



THE UNIVERSITY OF ARIZONA

# James E. Rogers College of Law

Career Development Office

Externship Program

## MANUAL FOR EXTERN SUPERVISORS

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## INTRODUCTION

We greatly appreciate your willingness to serve as a Supervising Attorney to University of Arizona Law College students as they begin the transition from the classroom to the practice of law. We recognize that extern supervision takes time and effort, but we hope your experience as a mentor to Arizona law students will also be enjoyable and rewarding. Externships are an integral part of our experiential learning program. Through externships, students gain skills needed to be successful attorneys—from improving their research, writing, and drafting proficiencies to developing their interpersonal communication skills, strategic decision-making, and understanding

and integrating the values of the profession. Equally important, for most students, externships are the first real opportunity they have to appreciate, in real time, what it means to be a lawyer.

In any externship program, the quality of a student's experience is directly related to the quality of the supervision provided -- by both the law college and the supervising attorney or judge. The relationship between the student and his or her placement is a dynamic one; we hope that this manual will assist you in effectively mentoring an extern and help establish a mutually beneficial relationship between you, your extern, and the College of Law.

This manual reflects the ABA and Federal Fair Labor Standards requirements for the conduct of externship programs, articulates the standards we expect our extern supervisors to follow, and highlights some best practices in extern supervision.

We recognize and appreciate the demands on your time and understand that supervision of a law student adds to your duties and responsibilities. As we work to develop meaningful and exciting externship placements, we hope you will offer us your suggestions and feedback.

Thank you again for your interest and willingness to supervise an extern!

## RESPONSIBILITIES OF A FIELD SUPERVISOR

Under recent changes to ABA Standard 304, which governs law students' field placement experiences at ABA accredited law schools, students earning credit for work outside of school must be provided with a

*[s]ubstantial lawyering experience that*

*(1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a setting outside a law clinic under the supervision of a licensed attorney or an individual otherwise qualified to supervise" and*

*(2) includes, among other requirements:*

- (i) direct supervision of the student's performance by a...site supervisor;*
- (ii) opportunities for performance, feedback from either a...or site supervisor, and self-evaluation;*
- (iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both*

- A. *the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and*
- B. *the respective roles of faculty and any site supervisor in supervising the students and in assuring the educational quality of the experience for the students, including a clearly articulated method of evaluations the students' academic performance...<sup>1</sup>*

*Thus, a field supervisor should provide externs with the experience of an entry-level attorney at the office and provide adequate supervision, feedback and self-evaluation.*

## SUPERVISOR'S OBLIGATIONS TO THE LAW SCHOOL:

1. At the beginning of the semester, each student completes a Learning Contract outlining the student's individual learning objectives for the externship placement. The Field Supervisor must acknowledge familiarity with our expectations of students and supervisors.
2. The field supervisor will be expected to communicate with the Director of Externships throughout the semester, including completing a Mid-Term Evaluation and a final evaluation to the College of Law after the externship hours have been completed.
3. Allow the Director of Externships to visit the placement for a "site visit" wherein the student's progress will be discussed, and

## EXPERIENTIAL EDUCATION:

*I hear and I forget  
I see and I remember  
I do and I understand*

**Confucius (551 BC – 479 BC)**

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<sup>1</sup> For complete language of ABA Standard 304, see Attachment. Below we have provided guidance on how site supervisors can ensure that these requirements are fulfilled and that the experience meets expectations for both students and field placements.

In bygone days, legal education in the United States was accomplished solely through experiential learning -- i.e., learning by doing. New lawyers typically joined the profession after "reading law" as apprentices working for practicing attorneys. When the first law schools were formed over one hundred years ago, legal education gradually evolved into a primarily academic pursuit heavily based on the case method. Analyzing case decisions, typically using the Socratic method of teaching, does a wonderful job of teaching students to "think like lawyers," and was probably a necessary innovation as law became broader and more complex.

But reliance on case studies through the Socratic method alone is not without a downside. Responding to desires for additional skills training and instilling a sense of social justice in law students, experiential learning reclaimed some of its original importance when many law schools, including Arizona's College of Law added clinical education courses during the late 1960's and early 1970's.

*The first clinical legal education program at the University of Arizona College of Law was set up in 1968 by David Wexler.*

Today, in our in-house clinical programs, students, supervised by law professors, represent a limited number of clients in specialized areas of the law. At the same time, our experiential learning curriculum is expanding with each semester. However, our in-house resources are limited and cannot simulate the inner workings of a law office. Thus, there was a necessity for a restoration of the apprenticeship component to legal education with programs variously referred to as externships, internships, or field placements. These programs often provide the only opportunity law students have to see and work with lawyers as they practice on a day-to-day basis, serving live clients in an education-focused, yet real-world, setting.

## STRUCTURING THE EXTERN'S EXPERIENCE

**Be prepared:** Before the student's arrival, think about the projects you will assign the student and who would be best to supervise those projects. Many students arrive to find that they are without an assigned desk or workspace, a computer, password access, telephone access, office keys or entry codes, for a substantial period of time. All of this should be prepared before the student's arrival so the student can begin work right away.

**Ensure attorney supervision:** Students must have attorney or an individual otherwise qualified to supervise who are directly providing supervision and feedback. Although the student may work with non-lawyers for discrete aspects of the externship, an attorney or other qualified person must supervise the student's legal work. Supervisors must work on site in the same location as the student.

**Schedule an orientation:** Before the student arrives, schedule an orientation to acquaint the student with the office and other staff members. During the orientation, brief the student about the office protocols regarding such things as attendance, punctuality, security, safety emergency procedures, filing systems, routing phone calls, dress code, computer usage, and use of research databases such as Lexis/Nexis and Westlaw. (See the attached "Orientation Checklist" for guidance)

**Assign only substantive legal matters:** Students are required to be engaged in substantive legal work in order to receive academic credit for their externships. Although there are times, in an effort to meet a deadline, prepare for trial, etc. that everyone pitches in to assist with administrative matters, administrative work should NOT be part of the student's regularly scheduled duties. For example, students should not answer phones, photocopy, update databases, or schedule events on a regular basis. Students should never be assigned personal errands. Providing referrals to other agencies may provide some useful experience but should be a limited portion of the student's work.

**Goals meeting:** Within the first week, meet with the student to discuss the student's educational goals for the semester and your goals regarding work product to be completed. To the extent possible, the work that students receive should promote the stated goals. Students are also likely to have some personal goals that they may be hesitant to articulate that you may want to ask about, and to help coordinate. For example, consider asking your student if he or she is interested in producing a writing sample, networking with other attorneys in the field and/or discussing career strategies.

**Set up scheduled meetings:** It is important that you meet regularly with students individually to check in, review completed work, address any problems and discuss future assignments. Meetings should cover both substantive work and professional development when applicable. Scheduled meetings should take place a minimum of once a week.

**Keep the lines of communication open:** Many externs may be reluctant to ask questions or seek advice for fear of appearing incompetent. When you make every effort to create and maintain a comfortable and effective working relationship, the externs' educational experiences and their contributions to your office will be maximized. Create opportunities to observe legal practice. One of the most important aspects of a legal externship is the opportunity to observe attorneys engaged in the practice of law. Avoid having students spend large amounts of time in relative isolation in the library or other location. Students should be given every opportunity to meet with attorneys and to observe them in action by attending meetings, hearings and trials, settlement conferences, client interviews and preparation, appellate arguments, CLE events, and any other substantive activities involving the attorneys working in the office. In addition, students should be allowed to see the application of their work to the final product. Ensure that students are included on the lists of those receiving office memoranda.

## ASSIGNMENTS

**Provide clarity in assignments:** One of the best ways to ensure that students provide you with the product you want is to make sure that you have given them enough information at the commencement of the project. To maximize clarity, assignments should provide an adequate description of the work required, including the desired form for the finished product; provide a sufficient factual and contextual background; clearly explain the purpose or objectives of the assignment; provide a realistic timeframe for completion, which accounts for a student's level of experience; suggest available reference materials; and indicate whom the student should consult regarding questions along the way and how that person should be contacted.

**Assign only substantive projects:** Students are required to be engaged in substantive legal, legislative, and law policy work commensurate with an entry level attorney.

## THE STUDENT'S WORK SCHEDULE

An essential element of the externship experience is establishing a sense of responsibility and commitment. To this end, students must have a regular schedule so that everyone knows when the student will be at work. As a supervising attorney who must plan assignments and still get your own work done, you are entitled to know when the student will be at your office. A set schedule also gives the student an opportunity to develop a sense of commitment and to view his work as a regular part of the office's functioning.

We ask you to be firm with students about their work schedule. Let the student know that tardiness or absences are unacceptable in the professional world. If a student is tardy or absent more than once, please discuss this with the student. If this behavior continues, report it to the Director of Externships so that we can talk with the student.

## CONFIDENTIALITY AND OTHER ETHICAL OBLIGATIONS

Law students may not have completed formal training in professional responsibility at the time they commence their externships. For that reason, supervisors should inform students of the placements' specific policies concerning confidentiality. We also encourage you to assist your extern to identify and navigate ethical issues that may arise during the student's fieldwork, such as protecting client confidences, upholding the duty of candor to third parties and tribunals, zealous advocacy, and avoiding conflicts of interest.

## ISSUES

In the vast majority of cases, externships proceed smoothly, with both students and supervising attorneys reaping the benefits of the mentor/student relationship. However, there are occasional surprises. We ask that you contact us should any problems arise during the course of the externship which might require our input.

Examples of such issues might be the student's failure to appear timely, the student's inability to accomplish tasks assigned, or an uncomfortable relationship between the extern and yourself or other

members of the office. When students raise such issues, we ask that they first contact you in order to discuss them.

We will intervene only where the student is unable to discuss them, for one reason or another, or where such discussion proves fruitless. Similarly, should you perceive any problems, we ask that you raise them with the student first. If they are not immediately rectified, we ask that you inform us as soon as possible. If they are issues relating to the students irresponsibility toward their internship or ethical issues, we ask that you contact us right away in addition to discussing them with the student.

## FEEDBACK

**Our students want feedback:** You may be reluctant to critique an extern's work but externs need, deserve, and actually want honest feedback. Without feedback, externs often assume that "no news is good news," and will continue to repeat the same errors unless they are given specific suggestions regarding how to improve. Lead with the positive – the goal is to highlight a particular success (be it a paragraph or an aspect of a presentation) so that it can be reinforced and replicated. Recognition of something that was well done can be a powerful motivator. Provide a limited number of suggestions for improvement at any given time.

**Provide feedback early in the process:** Externs should receive timely feedback from the assigning attorney on every completed assignment soon after the assignment is completed. If too much time passes, externs are likely to repeat mistakes.

**Show your work:** Occasionally, walk the student through your editing process so the student understands exactly what was changed and why. Check for understanding by posing a question or comment that allows the extern to show he/she can incorporate the suggestions going forward. At the conclusion of assignments, give the student a copy of the edited and/or final product.

**Listen to the student:** Externs are encouraged to engage with you in a collaborative supervision mode, not a passive one. We suggest that you encourage externs to assess their own work, reflect on their experiences, identify and discuss what they found challenging, and suggest their ideas as to how the work could be improved.

**Feedback:** You may be reluctant to critique an extern's work, but externs need, deserve, and actually *want* honest feedback. Without feedback, externs often assume that "no news is good news," and will continue to repeat the same errors unless they are given specific suggestions regarding how to improve.

We suggest that you encourage externs to assess their own work, to identify and discuss what they found challenging, and to suggest their ideas as to how the work could be improved. Don't underestimate the power of self-critique.

# WHAT TO EXPECT FROM LAW SCHOOL:

**Classroom Component:** Students engage in an online classroom component. Students are required to submit journals and engage in continuous contemporaneous reflection.

**Communication:** The Director of Externships and staff at the law school are here to support you. At the outset, the Director of Externships should be communicating with you about our goals and expectations for the student's experience. The Director of Externships is mindful of your need for confidentiality. The Director of Externships will be communicating with you on a regular basis about the status of the externship. The Director of Externships will also be communicating with you about assessing the student's performance and improving the overall experience for both current and future students.

**Site Visit:** At some point, the Director of Externships will conduct a "site visit" wherein she will visit the placement site and discuss the student's performance. The purpose of a site visit is to maintain open communication between the placement and the school and to model collaboration for the externs. We are eager to support you and are grateful for your work with our students; please do not hesitate to call upon us for assistance.

**Assessment:** Your assessment of the student and the student's experience is particularly important to us. Your honest feedback is appreciated. You are the person who will have hands on contact with the student. You can tell us not only what the student has accomplished but also how we improve the program.

**Training:** We are happy to provide training for you and your office on effective supervision techniques for CLE credit, to assist you with giving feedback, to brainstorm how to address a student who is underperforming, or any other concerns you might have about an extern or the program. We also maintain training materials on our externship website.

**Facilitation:** Each semester, field supervisors are contacted by the Director of Externships to assess the needs of the placement. The Career Development Office can post job postings, collect resumes, and even provide space for student interviews on campus. If you are interested in a student extern, please contact Amanda Bynum to start the next steps in the process. [abynum@email.arizona.edu](mailto:abynum@email.arizona.edu) | 520-621-4212.

# ORIENTATION CHECKLIST

On the extern's first day, please make sure to review the following:

1. The function of your agency, office, or organization;
2. The role of the student extern in the office's functioning;
3. The nature of the student's work;
4. Relevant office policies and chain-of-command;
5. Schedule for weekly meetings with the student;
6. The student's expectations for the externship;
7. The student's work schedule;
8. Layout of the office and library and introduction to others;
9. Showing the student his/her workspace; and
10. Explanation of the first assignment.

# FAIR LABOR STANDARDS ACT

U.S. Department of Labor  
Wage and Hour Division



## Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).<sup>1</sup>

### Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

### The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.<sup>2</sup> In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

<sup>1</sup> The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

<sup>2</sup> *E.g.*, *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at \*4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); *see also Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

# LEARNING CONTRACT



THE UNIVERSITY OF ARIZONA  
**James E. Rogers**  
**College of Law**  
 Career Development Office

## EXTERNSHIP PROPOSAL / LEARNING CONTRACT

**Students registering for externships must fill out this form with input from the Director of Externships (or another faculty supervisor) and field supervisor and email to:** Amanda Bynum, Director of Externships & Bar Success, abynum@email.arizona.edu

At the conclusion of the externship, separate evaluation forms must be completed by the field supervisor, any faculty supervisor, and the student and sent to the Director of Externships. Blank forms are available through the externships link on the website.

<b>Student name:</b>			
<b>Placement Office including address</b>			
<b>Field Supervisor Name :</b>			
<b>Field Supervisor Phone:</b>			
<b>Field Supervisor Email Address:</b>			
<b>FACULTY SUPERVISOR (if other than Prof. Bynum)</b>			
Semester of Externship (i.e. Fall 2018):		Number of semesters completed prior to starting the externship.	
Units of Credit Requested:		# of total hours of field work to be completed:	
Proposed Start date of externship		Proposed End date of externship:	

<p><b>Schedule for completing hours required:</b> (Please explain, in as much detail as you can at this point, the schedule you intend to keep in order to complete this hours required for this externship. For example, "I will work in the field office from 2 – 4:30 pm, Wednesdays and Fridays for 10 weeks to complete the 50 hours needed for the one unit of credit I am requesting.").</p>

**Educational Objectives and Outcomes:** Please explain, in as much detail as you can, what you intend to learn this semester through your work at this externship placement. Be prepared to assess whether you have met these educational objectives midway and at the end of the semester.

1.

2.

3.

4.

**Work to be performed during the externship:** Please describe in detail what you anticipate your day to day activities at the externship will entail:

1.

2.

3.

4.

**Clearly Articulate how student's performance will be evaluated by the field supervisor:**

This section should be completed after a discussion with your field supervisor.

**How student's performance will be evaluated by the faculty supervisor:**

--

**EXTERN’S AGREEMENT:**

The extern should fill in the necessary information, initial each standard, and add any comments on this form. As an extern, I agree to the following:

\_\_\_\_\_ **Professionalism:** I agree to follow directions, seek clarification and advise in a timely fashion, and comport myself with professionalism and integrity.

\_\_\_\_\_ **Confidentiality:** I agree to maintain the attorney-client relationship and keep confidential information about cases worked on in accordance with the rules of professional conduct.

\_\_\_\_\_ **Development Goals:** I will create goals (Learning Objectives) for the semester of how I plan to develop professionally and will discuss these goals with my field supervisor and Director of Externships.

\_\_\_\_\_ **Academic Component:** I agree to attend all required classes, complete all required readings, evaluations and any other assignments requested by the Director of Externships and required on the D2L portal. I agree to meet with the Director of Externships as required by the course syllabus.

\_\_\_\_\_ **Opportunities for Reflection:** I will reflect on the observations, experiences, ethical considerations, and other issues that arise during my externship. As indicated in the course syllabus, I will submit reflection papers or journals analyzing my experiences based on the prompts for each module. In so doing, I will be mindful of my confidentiality obligations.

\_\_\_\_\_ **Self-Evaluation:** I will strive to self-assess on each assignment I complete. In so doing, I will consider what I did effectively and areas for improvement. Where possible and appropriate, I will discuss my self-assessment with my faculty supervisor and field supervisors. I will be open to feedback from my supervisors and will consider how it can be applied specifically and globally to my future work.

**FIELD SUPERVISOR’S AGREEMENT & ACKNOWLEDGEMENT OF PROGRAM REQUIREMENTS:**

Are you interested in future externs at your office?	Yes	no	If yes, please indicate which semesters:
			<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> March-May <input type="checkbox"/> Summer

Please fill in the necessary information, initial each standard, and add any comments to this form. As a Field supervisor, I agree to the following:

\_\_\_\_\_ **Manual:** I have reviewed and understand the Field Supervisor Manual related to University of Arizona College of Law Externships. (Available: <https://law.arizona.edu/externships-0>)

\_\_\_\_\_ **Supervision:** I have the authority, ability and resources to ensure that the extern has a supervising attorney or otherwise qualified individual who will actively direct, monitor, and mentor him or her throughout the semester.

\_\_\_\_\_ **Communication:** I will inform the extern of the system for assigning work projects and ensure he or she is given clear deadlines and will receive ongoing guidance for managing the workload. I will communicate with the Faculty Supervisor at the beginning, middle, and end of the semester, and will complete an end of semester evaluation in a timely manner. I will alert the Faculty Supervisor immediately should any professional, ethical, or other issues arise with the placement.

\_\_\_\_\_ **Skills Development:** The extern will be engaged in a substantial lawyering experience that is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks that includes multiple opportunities for performance, feedback, and self-evaluation.

\_\_\_\_\_ **Assignments:** The extern will be assigned work that is similar to that of a law-clerk or entry-level attorney, including exposure to a broad range of lawyering skills. Assignments may include drafting documents and pleadings, researching and writing memoranda, interviewing clients and witnesses, attending conferences, negotiations or mediations, and observing or participating in meetings, depositions, or court proceedings. Administrative work will be kept to a minimum.

\_\_\_\_\_ **Feedback:** The extern will be provided specific, individualized, and timely feedback on their work.

\_\_\_\_\_ **Observation:** The extern will have opportunities to observe court proceedings, client/staff/strategy meetings, and/or other appropriate professional activities.

\_\_\_\_\_ **Logistics/Site Visit:** I will verify that the extern has a designated workspace and access to the tools (i.e. telephone, computer, and library) and support reasonably necessary to complete assignments. On request, will permit the Director of Externships a site visit in compliance with the ABA Rules regulating law school externship placements.

\_\_\_\_\_ **Legal Compliance:** My organization is responsible for ensuring that our labor and employment practices are in compliance with state, local, and federal laws as related to the externship.\*

\*For Corporate and For/Profit Placements- The FLSA requires "for-profit" employers to pay employees for their work. To determine whether your extern is an employee, the courts look at the "economic reality" of the extern-employer relationship to ensure that the student, rather than the firm or corporation is the "primary beneficiary" of the relationship. To ensure compliance, please review [U.S. Department of Labor Wage and Hour Division Fact Sheet #71- Internship Programs Under the Fair Labor Standards Act](#).

FOR CORPORATE/FOR-PROFIT PLACEMENTS ONLY: Will the student be receiving pay? YES \_\_\_\_\_ NO \_\_\_\_\_ \*

\_\_\_\_\_  
Signature of Student/Date

\_\_\_\_\_  
Signature of Field Supervisor/Date

\_\_\_\_\_  
Signature of FACULTY SUPERVISOR





# STUDENT'S MID-TERM SELF EVALUATION



THE UNIVERSITY OF ARIZONA  
**James E. Rogers**  
**College of Law**  
 Career Development Office

## EXTERNSHIP PROGRAM STUDENT MID-TERM SELF-ASSESSMENT

Student Name		DATE OF ASSESSMENT:	
Placement Office		Field Placement Supervisor	
Date/semester of externship:		Total hours completed:	

At this midpoint in your externship, you have completed a body of work and received feedback from which you may assess your skills. You are encouraged to be thoughtful, candid and specific in your assessment. Upon completion, please discuss your self-assessment with your field supervisor and make any modifications needed. If something is not applicable, please explain the reason in the comment box. Once the assessment is complete, upload to D2L and schedule an appointment with the Director of Externships to review your progress.

Please provide a brief description of the range of tasks and responsibilities you have been given so far:
<b>Research and Analytical Skills:</b> How well are you able to identify and address relevant issues; how thorough and complete is your research; are you able to develop an effective and efficient research strategy?
Comments/examples:

**Writing Skills:** How well-organized, clear, grammatically correct, and persuasive is your writing? Are your citations accurate and in proper form? Is your writing tailored to your audience's needs?

Comments/examples:

**Legal Knowledge:** Have you demonstrated adequate familiarity with basic concepts of applicable law and procedure?

Comments/examples:

**Oral Skills:** How well do you orally communicate concerning legal matters; how clear is your presentation; how well do you respond to questions?

Comments/examples:

**Ethical Concerns:** Have you recognized ethical issues and raised them appropriately, do you conform with office confidentiality protocols, etc.?

Comments/examples:

**Learning Objectives:** Review the learning objectives that you identified in your learning contract at the start of your placement. Discuss the progress you have made towards meeting these learning objectives at your placement.

Comments/examples:

Please describe the areas/skills that you will focus on improving over the remainder of the semester.

Have you been receiving specific, individualized and timely feedback on your assignments? Is the feedback oral, written or both? Has the feedback been effective?

Are there any ways in which your externship experience can be enhanced?

Please discuss the content of this evaluation with your supervisor.

SUPERVISORS COMMENTS ON EXTERN'S SELF-ASSESSMENT: Is the assessment consistent with the feedback the extern has received to date, thoughts on what the extern should focus on in the remaining weeks, etc.

\_\_\_\_\_  
Student Extern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Placement Supervisor

\_\_\_\_\_  
Date

Please return to:  
Amanda Bynum  
Director of Externships & Bar Success  
[abynum@email.arizona.edu](mailto:abynum@email.arizona.edu)  
(520)621-4212

# FIELD SUPERVISOR FINAL EVALUATION



THE UNIVERSITY OF ARIZONA  
**James E. Rogers**  
**College of Law**  
 Career Development Office

EXTERNSHIP PROGRAM  
 Final Evaluation: Field Supervisor

Student Name			
Placement Office			
Field Placement Supervisor completing evaluation:			
Field Supervisor Contact Information:			
Date/semester of externship:		Total hours completed:	
1. Describe the types of legal tasks, assignments or other activities performed by the student at this placement:			
2. Did the student perform his/her assignments satisfactorily? Explain:		Yes	no

3. Did the student spend the required amount of time at your office?	Yes	no
4. How much time per week did you spend supervising the student (including explaining assignments, reviewing written work, preparing and discussing cases, etc?)	_____ hours	
5. Describe the progress the student made during the course of the semester (i.e. improvements toward the educational goals identified at the beginning of the semester, using examples when possible.		
6. What other benefits do you think the law student derived from this placement?		

<b>7. COMPETENCY ASSESSMENT:</b>			
The student has demonstrated these professional competencies:	Yes	No	n/a
<b>Professional responsibility</b>			
Conducts self in an ethical manner so as to promote confidence in the legal profession.			
Relates to supervisors, peers, clients, and others in a manner consistent with professional standards.			

Demonstrates sensitivity to real and ascribed differences in power between themselves and others.			
Is aware of and appreciates the values of the profession.			
<b>Competence</b>			
Recognizes the limitations of his or her expertise.			
Takes responsibility for compensating for his or her deficiencies.			
Takes responsibility for assuring client welfare when encounter boundaries of her or his expertise.			
<b>Maturity</b>			
Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with supervisors, peers, and clients.			
Demonstrates honesty, fairness, and respect for others.			
Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.			
Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.			
Follows professionally recognized conflict-resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.			
<b>Integrity</b>			
Refrains from making statements that are false, misleading, or deceptive.			
Avoids improper and potentially harmful relationships.			
Respects the fundamental rights, dignity and worth of all people.			
Respects the rights of all individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.			

8. Please describe the student's areas of strength:

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9. Please identify areas for further growth:

--

10. Please describe the student's level of professionalism:

--

11. Do you have any concerns regarding the student's performance?

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12. Do you recommend the student receive credit?	Yes	no
13. Have you reviewed this evaluation with the student?	Yes	no
14. May we share your comments with the student?	Yes	no

Please share any comments and suggestions regarding the field placement/externship program:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please return to:  
Amanda Bynum

*Director of Externships & Bar Success*



THE UNIVERSITY OF ARIZONA

James E. Rogers  
College of Law

Career Development Office

[abynum@email.arizona.edu](mailto:abynum@email.arizona.edu) / (520) 621-4212

# STUDENT FINAL EVALUATION



THE UNIVERSITY OF ARIZONA  
**James E. Rogers**  
**College of Law**  
 Career Development Office

## EXTERNSHIP PROGRAM

### Placement Evaluation: Student

Student Name			
Placement Office			
Date/semester of externship:		Total hours completed:	

### **Part 1: Questions About Placement**

Approximately what percentage of your time was spent:	
Observing in court or administrative hearing?	
Participating in court or administrative hearings?	
Doing legal research?	
Doing factual investigation?	
Working with clients?	
Dealing with the public?	
Writing legal memos or briefs?	
Drafting legal documents?	
Meeting with supervising attorneys?	

Doing "clerical" work?	
Other - specify (e.g., attending public hearings, office meetings)	

Were you given adequate supervision? \_\_\_ Please explain: (e.g., Did supervising attorney(s) explain assignments, review your work, how often did you meet, etc.)

Did you make progress toward your educational goals? Please explain and describe progress using examples:

Were the facilities adequate to perform your assignments? (library, work space) \_\_\_\_\_ If not, in what ways were they lacking?

What is the most important thing you learned about yourself through this experience?

How has this experience changed or shaped your career goals?

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In what ways was your experience in the field placement program most valuable to you? Please explain.

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In what ways, if any, was your experience disappointing to you? Please explain.

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What should future students know about your placement?

--

If you had the opportunity to re-do this externship experience, what would you do differently/better?

--

If you could give yourself a letter or percentage grade for your externship, what grade would you receive and why?

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Placements often asked for feedback from students:

Have you shared your comments with your Supervising Attorney? \_\_Yes \_\_No

May we share your comments with your Supervising Attorney? \_\_Yes \_\_No

**Part 2: Questions about Law College Supervision**

Did you receive sufficient assistance and guidance from your faculty supervisor (or other responsible persons within the law college? Please explain.

Do you have suggestions for improving the administration of the externship program?

Did you find the classroom component to be useful? Why or why not?

Other comments or suggestions:

Please return to:

Amanda Bynum

*Director of Externships & Bar Success*



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