

The University of Mississippi

Robert C. Khayat Law Center

## EXTERNSHIP PROGRAM



## Field Placement Supervisor Handbook

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Dear Field Placement Supervisor:

Welcome to our Off-Campus Clinical Program, also known as our Externship Program. We greatly appreciate your joining us as we educate our students in not only the theory of law, but also the practice of law.

At the University of Mississippi School of Law, we strive to produce lawyers who, upon joining the legal profession, will be prepared, ethical and professional. While part of our students' education entails thorough and stimulating classroom theoretical work, our overall goal could not be fulfilled without the students also observing and participating in the actual practice of law. This exposure to the practice of law would not be possible without attorneys such as yourself taking the time to work with, supervise and, indeed, mentor our students. For this, we are truly grateful.

While your mentorship of our students helps us form and educate the next generation of attorneys, we also hope that your interaction with the students provides you some personal and professional enjoyment. In this regard, please know that students who participate in our field placement program, without fail, comment that their experience as an extern "was the best thing they did in law school."

Without your dedication as an on-site supervisor, this clinical program could not exist. For this, and for all you do for our students, we thank you.

Sincerely,

Hans P. Sinha  
Clinical Professor  
Director Externship Program

Celeste Sherwood  
Administrative Assistant  
Clinical Programs



## **PROGRAM OBJECTIVES**

The University of Mississippi School of Law Externship Program is designed to provide a supervised opportunity for students to learn from the actual practice of law. By combining the practical with the academic, the students develop legal skills such as fact gathering, analysis, legal reasoning and oral and written communication, as well as an understanding of the ethical and professional responsibilities that comes with the privilege of practicing law. In addition to learning the how-to aspect of the legal profession, the students are also encouraged to put the practical knowledge they gain into a broader legal and social context, challenging, modifying and expanding their existing knowledge in the process. In short, the educational goals of the externship program are to:

- Expand and improve the students' legal skills through exposure to and participation in activities such as investigation, interviewing, case strategy, applied legal research and oral and written advocacy;
- Enhance the students' understanding of legal principles exposed to in the classroom as they see those principles applied in real-life situations;
- Expose the students to and enhance their understanding of the ethical and professional duties and obligations of an attorney to his or her client, the court, the profession and society as a whole;
- Instill fundamental values of the legal profession, including effective representation, the fair and equal administration of justice, and a commitment to public service;
- Encourage the students to reflect upon and learn from their experiences by providing structured means to do so; and
- Provide an opportunity to develop professional contacts and mentoring relationships.

## **INTRODUCTION**

The law school community greatly appreciates the time, effort, and mentoring practicing attorneys provide our students who are placed as externs in government, public service and non-profit offices. A successful externship program would not be possible without attorneys opening their doors to second and third year law students. We are especially grateful to those who serve as on-site supervisors for our students. We recognize that in doing so, you assume additional duties and responsibilities. As such, we truly appreciate your willingness to act in this role of a mentor and supervisor for our students as they endeavor to transition from the classroom to the actual practice of law. As the students are able to participate in a real-life practical experience through this program, while also earning academic credit, the program has to conform to certain guidelines and parameters. This manual is intended to provide a description of the program. It outlines the various requirements a student extern is expected to meet, the duties of the on-site supervisor in relation to the students whom they mentor and supervise, as well as the responsibilities of the law school in administering the program.

You are encouraged to contact Professor Hans Sinha, Director Externship Program, or his Assistant, Celeste Sherwood, should you have any questions or if they can be of any assistance to you, our most important resource.

## **OVERVIEW OF EXTERNSHIP COURSE**

The University of Mississippi School of Law's Externship Program is an experientially based clinical course offered to second and third year law students. While second year students may enroll, the students are encouraged to enroll during their third year of law school. This

traditionally means the summer after their second year or during the fall and or spring semesters of their third year. Preference is given to third year students. Students participating in the program earn academic credit while interning at selected government, public service or non-profit entities. Students may not receive compensation, other than reimbursement of reasonable expenses while also earning academic credit. The program consists of two interrelated components: (1) the placement of students in a mentorship and supervised law practice environment, and (2) a related seminar where students meet as a group on a bi-weekly basis throughout the semester or summer term of their placement. During the non-seminar weeks, the students meet with the director of the program individually to review their progress and attend presentations and lectures by practicing attorneys, many of whom are current on-site supervisors. The students also complete contemporaneous daily logs, journals, author a reflective essay, complete evaluation forms, and in case of high-credit (six or more) placements, read a text related to their placement and author chapter summaries. These requirements are discussed in more depth below.

### **APPLICATION AND SELECTION PROCESS**

In order to participate, a student submits an application to the director of the externship program identifying their placement preferences. Students may identify a certain field of law, a specific office selection, or a range of fields and possible offices they would like to intern with. The director meets with the students and then makes placement assignments depending upon student choice and available placement spots in qualified offices. Prior to a student being assigned to an office, the director ensures the particular office is both willing and able to properly supervise and mentor a for-credit extern. This process is done through a

personal visit to the placement or through phone conversations. The overall criteria for a placement selection is the ability of the placement to properly supervise a for-credit extern, a willingness to provide mentorship of such student, available and sufficient office space, and the desire to participate in the educational and professional development of a student. All these categories come together in the fundamental recognition that there is a genuine difference between a mere clerkship and a for-credit educationally focused externship placement. While the below described requirements and guidelines are designed to ensure the educational quality of all our for-credit externship placements, the essence of any educational experience is the ability and willingness of the placement office to provide true mentorship to the students.

### **ON-SITE SUPERVISOR**

Each placement where a student is assigned is asked to designate one attorney to be the on-site supervisor for such extern. When more than one student is assigned to a single office, the same attorney acts as the on-site supervisor for all students. The students, however, may, and ideally should, work for many different attorneys and staff during their placement. It is the responsibility of the on-site supervisor to ensure that the externs have worthwhile professional and educational experiences at that particular placement.

### **MENTORING ROLE**

A mentoring environment is crucial to a successful placement. It is incumbent upon the on-site supervisor to assume the role of a mentor, and to advise, train and guide the students, and to ensure that all who work with the students assume a similar mentoring role. At a

minimum, mentoring means that the students are provided an adequate amount of meaningful work and experiences, and that such work and experiences are directly monitored and regularly critiqued.

### **GUIDANCE AND CRITIQUE**

Guidance, supervision, feedback and constructive critique are integral parts of a mentoring relationship. An ongoing process of constructive critique throughout the placement is crucial in ensuring that a student's experience is an educationally beneficial one. All attorneys with whom a student works should provide advice and constructive critique to the student. While this crucial part of the mentoring process is continuous throughout the time of the student's placement, the on-site supervisor is asked to specifically conduct one mid-placement meeting and one exit-interview with each student. This requirement is designed to provide a minimum of two formal opportunities for evaluation and critique and should be done in conjunction with the completion of the appropriate Mid-Placement Evaluation and the Final Evaluation forms of the student's work and performance. These evaluation forms are discussed further below.

### **INITIAL STUDENT-SUPERVISOR MEETING**

Students come to their placements with an anticipation and eagerness unequalled in their budding legal careers. For most of them, this is their first legal experience with the "real world." While not always apparent, the students' eagerness and desire to do well is matched only by their apprehension and fear of disappointing their supervisors. A structured initial meeting with the on-site supervisor goes a long way in easing the students' transition from

student to student-attorney, and towards ensuring a great and mutually beneficial placement. On-site supervisors are encouraged to take care of some housekeeping matters during this initial meeting, including:

#### **Introduction and orientation.**

Taking the time to introduce the students to the attorneys and staff, and orienting them to the layout of the office, goes a long way in making the students feel welcome. It also lets the attorneys in the office know who the students are and that they are available for work assignments.

#### **Calendar of events.**

If a central calendar of upcoming hearings and trials exists, students should be shown where such calendar is located, and how to interpret it. This enables students to note events and projects that may be of interest to them, and to approach the attorneys handling such cases to see if they can assist and participate in such events.

#### **Placement plan.**

Prior to arriving at the placement office, each student will have prepared a one page placement plan outlining what he or she hopes to gain from the placement. The student is asked to identify anticipated goals and objectives for his or her placement. The student is asked to share, discuss, and revise this plan with the on-site supervisor during their initial meeting. This process will enable the on-site supervisor to better plan and fashion the student's work assignments, and if needed, adjust the student's expectations. The student is required to turn in a signed (by the student) and initialed (by the supervisor) copy of his or her revised



placement plan to the director of the program after this initial meeting. One of the assignments of the seminar component is for the student to review and discuss his or her placement plan midway through the semester. The goal with this exercise is that if changes need to be enacted in order for the student to maximize his or her educational potential at a placement, such changes can be identified and implemented at such point in time. The student is asked to again review the placement plans at the end of the placement and to evaluate whether the goals and objectives were accomplished.

### **Confidentiality**

Prior to beginning an externship placement, the students are required to read the applicable jurisdiction's Rules of Professional Conduct. They are specifically reminded of the importance of Rule 1.6 *Confidentiality of Information*. The students are asked to address this issue with their on-site supervisor in general and specifically in relation to the students' journal requirement during their initial meeting. The students are instructed not to reveal privileged information in their journal entries by the director of the program. However, the on-site supervisor is also asked to review this area with the student at the outset of the placement.

### **MID-SEMESTER REVIEW MEETING AND MID-PLACEMENT EVALUATION**

The on-site supervisor is asked to meet individually with each extern mid-term to ascertain how the placement is progressing. Concerns should be addressed then, rather than at the end of the student's placement. This is also an opportunity for providing a formalized critique and evaluation of the student. In this regard, the program utilizes a Mid-Placement Evaluation

form. The students are to complete the top portion of this form (listing name, placement, number of hours completed, etc.), and then provide the form to the on-site supervisor. We ask that the supervisor complete the form and use it as part of the mid-placement evaluation meeting. The form should then be forwarded to the director of the program for his review. Students appreciate and benefit tremendously from any and all constructive critique they receive in such an individualized and dedicated meeting.

### **EXIT INTERVIEW AND WRITTEN EVALUATION**

The on-site supervisor is asked to conduct an exit interview with the extern at the end of the placement to review the student's overall performance. Again, the student is asked to complete the top portion of the Final Evaluation Form and then provide it to his or her supervisor for completion. The form is designed to provide a structured benchmark and guide for the exit interview. Regardless, the goal is to provide an honest and forthright critique of the student's performance. While accolades are welcomed by all, students prefer and benefit from constructive criticism that will enable them to become better lawyers. The completed and signed evaluation should either be forwarded directly by the supervisor to the director of the program, or be given to the student to do so. Should the on-site supervisor wish to provide a confidential written evaluation directly to the director of the program, he or she may do so.

### **FIELD PLACEMENT ISSUES**

The vast majority of placements provide educational mentor experiences that can only be described as superb. Nevertheless, a review of student evaluations of past placements,

enables one to identify common concerns. Some are listed here as a means to aid on-site supervisors, and the program as a whole, to learn from experience and improve for the future.

### **Feedback**

The most common concern students express is a lack of feedback from the attorneys with whom they work. Constructive criticism of a task, whether it be a completed research project, witness interview, trial outline, or performance in a court proceeding, is essential for the students to learn from their experiences. Most students shy away from asking for such critique. It is incumbent upon the attorney with whom the student has been working, or the on-site supervisor, to take the initiative in providing such feedback. It cannot be sufficiently emphasized how much the students benefit from and appreciate such feedback.

### **Missed opportunities**

Another concern often noted by students is not knowing in advance what events are coming up on the calendar. This concern can easily be alleviated if the students are informed about the master calendar, and simply kept abreast of the various events that attorneys are preparing for and will be attending. Similarly, students sometimes note in their evaluations that an attorney for whom the student had done some work did not include the student in a related event such as a client meeting, attorney negotiation, or court hearing. When possible, seek to include the students in all possible in-office meetings and out-of-office events related to issues the students have worked on.

### **Down time**

Most offices have sufficient work to ensure continuous worthwhile assignments. Nevertheless, at times students experience down time when they do not have any

assigned tasks to perform. While the students are instructed to be assertive (yet diplomatic) in seeking out assignments, every effort should be made to ensure that a student has meaningful work or reflective observational opportunities throughout their placement.

### **Non-substantive work**

A lack of substantive work should not be filled with repetitious tasks designed to merely occupy a student's time. While everybody in a legal office may at times perform tasks that might be termed secretarial or administrative, the continuous assignment of non-substantive tasks to a student is contrary to the educational goal and spirit of the program. An educationally beneficial placement relies upon the on-site supervisors to achieve the appropriate balance in this regard. Students may not work on personal, private or political matters while assigned as externs.

### **Supervising attorney**

At times, a student may be assigned to an attorney who, although he or she initially agrees to work with the student, either lacks the time or enthusiasm that is needed to provide a meaningful educational benefit to the student. At this stage of their careers most students are too concerned about "rocking the boat," that they would rather incur a lost educational opportunity, than say something that may be interpreted as complaining. It falls upon the on-site supervisor to address any concerns of this nature. Normally, regular meetings with the students are sufficient to discern and address such problems.

## **WORKPLACE ENVIRONMENT**

To the extent possible, externs should be fully integrated into the workplace environment. This includes providing the students with a dedicated desk, cubicle, or other suitable work space. The more the students are made a part of the general office environment, the more they will be treated as colleagues during their stay in the office. Making the students part of the work environment ideally extends beyond the mere physical location of their work area to including them into the culture of the office. As appropriate, student should be invited to general office meetings, out of the office meetings with other attorneys, opposing counsels and judges, as well as office lunches. Students often comment that they learn as much from lunches and other informal occurrences, as they do from formal work assignments.

## **SUGGESTIONS FOR SUPERVISION**

All attorneys with whom students work have individual ways of ensuring interesting and worthwhile experiences for the students. In fact, working with and observing the style of different attorneys is one of the many benefits a student gets by participating in the program. With this in mind, some general suggestions for successful supervision of students include:

**Office Management.** Involve the students in the processes of calendar control, filing systems, assignment and division of cases within the office, in a way that will provide them with an understanding of the working of a legal office.

**Interviewing and Counseling.** Engage the students in interviews with witnesses and other lay people involved in pending cases. Suggest techniques for interviewing and provide critique of their interviewing experiences.

**Negotiation.** Involve the students as observers and, if applicable, as participants in the negotiation process. Alert them to the various, practical and legal factors which influence tactics and decisions in this process. Assist them to recognize the different issues that may influence negotiations.

**Litigation Process.** Familiarize the students with the applied procedural process in cases from investigation through verdict, with as much experience as possible in trials and hearings. Instruction, observation, and immediate critique is crucial with respect to hearings and trials. Students' initial insecurity will be form and technique. Once they have some confidence in their skills, the critique may turn to more substantive orientation. The importance of preparation should always be emphasized, as well as the selection of witnesses, identification and sequencing of exhibits, and prediction of evidence disputes. Teach them the use of trial notebooks, checklists and other mechanics that the supervising attorney finds helpful. Try to involve them in court hearings, pre-trial hearings, grand jury (if applicable to the particular placement), and even jury trials. Many of our third year students will qualify to be sworn-in as limited practice student-attorneys. When this is the case, one of the goals of the program is for that student to reach and overcome the threshold moment in his or her professional life of standing up in court, announcing his or her name "on behalf of so and so..." and proceed to speak in court: a small step for a seasoned attorney; a giant leap for a law student and budding neophyte attorney. Get the students on their feet quickly, and as much as possible.

**Research and Writing.** Allow the students to assist you in researching legal issues and in drafting pleadings, motions, briefs, proposed orders and memoranda as appropriate. Please critique their work for form and content.

**Ethics and Professional Responsibility.** Instilling in the student-attorney an appreciation of ethics and professionalism is of utmost importance. Take every opportunity to discuss ethical and professional issues with the students as they may arise throughout the placement. Seek to emphasize the real life application of the Rules of Professional Conduct or Judicial Canons, as well as any other applicable ethical and or professional rules. The concern and interest of the supervising attorney as to this subject will be noticed and absorbed by the student.

### **SEMINAR COMPONENT**

While the students are assigned to a placement as for-credit externs, they also attend a law school seminar where all externs meet together with the director of the program on a bi-weekly schedule. These meetings are currently held every other Wednesday afternoon. As such, your intern will seek to be able to leave his or her placement on Wednesday afternoons in order to attend the seminar class. On the Wednesdays when the externs do not meet as a group in the seminar class, the students meet individually with the director and or attend talks and presentations by practicing attorneys. Many of these speakers are current on-site supervisors. For students who are placed in offices within driving distance of Oxford, MS, the students attend these Wednesday seminar meetings and attorney presentations in person. Students placed away from Oxford attend the seminar meetings via an internet meeting program such as [gotomeeting.com](http://gotomeeting.com). As such, your student may ask for use of a room with internet connectivity

or need to be out of the office on certain Wednesday afternoons in order to participate in the required seminar class.

### **ACADEMIC ADMINISTRATION**

The program is administered and supervised by a faculty member who works under the program policy guidance of a faculty committee. The director is responsible for evaluating and selecting appropriate placement offices, placing externs with such offices, maintaining contact and visitation with externs and their on-site supervisors, and reviewing the externs' daily logs, journals, essays and evaluations. The director also teaches the seminar class. It is also the director's responsibility to coordinate the resolution of any concerns or problems that may arise during a student's placement. The director also maintains regular contact with the various placements, and ensures the on-site supervisors are provided sufficient information and training in their multi-faceted roles as attorneys, mentors and educators.

### **ON-SITE VISITS**

In addition to regular contact with the on-site supervisors of the various placement offices, and as part of our endeavor to continuously improve the program, and to thank and seek input from the professionals who work with our students, the director of the externship program seeks to visit all placements on a periodic basis. These on-site visits can be scheduled at any time during a placement at the convenience of the office. These visits are opportunities for the placement supervising attorneys and the director of the program to confer about the current placement, seek to make any adjustments as needed to ensure a positive and educational learning opportunity truly exists for the student, and if a recurring placement, seek to institute



any changes that may be needed in order to ensure a long and mutually beneficial relationship between the placement office and the law school. Some of the areas that are touched upon during these on-site visits are listed in the on-site visit form used for guidance during such visits. A copy of this form can be found in the Appendix. Last, but not least, the law school also truly wishes to demonstrate its appreciation to the offices that accept our students and the attorneys who mentor them through such on-site visits.

### **SUMMER TERM**

Students placed as externs during the summer term operate under the same guidelines as during the school year with some necessary adjustments. Summer externs are not bound to do their externship on the same dates as the law school summer session. Many students take the opportunity to do an externship in their hometown, or a specially selected office across the country, during the summer session. Depending upon the geographical placement of a summer extern, the individual mid-term meeting with the director of the program may take place by telephone. The seminar class meetings are scheduled in advance for the summer term so that students who may begin their externship placement before or after the seminar classes begin can still attend all classes. All other requirements remain the same for the summer term as for the semester terms.

### **SWEARING-IN CEREMONY**

The law school holds a swearing-in ceremony each fall and spring semester wherein clinical students who qualify pursuant to the Mississippi (state court) and or the Northern District of Mississippi (federal court) are sworn in as limited practice student-attorneys. Once a student

has been sworn in, the student is authorized to engage in the limited practice of law in any court in the state. Nevertheless, students who will practice in state or federal courts beyond Oxford should seek to be sworn-in by a judge in such jurisdiction. Students who are placed outside of Mississippi may be allowed to practice in such jurisdiction depending upon that particular state's or district's rules. The director of the program will assist placement offices with any required law school documentation needed in order to ensure a student, if applicable, can be sworn-in as a limited practice student-attorney.

### **STUDENT RESPONSIBILITIES**

Just as an attorney supervising an extern assumes the dual role of attorney and educator, a student participating in the Externship Program assumes the dual role of student-attorney. In this capacity, the student has certain duties inuring towards his or her role as an extern, and certain duties inuring towards his or her role as a student. Each extern is expected to recognize and honor the time, commitment and mentoring provided by the placement through an overall professional and dedicated demeanor. This includes:

- Professionalism
- Punctuality
- Confidentiality
- Adherence to office policy
- Appropriate dress and speech, and
- An overall treatment of the placement for what it is - a unique opportunity for a student to work in a professional environment with dedicated attorneys.

### **ACADEMIC GOOD STANDING**

In order for a student to participate as in the externship program, he or she must be in academic good standing. A letter from the Dean of the law school is sent to each placement indicating that the student is indeed in academic good standing.

### **CREDIT HOURS AND ON-SITE HOURS**

Students may earn between three and twelve academic credit hours for participating in the Externship Program. As long as the student works the total required hours for the semester, he or she is not compelled to work the same number of hours each week. The schedule for the student is left open to the student and the placement. The below table reflects the number of credit hours and corresponding on-site hours:

<b>Credit hours</b>	<b>On-site hours</b>
3	120
4	160
5	200
6	240
7	280
8	320
9	360
10	400
11	440
12	480

### **INFORMATION FORM**

Students are asked to complete an information form providing general contact information for them, their office and their on-site supervisor at the beginning of their placement. A copy of this form appears in the Appendix.

## **DAILY LOG**

Students are required to maintain a record documenting their daily activities on a weekly time log. The students submit their completed weekly logs to their supervisor for him or her to review and initial, and then forward the signed log to the director of the program. These submissions may be submitted as PDF attachments via email. At the end of the placement, however, the students are required to submit the original logs. Such logs must be signed by the student verifying that the hours indicated are correct, and by the on-site supervisor indicating he or she has reviewed such logs and that they substantially comport to the hours the student worked at the placement. An example of a weekly log appears in the Appendix.

## **JOURNAL**

In addition to keeping a daily log, students must also keep a daily journal of their activities. The goal of the journal requirement is to enhance the educational experience of the externs by encouraging a broader reflection upon their experiences. The students are expected to maintain these journals on a daily and contemporaneous manner. The journal entries are provided to the director of the program weekly, together with the daily logs. The director reads each student's journal entries and engages in a dialogue with the student by providing comments based upon the journal entries. Absent a specific request from the on-site supervisor, the journals are confidential and are shared only between the student and director of the program. This confidentiality is intended to encourage true and honest reflection by the students in their journals. A copy of the journal form appears in the Appendix.

## **PLACEMENT PLAN**

At the outset of a placement, students are required to prepare a placement plan outlining what they hope to gain from their placements. This plan is shared with the on-site supervisor during the initial meeting between the student and the on-site supervisor. After the initial meeting, the student reviews the revised plan with the director of the program. The student reviews his or her plan at the middle of the placement and again at the end of the placement.

## **ESSAY**

Externs are also required to produce an essay on a topic pertinent to their placements. This essay is to be approximately five to ten pages in length. The topic of the essay falls into one of two categories. The first category consists of a discussion pertaining to the student's personal growth in relation to his or her experience as an extern, while the second category consists of a discussion of the ethical rules and or canons that guide the particular work of the student's placement. This latter category is designed to encourage the student to identify and contemplate ethics and professionalism within the complexity of real life as opposed to the sterile setting of academia. Students may ask their supervisors for assistance with regard to the ethical component of the essay.

## **EVALUATION FORMS**

The students are responsible for completing portions of their on-site supervisor's mid and final evaluation forms of them. In addition, at the end of the placement, each student is required to complete an evaluation of his or her experience and of the program as a whole. This evaluation seeks feedback with regard to the office where the student was placed as well as of the program in general. In contrast with the supervisor

evaluations of the students, forms that are designed to be shared with the students in furtherance of their growth as professionals, the student evaluations are confidential in that only the director sees and reviews these forms. However, information obtained from the student evaluations is shared in general terms with the respective on-site supervisors in order to address any systemic concerns and to improve specific placements as needed. This anonymity of the individual students ensures full and frank comments from the students. Examples of these three evaluation forms appear in the Appendix.

# APPENDIX

## Extern Information Form

University of Mississippi School of Law Externship Program

### EXTERN INFORMATION FORM

[Insert your name here]

#### STUDENT NAME, EMAIL, PHONE AND MAILING ADDRESS

#### PLACEMENT OFFICE WITH ADDRESS AND PHONE

#### ON-SITE SUPERVISOR NAME, EMAIL, PHONE AND MAILING ADDRESS

**CREDIT HOURS**  
Sought for externship

**ON-SITE HOURS**  
Required for completion

**SCHOOL YEAR**  
Current school year

**LIMITED PRACTICE**  
Yes / No / Comments

**START DATE**

**END DATE**

**COMMENTS**

# DAILY LOG

**University of Mississippi School of Law Extern Daily Time Log**

**[Student name]**  
**[Placement office]**  
**[Week #]**

DAY & DATE	TIME	GENERAL DESCRIPTION OF ACTIVITY	HOURS	TOTAL
MONDAY Date				
TUESDAY Date				
WEDNESDAY Date				
THURSDAY Date				
FRIDAY Date				
<b>TOTAL HOURS THIS WEEK</b>				
<b>TOTAL HOURS FROM PREVIOUS WEEKS</b>				
<b>TOTAL CUMULATIVE HOURS</b>				

Student signature	Supervisor initials



# PLACEMENT PLAN

University of Mississippi School of Law Externship Program

## Placement Plan and Goals

[Insert your name here]

In the below space, please describe your goals and hopes for your externship placement. What are the things you hope to do, accomplish, learn about, be exposed to? Once you have thought this through and articulated such below, go over your goals with your supervisor. Once done, please return the signed form to Professor Sinha.

Student signature

Supervisor initials

## JOURNAL FORM

University of Mississippi School of Law Extern Journal

**Student name Placement office. Week One**

A reflective journal is part of the requirements for your externship placement. This is different from your daily time log which in one or two sentences records your activities and corresponding times. Your journal is where you reflect upon what your overall experience for the week in question. What did you work on? What did you find interesting, surprising, good or bad? Are there things you would change, improve upon, both in terms of your performance as well as the system as a whole? You should ideally write in your journal on a daily basis, or if not, then at a minimum one longer entry for the entire week. Your journal is confidential in that only I read your entries. Write your reflections and thoughts in the space below. Continue onto a new blank page (or pages) as needed. Please label the form appropriately with your name and placement office above. Use the same form each week, but change the "Week One" to reflect what week the journal pertains to, i.e. "Week Two," "Week Three," etc. Submit journal entries along with time logs weekly.

## MID-PLACEMENT EVALUATION FORM OF STUDENT (two pages)

### University of Mississippi School of Law – Mid-Placement Extern Evaluation

Please use this form to provide an evaluation of your student’s performance this far. Please go over the evaluation with the student and provide him or her any needed suggestions, critique or comments that might help the student improve in his or her performance and professional growth. Once done, please mail or email me the form, or give it to your student who will forward it to me. As always, thank you for supervising and mentoring our student.

Hans P. Sinha, Clinical Professor and Director Externship Program.  
 University of Mississippi, School of Law, P. O. Box 1848, University, MS 38677-1848  
[hsinha@olemiss.edu](mailto:hsinha@olemiss.edu) (662) 915-6884

#### Section A: To be completed by student

Student name	Date	Placement office
Credit hours sought	Required on-site hours	On-site hours to date

#### Section B: To be completed by supervisor

Is the student adhering to general office standards?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does student successfully complete assignments?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does student seek out guidance when needed?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is student adhering to ethical & professional standards?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you anticipate student successfully completing internship?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Please use the next page to explain any no answers above, and to provide a narrative comment with regard to the student’s performance. What are his or her weaknesses, greatest strengths? Is there anything he or she could do to improve and learn more in the second half of his or her placement?

Completed by:

Date

--	--

**General comments pertaining to student's performance**

[Empty text area for general comments]

## FINAL EVALUATION FORM OF STUDENT (three pages)

### University of Mississippi School of Law – Final Extern Evaluation

Please use this form to provide an evaluation of your extern’s overall performance. A student’s opportunity to learn from observing and doing is greatly enhanced when combined with genuine feedback. As such, please seek to provide as much constructive critique pertaining to what your student excelled in and what he or she could improve upon. Please mail or email me the completed form. I will go over the evaluation with the student. Thank you for taking the time to complete the evaluation form and for supervising and mentoring our student.

Hans P. Sinha, Clinical Professor and Director Externship Program  
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#### To be completed by student

<b>Student name</b>	<b>Date</b>	<b>Placement office</b>
<b>Credit hours sought</b>	<b>Required on-site hours</b>	<b>Total on-site hours completed</b>

#### To be completed by supervisor

##### General topics:

Did the student successfully complete the above stated hours?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did the student adhere to general office standards?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did the student successfully complete assignments?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did the student seek out guidance when needed?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did the student adhere to ethical & professional standards?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you recommend granting academic credit?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Would you accept another UM Law student in the future?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

##### Specific topics:

On a scale of 1 to 10, with 1 = Poor, 5 = Average, and 10 = Excellent,  
 please rate the student with regard to the below topics.

#### **Student's ability to do research**

- 1. General research ability:**
- 2. Comprehensiveness of research:**
- 3. Depth of research:**
- 4. Ability to engage independently:**
- 5. Comments:**

#### **Student's ability to write**

- 1. General writing ability:**
- 2. Objective written work:**
- 3. Persuasive written work:**
- 4. Comments:**

#### **Student's legal analysis**

- 8. General analytical ability:**
- 9. Comprehensiveness of analysis:**
- 10. Depth of analysis:**
- 11. Ability to distinguish between significant and minor factors and evidence:**
- 12. Comments:**

#### **Student's professionalism**

- 4. Professionalism in interactions with attorneys, staff, clients and others:**
- 5. Punctuality:**
- 6. Awareness of ethical standards:**
- 7. Comments:**

#### **Student's willingness to listen and learn from criticism**

- 1. Willingness to listen:**
- 2. Willingness to learn from criticism:**
- 3. Comments:**

**What would you term the student's greatest strengths?**

**What would you suggest the student seek to improve upon?**

**Please add any general comments pertaining to the student's performance.**

**Please provide any suggestions you may have as to how we could improve our externship program.**

**Completed by:**

**Date:**

## STUDENT EVALAUTION FORM (four pages)

### University of Mississippi School of Law Externship Program – Student Evaluation

Please complete this evaluation pertaining to your experience as a participant in our externship program. I seek your input in order to ascertain your overall experience and to identify possible changes to the program. I also use rely upon your evaluation to determine whether students should be assigned to your placement office in the future. As such, I thank you beforehand for your honest comments and evaluation. Please note that I do not share your evaluation or comments with your placement or supervisor. I only use them in-house as I seek to improve the program. Please return the completed evaluation to me via email or hard copy by the end of your placement.

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<b>Student name</b>	<b>Date</b>	<b>Credit hours</b>	<b>On-site hours completed</b>
<b>Placement office</b>	<b>Supervisor</b>	<b>Immediate / Alternate supervisor</b>	

Overall, were you satisfied with your experience this semester?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Was there sufficient work for you during your placement?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Were you adequately supervised?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Were the physical facilities adequate?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did you get the placement of your choice	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did your academic courses prepare you for your placement?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Would you recommend this placement to future students?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you believe this placement will aid you in your legal career?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Please use the next two pages to provide narrative comments with regard to your placement and the externship program. Please also use that space to discuss any no answers above.



**What were the most positive aspects of your placement?**

**What were the most negative aspects of your placement?**

**With the benefit of hindsight, is there anything you would do differently to prepare for or while at your placement?**

**Please provide any general comments regarding your placement.**

**Please comment upon the below listed requirements and topics associated with the externship program.**

**Do you have any constructive comments or suggestions with regard to each of these topics?**

**Information form**

**Placement plan**

**Daily logs**

**Journal**

**Evaluations**

**Reflective essay**

**Placement office selection**

**Law school support**

**Please use this space for any additional comments.**

**Please return the completed evaluation by end of your placement via email or hardcopy.**

**Thank you.**

## ON-SITE VISIT FORM

University of Mississippi School of Law Externship Program

Site visit – [Placement & date]	
Placement Information	
1. Office Information	
2. On site supervisor	
Students	
3. Current externs	
4. Future (assigned) students	
5. Ideal # of externs	
Office	
6. Office space	
7. Student computer, etc.	
General	
8. Year – 2L and or 3L	
9. Student schedules	
10. Swearing in	
11. Pre-requisites, classes	
12. Extern selection	
13. Extern requirements	
14. Law school support	
Suggestions	
15. Things do differently	
16. Suggestions to improve	
Comments	



## NOTES

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