traditionnelles » dans la formation juridique*, Bethany Hastie (Allard), Nikos Harris (Allard) et Patricia Barkaskas (Indigenous Community Legal Clinic et Allard)

Séance 2C, aide juridique et justice, salle 211

- *La Clé de vos droits : une approche multidisciplinaire du service des parties non représentées*, Josée Chartier (Sherbrooke) et Déborah Montambault-Trudelle (Sherbrooke)
- *Les enfants ne devraient pas être emprisonnés! Rapport sur la clinique d'aide juridique pour les mineurs de Fredericton*, Jula Hughes (Université du Nouveau-Brunswick), LA Henry (Clinique des conseils juridiques de Fredericton) et Nakita Ryan
- *Créer des services de clinique juridiques pour les clients autochtones*, Marion Overholt (CLA et LAW)

14 h 45 à 15 h Pause santé, salon étudiant

15 h à 16 h 30 Séances simultanées

Atelier 3A, salle 400

Réinventer le code de conduite pour l'accès à la justice, Jillian Rogin (Windsor, CAC et LAW), Sarah Buhler (Saskatchewan), Chantelle Johnson (CLASSIC)

Atelier 3B, salle 201

Améliorer la résilience des étudiants en droit : étude de cas et conseils pratiques, Doris Bozin (Canberra, en Australie), Allison Ballard (Canberra) et Vicki de Prazer (Canberra)

Table ronde 3C, salle 202

Nous n'avons pas besoin de formation juridique? Faisal Bhahba (Osgoode), Thomas McMorrow (Institut universitaire de technologie de l'Ontario), Sonia Lawrence (Osgoode), Lisa Kelly (université Queen's) et Kate Berger (Western)

Présentation conjointe 3D, salle 211

La large portée du dispositif de représentation en justice : les étudiants qui bâtissent des ponts au-dessus du gouffre du manque d'accès à la justice, Karla McGrath (clinique du droit de l'université Queen's), Chris McBride (KCHC) et Rachel Law (JD université Queen)

16 h 30 à 17 h 30

Échange de plaidoyer : Projet de loi C-75, cliniques juridiques et représentation des étudiants en matière criminelle, salle 003

18 h 30 jusqu'à tard
dans la soirée

Dîner-conférence et danse, salle de bal, hôtel Four Points Sheraton
(Préinscription requise)

JOUR 2: le vendredi 1^{er} juin 2018

8 h 30 à 9 h Petit-déjeuner, salon étudiant

9 h à 10 h 25 **Session plénière: Enseignement et plaidoyer pour la réconciliation**, salon Dunning (salle 14)
Panélistes : Kirsten Manley-Casimir et Aliesha Arndt, Division de la justice pour les Autochtones, ministère du Procureur général de l'Ontario et grand-mère Pauline Shirt

10 h 30 à 10 h 50 Pause santé et retour au salon MacDonald

10 h 45 à 12 h 15 Séances simultanées

Présentation conjointe 4A, salle 400

Réponses contemporaines à la crise de l'accès à la justice en droit de la famille, Nikki Gershbain (PBSC), Noel Semple (Windsor) et Lisa Eisen (avocate)

Présentation conjointe 4B, salle 201

Enseigner et évaluer la pratique réflexive : une approche d'enseignement et d'apprentissage pour encourager la conscience de l'accès à la justice chez les étudiants en droit, Jodi S. Balsam (Brooklyn), Susan Brooks (Drexel) et Brea Lowenberger (CREATE, Saskatchewan)

Présentation conjointe 4C, salle 202

Ré-imaginer l'éducation des compétences, Basil S Alexander (Ph. D., Queen's), Christa Bracci (Queen's), Daniel Del Gobbo (docteur en sciences juridiques, Toronto) et Debra M Haak (Queen's)

Atelier 4D, salle 211

Réconciliation devant les tribunaux, Beverly Jacobs (Windsor)

12 h 15 à 13 h 30 Dîner, salon étudiant

L'Association Canadienne pour l'enseignement clinique du droit tiendra son **Assemblée générale annuelle 2018** de 12 h 45 à 13 h 30 dans la salle 003. Tous les participants à la conférence sont les bienvenus.

13 h 30 à 14 h 45 Séances simultanées

Table ronde 5A, salle 201

Jeter les fondements de la pratique par l'apprentissage expérientiel dans les cours portant sur les procédures civiles, Barbara Billingsley (Alberta), Trevor CW Farrow (Osgoode), Erik S. Knutsen (Queen's), Anna J. Lund (Alberta) et Noel Semple (Windsor)

Table ronde 5B, salle 211

Cours d'indigénisation du droit constitutionnel, Andrée Boisselle (Osgoode) et Bruce Ryder (Osgoode)

Présentation conjointe 5C, salle 202

Collaborer à un guide d'apprentissage expérientiel pour les étudiants canadiens en droit : leçons apprises et prochaines étapes, Gemma Smyth (Windsor), Michele Leering (ACPD et PhD Queen's), Doug Ferguson (Western), LA Henry (Clinique des conseils juridiques de Fredericton), Brea Lowenberger (Saskatchewan) et Gillian Carter (CBA)

Table ronde 5D, salle 400

- *Nouvelles approches de l'enseignement et de l'apprentissage dans les cours de groupe : est-il l'heure de créer un portail de partage de ressources?* David Wiseman (Ottawa) et Angela Cameron (Ottawa)
- *Évaluations des étudiants en droit par des processus autres que les examens : un apprentissage plus profond et plus divertissant!* Mary-Jo Maur (Queen's)

14 h 45 à 15 h Pause santé, salon étudiant

15 h à 16 h Séances simultanées

Table ronde 6A, salle 400

La technologie juridique change et les avocats devront aussi entreprendre ces changements! Kim Brooks (Schulich) et Vokhid Urinov (Université du Nouveau-Brunswick). Animée par Heather Cant-Woodward (Thomson Reuters)

Séance 6B, problèmes et réponses de la Commission de vérité et de réconciliation, salle 211

- *Décolonisation de la formation juridique au Canada : un cadre anticolonial*, Kory Smith (Ph. D. de Carleton)
- *Dialogues en cours dans trois facultés de droit canadiennes (UQAM, Université de l'Alberta, Université de Moncton) sur les questions autochtones et réponses aux appels à l'action de la Commission de vérité et de réconciliation*, Adrien Habermacher (McGill, DCL)

Séance 6C, enseigner l'empathie et la justice sociale, salle 201. Animée par Sharry Aiken (Queen's)

- *La justice sociale en classe – enseigner aux élèves comment être des agents du changement*, Mirja Trilsch (UQAM)
- *Les facultés de droit peuvent-elles enseigner l'empathie?* Michelle Christopher (SLA, Calgary)

Séance 6D, perspectives sur la compétence, salle 202

- *Se renseigner sur les compétences de l'autre bout du monde : résultats d'apprentissage dans l'éducation juridique australienne, Rachael Field (Bond, en Australie)*
- *Trente ans de leçons apprises dans le passage à un cadre de formation professionnelle axée sur les compétences dans les facultés de médecine du Canada, Michelle Leering (ACPD, Ph. D. de Queen's) et la D^{re} Denise Stockley (faculté de médecine de Queen's)*

16 h à 17 h 15

Échange sur les questions réglementaires : l'éducation et l'évaluation axées sur les compétences de la formation juridique : les points de vue de la profession

Margaret Drent (LSO), Lise Rivet (FLS), Guylaine Godin (LSNB) et Annie Rochette (LSBC), salle 003

18 h à 19 h 30

Portes ouvertes de la clinique juridique de l'université Queen's, 303, rue Bagot, Kingston (Préinscription requise)

JOUR 3: le samedi 2 juin 2018

9 h à 10 h 15 *Petit-déjeuner et consultation sur les résultats du sondage de l'ACECD 2018 : Planifier les prochaines étapes, salle 001*

10 h 15 à 11 h 45 Séances simultanées

Séance 7A, Enseignement juridique et pratique juridique, salle 201

- *Anticiper et gérer les impacts psychologiques du litige*, Michaela Keet (Saskatchewan) et Heather Heavin (Saskatchewan)
- *Regard sur le développement de l'expertise – comment (et pouvons-nous) aider les étudiants à acquérir une expertise professionnelle?* Lisa Trabucco (Windsor)

Séance 7B, inclusion : le milieu universitaire et la profession juridique, salle 202

- *Incompétence présumée : Exclusion des groupes marginalisés dans la pratique du droit*, Kim Brooks (Schulich)
- *L'Empire a-t-il décliné? La prédominance des professeurs de droit formés aux États-Unis et au Royaume-Uni dans la formation juridique au Canada*, Kerri Froc (Université du Nouveau-Brunswick) et Nicole O'Byrne (Université du Nouveau-Brunswick)
- *L'absence des femmes dans le système juridique canadien*, Bev Baines (Queen's)

Séance 7C, l'enseignement de l'éthique, salle 211

- *L'éthique de la performance – une nouvelle façon de renouer avec les règles traditionnelles*, Kristin Marshall (avocate)
- *Sortir de notre zone de confort : les sujets difficiles à aborder et leur potentiel de créer des avocats ayant le sens de l'éthique*, Deanne M. Sowter (Calgary)
- *Trois années sous les dispositions de la législation nationale : La mise en œuvre de l'éducation obligatoire en matière d'éthique et de professionnalisme dans les facultés de droit canadiennes*, Andrew Flavelle Martin (Allard)

11 h 45 à 13 h 15 ***Dîner-conférence : Leçons tirées du projet « Stone Soup » et réflexions futures, salle 001***

Michaela Keet (Saskatchewan), John Lande (Missouri), Martha Simmons (Osgoode) et Gemma Smyth (Windsor)

13 h 15 à 13 h 30 Fin de la conférence, salle 001

Detailed Conference Program

DAY ONE: Thursday, May 31, 2018

8:30 – 9:00 am **Registration and Breakfast, *Macdonald Hall***

Conference check-in will take place in the Atrium, immediately inside the main doors of Macdonald Hall. Breakfast will be served in the Student Lounge. After having breakfast, registrants should make their way to Dunning Hall, the building immediately next to Macdonald Hall, for the opening plenary session.

9:00 – 9:30 am **Welcome & Conference Opening, *Dunning Hall, Room 14***

Karla McGrath, Executive Director of Queen’s Law Clinics and our host, will call us to order and open the conference. Associate Dean Academic Cherie Metcalf will then offer a few words of welcome from the Faculty. She will be joined Brandon Karonyataye Maracle, a Kenien’kehaka student at Queen’s University Faculty of Law.

ACCLE President Gemma Smyth & CALT President David Wiseman will also offer a few words of welcome and briefly introduce the conference theme and program.

9:30 - 10:30 am **Opening Keynote Address: *The Whole Lawyer Starts with Human Rights*
Renu Mandhane, Chief Commissioner of the Ontario Human Rights
Commission**

10:30 – 10:50 am **Return to Macdonald Hall & Health Break, *Student Lounge***

10:50 – 12:00 pm **Concurrent Sessions**

Panel 1A, Community Lawyering & Competency, Room 201

Adventures in Developing Competency in “Community Lawyering”: Lessons from the Front Lines, Lisa Turik (CALC) & Danielle Holbrough (CALC)

Our understanding of the complexity and challenges of community lawyering will benefit from empirical research and the nature of the knowledge, skills, and values required to be successful and effective in this much-undervalued and under-theorized legal professional role. Reflecting on our learning as law students in clinical legal education programs at different universities, and our lived experience as new lawyers in Ontario’s community legal clinic system, coupled with interviews and focus groups with colleagues, we will present a comprehensive model of the competencies that capture the professional demands we embrace in our role as community

lawyers. Additionally, we will share the insights gained from supporting the professional identity development of our articling, law externship, and law students over the past three years and our recommendations for enhancing legal education.

Back to Class? Legal Communities, Lived Experience and Access to Justice, Sarah Marsden (TRU)

Among legal academics, lawyers, and policymakers, there is no shortage of discussion about access to justice. What is missing is reflection on the role of the law and its practitioners in contributing to relations of class and power that create access to justice barriers. The voices of subordinated people are notably absent from most access to justice conversations. I will argue that lived experience of poverty and subordination exists both outside and within the legal profession, and that researchers and practitioners must prioritize the expertise that flows from it.

Panel 1B, New Pedagogical Approaches in the Law School Classroom, Room 400

Using Artificially Intelligent Simulations to Develop Critical Skills, Heather Cole (Queen's) & Katherine Prescott (Queen's)

Effective legal practitioners not only need to acquire subject specific knowledge but also need to apply that knowledge according to professional standards. A big part of legal practice is building interpersonal relationships with clients, which requires a set of critical skills beyond simple acquisition of domain knowledge. Computer aided simulations offer an opportunity to provide realistic critical skills training to students in a safe environment with no risks to actual clients.

We are involved in a collaborative project to develop an artificially intelligent simulation tool for use in academic professional education. The simulation tool immerses learners in a realistic simulation with characters who interact with the student in ways that mirror real-world applications. In this session, we present our results from the development and testing of the legal simulation, and we invite participants to engage in open discussion about the effectiveness of artificially intelligent simulation tools in legal education.

Expanding the Pie: An Intensive and Progressive Approach to Mandatory Negotiations Curriculum, David Wright (Calgary) & Deanne Sowter (Calgary)

Negotiation curriculum has proliferated in law schools in recent years due to a growing recognition of the importance of these skills. Designing and delivering these courses is notoriously difficult. Using the Calgary Curriculum (<https://law.ucalgary.ca/calgarycurriculum>) as a launching point, the session will introduce the revamped approach taken in January 2018 at the University of Calgary, Faculty of Law.

The presentation will provide an overview of the novel direction taken with the course with respect to the following: (1) course structure (3-week intensive); (2) students assessment (no exams; pass/fail); (3) curriculum; and, (4) the pedagogical tools and techniques. For example, the

course included minimal traditional lectures, and instead featured numerous exercises, including two parallel tracks of multi-day mock negotiations, and almost 80 volunteer practitioners and judges. The presentation will describe how the course was designed to include typical interest-based negotiation approaches while also providing students with a deep understanding of ADR types and forums.

Panel 1C, Dialogue Pedagogy & Developing as Educators, Room 211

Educating the Educators – The Making of the Whole Professor, Derek Spencer (Winnipeg)

While the life of a professor is typically broken up into three core areas, research, teaching and service, graduate school emphasizes research. Teaching, a role that will make up a substantial part of a professor's career and will most closely impact how a professor guides the next generation of law students, is often given little to no attention in graduate school. However, there are some programs offered to bridge this gap and provide graduate students with training and experience as educators. My presentation will present an auto-ethnographic account of attending one of these programs, Learning and Teaching Higher Education (LATHE) offered at the University of Victoria. In this presentation I will discuss the LATHE program and its goals as well as discuss similar programs in Canada, emphasizing how professors at every institution can play a role in educating graduate students so they can become the Whole Professor.

Dialogue Pedagogy: Can We Talk About Legal Education? Frances Chapman (Lakehead)

This presentation looks at the Socratic Method and other law school teaching staples. I argue that there is a better, and more humane, way to teach our law school students. Through the experience of helping to open a law school I have had time to reflect on my own teaching style and have employed what others have called "Dialogue Pedagogy."

Although students get training on issue identification, they are not taught to plan a solution by dialoguing with the relevant actors. As Susan Williams notes in her analysis of legal and medical education, students can "perform a diagnosis, but not provide treatment." Connecting our students to life and humanity and having empathy for others is perhaps one of the most important things that we do. Being able to connect what they are learning to them personally, their family, their friends, their fellow human beings is paramount.

Panel 1D, Law Faculties, Clinical Legal Education & Lawyer Licensing, Room 202

Envisioning Ryerson's Contribution: A Systemic Approach to Legal Technologies at Ryerson Law, Sari Graben (Ryerson)

This paper outlines how Ryerson has carved out space in the legal curriculum for a program aimed at fostering student engagement with legal technologies and the institutions in which those technologies manifest. While the curriculum is still being deepened, and developed in

anticipation of opening in 2020, systemic thinking provides some context for Ryerson's mission and the challenges it faces in implementing it. I introduce the concept of a technology as a legal system and how it fits into calls for legal reform. I describe how Ryerson has created space in the traditional legal curriculum to deliver a systemic approach based on experiential learning, and discuss how this focus will be used to orient students towards the pillars of the program (technology, innovation, equity, and access to justice), how to develop current thinking about legal service delivery as a system in and of itself, and how to infuse that delivery (and uptake by others) with the program's normative aims.

Law Faculties NOT Lawyer Factories: Reflections on a Joint Submission to the Dialogue on Licensing in Ontario, David Wiseman (Ottawa)

This presentation will provide an overview of, and reflection upon, a Joint Submission by an ad hoc collection of Ontario law professors to the Law Society of Ontario's Dialogue on Licensing initiative. The submission grappled with the role of law faculties in general, and clinical legal education more particularly, in the continuum of education and training of lawyers. The presentation will explore concerns raised in the submission about specific regulatory concepts such as 'competence' and 'practice-readiness', which seem informed by a more general regulatory temptation to convert law faculties into lawyer factories. The presentation will also explore the countervailing need to apply an 'access to justice' lens to the ongoing debate about the future of law faculties, clinical legal education and lawyer licensing.

12:00 – 1:15 pm **Lunch, Student Lounge**

CALT will host its 2018 **Annual General Meeting** from 12:30 -1:15 pm in Room 003. All conference participants are welcome to attend.

1:15 – 2:45 pm **Concurrent Sessions**

Panel 2A, Building the Whole Lawyer: New Courses and Approaches, Room 201

Wellness, Ethics, and Legal Education, Benjamin L. Berger (Osgoode)

This presentation will introduce attendees to a pilot course offered at Osgoode Hall Law School in 2017-2018, entitled "Creating Success through Wellness: A Practical Course for Law Students". Designed to help students explore and cultivate the skills, mindsets, and practices necessary to flourish in the context of the intellectual, emotional, and personal challenges associated with law school and the legal profession, the course was co-taught by a counselor and a full time law professor as an attempt to introduce mindfulness-based reflection and experience as an important dimension of educating future lawyers. This presentation will explore the motivations for the pilot program, the experience and lessons of guiding two cohorts of students through the curriculum, and the ambitious vision of legal education that such a program can support.

Feminist Law Reform 101, Martha Jackman (Ottawa)

The National Association of Women and the Law's open access course: 'Feminist Law Reform 101' was developed to assist feminist lawyers and activists to build the knowledge and skills necessary to advance an equality rights agenda in the legislative context. Available in English and French, FLR101 combines readings with short and instructive video clips on a range of topics, including access to information; submissions and appearances before committees; lobbying; media and public relations; and other key avenues of feminist law reform advocacy. Drawing on her experience building and offering the course at the University of Ottawa, Professor Martha Jackman will discuss how FLR101 can be used to motivate and empower students to become effective agents for positive change from the very outset of their legal careers.

Beyond Clinical Legal Education: Teaching Social Justice and Empathy in the Law School Classroom, Sharry Aiken (Queen's)

A great deal of the scholarly literature on teaching and learning social justice in law school has focused on the contributions of clinical legal education. Along with skills training, experiential learning opportunities in clinics allow students to gain an understanding of how legal doctrines and theories actually work (or fail to work) as well as an awareness of the potential and limits of law in addressing social injustice, poverty and racism (Wizner, 2012). Conversely, there is resistance in some segments of the legal academy – and relatedly, much less pedagogical attention – to teaching social justice in the regular law school classroom (Pardy, 2018).

I argue that teaching and learning social justice and empathy can and *should* be integrated into the non-clinical classroom context- from 1L through to upper year advanced courses and electives. Indeed, if law schools are to attend seriously to the Truth and Reconciliation Commission's recommendations, it is imperative that non-clinical learning outcomes also include a deeper and more critical understanding of the legal system's colonial legacy and the ways in which law continues to disadvantage and oppress. Drawing on recent experience revamping my Administrative Law course, this presentation aims to offer "lessons learned" in relation to my own efforts to contest and disrupt the Administrative Law classroom as a site for values-free professional training.

Joint Presentation 2B, Transforming and Revitalizing the Law School Lecture, Room 202

Transforming and Revitalizing the Law School Lecture: New Approaches to 'Old Skills' in Legal Education, Bethany Hastie (Allard), Nikos Harris (Allard) & Patricia Barkaskas (Indigenous CLC & Allard)

This workshop provides an interactive experience in considering new approaches to classroom engagement in law school, focusing on four key themes: technology and legal education; developing a growth mindset; cultural competence and the incorporation of Indigenous

materials; and, formative assessment as a learning tool. These four components work together to provide a diverse set of tangible tools and concepts that will enhance student learning in the law school environment. This workshop will invite participants to reflect on their current teaching practices, identify ways in which they currently engage with the workshop themes in their classrooms, and consider new tools and approaches that might further enhance their approach to law teaching.

Panel 2C, Clinics & Justice, Room 211

The Clé de vos droits: A Multidisciplinary Approach at the Service of Unrepresented Litigants, Josée Chartier (Sherbrooke) & Déborah Montambault-Trudelle (Sherbrooke)

How can we respond to this new reality? How can we better equip unrepresented litigants in the judicial process? How can we benefit from a multidisciplinary approach?

The supervisors of legal information clinic *Clé de vos droits* decided to initiate a pilot project to provide multidisciplinary support (law & social work) to unrepresented litigants. The objectives of this approach are, on one hand, to provide both legal and psychosocial support to unrepresented litigants and, on the other hand, to favour the development of practical skills in our future jurists, which is one of the learning outcomes sought by the *Clé de vos droits*.

Children Don't Belong in Jail! Reporting on the Fredericton Youth Criminal Justice Clinic, Jula Hughes (UNB), L.A. Henry (FLAC) & Nakita Ryan

The presentation reports on a recent initiative, the Youth Access to Justice Clinic and Outreach Program, which was made possible by funding from the Law Foundation of Ontario, to support youth involved in the criminal justice system. Students are trained to act as youth justice coordinators who intervene as early as possible in the stages of the investigation and judicial processes to advocate for informal resolution and avoid punitive responses. This project trains students in cultural humility to work with indigenous youth, immigrant and refugee youth, and youth in the LGBTQ+ population. It invites networking with a variety of community organizations involved with youth who are at risk or already in the justice system.

Developing a Clinical Legal Service for Indigenous Clients, Marion Overholt (CLA & LAW)

The presentation will explain the process our clinic used to engage our local indigenous community. We will outline the step by step process which resulted in the creation of an indigenous justice coordinator position within our clinic. We will describe how the position has changed the services that we offer and the way in which we offer services. We will describe the networking opportunities that have been created within the local justice and indigenous community. We will explain the strategic planning process we are engaging in to implement our clinical report on responding to the Calls to Action. We will discuss the challenges which we have encountered in this process.

2:45 – 3:00 pm

Health Break, Student Lounge

3:00 – 4:30 pm

Concurrent Sessions**Workshop 3A, Room 400**

Reimagining the Code of Conduct for Access to Justice, Jillian Rogin (Windsor, CLA & LAW), Sarah Buhler (Sask.), Chantelle Johnson (CLASSIC)

Practitioners working in legal aid, pro bono, or community clinic contexts often struggle to see the realities of their work reflected in governing rules of professional conduct. Our project undertakes a re-interpretation of the Federation of Law Society's Model Code of Professional Conduct through an access to justice lens. Our workshop will engage participants in reimagining the governing rules of professional conduct. Participants will be asked to reflect on the limitations posed by the governing Model Code, to identify areas of our work that require a reimagining of the traditional rules, and to reflect on ideals of justice that will inform a re-interpretation of the Model Code. Drawing on a participatory model in terms of reimagining what an Access to Justice Model Code might look like can also de-stabilize regnant notions of the professional standards that we are governed by.

Workshop 3B, Room 201

Improving the Resilience of Law Students: A Case Study & Practical Tips, Doris Bozin (Canberra), Allison Ballard (Canberra) & Vicki de Prazer (Canberra)

In June 2017 a Health Justice Legal Advice Clinic (the Clinic) was established at the University of Canberra (UC). The Clinic is an informal partnership between the UC School of Law and Justice and its Medical and Counselling Service. The Clinic brings together health professionals, who refer patients to the Clinic; lawyers who provide pro-bono legal assistance, advice and representation work; and law students who provide support to the lawyers. The law students who undertake work in the Clinic do so as part of their law degree curriculum. In the Clinic students are exposed to a range of complex matters. To assist in preparing students for their legal Clinic experience, the induction program includes individual assessments conducted by a clinical psychologist. Part of the induction focuses on assessing students' vulnerabilities; giving them tools to self-assess their strengths and weaknesses; and building resilience to assist them not only during the Clinic experience but also to prepare them for their future legal careers. On completion of the Clinic experience students complete an instrument which focuses them on identifying strategies to maintain resilience.

Roundtable 3C, Room 202

We Don't Need No (Legal) Education? Faisal Bhahba (Osgoode), Thomas McMorrow (UOIT), Sonia Lawrence (Osgoode), Lisa Kelly (Queen's) & Kate Berger (Western)

We will invite an interactive conversation about some of the pressing and foundational questions facing legal education - writ large - today. To do so, we will adopt the strategy of responding to five hypothetical emails written by imaginary students expressing dissatisfaction with one element of their legal education.

Joint Presentation 3D, Room 211

The Broad Reach of the Limited Scope Retainer: Students Bridging an A2J Chasm, Karla McGrath (Queen's Law Clinics), Chris McBride (KCHC) & Rachel Law (Queen's J.D.)

Operating in a jurisdiction where students are not permitted to represent in Family Court, the Queen's Family Law Clinic uses a limited scope retainer to maximize the number of clients served while providing students with a dynamic learning opportunity. This presentation examines a complex, interrelated set of challenges that students call The Trifecta. A support payor suffers a catastrophic financial downturn and, denied legal aid, cannot bring their support obligation in line with their new circumstances. Arrears accumulate and enforcement measures ensue. Tackling this layered problem, students have a measurable impact on the lives of challenged (and often challenging) clients while learning to prepare, issue, serve and file documents, track and meet deadlines and engage a variety of counsel and community agencies. We explore the problems and solutions systemically and practically and bring the perspectives of the lawyer, the student, the community agency and, through all of those, the client.

4:30 – 5:30 pm **Advocacy Exchange: Bill C-75, Legal Clinics & Student Representation in Criminal Matters**, Room 003
Facilitated by Lisa Cirillo (DLS, Toronto) and Doug Ferguson (CLS, Western)

6:30 pm – late **Conference Dinner & Dance**, Ballroom, Four Points Sheraton Hotel
(Pre-Registration Required)

DAY TWO: Friday, June 1, 2018

8:30 – 9:00 am **Breakfast, Student Lounge**9:00 – 10:25 am **Plenary Panel: Teaching & Lawyering for Reconciliation**, Dunning Hall (Rm 14)**Panellists:** *Kirsten Manley-Casimir & Aliasha Arndt, Indigenous Justice Division, Ministry of the Attorney General (Ontario) & Grandma Pauline Shirt*

In response to the 2013 Iacobucci Report, *First Nations Representation on Ontario Juries*, (the Report) and the 2015 Truth and Reconciliation Commission of Canada's Final Report, the Indigenous Justice Division (IJD) has developed a five-module training curriculum called Bimickaway for justice-sector workers in the Ontario Public Service. The training was developed based on significant engagement with Indigenous communities and Elders and challenges participants to consider what they think they know about Indigenous Peoples and Canada's history. This session will describe the development, delivery and content of Bimickaway, including what it means to teach and lawyer for reconciliation.

10:25 - 10:45 am **Health Break & Return to Macdonald Hall**10:45 – 12:15 pm **Concurrent Sessions****Joint Presentation 4A, Room 400**

Contemporary Responses to the Access to Justice Crisis in Family Law, Nikki Gershain (PBSC), Noel Semple (Windsor) & Lisa Eisen (Lawyer). Moderated by Mary Jo Maur (Queen's).

Family law is at the epicenter of the crisis over access to justice, with unprecedented numbers of individuals navigating the system without any or with limited legal assistance. People who are going through family transitions need high quality, affordable, professional, and variegated options in the legal services marketplace. This panel will explore how family lawyers, law schools, legal educators and regulators can respond to access to justice needs in family law. Panelists will discuss on-going research and programs being undertaken in law schools and by the legal profession. They will explore policy questions such as whether or not family law should be a mandatory course, the articling debate, and the scope of paralegal practice in terms of their ramifications for access to family justice. They will review new and growing forms of limited legal services, such as unbundling, legal coaching, and private duty counsel programs. And finally, they will tackle issues such as how to provide legal services in a way that respects clients' goals, needs and capacity.

Joint Presentation 4B, Room 201

Teaching and Assessing Reflective Practice: A Teaching and Learning Approach to Encourage an Access to Justice Consciousness Among Law Students, Jodi S. Balsam (Brooklyn), Susan Brooks (Drexel) & Brea Lowenberger (CREATE, Sask.)

This interactive workshop will focus on the understudied area of teaching and assessing reflective practice in legal education, and how this teaching and learning approach can advance a myriad of goals, including access to justice. We will summarize a theoretical and practical background on how to teach and assess reflective practice. From here, we will provide a justification for focusing on scoring rubrics to evaluate reflective practice exercises. We will invite participants to engage in a guided discussion to share key indicators that could be used in a scoring rubric. We will provide model scoring rubrics and participants will use the rubrics and other indicators identified by the group to review and evaluate exemplars of student reflective essays. In doing so, we will also examine how we can achieve the access to justice consciousness goals legal educators might aspire to instill through the design of a reflective practice scoring rubric.

Joint Presentation 4C, Room 202

Re-envisioning Skills Education, Basil S Alexander (Queen's PhD), Christa Bracci (Queen's), Daniel Del Gobbo (Toronto, SJD) & Debra M Haak (Queen's)

What We Talk About When We Talk About Skills: Toward a Taxonomy of Skills for Teaching and Learning in Ontario, Christa Bracci (Queen's),

Revisiting the Role of Facts and Context in Teaching Legal Problem Solving, Debra M Haak (Queen's)

Queer Dispute Resolution, Daniel Del Gobbo (Toronto, SJD)

What are the skills that we, as legal educators, focus on? How does the way we prioritize skills affect our classroom methods? How might re-envisioning skills impact our teaching? This session engages with these questions in theoretical and pragmatic ways, offering practical suggestions about curriculum and classroom techniques. Bracci discusses the findings of her qualitative research study involving stakeholders in Ontario legal education and describes the taxonomy she uses to ground what constitutes "skills" and where instruction around skills might best be anchored in the legal education curriculum. Alexander provides insight from his qualitative research regarding the key skills, influences, and approaches that cause lawyers see as important for them to be effective. Drawing on the concept of the practicing lawyer as a problem solver, Haak proposes an expanded role for facts in legal education. Del Gobbo discusses productive new areas for teaching in the ADR field which are attitudinally sex-positive and accepting of more diverse feminist political views.

Workshop 4D, Room 211**Reconciliation in the Courts, Beverly Jacobs (Windsor)**

“Reconciliation” with Indigenous Peoples has been a buzz word after the release of the Truth and Reconciliation Commission of Canada’s report and within the political realm; however, this term has been utilized by the courts since the enactment of Section 35 of the Constitution Act, 1982 in its analysis of Aboriginal and treaty rights. In order for true reconciliation to begin, knowledge of Indigenous Peoples’ histories and legal traditions need to be acknowledged, recognized and respected. The purpose of this workshop is to learn about Indigenous legal traditions, and specifically, Haudenosaunee legal traditions, the respect Indigenous legal traditions deserves as a system of justice and the appropriateness of its applicability in the Canadian courts.

12:15 – 1:30 pm **Lunch, Student Lounge**

ACCLE will be holding its **2018 Annual General Meeting** from 12:45 – 1:30 pm in Room 003. All conference participants are welcome to attend.

1:30 – 2:45 pm **Concurrent Sessions**

Roundtable 5A, Room 201

Developing Practice Foundations through Experiential Learning in the Civil Procedure Classroom, Barbara Billingsley (Alberta), Trevor C.W. Farrow (Osgoode), Erik S. Knutsen (Queen’s), Anna J. Lund (Alberta), & Noel Semple (Windsor)

The roundtable participants will discuss how they have employed experiential learning – when teaching civil procedure or legal process – to help students develop practice foundations, including:

- Gathering facts through interviews, searches, document/file review and other methods
- Drafting pleadings, motions and briefs
- Interviewing clients and witnesses
- Requesting and producing written discovery
- Documenting or organizing a case or matter
 - Keeping information confidential
 - Recognizing and resolving ethical dilemmas in a practical setting

Each participant will describe one or two initiatives that they have incorporated into their classroom, identify resources they found helpful, and reflect on feedback and challenges they encountered in administering these initiatives.

Roundtable 5B, Room 211***Indigenizing Constitutional Law Courses*, Andrée Boisselle (Osgoode) & Bruce Ryder (Osgoode)**

The Report of the Truth and Reconciliation Commission called upon law schools to require students to take a course that “includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.” (Call to Action #28)

This roundtable stems from the observation that generally speaking, Canadian constitutional legal pedagogy – reflected in the organization of syllabi and casebooks – tends to approach Indigenous issues discretely, in portions of the course devoted to the jurisprudence relating to s.91(24) of the Constitution Act, 1867, s.25 of the Charter of Rights and Freedoms, and s. 35 of the Constitution Act, 1982.

In this exchange, we seek to share ideas on how to transform this pedagogy so as to address the relationship between Indigenous and non-Indigenous principles, values and governing institutions seamlessly throughout the introductory Constitutional Law course. How can we put the history of colonialism and the challenges of decolonization at the heart of our courses? How can we rethink teaching federalism to incorporate a robust engagement with pre- and post-contact federal and treaty relationships among Indigenous nations or between Indigenous nations and settler governments? How can we introduce Charter issues mindfully of Indigenous perspectives on human rights? Finally, as we think through Canada's founding narratives, how can we awaken our students to aspects of Indigenous legal sensibilities relevant to each of our law schools' respective ties and territories?

Joint Presentation 5C, Room 202***Collaborating on an Experiential Learning Guide for Canadian Law Students: Lessons Learned and Next Steps*, Gemma Smyth (Windsor), Michele Leering (CALC & Queen's PhD), Doug Ferguson (Western), LA Henry (FLAC), Brea Lowenberger (Sask.) & Gillian Carter (CBA)**

The Legal Education Working Group of the Canadian Bar Association's Access to Justice Subcommittee, with the support of Professor Gemma Smyth, have produced a resource guide—the Experiential Learning Guide – to support Canadian law students in experiential learning opportunities. With the help of an Advisory Committee, we piloted the Guide in different learning environments during the Winter 2018 term. This interactive workshop will outline the main features of the Guide, and how we worked together in the spirit of collaborative action research to gather ideas, materials, and feedback on Guide drafts. The lessons learned from the small-scale evaluation of the Guide by legal educators will be shared. We will explore potential next steps for this resource and opportunities for future collaboration to promote learning from experience in Canadian law schools.

Roundtable 5D, Room 400

New Approaches to Teaching & Learning in Large Group Courses: Time for a Resource Sharing Portal?
David Wiseman (Ottawa), Angela Cameron (Ottawa) & Mary-Jo Maur (Queen's)

The aims of the session are twofold: first, to enable information sharing and reflection on the objectives, benefits and challenges of new approaches to teaching and evaluation in large group (50+) classes; and, second, to consider the feasibility of developing an online 'Teaching and Evaluation Exchange Portal' hosted by CALT. The session will begin with two presentations and then open up to broader exchange.

Revamping First Year Property, Cameron & Wiseman

In this joint presentation, Angela and David will explain new approaches adopted in their respective first year Property courses, including experimentation with group assignments.

Non-exam assessments for law students: deeper learning, more fun! Maur

As law teachers, we often default to final exams as our main assessment method in larger lecture courses. It's convenient, students expect it, and it is familiar to us as teachers. But does it lead to the kind of deep learning and retention that we want for our students? Does it favour students who are proficient at cramming, and penalize those who don't do well on 3-hour exams? And is it fair to push the entire course into one three-hour, high-pressure assessment? This presentation will explore other assessment methods in larger lecture courses: online multiple-choice quizzes; movie reviews; case comments; group problem solving; and e-portfolios. We will talk about ways to implement, how to plan, and how to grade.

2:45 – 3:00 pm **Health Break, Student Lounge**

3:00 – 4:00 pm **Concurrent Sessions**

Roundtable 6A, Room 400

Legal Technology is Changing What Lawyers will Ultimately Do! Kim Brooks (Schulich) & Vokhid Urinov (UNB)

Legal technology is rapidly changing approaches to legal problem solving and AI is transforming what lawyers will ultimately do. This one hour Roundtable Discussion, introduced and moderated by a Heather Cant-Woodward, Thomson Reuters, Director of Product Development, includes two faculty, Professor Kim Brooks of Schulich School of Law and Professor Urinov of the

University of New Brunswick. Professor Brooks and Professor Urinov will outline their use of legal technology within their courses and a law student will share their personal experiences.

Panel 6B, TRC Issues & Responses, Room 211

Decolonizing Legal Education in Canada: An Anti-Colonial Framework, Kory Smith (Carleton PhD)

Research shows that Indigenous law students experience racism and discrimination from students, faculty, and staff. While these studies improve our understanding of the experiences of Indigenous law students in Canada, this paper argues that an anti-colonial framework can provide a richer and more complete picture of the barriers they face by: (1) acknowledging that present systems of oppression and domination are contemporary manifestations of colonialism; (2) recognizing that law schools must fulfill their settler obligations to help transform legal education in supportive ways; and (3) using a research methodology that places Indigenous students' voices and epistemologies at the center of the research process. Canadian law schools have made formal commitments to develop policies and practices to remove barriers and eliminate harassment and discrimination against Indigenous students. An anti-colonial framework will best determine whether these commitments are being fulfilled, and, if not, what more can be done to ensure that they are in the future.

Ongoing Dialogues at 3 Canadian Law Faculties (UQAM, U of Alberta, U de Moncton) on Indigenous Issues and Responding to the TRC Calls for Action, Adrien Habermacher (McGill, DCL)

This presentation draws on 30 interviews and observation that I conducted at the law faculties of UQAM, U of Alberta, and U de Moncton between September 2017 and April 2018. Among other themes, I explored how faculty members in these 3 institutions grappled with indigenous issues, in terms of their personal views as well as their perception of the tone of the discussion on the topic in their law faculty. I will analyze how factors such as each law faculty's socio-political environment, history, and mission, as well as external pressures (e.g. FLSC, university, research grants agencies) shape the dialogue on certain points, such as Acknowledging traditional territory, indigenizing the curriculum, and recruiting indigenous students and professors.

Participants are invited to share personal experiences, thoughts, and questions with the presenter and with each other prior to, during, and shortly after the presentation by accessing the following web document: <https://goo.gl/Q1x6Ub>

Panel 6C, Teaching Empathy & Social Justice, Room 201

Social Justice in the Classroom – Teaching Students How to be Agents of Change, Mirja Trilsch (UQaM)

Is the Whole Lawyer one who is concerned about social justice? And if social justice awareness is a relevant competency for the Whole Lawyer, how do you teach it? This presentation will explore these questions using examples from an International Human Rights Clinic aiming to

teach their students how to be agents of change. Amongst the aspects we will discuss are: (1) How do we foster social justice awareness amongst our students? (2) What does social change (through Human Rights) look like? and (3) What are some the strategies for initiating change and for understanding the limits of law?

Can Law Schools Teach Empathy? Michelle Christopher (SLA, Calgary)

Panel 6D, Perspectives on Competency, Room 202

Learning about Competencies from Down Under: Threshold Learning Outcomes in Australian Legal Education, Rachael Field (Bond, Australia)

Examining how legal education has developed in other countries can help us assess what openings and challenges exist for positive legal education reform in Canada. Since 1994, when *The Quiet Revolution* (Lebrun & Johnstone) was published, Australian legal educators have been on an instructive learning journey that holds lessons for other common law countries. Legal academics led the consultative process to develop six overarching Threshold Learning Outcomes for the Bachelor of Laws degree. Leadership by the Australian Council of Law Deans was instrumental, influenced by the Australian Quality Framework, as well as myriad of national reports and studies. In this presentation, we review a brief history of key advances in Australia; describe how the process for developing the competences for law unfolded, and review current intentions to revise these competencies. We conclude by drawing some possible learnings for Canadian legal education from the Australian experience.

Thirty Years of Lessons Learned in Moving to a Competency-Based Professional Education Framework in Canadian Medical Schools, Michele Leering (CALC, Queen's PhD) & Dr. Denise Stockley (Queen's Medicine)

Since the early 1990s, Canadian medical schools have been moving to a competency-based framework for medical education. The multi-university collaboration "Educating Future Physicians for Ontario" used extensive research, including empirical study and consultations on the research question of what the people of Ontario needed from medical professionals. The fruit of this ground-breaking effort was the comprehensive and multi-dimensional CANMEDS role framework. Canadian efforts to produce better medical professionals have profoundly influenced positive changes in medical education pedagogy around the globe. The lessons learned from 30 years of experimentation and empirical research on effective pedagogy, reliable and predictive assessment, and increasing student expectations of self-direction and professionalism reveal synergistic, future-forming potential and opportunities not heretofore considered possible in the education of Canadian legal professionals. What might we learn from a closer examination of their journey and their evidence-based practice?

4:00 – 5:15 pm

Regulatory Issues Exchange: *Competency-Based Education and Assessment Across the Legal Education Continuum: Views from the Profession*, Room 003

In this session, the panelists and participants will consider two questions:

1. How can we work together on teaching competencies across the legal education continuum?
2. What are meaningful ways of consulting and working together (law societies and law schools) on legal education-related initiatives?

Panelists:

- **Margaret Drent**, Strategic policy counsel, LSO. Margaret will address recent developments at the LSO with respect to lawyer licensing and the LSO's initiatives to ensure that new lawyers acquire essential competencies during transitional training.
- **Lise Rivet**, Federation of Canadian Law Societies. Lise will speak to the Federation's initiatives on competency-based assessments for the NCA process, and the Federation's strategic activity to consult with legal academia.
 - ❖ The NCA Program Review Report is available here: <https://flsc.ca/wp-content/uploads/2014/10/NCA-Program-Review-Report-FINAL-May-31-2017-GenDistRED.docx.pdf> (English) and <https://flsc.ca/wp-content/uploads/2014/10/Rapport-de-r%C3%A9vision-du-programme-du-CNE-31-mai-2017-FINAL-distrg%C3%A9nRED.pdf> (French).
- **Guylaine Godin**, Law Society of New Brunswick. Guylaine will discuss the LSNB plans for change and competency-based education and assessment in the New Brunswick admission program.

Annie Rochette of the Law Society of British Columbia will moderate the session. Annie will discuss competency-based education and assessment in admission programs

6:00 – 7:30 pm

Queen's Law Clinics Open House, 303 Bagot Street, Kingston
(Pre-Registration Required)

Day Three: Saturday, June 2, 2018

9:00 – 10:15 am ***Breakfast & Consultation on the Results of ACCLE's 2018 Clinician Survey: Planning Next Steps***, Room 001

10:15 – 11:45 am **Concurrent Sessions**

Panel 7A, Legal Education & Legal Practice, Room 201

Anticipating and Managing the Psychological Impacts of Litigation, Michaela Keet (Sask.) & Heather Heavin (Sask.)

Despite growing national attention on the costs of accessing justice, surprisingly little information has been collected about the psychological 'costs' of engaging in litigation. This presentation will summarize the health and psychology literature, to present a picture of the impact that litigation can have on litigants' health, state of mind, life goals and social relationships. Set against professional obligations embedded in the lawyer's role, we assert that awareness of the negative impacts of legal processes on the emotional and psychological functioning of clients is important. With greater awareness, lawyers can better assess the value of litigation, prepare their clients (and themselves) for litigation stress, and, where appropriate, take preventative actions to minimize the negative aspects of the litigation experience. With that in mind, we identify positive solution-oriented responses to preventing, reducing and alleviating litigation stress. These strategies focus on client-centred communication, supports and planning.

With an Eye on Developing Expertise – How do (and can) we help students develop professional expertise? Lisa Trabucco (Windsor)

The literature offers three categories of lawyer expertise. *Substantive* expertise includes knowledge of formal law and procedures. *Relational* expertise refers to an understanding of how to navigate the human relationships that exist in a given legal context. *Strategic* expertise captures how lawyers connect formal rules and training with the informal relationships they navigate in the course of their work, and supplement these with strategic thinking and judgment as they serve their clients. Thus, in addition to knowledge of substantive law and procedure, students must also acquire "people knowledge", situational understanding, and the ability to make independent judgments and arguments about law and procedure to advance a client's interests. This topic stems from my research that explores the effectiveness of non-lawyer advocates compared to lawyer advocates. In this session I would like to explore, through discussion and audience participation, methods of teaching and assessment that facilitate students' development of professional expertise.

Panel 7B, Inclusion: Academia & the Legal Profession, Room 202

Presumed Incompetent: Exclusion of Marginalized Groups in the Practice of Law, Kim Brooks (Schulich)

In this paper, I build on the insights from previous narratives about incompetence in professional contexts to explore the extent to which marginalized lawyers have experienced and responded to perceptions of (in)competence and exclusion in their legal workplaces.

The paper is part of a larger study of academics, lawyers, and social workers who self-identify as members of marginalized groups. It draws on a sample of 30 of lawyer participants (and 90 total interviews with lawyers, social workers, and academics). Qualitative interviews explored everyday experiences of belonging and marginality, inclusion and exclusion, within the participants' legal education and legal workplaces.

Has the Empire Declined? The Predominance of US and UK Trained Law Professors in Canadian Legal Education, Kerri Froc (UNB) & Nicole O'Byrne (UNB)

In a 1978 article "Law Teachers and Their Jurisdiction" ((1978) 56 CBR 710-723), authors Ed Veitch and Rod Macdonald found that only 22% of graduate degrees held by law teachers across the country were conferred by Canadian schools. They argued that Canadian legal education was still largely in the thrall of the leading foreign jurisdictions that have historically played an outsized role in Canada's political and economic life.

We argue that Canadian legal education continues to privilege foreign trained law teachers. Despite the significant development of graduate programs within faculties of law and the Canadianization movement, there has been only moderate change in the background of those who engage in Canadian legal education since 1978. What does it mean for the future of ever-expanding graduate programs in law if Canadian faculties maintain a hiring preference for 'empire' graduates?

The Invisible Women in Law in Canada, Bev Baines (Queen's)

What are the legacies of women who taught law in the 20th century? One legacy is invisibility as legal educators. "Women in Law in Canada" (Harvey, 1970) referred to women as law students, lawyers, judges, civil servants, politicians, and members of voluntary associations but not as law professors. Yet UBC appointed Diana Priestly as Law Librarian and Lecturer in 1954; Université de Montréal appointed Alice Desjardins as Senior Lecturer in 1961; and Manitoba appointed Patricia Walker as Lecturer in 1964. By 1999, women law professors authored many of the approximately 2400 entries in *Canadian Feminist Literature on Law: An Annotated Bibliography 1989-1998* (Bouchard, Boyd, and Sheehy), but few entries addressed their inclusion as legal educators. I propose to disrupt this legacy of invisibility by naming women who taught in 20th century

Canadian law schools. To what end? I argue naming is foundational to identifying constructive legacies.

Panel 7C, Teaching Ethics, Room 211

Performing Ethics – a Novel Way to Engage with Old Rules, Kristin Marshall (Lawyer)

This session discusses an approach to training about Ethics that uses entertaining skits to highlight issues. The ideal response is neither obvious nor straightforward. The purpose is to create an atmosphere where the audience engages with the *Rules of Professional Conduct*, rather than promoting a definitive answer or outcome to realistic scenarios. It is also an attempt to 'liven' up the usual, flat, recitation of the Rules. A polling system engages the audience allowing them to vote for their preferred response. Then the results are revealed and discussed.

Out of our Comfort Zone: Difficult Conversations and their Potential to Create Ethical Lawyers, Deanne M. Sowter (Calgary)

Everyone has an opinion about what is “ethical” and what a person ought to do in a particular circumstance. Even with a degree of self-reflection, we all have a comfort in the accuracy of our own moral compass. We believe we are ethical people. For a lawyer, the duties associated with the Code of Conduct combined with professional ethical reasoning may lead to a false sense of comfort that we understand how we ought to proceed in a given situation. How do we challenge those assumptions for law students, and for ourselves? Teaching legal ethics requires us to have difficult conversations on a regular basis. For example, discussions concerning implicit bias, cultural awareness, and prosecution of sexual assault cases. This presentation will consider: (1) why we assume we are ethical; (2) the challenge of having difficult conversations in the classroom; and (3) suggestions for facilitating those discussions.

Three Years under the National Requirement: The Implementation of Mandatory Ethics and Professionalism Education in Canadian Law Schools, Andrew Flavelle Martin (Allard)

This project surveys and reflects on how Canadian law schools have implemented the ethics and professionalism component of the Federation of Law Societies of Canada National Requirement. While the National Requirement mandates a freestanding course on ethics and professionalism and identifies required competencies, it leaves schools with significant flexibility in implementation. The survey portion of the project uses 2017-2018 degree requirements, course descriptions, and syllabi to answer key questions about the structure and delivery of the mandatory course across Canada. In which year is the course taught? Is it taught by adjuncts or full-time faculty? What casebooks, texts, or other materials are used as required and optional readings? The results provide a foundation for reflection on the implications of those decisions for ethics and professionalism education – including clinical and experiential learning – and the development of the ‘whole lawyer’, and whether we are truly meeting the intentions behind the National Requirement.

11:45 – 1:15 pm

Lunch & Learn: Lessons from the Stone Soup Project and Ideas for the Future,
Room 001

Panelists: *Michaela Keet (Sask.), John Lande (Missouri), Martha Simmons (Osgoode) & Gemma Smyth (Windsor)*

This program will describe the Stone Soup Dispute Resolution Knowledge Project's inaugural year. It emphasizes the importance of learning from community and people who intersect with law and lawyers. This work builds on calls to take seriously people's lived experiences with law in its many incarnations. Although the Project has focused on dispute resolution, it can be used in virtually any course and has been used in courses on access to justice, externship, evidence, and trusts and estates, among others. Faculty, students, and practitioners have collaborated in the production and sharing of valuable data about actual practices. Stone Soup faculty assign students to conduct interviews about or observe actual cases. In this program, Stone Soup faculty will describe their experiences, answer questions, and brainstorm with the audience. Faculty, students, and practitioners are enjoying and benefiting from this project. Come find out how you can too. For more information: <http://law.missouri.edu/drle/stone-soup/>.

1:15 – 1:30 pm

Conference Closing, Room 001

Presenter Biographies:

Sharry Aiken is an Associate Professor at Queen's Law with a cross appointment to Cultural Studies. She teaches immigration law, refugee law, administrative law, law and poverty, public international law, and international human rights law. She is a two-time winner of the Queen's LSS Award for Teaching Excellence. Professor Aiken has spent a great deal of her career advocating for human rights and social justice.

Basil S Alexander is currently a PhD Candidate with Queen's Law. Before doing his LLM at the University of Toronto, he worked for years with Klippensteins, a Toronto-based public interest and social justice law firm. His doctoral research builds on his background by focusing on Canadian cause lawyer experiences and perspectives. He also presented and published on demonstrations and the law, and he presented on civil litigation and ethical issues. In addition to educating and mentoring students at the firm over the years, he taught courses at Osgoode Hall Law School and the Université de Sherbrooke.

Bev Baines is a Professor who began to teach in 1974 because Queen's University Faculty of Law offered her a Women and the Law course. Currently she aspires to integrate her women's equality rights research in the Public and Constitutional Law courses that she teaches.

Allison Ballard is a legal practitioner who practices primarily in employment, industrial relations and administrative law, with a particular focus on workplace bullying and harassment, work health & safety, discrimination, and human rights law. She is a committee member of ACT Law Society's *Industrial Relations* and *Human Rights & Access to Justice* Committees and of the ACT Chapter of the Australian Labour & Employment Relations Association. Allison has worked as a lawyer in private legal practice, and across the community legal, government and industrial sectors. She is currently the Civil Practice Team Leader at Legal Aid ACT. Allison has worked as a sessional academic at the University of Canberra since 2013, tutoring and sometimes teaching in the areas of employment and administrative law. She is working towards the completion of her PhD in Law which looks at workplace abuse, including bullying and harassment.

Jodi S. Balsam is Associate Professor of Clinical Law at Brooklyn Law School, where she directs and teaches in its Externship Programs. Jodi also teaches Sports Law at both Brooklyn and NYU School of Law, building on her practice experience as in-house counsel at the National Football League. She previously taught legal research, writing, and practice skills at NYU and New York Law School. She co-chairs the Externship Committee of the Clinical Legal Education Association, and the Clinical Section Membership Committee of the Association of American Law Schools, and frequently participates in conferences and symposia on clinical pedagogy.

Patricia Barkaskas is the Academic Director of the Indigenous Community Legal Clinic and an Instructor at the Peter A. Allard School of Law at University of British Columbia. She has worked closely with Indigenous peoples in their encounters with the justice system and has worked for Residential school survivors as an historical legal researcher for the Indian Residential Schools Settlement

Agreement. Her teaching and research interests include access to justice, clinical legal education, decolonizing and Indigenizing law, particularly examining the value of Indigenous pedagogies in experiential and clinical learning for legal education, and Indigenous laws. Patricia is Métis from Alberta.

Benjamin L. Berger is Professor and Associate Dean (Students) at Osgoode Hall Law School, York University. With research and teaching interests in law and religion, constitutional and criminal law and theory, and the law of evidence, his current research projects include a focus on mental health and the law, as well as the relationship between emotions, virtues, and the legal system.

Kate Berger is an assistant professor and co-director of the Public Law Research Group at Western University's Faculty of Law. Her research and teaching focus on questions of administrative and constitutional law. Prior to joining Western Law, Kate served as a law clerk at the Supreme Court of Canada, was a Vanier Scholar and O'Brien Teaching Fellow at McGill University, and served as co-counsel for the *amicus curiae* in the *Senate Reform Reference*. She was called to the Bar of Ontario in 2007. In 2015-16, Kate received the Western Law Award for Teaching Excellence and in 2016-17, she was named the law faculty's Professor of the Year.

Faisal Bhabha is an Associate Professor at Osgoode Hall Law School. He has researched and published in the areas of constitutional law, multiculturalism, law and religion, disability rights, national security, legal education, and access to justice. He teaches constitutional law, human rights, legal ethics and appellate advocacy. He has directed Osgoode's Anti-Discrimination Intensive Program and Mooting Program. He has held a variety of visiting appointments, including in Malaysia, India, and Sherbrooke, Quebec, as well as stints working with NGOs in South Africa and Israel/Palestine. Faisal also carries on a varied public and private law practice, appearing before administrative boards and tribunals and at all levels of court, including the Supreme Court of Canada.

Barbara Billingsley is a Professor and the Associate Dean (Graduate Studies) at the Faculty of Law, University of Alberta. She regularly teaches Civil Procedure and is a contributing editor of *The Civil Litigation Process: Cases and Materials*, 8th ed. (Toronto: Emond Montgomery, 2016). She is the recipient of the CBA-LSA Distinguished Service Award for Legal Scholarship (2018); the University of Alberta's Rutherford Award for Undergraduate Teaching (2016); and the Tevie Miller Teaching Award for the Faculty of Law (2005).

Doris Bozin is a Clinical Assistant Professor in the Law and Justice School at University of Canberra (UC). She has had a wide range of legal experience – working as a prosecutor with Commonwealth Director of Public Prosecutions; registrar and managing registrar with the ACT Magistrates Court; practitioner; academic at the UC, teaching a wide range of units, including dispute resolution in law; and a consultant. Doris is also an accredited mediator and conciliator. While working at the ACT Magistrates Court, she set up the Dispute Resolution Unit dealing with all civil claims. She is working towards completing her PHD in Law that looks at improving legal education.

Christa Bracci has been an adjunct instructor at Queen's Law for eight years. She teaches in the first year Introduction to Legal Skills program, as well as the upper year Advanced Legal Research course. Prior to teaching at Queen's, she practiced in Ontario and BC in the areas of intellectual property, real estate and corporate/commercial law. Her research explores the scope and definition of legal skills within the modern law school curriculum and in the context of education for practice, and investigates how legal skills educators might better align teaching techniques with the nature of skills taught. She holds a JD and an LLM from Queen's Law.

Kim Brooks, Professor, Schulich School of Law. Kim has held faculty positions at several faculties of law and has been the Dean at Schulich School of Law. Prior to academia she practiced as a tax lawyer with Stikeman Elliott LLP in their Toronto and London (UK) offices. She loves both the study and practice of law and is interested in public policy generally. She comments that she is most happy when a student proclaims that she went home and was talking to her roommate/parent/neighbour about some issue that came up in class and then explains with commitment why she now agrees or disagrees with the position she expressed in class. She has received teaching awards from McGill, UBC, and Queen's and is a recipient of the 3M National Teaching Fellowship.

Susan Brooks is the Associate Dean for Experiential Learning and Professor of Law at Drexel University's Kline School of Law. She is a pioneer in Therapeutic Jurisprudence and has developed an approach called "Relational Lawyering." A widely published scholar, Susan is a frequent presenter at national and international conferences focusing on experiential learning, clinical legal education, and innovation in legal education and practice. She received her J.D. degree from New York University. Prior to attending law school, she practiced social work. Susan is a member of the Pennsylvania bar and a family mediator, and also maintains her social work certification.

Sarah Buhler is an Associate Professor at the College of Law, University of Saskatchewan. Her teaching and research focuses in the areas of clinical legal education, access to justice, and legal ethics.

Heather Cant-Woodward is the Thomson Reuters, Director of Tax and Accounting Market Solutions. She has spent 20 years at Thomson Reuters working in various roles and has led the development of tax resource centers for corporate, custom and excise, tax and estates, tax disputes and resolution and Quebec tax solutions.

Gillian Carter, MPA, Staff Lawyer, Canadian Bar Association. Gillian is a staff lawyer at the Canadian Bar Association and the project leader for the CBA's Experiential Learning Guide. She is interested in the components of legal education that contribute to preparing lawyers to be both competent and caring professionals.

Dr. Frances E. Chapman, Associate Professor of Law, Bora Laskin Faculty of Law, Lakehead University, Thunder Bay, Ontario Canada. Dr. Chapman obtained her J.D and LL.M degrees from The University of Western Ontario in 2002 and 2006, respectively, and her Ph.D. from Osgoode Hall law school at York University in 2009. Dr. Chapman taught undergraduate students at the University of Waterloo, and she is one of the founding members of the newest law school in Ontario at Lakehead University.

Josée Chartier (Educational Research and Clinical Activities Coordinator – Faculty of Law, *Université de Sherbrooke*) holds an LLB from *Université de Sherbrooke* and a master's degree in Notarial Law (D.D.N., *Sherbrooke*). Prior to joining the administrative team at the Faculty of Law at *Université de Sherbrooke* in 2010, Josée worked as a notary for a private firm. She is currently the Educational Research and Clinical Activities Coordinator. These activities focus on the development of practical lawyering skills.

Michelle Christopher QC is an associate professor in the Faculty of Law at the University of Calgary. Michelle also serves as the Executive Director of Student Legal Assistance, the pro bono law clinic co-located within the Faculty of Law, through which law students provide legal assistance to low-income Calgary and area residents. Michelle is the recipient of the Law Society of Alberta and CBA Distinguished Service Award for service to the Community, and has also been recognized as a nominee for Canada's Top 25 Lawyers Awards in the Changemaker category. While teaching and providing leadership at SLA, Michelle continues to serve the community as a roster mediator in several Court based programs as well as in her capacity as a Board Member on numerous boards both locally and nationally. Michelle has also been appointed to the Federal Judicial Advisory Committee for Alberta as well as the Alberta Rules of Court Committee.

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 Past President for ACCLE (Association for Canadian Clinical Legal Education) and is also a long-serving member Legal Aid Ontario's Clinic Advisory Committee and the National Association of Women and the Law's Steering Committee. She was recently invited to join the Ontario Human Rights Commission's inaugural Community Advisory Board.

Heather Cole is the Assistant Dean of Students at Queen's University Faculty of Law. She received her BA Honours from Queen's as well as her law degree and a Master's in Public Administration. Heather began her legal career with the Ministry of Justice in Ottawa and then transferred to the Ontario provincial government, working in Toronto for more than decade. Heather left the public service to pursue graduate work in Education, completing a Master's degree and a PhD at the University of Texas at Austin.

Daniel Del Gobbo is a Trudeau Scholar, CBA Viscount Bennett Fellow, SSHRC Doctoral Fellow, and SJD Candidate at the University of Toronto Faculty of Law. His current research considers the use of consensual dispute resolution in addressing the problem of campus sexual violence in Canada. Daniel is also an Adjunct Professor at Osgoode Hall Law School, York University, where he teaches two courses on the impacts of gender, power, and ethics in dispute settlement. Previously, Daniel earned an LLM from Harvard Law School and JD from Osgoode Hall Law School.

Lisa Eisen was called to the Ontario Bar in 1995. She spent the early part of her legal career working as a facilitator of negotiation and mediation workshops across Canada and the Caribbean. Lisa has been

working as a family law lawyer for many years, representing clients at all stages of the process. She has worked as a “freelance lawyer”, providing unbundled legal services to other family lawyers and has worked as a consultant to Community Legal Education Ontario on their family law content. In 2013, Lisa became certified as a professional coach through the International Coaching Federation. In 2016, Lisa founded Family Law: A La Carte through which she provides limited scope retainer and legal coaching services directly to clients. Lisa is also co-founder of The Family Law Workshop, which provides affordable, in-person, small group workshops to the general public about (Ontario) family law issues and process.

Trevor C.W. Farrow is a Professor at Osgoode Hall Law School. He is the Chair of the Canadian Forum on Civil Justice and was the founding Academic Director of the Winkler Institute for Dispute Resolution. Professor Farrow’s teaching and research focus on the administration of civil justice, including legal process, legal and judicial ethics, advocacy, globalization and development. He was formerly a litigation lawyer at the Torys law firm in Toronto. Professor Farrow has received teaching awards from Harvard University and Osgoode Hall Law School.

Doug Ferguson, Director of Clinical Legal Education, Western University Faculty of Law. Doug is the Director of Community Legal Services at the Faculty of Law at Western University, which provides experiential learning for law students while serving low income persons in the community. His passion is access to justice. He is the Chair of the Canadian Bar Association’s Access to Justice Subcommittee. Doug was the founding president of the Association for Canadian Clinical Legal Education, serving from 2011-13 and is currently a member of the board. He has written articles and spoken at several conferences on legal education reform in Canada.

Professor Rachael Field, PhD, Bond University Faculty of Law, Gold Coast, Queensland, Australia. Rachael is a Professor in the Bond Law School, a member of the Executive of the Bond Centre for Professional Legal Education, a Senior Fellow of the Higher Education Academy and Co-Director of the Bond Dispute Resolution Centre. Rachael has received a number of national teaching awards, is a member of the Australian Learning and Teaching Fellows Executive and the founder of the Australian Wellness Network for Law. She is also co-founder of the Australian Dispute Resolution Research Network. Her areas of research expertise include dispute resolution, family law and domestic violence and legal education. She has a portfolio of more than 80 scholarly publications many of which are legal education focussed, and she is co-author of four books. Rachael has been volunteering for Women’s Legal Service, Brisbane since 1993, and has held the role of president of the Service since 2004. In 2013 Rachael was named Queensland Woman Lawyer of the Year.

Kerri Froc, B.A. (Regina), LL.B. (Osgoode), LL.M. (Ottawa), Ph.D. (Queen’s) is an Assistant Professor at the Faculty of Law, University of New Brunswick as well as a Trudeau and Vanier Scholar. She currently teaches Administrative law and Constitutional law. Before completing her doctorate, Kerri spent 18 years as a lawyer — as a civil litigator in Regina, a staff lawyer for the Women’s Legal Education and Action Fund (LEAF), and as a staff lawyer in the areas of law reform and equality at the Canadian Bar Association. She is a member of the Saskatchewan and Ontario bars.

Nikki Gershbain is National Director of Pro Bono Students Canada, an award-winning organization that operates in 22 law schools across Canada. In 2017, Nikki was a Law Foundation of Ontario Community Leaders in Justice Fellow. Working with the University of Windsor Faculty of Law, Nikki researched and refined a new model of limited scope services called legal coaching, and created a curriculum for lawyers interested in learning how to deliver coaching services safely, effectively and profitably. In 2013, 2015 and 2017, Nikki was nominated as a top 25 legal “Changemaker” by Canadian Lawyer. Nikki has a BA from York University, an MA from the New School in New York (where she was Fulbright Fellow), and an LL.B from the University of Toronto. Prior to joining Pro Bono Students Canada, Nikki was Executive Director of the Faculty of Law at the University of Toronto, an Associate at Epstein Cole LLP, and a clerk at the Ontario Court of Appeal.

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Heather Heavin is the Associate Dean Research and Graduate Studies at the College of Law, U of S. While she continues to teach and research is in areas of business, international trade and oil and gas dispute resolution, her recent research has focused on risk analysis options and strategies for legal counsel, particularly as they impact litigation strategies or focus on cost assessments. Heather is on the executive for CREATE Justice (the Centre for Research Evaluation and Action Toward Equal Justice), the Centre for Forensic Behavioural Science and Justice Studies and the Nunavut Law Program. In 2016, Professors Keet and Heavin were awarded the Gonthier Fellowship by the CIAJ for their work on Risk Analysis in Litigation.

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Martha Jackman, LLB (Toronto), LLM (Yale), teaches constitutional law in the French Common Law Program at the University of Ottawa. Her primary focus is socio-economic rights and she has acted in a number of *Charter* test cases in this area. She is the Co-chair of the National Association of Women and the Law and a former member of the Court Challenges Program of Canada, LEAF's National Legal Committee and Board of Directors, and the Canadian Health Coalition. In 2007, she received the Law Society of Upper Canada Medal; in 2015 she was awarded the Canadian Bar Association's Touchstone Award; and in 2017 she was elected a Fellow of the Royal Society of Canada.

Beverly Jacobs (Mohawk Nation), Assistant Professor, Faculty of Law, University of Windsor. Beverly lives and practices law part-time at her home community of Six Nations of the Grand River Territory. She has obtained an LLB from the University of Windsor in 1994 and a LLM from the University of Saskatchewan in 2000. She is currently in the last stages of completing an interdisciplinary PhD at the University of Calgary that includes Law (Human Rights and Indigenous Legal Traditions), Indigenous

Wholistic Health and Indigenous Research Methodologies. She recently became a full-time Assistant Professor at the Faculty of Law, University of Windsor. Beverly is also a consultant / researcher / writer / public speaker and she is former President of the Native Women's Association of Canada (elected 2004 to 2009).

Chantelle Johnson has been the Executive Director of Community Legal Assistance Services for Saskatoon Inner City Inc. (CLASSIC) since 2012. She has sociology and law degrees from the University of Saskatchewan. She believes all people deserve respect and dignity and knows CLASSIC's clients have far more to teach the students and staff than the other way around! Chantelle thinks we often take ourselves too seriously and believes that philosophy has helped her survive as ED of a non-profit.

Michaela Keet is on faculty at the College of Law, U of S, where she has focused on curriculum development in the area of Dispute Resolution for the past 20 years. She has designed many educational programs (on "settlement processes") for lawyers, judges and other professionals. Her recent scholarship focuses on informed decision-making in settlement processes and litigation risk analysis. She has also researched and written about settlement counsel, Collaborative Law, judicial mediation and other court-connected mediation processes. She was involved with the establishment of CREATE Justice. In 2016, Professors Keet and Heavin were awarded the Gonthier Fellowship by the CIAJ.

Erik S. Knutsen is a Professor at the Faculty of Law, Queen's University. His areas of academic interest include accident law, insurance, tort, and civil litigation. He co-authored a leading American insurance law treatise and a leading casebook on Canadian civil litigation. Professor Knutsen has earned the Queen's Law teaching award three times and the Queen's university-wide Baillie teaching award. He practiced tort and insurance litigation in Thunder Bay at Carrel + Partners LLP, in Toronto at Fasken Martineau LLP, and in New York at Paul, Weiss LLP where he assisted with 9/11 World Trade Center cases.

John Lande is the Isidor Loeb Professor Emeritus at the University of Missouri School of Law and co-director of the Stone Soup Dispute Resolution Knowledge Project. He received his J.D. from Hastings College of Law and Ph.D in sociology from the University of Wisconsin-Madison. His work focuses on dispute resolution processes and systems design as well as legal education. The ABA published the second edition of his book, *Lawyering with Planned Early Negotiation: How You Can Get Good Results for Clients and Make Money*. You can download his publications at <http://law.missouri.edu/lande>

Raised in nearby Deseronto, **Rachel Law** is twice a Queen's grad with a BA in English ('15) and now her JD ('18). A 1L QFLC volunteer and a 2L summer caseworker, Rachel spent her 3L year as a QFLC clinic mentor and a caseworker for Queen's Legal Aid. Active with the AFCC-O and the Frontenac Law Association, Rachel is dedicated to promoting access to justice. Although busy enough, she studies ASL and holds her fifth belt and four medals in Goju-Ryu Karate. Rachel will article at the Queen's Law Clinics and plans to practice family law in Kingston.

Professor **Sonia Lawrence** joined Osgoode's faculty in 2001. She graduated from the University of Toronto's joint LLB/MSW program, went on to serve as law clerk to Chief Justice Beverley McLachlin of the Supreme Court of Canada. She pursued graduate work at Yale Law School. Her work centers on critical analysis of legal conceptions of equality. She teaches constitutional law and equality-related courses and seminars. She is currently serving as the Director of Osgoode's Research Graduate Program. Co-Director of the Institute for Feminist Legal Studies and Interim Associate Dean Research.

Michele Leering is a PhD Candidate in Queen's Faculty of Law. Her research interests include the scholarship of teaching and learning, legal education reform, comparative professional and higher education theory and practice, and access to justice. Her research is informed by thirty years of "community lawyering" experience in a community-based profit legal clinic. Her dissertation research is a comparative case study of reflective practice in Canadian and Australian legal education. Recently published articles explore how reflective practice might be operationalized in legal education, and how reflective practice and action research foster innovation to enhance access to justice and strengthen legal professionalism.

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Kristin Marshall has worked with immigrants and refugees in a variety of settings, currently as trainer/supervisor with community legal clinics in East Toronto. She has designed training materials for Community Legal Education Ontario, Legal Aid Ontario, and is currently an online instructor for UBC's Certificate in Immigration Law. She was clinical instructor at Downtown Legal Services and supervising lawyer with International Human Rights Program, both at the University of Toronto. Kristin is studying part-time towards an M. Ed. at Ontario Institute for Studies in Education.

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Chris McBride is an Injection Drug Use (IDU) Outreach Worker at the Street Health Centre in Kingston. Long a proponent of holistic problem solving and common sense outcomes, Chris understands that the challenges faced by his clients are complex and pervasive and he knows and advocates the importance of building trust, being practical and working with community partners. Known to clients and service providers for problem solving that is both creative and relentless, Chris has made a career of effecting measurable change for Kingston's most vulnerable and hard-to-serve clients. Those without an ally or an advocate find both in Chris.

Karla McGrath is the Executive Director of the Queen's Law Clinics. Called in Ontario and New York, Karla practised family law and child protection before founding the Queen's Family Law Clinic in 2014. Raised in Nunavut and Labrador, Karla graduated from Carleton University (BA '88), the University of Kentucky College of Law (JD '96) and Queen's University (LL.M. '13). She teaches Children's Law at Queen's and is the supervising lawyer for the PBSC Fee Waiver Initiative. Committed to lifelong learning, Karla recently took up tap dancing and looks to her upcoming recital with a healthy mix of excitement and dread.

Thomas McMorrow is an Associate Professor of Legal Studies in the Faculty of Social Science and Humanities at the University of Ontario Institute of Technology. He has a doctorate and master's degree in Law from McGill University, and a Bachelor of Law and French from Trinity College Dublin, Ireland. His research has been published in academic journals, such as the Dalhousie Law Journal, the Canadian Journal of Disability Studies, and the Alberta Law Review. He has also published opinion-editorials in Policy Options, The Toronto Star, and Huffington Post Canada. In 2016, he appeared as a

witness before the Senate Committee on Legal and Constitutional Affairs regarding Bill C-14 (on medical assistance in dying).

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Marion Overholt, Executive Director of Community Legal Aid and Legal Assistance of Windsor. Marion has practiced law for 34 years. She teaches law and social work students the practice of poverty law and systemic advocacy. She has worked with a variety of community groups and coalitions on poverty, women's issues, housing, environment, labour and citizen rights issues. She is a recipient of the Law Society of Upper Canada's Bicentennial Award of Merit, the Charlie Brooks Labour Community Service Award, the Elementary Teachers Federation of Ontario Women Working in Social Activism Award and the Council of Canadians Activist of the Year 2015 Award.

Vicki de Prazer is a highly regarded as an expert in performance psychology. Presently she is the senior counsellor at the University of Canberra Medical, Counselling and Welfare. Her Innovative and inspirational style affords a successful career across diverse fields; working with those pursuing excellence in sport, business and other demanding professions across the private and public sector. Vicki is committed in pursuing the evolution of an integrated, evidence based Clinical, Coaching and Performance Psychology perspective; in the understanding of information choice, decision making and resilience. Her skills and knowledge have contributed to three Australian Olympic Games campaigns and a very successful National and International consultancy.

Katherine Prescott is an Education Innovation Developer with Queen's Faculty of Law. She has a mixed background in science, engineering, and education, and she has been teaching at the post-secondary level for more than twenty years. In her current role, Katherine supports Queen's Law with educational initiatives in face-to-face, blended, and online learning environments.

Jillian Rogin joined the Faculty of Law at the University of Windsor in 2017 and holds the position of Assistant Professor. In this position she works with both the Community Legal Aid (CLA) and Legal Assistance of Windsor (LAW) as the Clinic Professor. She researches and publishes in the areas of clinic scholarship and criminal law including judicial interim release, evidence in sexual assault cases, Gladue,

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Noel Semple is an Assistant Professor at the University of Windsor Faculty of Law, and the author of *Accessibility, Quality, and Profitability for Personal Plight Law Firms: Hitting the Sweet Spot* (Canadian Bar Association, 2017). Noel studies access to justice. His work asks how the law and legal institutions work in real life. It also aspires to improve the ability of law and legal institutions to actually create justice. His work has appeared in many international and Canadian peer-reviewed journals. In March 2017, he received the Windsor Student Law Society Faculty Award for teaching. Please see www.noelsemple.ca for more.

Martha Simmons [JD, LL.M., PhD (Osgoode)] is the Winkler Professor of Dispute Resolution at Osgoode Hall Law School where she is also the director of the Mediation Intensive Program and Mediation Clinic and Academic Director of the Winkler Institute. Professor Simmons' primary areas of research and teaching are dispute resolution, legal education, innovation and access to justice. She currently serves as Academic and Policy Committee Co-Chair of the Family Dispute Resolution Institute of Ontario and as a Vice-President of the Association of Canadian Clinical Legal Education (ACCLE).

Kory Smith is a first-year Ph.D. student in the Department of Sociology and Anthropology at Carleton University. He obtained his J.D. from the Faculty of Law at the University of Ottawa in 2017. Before attending law school, Kory obtained his B.A. with Highest Honours in Sociology from Carleton University in 2013. Kory's Ph.D. research will use an antiframework to examine the experiences of Indigenous law students in Canada. Kory currently works as a Teaching Assistant in the Department of Sociology and Anthropology, and as a Research Assistant in the School of Social Work and the Department of Law and Legal Studies. During law school, Kory worked as a caseworker with the Ticket Defence Program and as a Research Assistant on numerous research projects.

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Deanne Sowter joined the Faculty of Law at the University of Calgary in July 2017, after working as a family law practitioner with a focus on negotiated settlements. Deanne is a Research Fellow with the Winkler Institute for Dispute Resolution at Osgoode Hall Law School, and she was the 2015/16 Ontario Bar Association Foundation Chief Justice of Ontario Fellow in Legal Ethics and Professionalism Studies. Deanne actively volunteers for Collaborative Practice Toronto for both the Professional Development Committee, and the Pro Bono Collaborative Family Law Project. She researches and teaches in the areas of Legal Ethics, ADR, and Family Law.

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David Wiseman is an Associate Professor in the Faculty of Law, Common Law Section at the University of Ottawa, as well as President of the Canadian Association of Law Teachers. David teaches and researches in the areas of Property and Access to Justice. He is the academic supervisor of the

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David V Wright is an Assistant Professor and a member of the Natural Resources, Energy and Environmental Law Research group in the University of Calgary’s Faculty of Law. He is also an adjunct faculty member with Dalhousie University’s where he teaches a law & development course. He holds an MA and JD from Dalhousie University and an LLM from Stanford University. During his graduate studies at Stanford Law School, David was a fellow with the Stanford Woods Institute for the Environment. He has lived in all three territories across Canada’s North, and has been called to the Bars of Nunavut, Northwest Territories and Nova Scotia.

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