

Client Centered Good Judgment

Instruct the Instructor: Materials selected to inform instruction and research.

Neil Hamilton, *The Gap Between the Foundational Competencies Clients and Legal Employers Need and the Learning Outcomes Law Schools Are Adopting*, 89 UMKC L. Rev. 559 (2021).

[https://www.westlaw.com/Document/Ib308758e910d11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ib308758e910d11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is a larger scale overview of foundational competencies that the legal field is asking for and the legal education system is trying (for the most part) to adopt in classrooms. The article begins with an overarching view of the foundational competencies desired by law schools and which ones are being more readily integrated into the educational system. Of special importance is the client-centered service orientation, which Professor Hamilton of the University of St Thomas notes is one of the top competencies desired and one of the lowest implemented, with only 16% of ABA school's having a goal in their curriculum as of January 2020. The article concludes with the milestones found on the Holloran site and a platform in which schools may be able to adopt these competencies into their classrooms.

Cornett Logan, *Think like a Client*, Inst. For Advancement of the American Legal System (2019).

<https://perma.cc/2GXU-YYSX>

- A data compilation and review from Avvo, a top lawyer review website. The authors went through decades of reviews to discover what it is that clients need. PDF ends with a summary of the client's perspective according to these reviews and advice. They put the data in the appendix for further review if desired.

Jonah A. Siegel et. al., *Client-Centered Lawyering and the Redefining of Professional Roles Among Appellate Public Defenders*, 14 Ohio St. J. Crim. L. 579 (2017).

[https://www.westlaw.com/Document/I042cfb082a2611e798dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I042cfb082a2611e798dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is a more-specific paper focused on the role of client-centered lawyering with appellate public defenders. This paper conducts focus groups and interviews to see how the client-centered lawyering effects the more distance appellate practice. The results show that there can still be benefits for appellate public defenders to use discretion and client-centered judgement.

Todd A. Berger, *The Constitutional Limits of Client-Centered Decision Making*, 50 U. Rich. L. Rev. 1089 (2016).

[https://www.westlaw.com/Document/I638540be34f411e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I638540be34f411e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- Rather than evaluate the policy or potential danger of client-centered lawyering, this paper evaluates the constitutional authority of decision making power between the lawyer and the client, specifically curious about who has the authority to make decisions when the lawyer and the client disagree. There is specific emphasis on the Sixth Amendment and guarantee of effective assistance of counsel in intersection with client-centered judgement.

Julie D. Lawton, *Who Is My Client? Client-Centered Lawyering with Multiple Clients*, 22 *Clinical L. Rev.* 145 (2015).

[https://www.westlaw.com/Document/Ie22b21239b0f11e598dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ie22b21239b0f11e598dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article wrestles with the potential issues arising from client-centered lawyering in different contexts such as multiple clients, cause clients, or race clients. Since lawyers bring their own histories and passions, this article seeks to examine what happens when advising a client in a client-centered way is opposite to those personal non-legal clients. This is an important reflection upon personal passions, legal perspectives, and client-centered good judgement.

Kathleen Elliott Vinson, *What's Your Problem?*, 44 *Stetson L. Rev.* 777 (2015).

[https://www.westlaw.com/Document/Ie4bf17801f0e11e598db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ie4bf17801f0e11e598db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article seeks to stress the role many lawyers embody in their real life practice: a problem solver. Regardless of the legal issue or setting, its vital lawyer's understand how to problem solve in relationship to client needs. This article goes over a methodology of how to problem solve that students can walk through. It ends with incorporating problem-solving techniques to legal education as well as the status of legal education from different reports highlighting the need for growing this specific competency.

Robert A. Baruch Bush, *Mediation Skills and Client-Centered Lawyering: A New View of the Partnership*, 19 *Clinical L. Rev.* 429 (2013).

[https://www.westlaw.com/Document/I948226e1a40711e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I948226e1a40711e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is arguing for the skills found inside transformative mediation courses as being useful for client-centered lawyering. The article begins by describing what transformative mediation is, the skills gained from those courses, and what client-centered lawyering can gain from this pedagogy. The article ends by arguing that transformative mediation should be part of legal education curriculums.

Beverly Petersen Jennison, *Beyond Langdell: Innovating in Legal Education*, 62 *Cath. U. L. Rev.* 643 (2013).

[https://www.westlaw.com/Document/I043e616ffbe711e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I043e616ffbe711e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is a comprehensive article that looks at where legal education is compared to three different schools of thought: the medical, business, and policy school models. The article starts with a history of legal education (the Langdell model of teaching) and potential issues with that. The medical model is of specific interest to this competency since it is focused on observation and working with real patients, or clients for legal purposes. The author stresses the importance of finding the balance of traditions of legal education and more hands-on training.

Katherine R. Kruse, *Beyond Cardboard Clients in Legal Ethics*, 23 *Geo. J. Legal Ethics* 103 (2010).
[https://www.westlaw.com/Document/I04fa55fe51cb11df9b8c850332338889/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I04fa55fe51cb11df9b8c850332338889/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article provides a historical and critical overview of clients created by legal ethics. The author states that legal ethics have often relied upon a “cardboard client” which only overemphasizes the individual legal needs of a client, rather than other relationships and values. This has caused an overemphasis on issue-spotting and legal resolutions in ethics courses and scholarship. In contrast, the author recommends a “three-dimensional clients” which helps clients articulate and actualize their values through the law. This article walks through the historical history of legal ethics and issues, as well as proposing a model for the three-dimension clients. The end of the article includes a conversation about representing clients with diminished capacity, organizational clients, and collective values.

Alex J. Hurder, *The Lawyer's Dilemma: To Be or Not to Be A Problem-Solving Negotiator*, 14 *Clinical L. Rev.* 253 (2007).
[https://www.westlaw.com/Document/I1b9fb9dc93d211dca51ecfdfa1ed2cd3/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I1b9fb9dc93d211dca51ecfdfa1ed2cd3/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- Like many in this bibliography, this article wrestles with the goals of clinical education in regards to student outcomes and client needs. In specific to client-centered good judgement, this paper has a section on the history of the client-centered approach to lawyering and a focus on both problem solving and client-centered negotiations as part of legal education.

Susan D. Carle, *Power As A Factor in Lawyers' Ethical Deliberation*, 35 *Hofstra L. Rev.* 115 (2006).
[https://www.westlaw.com/Document/I6a42c611d81711dbacd6b4db45fd6021/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I6a42c611d81711dbacd6b4db45fd6021/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This paper continues the conversation between legal ethicists about client-centered versus justice-centered approaches to legal representation. The author wrestles with these two lines of thinking, searching for what situations would be inclined towards client-centered or justice-centered. Power is a major player in deciding which to use and when. This paper can be helpful in crafting the right balance of client-centered focuses.

Katherine R. Kruse, *Fortress in the Sand: The Plural Values of Client-Centered Representation*, 12 *Clinical L. Rev.* 369 (2006).
[https://www.westlaw.com/Document/I304b57614a7311dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I304b57614a7311dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article looks at the history and current development of the client-centered approach to lawyering that was first introduced by Binder and Price in 1977. Focusing on the autonomy of client needs, the author finds a taxonomy of 5 approaches -- holistic representation, narrative integrity, client empowerment, partisan advocacy and client-directed lawyering--and shows how these plural approaches can be used as analytical tools to aid lawyers in deciding when or how forcefully to intervene in client decision making. This article serves as a good overview of where client-centered good judgement started, what its basic principles are, and how it has adapted over the years.

Debra Lyn Bassett, *Redefining the "Public" Profession*, 36 Rutgers L.J. 721 (2005).

[https://www.westlaw.com/Document/Ia74122414a7e11dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ia74122414a7e11dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is a paper arguing that the “client-centered” approach to lawyering and legal ethics forgoes the responsibilities of the legal field to the public in favor of the lawyer and clients. It asserts that the current focus is dangerous to the legal profession and that the Model Rules should be redefined to make legal education a more public profession. This is an interesting paper for tempering how far students should go in considering only the client wants versus what is good for the general welfare.

Robert F. Cochran, Jr. et. al., *Symposium: Client Counseling and Moral Responsibility*, 30 Pepp. L. Rev. 591 (2003).

[https://www.westlaw.com/Document/I828831704a5911db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I828831704a5911db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This composite is based on the papers and discussion presented at the Professional Responsibility Section panel at the annual meeting of the American Association of Law Schools in Washington, D.C. Robert Cochran was the moderator and the members of the panel were Professors Deborah Rhode, Paul Tremblay, and Thomas Shaffer. All three focused on moral issues arising in the client counseling relationship. This is a very robust article with multiple approaches, frameworks, and case studies.

V. Pualani Enos, Lois H. Kanter, *Who's Listening? Introducing Students to Client-Centered, Client-Empowering, and Multidisciplinary Problem-Solving in A Clinical Setting*, 9 Clinical L. Rev. 83 (2002).

[https://www.westlaw.com/Document/I59aa36d15a8111dbbd2dfa5ce1d08a25/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I59aa36d15a8111dbbd2dfa5ce1d08a25/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article covers client-centered listening skills that can be taught to law students to improve educational goals and problem-solving skills. The core of the article is based around the Boston Medical Center Domestic Violence Project where law students learned specifically to talk with battered women and interview them about intimate partner violence. The article ends by discussing the different listening skills that can be taught to help problem-solving and client-centered focuses to complex issues.

Marla Lyn Mitchell-Cichon, *What Mom Would Have Wanted: Lessons Learned from an Elder Law Clinic About Achieving Clients' Estate-Planning Goals*, 10 Elder L.J. 289 (2002).

[https://www.westlaw.com/Document/Ied336b614a0a11dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ied336b614a0a11dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article focuses on client-centered approaches and lessons from counseling elder clients in the Cooley Law School Sixty Plus Elderlaw Clinic. The article starts with six lessons for practitioners to follow, techniques on interviewing elderly clients, and ends with potential issues and ethical dilemmas. In the end, the author, who has been teaching at the Clinic for years, believes the client-centered and collaborative approaches are more likely to meet client's needs.

Andrea M. Seielstad, *Community Building As A Means of Teaching Creative, Cooperative, and Complex Problem Solving in Clinical Legal Education*, 8 *Clinical L. Rev.* 445 (2002).

[https://www.westlaw.com/Document/Iedd64b614a6811dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Iedd64b614a6811dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article outlines a clinic at the University of Dayton Law School that seeks to go beyond the traditional clients' legal rights and interests to other client needs. It involves modern problem solving theory and had clinic law students working directly with their community partners, having the clients set their own goals and methods. This program looks at how clinic education can help focus on not only legal problems, but problem solving, client needs, and community development.

Robert. F. Cochran, Jr., *The Rule of Law(Yers) the Practice of Justice: A Theory of Lawyers' Ethics.* by William H. Simon., 65 *Mo. L. Rev.* 571 (2000).

[https://www.westlaw.com/Document/I0f248f815a1c11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I0f248f815a1c11dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is set up to discuss theories introduced by William. H. Simon's *The Practice of Justice: a Theory of Lawyers' Ethics*. As the legal profession becomes more under scrutiny and the need for professional ethics a more public issue, Simon argues that lawyers should pursue justice through legal values and legal morals, going against a client-centered approach to legal ethics. The author of this paper disagrees, pointing to issues of social justice and inequality found in the law as well as the exclusion of the client and argues in favor of a client-lawyer model. This paper might be helpful in looking at the extremes found in client-centered good judgement.

Binny Miller, *Give Them Back Their Lives: Recognizing Client Narrative in Case Theory*, 93 *Mich. L. Rev.* 485 (1994).

[https://www.westlaw.com/Document/Id54bfd5164ef11db8a54a698991202fa/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Id54bfd5164ef11db8a54a698991202fa/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article looks at how the case theory model can be reentered around the client and used in modern practice. This article starts with explaining what the case theory is and how it differs from trial advocacy and client-centered movements. The second part describes a story that can be used to highlight the importance of case theory in regards to race and the final portion refocuses on client needs in multiple theories of lawyering.

Serena Stier, *Reframing Legal Skills: Relational Lawyering*, 42 *J. Legal Educ.* 303 (1992).

[https://www.westlaw.com/Document/I49b6cbe15a5811dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I49b6cbe15a5811dbbe1cf2d29fe2afe6/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- In this review, the author looks at the current literature relating to instrumental and relational lawyering. The essay starts by comparing and contrasting instrumental and relationship lawyering. It then evaluates the client-centered approaches in two case books released recently at the time of publication. While the client-centered models are moving in the right direction of relational lawyering, the author contends they still have room to grow.

Robert D. Dinerstein, *Client-Centered Counseling: Reappraisal and Refinement*, 32 Ariz. L. Rev. 501 (1990).

[https://www.westlaw.com/Document/Ic7a6c030226f11dbbab99dfb880c57ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ic7a6c030226f11dbbab99dfb880c57ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This paper is a comprehensive overview of the concept of Binder and Price's 1977 introduction of the client-centered approach to lawyering. It starts with the historical context of the paradigm in comparison of the traditional model of legal modeling. Then the author explains both the arguments in favor and against client-centered lawyering, ending with recommendations on how to refine client-centered judgements to a more balanced place for the legal field.

Mark Spiegel, *Lawyering and Client Decision-making: Informed Consent and the Legal Profession*, 128 U. Pa. L. Rev. 41 (1979).

[https://www.westlaw.com/Document/I4e7db63162d111dbbd2dfa5ce1d08a25/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I4e7db63162d111dbbd2dfa5ce1d08a25/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is an interesting deviation from the others in this bibliography. Instead of focusing on how pedagogically to insert client-centered good judgement into law school curricula, author Mark Spiegel of the University of Pennsylvania looks at the law of informed-consent and how that balancing the client's judgement with the lawyer's knowledge. The article starts with a background of informed consent as a medical practice, then moves to relevant case law and the code of Professional Responsibility, ending with an argument to introduce a client-attorney informed consent paradigm, allowing decision-making to stay with the client. While not focused on introducing this idea to students, this article provides an interesting perspective on how to recenter around the client's judgement.

David A. Binder, Susan C. Price, *Legal Interviewing and Counseling: A Client-Centered Approach*, West Academic Publishing (1977).

- Often seen as the beginning of the client-centered approach, this book by Binder and Price dives within the context of legal litigation and client counseling. The author's discuss the legal interviewing and counseling processes with objections and ideas as well as the basic techniques necessary. As part of this book, the authors reject the traditional model of lawyering in exchange for a client-centered approach.

For the Students: Articles tailored to the law student that can be assigned as reading material prior to class.

Paula Schaefer, *Lawyers As Caregivers*, 12 St. Mary's J. Legal Mal. & Ethics 330 (2022).

[https://www.westlaw.com/Document/Ibde1a9201f5411ed9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ibde1a9201f5411ed9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is an article exploring the nexus of professional identity and needs in the medical and legal professions. The author, Paula Schaefer of the University of Tennessee College of Law, uses her own story of time spent in the hospital after cardiac arrest to highlight the dynamic aspects of caregiving; then analogizes it to the legal field. She argues that most issues clients bring are multifaceted, and, therefore, lawyers must learn to see beyond their legal lens in order to address the whole person. This "caregiving" practice involves qualities legal ethics and professionals already recognize kindness, promptness, situational awareness, confidentiality. She spends the end of the article highlighting how law schools and legal education can shift student's focus to adapt a client-centered caregiving approach

Neil Hamilton Roadmap: A Student's Guide to Preparing and Implementing a Successful Plan for Meaningful Employment, (2015).

- Roadmap is a three-year guide for law students in developing their own skills and competencies and planning out in advance for a preferred career path. Based upon evaluation, reflection, understanding of the job market, and mentorship, this short book seeks to help students in advancing their careers through specific outcomes, including learning their own values as well as learning how to proactively respond to clients.

Classroom Focus: Lesson plans and curriculum for use in doctrinal courses or experiential learning.

Jamie R. Abrams, *Legal Education's Curricular Tipping Point Toward Inclusive Socratic Teaching*, 49 Hofstra L. Rev. 897 (2021).

[https://www.westlaw.com/Document/Id1d1cd33490e11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Id1d1cd33490e11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is an article critiquing the current status of Socratic teaching methods in legal education as being professor-centered and power-centered. The article seeks, instead, to apply a type of inclusive Socratic Method that is more student-centered, skills-centered, client-centered, and community-centered, calling for specific action now because of the unique dual pressures— COVID disruption and Racial Reckoning – in the current era. It could be useful for professors who wish to encourage client-centered good judgement without restructuring their curricula with an emphasis on where we are currently in legal education.

Sarah Katz, Deeya Haldar, *The Pedagogy of Trauma-Informed Lawyering*, 22 Clinical L. Rev. 359 (2016).

[https://www.westlaw.com/Document/I2bac65170c4a11e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I2bac65170c4a11e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is more about some of the things that should be considered in creating client-centered lawyering. The concept of a trauma-informed lawyer, including the effects of vicarious trauma, and how that can effect an attorney's relationship with themselves or their clients is covered in the first sections of the article. It then ends with 4 areas – identifying trauma, adjusting the client-attorney relationship, adapting litigation strategies, and preventing vicarious trauma – that can be incorporated by professors into legal education settings.

Nantiya Ruan, *Student, Esquire?: The Practice of Law in the Collaborative Classroom*, 20 Clinical L. Rev. 429 (2014).

[https://www.westlaw.com/Document/Ia87a6c39c6a711e398db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ia87a6c39c6a711e398db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- When constructing collaborative, client-centered experiences for students during their legal education, law professors need to be careful and thoughtful on the rules of ethics. This article seeks to start the conversation about the potential ethical considerations of the unauthorized practice of law when teaching 1Ls or early legal students client-centered approaches when using “real life” clients. This paper is useful when designing curriculum to remain in ethical bounds.

Susan L. Brooks, *Meeting the Professional Identity Challenge in Legal Education Through A Relationship-Centered Experiential Curriculum*, 41 U. Balt. L. Rev. 395 (2012).

[https://www.westlaw.com/Document/12d1edf7be1c511e18b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/12d1edf7be1c511e18b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article explores the contentions between legal education, clinical formations, and the professional identity challenges of new lawyers. The first part of the article explores an “experiential learning Helix” with three different roles all law students should experience toward becoming a professional: (1) simulated practice, (2) the “mentee” role, and (3) the “first-chair” role. The second part of this model is “Relationship-Centered Lawyering,” a normative framework focusing on three areas of competency every effective lawyer needs: (a) understanding theory about the person-in-context, (b) promoting procedural justice, and (c) appreciating interpersonal, cultural, and emotional issues. When grounded in this relational framework, the Helix holds promise for legal education's sustainability into the future.

Mitchell M. Simon, *Navigating Troubled Waters: Dealing with Personal Values When Representing Others*, 43 Brandeis L.J. 415 (2005).

[https://www.westlaw.com/Document/1757216e04a7211db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/1757216e04a7211db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article looks at the potential push and pull between a client-centered approach and personal ethics. As individuals, lawyer's beliefs and morality will often come into play in work with clients and walking the line between Professional Responsibility and personal ethics is difficult. While this article is not based around a specific course or curriculum design, there is a four-part approach that can be used in resolving tensions between client desires and lawyer's moral beliefs that can be introduced into different client-centered courses. This article is good not only for the approach but for an overview of the client-centered approach as well as existing law on the subject of personal morality vs client needs.

Maureen E. Laflin, *Toward the Making of Good Lawyers: How an Appellate Clinic Satisfies the Professional Objectives of the MacCrater Report*, 33 Gonz. L. Rev. 1 (1998)

[https://www.westlaw.com/Document/14e29f88149c511dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/14e29f88149c511dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- The author discusses the Idaho Law Appellate Clinic in connection with the professional objections of the MacCrater Report from 1992. Of specific importance to the client-centered good judgement competency of the report is objective 1, which is providing competent representation to clients. The paper highlights and walks through in detail the functions of the appellate clinic including the specifics of students and teachers, the application of legal and practical skills, and the different objectives, especially in light of the MacCrater Report. There is a section on counseling as part of practical skills.

Theresa Glennon, *Lawyers and Caring: Building an Ethic of Care into Professional Responsibility*, 43 *Hastings L.J.* 1175 (1992).

[https://www.westlaw.com/Document/I6faac23149bd11db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I6faac23149bd11db99a18fc28eb0d9ae/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- Author Theresa Glennon, who was at the time of this article a professor of ethics and civil procedure at the University of Maryland School of Law, discusses how she implemented an “ethic of care” into her courses. This ethic of care seeks to place a whole client in front of a law student, rather than just an individualized goal or basic legal rule. Glennon created this ethic of care by combining a civil procedure class with a special education program and legal theory and practice professors. Students were required to assist in pro bono and individualized client representation while learning the mechanisms of civil procedure to get to the philosophical issue of how to draft a client-centered complaint rather than how not to be dismissed. She argues this professional ethic should be interwoven with all doctrinal classes so students can begin to internalize how to solve client’s problems with their goals and wellbeing in mind.