

## **June 10, Small Group Session Notes**

### **Thoughts on the topic of Clinic Tech:**

- Nobody the group knew of had a clinic-specific technology plan of which they were aware.
- No templates exist for this – that we are aware of
- In terms of measuring success – would be first by creating a clinic tech plan.
- Important for clinic directors to step up and be engaged in clinic tech – since they implement it.
- Hopefully not entirely dependent on the clinical dean/director to do these things.
- In-house clinics are so diverse that it's hard to measure success; challenge is that clinics have ad-hoc approach
- It is difficult to finish conversations and have a policy that has been agreed upon across different clinics.
- Building upon COVID policies and incorporated improvements based on what happened during the pandemic (e.g. email), not requiring in person clinical work).
- Need to be more relaxed and flexible with plan than during COVID
- Need to understand ABA rules for remote externships
- Equities for students -- in-person vs. remote experience, assume in-person will be better
- Remote work will be driven by workplaces -- need flexibility to deal with different situations
- Need to be prepared to go remote again if necessary
- Some wish to run seminar remotely even if students in-person

### **Thoughts on the topic of wellness and community**

- This involves teaching students to manage uncertainty.
- Clinics are back in person and now need to figure out new policies – e.g., exemptions in our clinic for vaccination
- Some decisions are dependent on evolving University policies – e.g., required vaccines
- How do we deal with being back in person and making a difficult transition from remote learning? Have community agreements (how we treat each other, how to have healthy conversations, differences between social media conversations and real life)

### **Thoughts on the topic of cross-cultural competency and anti-racism**

- Must be intentional and deliberate
- Should be included in our syllabi.
- Reopening of the courts create new concerns for over another level of racism: regarding testing and vaccination status as a way to deny Black Americans

access to the courts, along with other populations who may not have access to the vaccine

- We need to listen and be more attentive, and to teach our students to do the same.
- Have we created appropriate space for these conversations? Making sure students can lead, with our facilitation when necessary. Have structured discussions including how these issues have come up in cases. Encourage student-led discussion groups with topics selected by students.
- Roger Williams has a cross-cultural lawyering curriculum that includes a required class.
- How do you measure success? One of the issues is that you may not be able to ascertain how successful we are at instilling anti-racism until the student has been out in the world a while.
- Important cross-boarder work has been stalled during pandemic
- Inclusion and anti-racism – how not to feel like tokenism, how to integrate more across the board.
- Need training in 1L orientation and before students start clinic
- Challenge of discussing these issues in externships
- Might need more of a deliberate "lesson plan" for externship instructors, rather than the usual autonomy in teaching
- Challenge of an asynchronous class for teaching these materials -- maybe combine with an in-person or synchronous discussion of the issues, and then let students apply to their own experience
- Cultural competency outcome; teaching class on anti-racism skills; clinically and experientially based; focus on ideas of conversation and problem solving; how do we have difficult discussions among ourselves and with our people
- Ideologies are different at different schools – how we do have those conversations. How to own the complicity roles?
- Start with definitions. Discussion among definitions. Think about teaching the different definitions that we are using; racism is so much bigger than individual it is more institutionalized. Ask students their understanding of those definitions; that is a great starting point.
- Start with bias – preference for or against a particular group (more unconscious)
- Need to be mindful of classroom makeup because the conversations look different at different places
- Difficult not to isolate – saying up front that we need to have these honest conversations and say that they are uncomfortable