

Lawyer Process Step	Lawyer Relational Mindset/Attitude	Clinic Work Product	Clinical Pedagogy Tools	Class Notes
Initial client interview	Leaning into <i>connection</i> with client; activating deep listening; open-ended curiosity about the client and the matter	Attorney notes; client intake form or retainer may be completed	Reflective listening & cultural competence exercises, implicit bias training and material; student reflections about goals, strengths, aptitudes and challenges.	
Post interview: reflect, capture & sort material	<i>Objective reflection</i> on material; skeptical	Memo to file/supervisor	Audience-driven writing instruction (provided)	
Preliminary due diligence (Investigation)	<i>Objective evaluation</i> of material; seeking to verify and expand information set	Notes; supplementary memo to file	Methodological doubt and belief	
Client follow-up	<i>Returning to connection</i> with client	Notes	See initial client interview	
Prepare to counsel client	<i>Objective with attention to client priorities</i>	Counseling plan including legal and non-legal options	Material on schemas, confirmation bias, anchoring and risk assessment	
Client counseling	<i>Connection to client; deep listening; sense of responsibility to structure conversation and inform client, and to honor client choices</i>	Notes; follow-up letter to client; memo to supervisor	Attention to RPC driven material	

Implementation of strategy

Strategic implementation of persuasive strategy in pleadings, letters or negotiation

Pleadings; demand letter, etc.

Instructional materials related to storytelling, narrative, persuasive writing and advocacy

Lawyer Process Step	Lawyer Relational Mindset/Attitude	Clinic Work Product	Clinical Pedagogy Tools	Teaching Notes
Initial client interview	Leaning into <i>connection</i> with client; activating deep listening; open-ended curiosity about the client and the matter	Attorney notes; client intake form or retainer may be completed	Reflective listening & cultural competence exercises, implicit bias training and material; student reflections about goals, strengths, aptitudes and challenges.	Class discussion highlights that a junior lawyer is building relationships on two fronts: with the client and with the supervisor. The junior lawyer will also experience anxiety about performance.
Post interview: reflect, capture & sort material	<i>Objective reflection</i> on material; skeptical	Memo to file/supervisor	Audience-driven writing instruction and rubric (samples provided)	Here students experience a transition from connection to objectivity. Many will find this a threat to their ability to be client-centered and may start to distance. This a key moment where the map allows students to visualize how a lawyer is draws upon an expert perspective to assist the client.
Preliminary due diligence (Investigation)	<i>Objective evaluation</i> of material; seeking to verify and expand information set	Notes; supplementary memo to file	Methodological doubt and belief	
Client follow-up	<i>Returning to connection</i> with client	Notes	See initial client interview	The first return to connection is often a challenging moment

where students are struggling to manage where they may feel doubt or frustration about the client matter. Here the map serves as a reminder that the client and human dignity are priorities, not just the matter.

Prepare to counsel client	<i>Objective with attention to client priorities</i>	Counseling plan including legal and non-legal options	Material on schemas, confirmation bias, anchoring and risk assessment
Client counseling	<i>Connection to client; deep listening; sense of responsibility to structure conversation and inform client, and to honor client choices</i>	Notes; follow-up letter to client; memo to supervisor	Attention to RPC driven material
Implementation of strategy	Strategic implementation of persuasive strategy in pleadings, letters or negotiation	Pleadings; demand letter, etc.	Instructional materials related to storytelling, narrative, persuasive writing and advocacy