

Reflection

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

Neil Hamilton, *The Foundational Skill of Reflection in the Formation of A Professional Identity*, 12 St. Mary's J. Legal Mal. & Ethics 254 (2022),

[https://www.westlaw.com/Document/Ibde1a91c1f5411ed9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ibde1a91c1f5411ed9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article focuses on the skill of reflection as one of the most effective curricular strategies to foster each student's growth toward later stages of these learning outcomes. This same curricular strategy will also be effective in engaging practicing lawyers to grow toward these same goals.

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 article discusses the importance of reflecting on goals when creating a professional development plan. This is one step in closing the gap between the how law school's teach and what both clients and legal employers require of their incoming associates/lawyers.

Neil Hamilton, *Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd, the Formation of Professional Identity: The Path from Student to Lawyer*, London, England: Routledge, 2020, Pp. 146, \$155 (Hardcover), 69 J. Legal Educ. 224 (2019),

[https://www.westlaw.com/Document/I02ea0edbdb1211ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I02ea0edbdb1211ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- The increasing wave of law schools adopting required 1L professional development curriculum and the one-quarter of law schools with an internalization of professional values learning outcome need effective and concise curricula materials to foster each student's growth toward later stages of development. Patrick Longan, Daisy Hurst Floyd, and Timothy Floyd have authored an outstanding book to meet this need.

Neil Hamilton, *Professional-Identity/professional-Formation/professionalism Learning Outcomes: What Can We Learn About Assessment from Medical Education?*, 14 U. St. Thomas L.J. 357 (2018),

[https://www.westlaw.com/Document/I0d0e39fa6dd411e8a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I0d0e39fa6dd411e8a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Medical educators have fifteen years of experience from which legal educators can learn with respect to what curricular engagements are most effective to help each student grow toward competency-based learning outcomes, especially with regard to assessments. This article outlines medical education's major "lessons learned" regarding effective assessment of professional-identity learning outcomes.

Cynthia Batt, *A Practice Continuum: Integrating Experiential Education into the Curriculum*, 7 *Elon L. Rev.* 119 (2015),

[https://www.westlaw.com/Document/If19305fff06e11e498db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/If19305fff06e11e498db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Experiential education engages students because it is active learning. Students learn better and retain what they have learned longer when they do something with the material beyond sitting and listening. Students learn to reflect on their own performances and progress, identifying their strengths and challenges. As they learn the basics of a particular skill, they also develop habits and values of professionalism that will deepen their commitment to excellence and professional growth throughout their careers.

Daniel M. Schaffzin, *So Why Not an Experiential Law School ... Starting with Reflection in the First Year?*, 7 *Elon L. Rev.* 383 (2015),

[https://www.westlaw.com/Document/If193060ff06e11e498db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/If193060ff06e11e498db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This essay proposes that effective implementation of experiential education must begin with training law students on *how* to learn from experience during the first year of law school. It offers a prescription for incorporating reflective learning into the first year as a means of readying students for the extensive legal training--including clinics, externships, and simulation coursework--that lies ahead.

Martin J. Katz, *Teaching Professional Identity in Law School*, *Colo. Law.*, October 2013 at 45,

[https://www.westlaw.com/Document/I5c4677c2f6b211e398db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I5c4677c2f6b211e398db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article suggests that the key to teaching professional identity is creating situations where students will be confronted with, and pushed to reflect on, questions of professional identity. The best questions are those that go beyond a particular ethical rule, or a particular behavior associated with professionalism. The best questions for teaching address the complex interplay of our various roles and duties as lawyers.

Cynthia Batt & Harriet N. Katz, *Confronting Students: Evaluation in the Process of Mentoring Student Professional Development*, 10 *Clinical L. Rev.* 581 (2004),

[https://www.westlaw.com/Document/I7e02f6714a6411dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I7e02f6714a6411dba16d88fb847e95e5/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Clinical experiences provide valuable opportunities for law students to reflect on their individual professional character, their skills, interests, strengths and weaknesses, and values as practitioners. Quite possibly, the student's opportunity for personal reflection and growth as a professional in clinical experience is unparalleled in law school. The importance of this kind of learning is recognized by clinicians in their scholarship and by our students in their formal and informal evaluations of their clinical experiences.

Michele M. Leering, *Perils, pitfalls and possibilities: introducing reflective practice effectively in legal education*, 53:4 *The Law Teacher* 431 (2019).

<https://www.tandfonline.com/doi/abs/10.1080/03069400.2019.1667083> (abstract only)

- This article is intended for legal educators who wish to develop the multi-faceted reflective capacity of their students. A significant barrier is failing to adequately operationalize the term “reflective practice” to build a common language, appreciation and respect for its power to support professional learning – both instrumental and transformative.
- Poorly introduced “reflective practice pedagogy” may have adverse consequences, preventing the student from appreciating the generative impact reflective practice has on professional learning and nurturing the capacity for lifelong learning. To overcome this danger, this article also explores 10 perils legal educators may wish to avoid when introducing reflective practice.

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

Susan Swaim Daicoff, *Lawyer, Form Thyself: Professional Identity Formation Strategies in Legal Education Through "Soft Skills" Training, Ethics, and Experiential Courses*, 27 *Regent U. L. Rev.* 205 (2015),

[https://www.westlaw.com/Document/I8e4df142011d11e598db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I8e4df142011d11e598db8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article sets forth some of the author's strategies for developing one's self-awareness, values, preferences, preferred professional role, best practices, judgment, interpersonal skills, and professional communications skills in law school. Many of these were influenced by the student leaders' requests.

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

Neil Hamilton, Jerome M. Organ, *Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop an Integrated Professional Identity (Professional Formation)*, 83 *Tenn. L. Rev.* 843 (2016),

[https://www.westlaw.com/Document/Iccbf2efe5b7911e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Iccbf2efe5b7911e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article, drawing on and synthesizing scholarship from law and other disciplines, will focus on the design of a curriculum with thirty reflection questions to help each student's step-by-step development toward professional formation learning outcomes beyond mere compliance with the law of lawyering.