

AALS Clinical Section Annual Meeting  
“Teaching Racial and Economic Justice in the Age of Trump”  
May 5, 2019

Resources for Addressing Privilege, Bias and Microaggressions in the Clinical Seminar  
and Evaluation of Student Engagement with these materials

*IMPLICIT BIAS & THE LEGAL PROFESSION*

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RESOURCE LIST:

A) IAT Website:

<https://implicit.harvard.edu/implicit/takeatest.html>

B) BOOKS:

1--BLIND SPOT: HIDDEN BIASES OF GOOD PEOPLE by Mahzarin R. Banaji and Anthony G. Greenwald

2--LOOKS: WHY THEY MATTER MORE THAN YOU EVER IMAGINED by Gordon L. Patzer, PH.D.

3--EVERYDAY BIAS: IDENTIFYING AND NAVIGATING UNCONSCIOUS JUDGMENTS IN OUR DAILY LIVES by Howard J. Ross

4-- MOVING DIVERSITY FORWARD: HOW TO GO FROM WELL-MEANING TO WELL-DOING by Verna A. Myers

5--THE BEAUTY BIAS: THE INJUSTICE OF APPEARANCE IN LIFE AND LAW by Deborah L. Rhode

C) UCLA LAW PROFESSOR JERRY KANG'S WEBSITE:

Kang has worked with courts to create Implicit Bias Primers for the court system, has written many law review articles on the subject, & conducts CLEs, etc. See: [www.jerrykang.net](http://www.jerrykang.net)

D) THE NATIONAL CENTER FOR STATE COURTS WEBSITE:

Contains a lot of information on working with implicit bias including state specific resources and this guide: "Helping State Courts Address Implicit Bias":

<http://www.ncsc.org/Search.aspx?q=implicit%20bias>

E) THE AMERICAN LAWYER

June 2014 American Lawyer Magazine: "The Diversity Crisis."

F) MISSOURI BAR QUARTERLY: PRECEDENT

Spring 2014 ". . . And Justice For All: *The Gender Pay Gap in the Law*" by Gary Toohey & Cynthia K. Heerboth and Summer 2014 follow-up: Gender Wage Equity: Law Firms Should Lead The Way by Cynthia Heerboth

G) OTHER SOURCES:

- 1- *Implicit Bias* by the KIRWAN INSTITUTE for the Study of Race and Ethnicity (2014)
- 2- *IMPLICIT BIAS IN THE COURTS* by Justice Michael B. Hyman, 102 Illinois Bar Journal 40 (Jan 2014)
- 3- *Implicit Bias in Judicial Performance Evaluations: We Must Do Better Than This* by Gill, 00(0) Justice System Journal 1-24 (2014)(Routledge)
- 4- *Social Framework Studies Such as Women Don't Ask And It Does Hurt To Ask Show Us The Next Step Toward Achieving Gender Equality—Eliminating The Long-Term Effects of Implicit Bias—But Are Not Likely To Get Cases Past Summary Judgment*, 20 Wm & Mary J. Women & L. 573 (2014)
- 5- *Deconstruct and Reconstruct: Reexamining Bias in the Legal System: Searching for New Approaches* by Bassett, 46 U.C. Davis Law Review 1563 (2013)
- 6- *EVERYONE'S A LITTLE BIT RACIST? RECONCILING IMPLICIT BIAS AND TITLE VII* by Cerullo, 82 Fordham L. Rev. 127 (2013)
- 7- *MAKING RACE SALIENT: TRAYVON MARTIN AND IMPLICIT BIAS IN A NOT YET POST-RACIAL SOCIETY* by Lee, 91 N.C. L. Rev. 1555 (2013)
- 8- *SURVIVING IMPLICIT BIAS: WHY THE APPELLATE COURT'S INTERPRETATION OF THE 2012 AMENDMENT TO THE RACIAL JUSTICE ACT WILL BE A LIFE OR DEATH DECISION FOR NORTH CAROLINA DEATH ROW PRISONERS* by Eacho, 21 Am. U. J. Gender Soc. Pol'y & L. 647 (2013)
- 9- *SOCIOECONOMIC BIAS IN THE JUDICIARY* by Neitz, 1 Clev. St. L. Rev. 137 (2013)
- 10- *CRIMINALITY AND CORPULENCE: WEIGHT BIAS IN THE COURTROOM* by Beety, 11 Seattle J. for Soc. Just. 523 (2013)
- 11- *"CURING" OWN RACE BIAS: WHAT COGNITIVE SCIENCE AND THE HENDERSON CASE TEACH ABOUT IMPROVING JURORS' ABILITY TO IDENTIFY RACE-TAINTED EYEWITNESS ERROR* by A Taslitz, 16 N.Y.U. J. Legis. & Pub. Pol'y 1049 (2013)
- 12- *Decision-Making in Dependency Court: Heuristics, Cognitive Biases, and Accountability* by Fraidin (November 22, 2013). Cleveland State Law Review, Vol. 60, p. 913, 2013

- 13- *WHAT THE BRAIN SAW: THE CASE OF TRAYVON MARTIN AND THE NEED FOR EYEWITNESS IDENTIFICATION REFORM* by Beety, 90 Denv. U. L. Rev. 331 (2012)
- 14- *IMPLICIT BIAS IN THE COURTROOM*, by Kang, the Honorable Judge Bennett, Carbado, Casey, Dasgupta, Faigman, Godsil, Greenwald, Levinson & Mnookin, 59 UCLA L. Rev. 1124 (2012)
- 15- *DEFUSING IMPLICIT BIAS* by Feingold & Lorang, 59 UCLA L. Rev. Discourse 210 (2012)
- 16- *Helping Courts Address Implicit Bias, Resources for Education* by Pamela M. Casey, Roger K. Warren, Fred L. Cheesman, II, and Jennifer K. Elek (2012)
- 17- *(Re)forming The Jury: Detection and Disinfection of Implicit Juror Bias*, by Roberts, 44 Conn L Rev 827 (2012)
- 18- *RACIAL STEERING IN BANKRUPTCY* by Dickerson, 20 Am. Bankr. Inst. L Rev 623 (Winter 2012)
- 19- *THE ELUSIVE GOAL OF IMPARTIALITY* by Bassett & Perschbacher , 97 Iowa L. Rev. 181 (2011)
- 20- *SEEING THROUGH COLORBLINDNESS: IMPLICIT BIAS AND THE LAW* by Kang & Lane, 58 UCLA L. Rev. 465 (2010)
- 21- *A LEGAL FRAMEWORK FOR UNCOVERING IMPLICIT BIAS* by Pedersen 79 U. Cinn. L Rev 97 (2010)
- 22- *UNRAVELING THE GORDIAN KNOT OF IMPLICIT BIAS IN JURY SELECTION: THE PROBLEMS OF JUDGE-DOMINATED VOIR DIRE, THE FAILED PROMISE OF BATSON, AND PROPOSED SOLUTIONS* by the Honorable Mark W. Bennett, 4 Harv. L. & Pol'y Rev. 149 (2010)
- 23- *IMPLICIT BIAS AND THE ILLUSION OF MEDIATOR NEUTRALITY* by Izumi, 34 Wash. U. J.L. & Pol'y 71 (2010)
- 24- *POLL WORKERS, ELECTION ADMINISTRATION, AND THE PROBLEM OF IMPLICIT BIAS* by Page & Pitts 15 Mich. J. Race & L. 1 (2009),

- 25- *Does Unconscious Racial Bias Affect Trial Judges,?* Rachlinski, Johnson, Wistrich, & Guthrie, 84 Notre Dame L. Rev 1195 (2009)
- 26- *Understanding and Using the Implicit Association Test: III. Meta-Analysis of Predictive Validity*, Greenwald, Uhlmann, T Poehlman & Banaji , 97 J. Perso & Social Psycho 17 (2009)
- 27- *The Hidden Judiciary: An Empirical Examination of Executive Branch Justice* by Guthrie, Rachlinski & Wistrich 58 Duke L. J. 1477 (2009)
- 28- *Unconscious Bias & the Impartial Jury* by the Honorable Janet Bond Arterton, 40 Conn LR 1023 (2008)
- 29- *THE IMPLICATIONS OF PSYCHOLOGICAL RESEARCH RELATED TO UNCONSCIOUS DISCRIMINATION AND IMPLICIT BIAS IN PROVING INTENTIONAL DISCRIMINATION* by Bodensteiner, 73 Mo. L. Rev. 83 (2008)
- 30- *Unconsciously Regarded As Disabled: Implicit Bias & The Regarded—As Prong of the American With Disabilities Act*, 56 UCLA L. Rev 451 (2008)
- 31- *Blinking on the Bench: How Judges Decide Cases* by Guthrie, Rachlinski, & Wistrich, 93 Cornell L Rev 1 (2007)
- 32- *FORGOTTEN RACIAL EQUALITY: IMPLICIT BIAS, DECISIONMAKING, AND MISREMEMBERING* by Levinson 57 Duke L.J. 345 (2007)
- 33- *"I think it, therefore it's true": Effects of self-perceived objectivity on hiring discrimination* by Uhlmann & Cohen, *Organizational Behavior and Human Decision Processes* 104 (2007) 207-223
- 34- *THE SECRET LIFE OF JUDGES* by Jacobs, 75 Fordham L. Rev. 2855 (2007)
- 35- *IMPLICIT BIAS: SCIENTIFIC FOUNDATIONS*, by Greenwald, Hamilton Krieger, 94 Cal. L. Rev. 945 (2006)
- 36- *THE LAW OF IMPLICIT BIAS* by Jolls & Sunstein, 94 Cal. L. Rev. 969 (2006)
- 37- *"A Hardy Handshake sort of Guy": The Model Minority and Implicit Bias About Asian American in Chin v. Runnels*, by Teshima, 11 UCLA Asian Pacific American LJ 122 (2006)
- 38- *DISCRIMINATION AND IMPLICIT BIAS IN A RACIALLY UNEQUAL SOCIETY* by Banks, Eberhardt, & Ross, 94 Cal. L. Rev. 1169 (2006)

- 39- Alafair S. Burke, Improving Prosecutorial Decision Making: Some Lessons of Cognitive Science, 47 Wm. & Mary L. Rev. 1587 (2006)
- 40- *Cross-Cultural Lawyering by the Book: The Latest Clinical Texts and a Sketch of a Future Agenda* by Ascanio Piomelli, 4 Hastings Race & Poverty Law Journal 131 (2006)
- 41- *Trojan Horses of Race* by Kang 118 Harv L. Rev. 1489 (2005)
- 42- *Discrimination in Sentencing on the Basis of Afrocentric Features* by Pizzi, Blair & Judd, 10 Mich J of Race & Law 327 (2005)
- 43- *Racial Bias in Mock Juror Decision-Making: A Meta Analytic Review of Defendant Treatment* by Mitchell, Haw, Pfeifer, & Meissner, Vol 29, No. 6 Law and Human Behavior 621-637 (2005)
- 44- *White Lawyering: Rethinking Race, Lawyer Identity & the Rule of Law* by Russell Pierce 73 Ford L Rev 2081(2005)
- 45- *Implicit Racial Attitudes of Death Penalty Lawyers* by Eisenberg & Johnson, 53 DePaul L. Rev. 1539 (2004)
- 46- *The Implicit Association Test: a Measure of Unconscious Racism In Legislative Decision-Making* by Saujani, 8 Mich J. Race & L. 395 (2003)
- 47- *Racial Bias in Decisions Made by Mock Jurors Evaluating a Case of Sexual Harassment* by Wuensch, Campbell, Kesler, & Moore, 142(5) J of Social Psycho 587 (2002)
- 48- *Inside the Judicial Mind* by Guthrie, Rachlinski, & Wistrich, 86 Cornell L. Rev. 777 (2001)
- 49- Franklin D. Gilliam, Jr. & Shanto Iyengar, Prime Suspects: The Influence of Local Television News on the Viewing Public, 44 Am. J. Pol. Sci. 560, 562 (2000)
- 50- Elizabeth F. Loftus, EYEWITNESS TESTIMONY (2d ed. 1996) (summarizing the body of work on the unreliability of eyewitness testimony).
- 51- *Stereotypes and Prejudice: Their Automatic and Controlled Components* by Devine, 56 J Perso & Soc Psycho 5 (1989)

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**Resource List**

**Privilege**

Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*,  
<https://www.deanza.edu/faculty/lewisjulie/White%20Privilege%20Unpacking%20the%20Invisible%20Knapsack.pdf>.

Toby Morris, *On a Plate*, <http://www.mbctimes.com/english/this-comic-will-forever-change-the-way-you-look-at-privilege>. (comic strip)

*What is Privilege*, BUZZFEED, <https://www.youtube.com/watch?v=hD5f8GuNuGQ>. (3min. 59 sec.)

Tira J. Young, *The Privilege Walk Workshop: Learning More about Privilege in Today's Society*, Azusa Pac. Univ. Diversity Workshop, (Mar. 11 2006),  
<http://www.collegesuccess1.com/InstructorManual4thEd/Diversity/ThePrivilegeWalkExercise.doc>.

**Implicit Bias**

Jerry Kang, *Immaculate perception: Jerry Kang at TEDxSanDiego 2013*,  
<https://www.youtube.com/watch?v=9VGbwNI6Ssk&feature=youtu.be>. (13 min. 58 sec.)

Saleem Reshamwala, *Peanut Butter, Jelly and Racism*, NEW YORK TIMES (2016)  
<https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html>. (2 min. 26 sec.)

**Microaggressions**

*Addressing Microaggressions in the Classroom*, THE INTERCULTURAL CENTER,  
<https://www.stmarys-ca.edu/sites/default/files/attachments/files/Adressing%20Microaggressions%20in%20the%20Classroom.pdf>.

Sam Sumpter, *Breakdown of Microaggressions by Subtype and Manner of Communication*,  
<http://www.uaw4121.org/wp-content/uploads/2016/08/Microaggressions-Definitions.pdf>.

Same Difference, *How microaggressions are like mosquito bites*,  
<https://www.youtube.com/watch?v=hDd3bzA7450> (1 min. 57 sec)

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“Diversity should not be raised as an afterthought in a classroom discussion.”

Okianer Christian Dark, *Incorporating Issues of Race, Gender, Class, Sexual Orientation, and Disability into Law School Teaching*, 32 Willamette L. Rev. 541, 573 (1996).

**Step 1: Prepare yourself: things to consider before even stepping into the classroom**

Hearing and addressing offensive remarks can cause a physical and emotional reaction. As the instructor, you manage the learning environment and your behavior and demeanor matters. Be prepared for how you will feel physically and mentally in the moment so that you can maintain a safe and productive learning environment.

“We often forget that a primary task is to find ways to manage ourselves in the midst of confusion.”

Lee Warren, *Managing Hot Moments in the Classroom*, THE DEREK BOK CENTER FOR TEACHING AND LEARNING, <http://bokcenter.harvard.edu/managing-hot-moments-classroom> (last visited Mar. 9, 2017).

Warren’s advice: Hold steady, breathe deeply, don’t personalize remarks, and know yourself.

- **Hold steady** – “If you can hold steady and not be visibly rattled by the hot moment, the students will be better able to steady themselves as well and even learn something from the moment.”
- **Breathe deeply** – “Take a moment. Collect yourself. . . . Silence is useful -- if you can show that you are comfortable with it. A pause will also permit students to reflect on the issues raised. Deep breathing is an ancient and highly effective technique for calming adrenaline rushes and restoring one’s capacity to think.”
- **Don’t personalize remarks** – “Such attacks are most likely made against you in your role as teacher or authority figure. Remembering to separate self from role can enable you to see what a student is saying more clearly and to actually discuss the issue. It’s not about you. It’s about the student and [their] feelings and thoughts, though often articulated clumsily and from an as yet unthought through position.”
- **Know yourself** – “Know your biases, know what will push your buttons and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. This self-knowledge can enable you to devise in advance strategies for managing yourself and the class when such a moment arises.”

**Step 2: Inform the group early on that “challenges” will happen**

Addressing offensive comments in the moment will go much more smoothly if the instructor *and* the students have planned ahead for those moments, and if an environment of respect and trust has been built. Consider making a list of expectations or a set of ground rules for discussions as a group during your first meeting.

Examples of Ground Rules:

- “... [I]hink before you speak—be aware and sensitive to the variety of students’ backgrounds/experiences...;



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- “Listen with the benefit of the doubt in mind,” as you may be “working through difficult ideas that may be initially and unwittingly communicated in offensive ways.”
- Reiterate that the classroom is a space where open discussion of complex social issues are encouraged, though sometimes uncomfortable, try to do so with respect for your peers.

Sean Darling-Hammond & Kristen Holmquist, *Creating Wise Classrooms to Empower Diverse Law Students: Lessons in Pedagogy from Transformative Law Professors*, 25 La Raza L.J. 25, 67 (2015).

### **Step 3: Form a shared vocabulary**

Don’t assume that every student understands concepts of privilege, microaggressions, and implicit bias.

“Culture is like the air we breathe - it is largely invisible and yet we are dependent on it for our very being. Culture is the logic by which we give order to the world. Culture gives us our values, attitudes and culturally-based meaning to what we see and hear, often without being aware we are doing so. Through our invisible culture lens, we judge people to be truthful, rude, intelligent, or superstitious based on the attributions we make about the meaning of their behavior.”

Susan Bryant, *The Five Habits: Building Cross-Cultural Competence in Lawyers*, 8 Clinical L. Rev. 33, 40 (2001).

### **Step 4: Introduce why this matters to lawyers**

“Challenge is important because, as teachers preparing lawyers for practice, we must be careful to educate our students to do no harm. If we allow unchallenged racist, sexist, or ethnocentric comments to go unchallenged, our students may in fact do harm to their clients. In addition, in ethnically and racially mixed educational groups, students who are members of oppressed groups may not comfortably accept a learning environment that does not include challenge.”

Susan Bryant, *The Five Habits: Building Cross-Cultural Competence in Lawyers*, 8 Clinical L. Rev. 33, 58 (2001).

“Though our shorthand schemas of people may be helpful in some situations, they also can lead to discriminatory behaviors if we are not careful. Given the critical importance of exercising fairness and equality in the court system, lawyers, judges, jurors, and staff should be particularly concerned about identifying such possibilities.”

Jerry Kang, *Implicit Bias: A Primer for Courts*, Nat’l Center for State Courts 2 (Aug. 2009),  
<http://wp.jerrykang.net.s110363.gridserver.com/wp-content/uploads/2010/10/kang-Implicit-Bias-Primer-for-courts-09.pdf>.

### **Step 5: “The Challenge”**

Every moment is going to be different. If you need a moment before proceeding, tell the class that you need a moment. Embrace the opportunity that silence provides for everyone to examine their thoughts.

Tools for engaging in the difficult conversation:

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- Ask open-ended questions;
- Paraphrase for clarity, express to the person your understanding of what they are saying;
- Use the “Yes, And...” stance;
- Ask the class to pause and use some private time to think about how they see the situation, what assumptions they are making, how might the speaker perceive the same situation, what emotions does this stir up for them, what is the impact on them and what do they think is the other person’s intention;
- Start the conversation by seeking first to understand;
- Share your own point of view, your intentions and feelings, and use “I” statements.

*Difficult Conversations: How to Discuss What Matters Most, A High-Level Summary of the Book by Stone, Patton and Heen,* THE OHIO STATE UNIVERSITY, <http://www.fscanada.org/wp-content/uploads/2013/12/Difficult-Conversations-Summary.pdf> (last visited Mar. 9, 2017).

# Suffolk University Law School Clinical Programs 2018-2019

## ASSESSMENT AND GRADING CRITERIA

You will receive formal and informal feedback throughout your time in Clinic and two letter grades at the end of the year for your participation in the clinic. One grade is for the classroom work and the other grade is for your case work. Your clinical professor will use the following criteria to evaluate your performance. Meeting each of these criteria is critical to becoming an excellent lawyer. At the conclusion of the first semester, your clinical professor will meet with you and evaluate your performance based upon these criteria. At the end of the year, you will meet again with your professor and you will receive a written evaluation based on these criteria.

A note about grading: Participation in a clinic requires hard work. Ethical obligations of competence and zeal require attorneys to work hard on every case, and your professor will expect you to fulfill this obligation. It is likely that at the end of your clinic year you will feel that you have worked harder in this course than in any other course in law school. While your professor appreciates and recognizes the effort you will put in, hard work alone does not guarantee an “A”. Hard work is a minimum requirement for all clinics. Your professor will consider effort as well as the other criteria listed below in determining your final grade. Similarly, clinical professors recognize that students want to help your clients obtain the relief they desire and that “winning” your first case(s) will take on a special significance to you. While it is rewarding to “win” a case on behalf of a client, your grade in your clinic will not depend on whether you win or lose your cases. Your grade in clinic will depend on the quality of your preparation and your handling of your cases, as assessed using the criteria below.

**Upon successful completion of this course, students are expected to know and demonstrate:** 1) Preparation for and Participation in Class, 2) the Professional Habits and Ethical Obligations of Successful Attorneys; 3) Fundamental Lawyering Skills and Values; 4) How to Think Critically and Exercise Professional Judgment; and 5) How to Successfully Implement the Components of Cross-Cultural Competence in Lawyering.

### **1. Preparation for and Participation in Class**

- (a) Did the student regularly **attend class**?
- (b) Did the student **participate** frequently in case rounds and class discussion?
- (c) Did the student do all assigned **reading and exercises**?
- (d) Did the student prepare for and participate effectively in **simulations**?

### **2. Professional Habits and Ethical Obligations**

- (a) Did the student develop appropriate **professional relationships** including with the **student’s supervisor, clinic staff**, adversaries, court personnel, and other institutional participants or players?
- (b) Did the student show respect for and collaborate effectively with **other clinic students**?

including work as a member of a team?

(c) Did the student keep track of **case developments** and meet **deadlines** and perform casework in a **reliable, timely, thorough** manner?

(d) Did the student effectively manage clients by **keeping the clients advised** of developments in their cases, maintaining **respect for the client** at all times, **prioritizing client** work and take clinical responsibilities seriously?

(e) Did the student keep the case **organized and up-to-date**, and make appropriate use of time management software and filing systems?

(f) Was the student **thoroughly prepared** for all professional meetings?

(g) Did the student **take the initiative** in raising issues, researching and strategizing?

(h) Did the student identify, analyze and properly handle applicable **ethical issues** when they arose, including keeping the supervisor informed?

### 3. Fundamental Lawyering Skills and Values

(a) Did the student effectively **interview** clients and witnesses?

(b) Did the student effectively **counsel** clients including engaging in client-centered lawyering, helping clients **make well-informed decisions**??

(c) Did the student demonstrate sufficient **listening** skills including listening to clients, judges, adversaries and other players in the cases?

(d) Was the student able to synthesize factual and legal information to form an appropriate **theory of the case** and **adjust that theory** based on new or changing information?

(e) Was the student able to appropriately **evaluate** the strength of their cases?

(f) Did the student's arguments, examinations, and evidentiary decisions **demonstrate an understanding** of the facts, theory of the case, law, and applicable rules and procedures? This includes identifying **issues of fact and law**, sufficiency of **legal research**, and **factual investigation**, being **creative and determined** in their pursuit of factual information, anticipating and responding to **adverse legal and factual arguments**.

(g) Was the student's **writing** precise, clear, concise, and well edited and did it **advance immediate and long-term objectives**?

(h) Did the student **fully prepare** for and effectively advocate for clients in court or before CIS including oral advocacy that possessed the **appropriate tone, content, delivery, organization and narrative, appropriately responding to the fact finder's questions and** acting in ways to **promote justice and fairness**?

### 4. Critical Thinking and Professional Judgment

(a) Was the student **open to feedback** and critique, able to sufficiently **critique** his or her own performance, and **learn** from feedback and self-reflection?

(b) Did the student engage in thoughtful, informed, reflective **strategic decision making**?

(c) Was the student able to recognize and appropriately address **complex situations**?

(d) Was the student willing to **experiment** with new ways of doing things?

(e) Did the student exercise sound **professional judgment**?

(f) Did the student **handle mistakes** properly, including taking responsibility, immediate action,

and reflecting on the mistake?

(g) Did the student actively **critique the systems** within which the student operated?

## 5. Successful Implementation of the Components of Cross Cultural Competence

(a) Did the student examine his/her own **assumptions and personal biases**?

(b) Was the student able to identify **similarities and differences** between the student and the client, and between the client and the decision maker (i.e., the judge)?

(c) Was the student able to identify **alternative interpretations** for client behavior?

(d) Did the student develop a client narrative from a **strengths-based or empowerment** perspective?

(e) Did the student explain legal concepts using **non-legal language**?

(f) Did the student develop the ability to **adjust plans** based upon clients' responses?

(g) Did the student **implement advocacy strategies that incorporated the client's concerns** and priorities?