Self-Directedness

Aric K. Short, *Infusing Leadership Competencies Into 1L Professional Identity Formation*, 62 Santa Clara L. Rev. 113 (2022). https://perma.cc/F62V-3Y2L

- This law review article discusses how "…providing 1Ls with competency-focused leadership training can also provide a number of benefits to both students and the institution…". For those seeking more information on how self-directedness improves the competency of 1L experience, see page 122.
- The author notes that Texas A&M University of School of Law has deployed a competency model based on developing soft skills that are critical to the practice of law, including self-directedness, and how it is transformative for leaders. "…the quality of being self-directed is also an overarching competency that allows them to effectively navigate law school…"

Daniel N. Ricotta et al. *Self-Directed Learning in Medical Education: Training for a Lifetime of Discovery* 530 Teach Learn Med 540 (2022). https://perma.cc/J5BL-BXN7 (Abstract only)

- This article immediately explains in its abstract that "Life-long learning is a skill that is central to competent health professionals, and medical educators have sought to understand how adult professionals learn, adapt to new information, and independently seek to learn more. Accrediting bodies now mandate that training programs teach in ways that promote self-directed learning (SDL) but do not provide adequate guidance on how to address this requirement". Giving a commentary on how self-directed learning is constructed for adult professionals in the medical field, lessons learned from this article can be applied to the legal field and its comments and criticisms useful for designing a program based around self-directed learning.

Joseph H. Wu, Phillip A. Gruppuso, & Eli Y. Adashi: *The Self-directed Medical Student Curriculum.* (2021). https://perma.cc/4JGD-ZRMK

- Medical education has long been considered the cutting-edge of self-directed learning methods and adopting new pedagogical strategies when required. With the obvious impacts that have occurred to the medical field due to the COVID-19 pandemic of 2020-2023, the researchers who wrote this article have noted that "…part and distinct from increased reliance on recorded rather than live lectures, the curricular events allocated to independent learning nearly doubled between 2013 and 2020, from an estimated 3.35% to 6.38%".

Svein Loeng, *Self-Directed Learning: A Core Concept in Adult Education* (2020). https://perma.cc/ACJ2-M8ES

- In this paper, Svein Loeng analyzes the core foundational principles for teaching adults, and how self-directed learning is perceived by others, as well as a guide to educators who are less familiar with the concept to consider and embrace implementing the concepts found in self-directed learning. From the abstract: "This article deals with some factors that affect the understanding of self-directed learning. At the beginning is given a short case story and an account for different perceptions of self-directed learning. This is followed by a clarification of different aspects of self-directed learning, such as why it is advisable, what affects the tendency to self-directed learning, and if self-direction is essentially innate or learned. The situational aspect is dealt with separately as a relatively self-contained aspect of self-directed learning. The presentation is based on a literature study".
  - The author notes that the concepts of self-directed and self-regulated learning do not always have a synonymous meaning, and that it is not simply a distinction without difference, but that recent research on the topic begins to blur the lines. Using precise terminology is ultimately up to the discretion of the educator, but the section urges at least some caution.

Neil Hamilton, *Leadership of Self: Each Student Taking Ownership Over Continuous Professional Development/Self-Directed Learning,* 58 Santa Clara L. Rev. 567 (2019). https://www.westlaw.com/Document/I9f606f7c203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- In this article, the author describes how law schools can assist in developing self-directed educational skills for incoming students that often have only an emerging competency in self-directedness. The article highlights previous research listed elsewhere in this bibliography and provides a blueprint for law schools to assist students in their journey to being a self-directed learner

L.O. Natt Gantt, II & Benjamin V. Madison, III, *Self-Directedness and Professional Formation: Connecting Two Critical Concepts in Legal Education*, 14 U. of St. Thomas L. J. 498. (2018). https://perma.cc/ZB4Z-EJWF

- This Article connects the movement in academia from supporting self-directed learning as a core skill law students need for academic success, to supporting self-directed learning as a core skill for professional development.
- The article continues by arguing that for law students to move towards real professional identity formation in their career, they must be self-directed. The article discusses general educational insights gleaned from the literature on self-directed learning and how those insights relate to the development of professional identity formation. Next, the authors discuss recent survey research on law students' assessment of their educational goals and their levels of self-directed learning. It then considers the current efforts certain law schools have undertaken to promote self-directedness and enhance students' professional identity formation. The article concludes by discussing suggestions for pedagogical and curricular innovations to foster law student self-directed learning and professional identity formation

Neil Hamilton, *Formation-of-an-Ethical-Professional-Identity (Professionalism) Learning Outcomes and EPortfolio Formative Assessments*, 48 UNIV. OF PACIFIC L. REV. 847 (2017). https://perma.cc/FA6Q-LDJZ

- This article analyzes how an e-portfolio curricular strategy helps law students develop toward: (1) the faculty's formation-of-an-ethical professional-identity learning outcomes; (2) each law student's goal of meaningful employment after graduation; and (3) each law school's goal that a high percentage of its graduate's secure good employment outcomes that in turn influence stronger applications to the law school.
- The article also includes a self-assessment taken from the ROADMAP Book for students to create a professional development plan to match their strengths and competencies to meaningful post-graduation employment.

Neil Hamilton & Sarah Schaefer, *What Legal Education Can Learn from Medical Education About Competency-Based Learning Outcomes Including Those Related to Professional Identity Formation and Professionalism*, 29 GEO. J. LEGAL ETHICS 399 (Spring 2016). https://www.westlaw.com/Document/I5c532f88ecb111e598dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- Abstract: Following the American Bar Association's August 2014 changes in the accreditation standards for law schools requiring the establishment (and assessment) of learning outcomes that include "competency" in knowledge of the law, legal analysis, legal research, problem-solving, effective communication, and "the exercise of proper professional and ethical responsibilities, " every law school will now develop competency- based learning outcomes and a curriculum that helps each student develop and be able to demonstrate both the listed core competencies and "other professional skills needed for competent and ethical participation as a member of the legal profession. " These accreditation changes require a greater emphasis on professional and ethical responsibilities and both the articulation of learning outcomes for each student on these responsibilities and assessment of the learning outcomes. Medical education, following accreditation changes in 1999 that emphasized learning outcomes (and assessment) of core competencies is fifteen years in front of legal education in learning how most effectively to help students achieve competency-based learning outcomes including those emphasizing ethical responsibilities. This Article analyzes what legal education can learn from medical education's experience over these past fifteen years with competency-based learning outcomes, especially ethical competencies. While legal education has some experience with developing and accessing student competency in many of the core competencies required by the new standards, law schools historically have not emphasized learning outcomes (and assessment) relating to each student's professional and ethical responsibilities to clients and the legal system beyond a standard curriculum relating to knowledge and analysis of the law of lawyering. Medical education has particularly useful experience to help legal education with learning outcomes related to student ethical development.
  - The continued theme of medical education and lessons that can be absorbed by the realm of legal education is imperative for the development of a curriculum that seeks to expand self-directedness.

Neil W. Hamilton, *Professional Formation with Emerging Adult Law Students in the 21–29 Age Group: Engaging Students to Take Ownership of Their Own Professional Development Toward Both Excellence and Meaningful Employment*, 24 Prof. L. 125 (2015).
https://www.westlaw.com/Document/I4d13b93d89e211e598dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- Abstract: Four factors have converged that require law faculty to add an additional foundational learning outcome, focused on helping each law student to take ownership over her own professional development, to the traditional emphasis of legal education on technical competencies such as doctrinal knowledge, legal analysis, and legal research and writing.
    - First, we have a new understanding of the importance of the development of each student toward an internalized ethic of responsibility and service to others, plus an internalized commitment to professional development toward excellence.
    - Second, there are both new data to consider on the developmental stages of students who are emerging adults in the 21-29 age group and new data that a substantial proportion of law students are at an earlier stage of taking ownership over their own professional development than where the faculty and the profession want them to be.
    - Third, we have a new understanding of curriculum that is effective in helping each student take ownership of her own professional development. Fourth, both potential applicants (in deciding which institution to attend) and the federal government (concerned about student loan repayment) are increasingly emphasizing gainful employment outcomes.
    - Taken together, the four factors are impelling law schools and the legal profession to define a professional formation learning outcome where each student takes ownership over creating and implementing a written plan to use her time in law school most effectively for her own professional development toward both excellence at the competencies needed to serve others well and, ultimately, meaningful employment.
    - Recent empirical research on emerging adults in the 18-29 age range indicates their dominant motivation is to achieve self-sufficiency, which in turn has two principal sub-elements: (1) accepting responsibility for yourself; and (2) becoming financially independent. Legal educators (both faculty and staff) must help each student to understand that to achieve self-sufficiency, the student must take ownership to create and implement a written plan for his professional development toward excellence at the competencies needed to serve others well (this is the key learning outcome) across the whole arc of his or her studies, career, and life. This paper analyzes new assessment data demonstrating the effectiveness of a new curriculum designed to help each student take ownership over her professional development.

Henry Khiat, *Measuring Self-Directed Learning: A Diagnostic Tool for Adult Learners*, 12 J. ᴏꜰ U. Tᴇᴀᴄʜɪɴɢ & Lᴇᴀʀɴɪɴɢ Pʀᴀᴄᴛɪᴄᴇ, No. 2 (2015). https://perma.cc/5MJU-FVPJ

- Abstract: Self-directed learning is an important form of adult learning (Caffarella, 1993; Knowles, 1975; Knowles, Holton & Swanson, 2005; Merriam, 2001; Merriam & Caffarella, 1999). The strategies of self-directed learning allow adult learners to cope better with their studies while fulfilling family, work and other commitments. This study conceptualized and validated a learning diagnostic test in the context of SIM University (UniSIM), an adult learning institution, in Singapore. The learning diagnostic tool allows the students to identify their strengths and weaknesses in areas of self-directed learning. The study employed a survey research methodology. 1,960 students responded to the survey, and the statistical methods of exploratory and confirmatory factor analysis were used in the analysis. The confirmatory factor analysis showed that the final model of self-directed learning, as actualized through the items of the learning diagnostic tool, has a good fit on the data, thus affirming the strong validity and reliability of the tool. This validated learning diagnostic tool currently serves as one of the student learning support measures to help UniSIM students to be self-directed learners.

Neil Hamilton, *A Professionalism/Professional Formation Challenge: Many Students Need Help with Self-Directed Learning Concerning their Professional Development Toward Excellence*, 27 Rᴇɢᴇɴᴛ U. L. Rᴇᴠ. 225 (2014–2015). https://perma.cc/XQN8-WQUS

- Self-directed learning is a critical competency for each law student and new lawyer. The data presented in this article indicate that about a third to more than half of the first-year students are at an earlier stage of self-directed learning regarding their professional development toward the competencies needed to serve clients well than where they need to be, and where their law school and the profession need them to be. Malcolm Knowles defined self-directed learning as "a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating their learning goals, identifying the human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes." This article presents both a clear learning outcome for students to address this challenge regarding self-directed learning and a curriculum from the ROADMAP, which has been previously in this document and can be found in the student resources section.

Neil Hamilton, *Law Firm Competency Models & Student Professional Success: Building on a Foundation of Professional Formation/Professionalism*, 11 U. ᴏꜰ Sᴛ. Tʜᴏᴍᴀs L. J. 6 (Fall 2013). https://perma.cc/R2TS-GYQG

- Both law students and law schools have an opportunity created by the convergence of (1) significant employment market changes for law graduates, (2) sharp declines in law school applications, (3) increased applicant attention to each school's employment outcomes, (4) law firm development of competency models to assess associate development, and (5) the high probability of accreditation changes emphasizing each student's competency to represent clients and participate ethically in the profession. A law student who understands legal employer competency models can differentiate him or herself from other graduates by using the three years of law school to develop (and to create supporting evidence to demonstrate) specific competencies beyond just knowledge of doctrinal law, legal analysis, and some written and oral communication skills. Indiana law professor Bill Henderson notes that "there is a glut in the market for entry level law graduates. Further, virtually all lack the skills needed to differentiate themselves."

- In Part I below, this essay analyzes all available empirical research on the values, virtues, capacities, and skills in law firm competency models that define the competencies of the most effective and successful lawyers. Part II examines empirical evidence on the competencies that clients evaluate. Part III evaluates the competencies that make the most difference in fast-track associate and partnership promotions. These data and analyses lead to several bold propositions developed in Part IV:
  - Law students and legal educators should identify and understand the values, virtues, capacities, and skills (the competencies) of highly effective and successful lawyers in different types of practice (one major example is law firm competency models analyzed below in Part I)
  - Each student should use all three years of experiences both inside and outside of law school (including the required and elective curriculum, extracurricular activities, and paid or pro bono work experiences) to develop and be able to demonstrate evidence of the competencies that legal employers and clients want in the student's area of employment interest.
  - Law schools should develop a competency-based curriculum that helps each student develop and be able to demonstrate the competencies that legal employers and clients want; and o Both law students and law schools should understand that the values, virtues, capacities, and skills of professional formation (professionalism) are the foundation for excellence at all of the competencies of an effective and successful lawyer

Neil W. Hamilton, Verna M. Monson & Jerome M. Organ, *Empirical Evidence that Legal Education Can Foster Student Professionalism/Professional Formation to Become an Effective Lawyer*, 10 U. of St. Thomas L. J.11 (Fall 2012).
https://www.westlaw.com/Document/I0694953c60b311e38578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- This article presents empirical evidence that demonstrates that a well-designed law school curriculum and culture can help students grow toward the internalization of a high degree of professionalism or what we now call professional formation. The authors argue that legal education should move toward much more effective curricula, culture, and pedagogies to foster each student's professionalism.
  - The paper analyzes four important questions:
    - Is professional formation important both for the professional effectiveness of each law student and practicing lawyer and the legal profession's social contract, whereby society grants the profession the autonomy to regulate itself? See Part I.
    - What does empirical research tell us about the most effective curriculum, culture, and pedagogy to help each student internalize the capacities and skills of professional formation? See Part II.
    - With both the educational objective of professional formation and the empirical research on the most effective educational engagements in mind, how has the University of St. Thomas School of Law designed its curriculum, culture, and pedagogy to help each student develop in terms of professional formation? See Part III.
    - Do the University of St. Thomas School of Law's curriculum, culture, and pedagogy make an assessable difference in terms of student professional formation? See Part IV.

Louis N. Schulze Jr., *Alternative Justifications for Law School Academic Support Programs: Self-determination Theory, Autonomy Support, and Humanizing the Law Schoo*l, 5 CHARLESTON L. REV. 269 (2011).
https://www.westlaw.com/Document/I15005ffd3fed11e08b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- The abstract of this article is as follows: This article examines a problem that exists in law school academic support programs. While many schools now include extensive academic support opportunities within their curricula, some schools make the choice that more modest investments in these programs are warranted. Obviously, funding such programs is expensive, and law school administrations understandably are reticent to finance such endeavors absent guarantees of results. As such, scholars have attempted to prove, empirically, that law school academic support programs (ASPs) lead to demonstrable results in terms of improvements in student performance in law school and on the bar exam. Setting aside that important project, the author suggests that other justifications exist for committing to academic support other than GPA and bar passage. The article's thesis is two-fold. First, it contends that ASPs help law schools satisfy conditions of "self-determination theory" and, relatedly, provide "autonomy support." Self-determination theory, roughly, is a meta-theory of educational motivation that contends that optimal learning occurs when students perceive competence, autonomy, and relatedness. Autonomy support, in turn, asserts that educators must provide choice, rationale-provision, and perspective taking to support students' learning. As such, if an ASP enhances self-determination and autonomy support, it will provide an increased likelihood of real learning. Second, it argues that ASPs contribute to the "law school humanizing" movement. By providing a source of encouragement and assistance in an environment too often devoid of significant positive support, ASPs can leave students feeling that their law school cares whether they succeed. For those in academia who believe that providing a more humane law school environment is an admirable and worthwhile goal, this article will serve to prove that ASPs do assist in providing that environment. This article analyzes exactly how the methods of ASP fulfill the goals of the humanizing movement, provide self-determination, and lead to an increase in perceived autonomy. support in students. The piece concludes that more schools should adopt or expand ASPs, and it introduces an empirical study (which I shall publish in a subsequent piece) testing the dual theses of this article.

Michael Hunter Schwartz, Sophie Sparrow & Gerald Hess, Teaching Law By Design: Engaging Students From the Syllabus to the Exam 98-105 (2009).

- The book addresses how to plan a course; design a syllabus; plan individual class sessions; engage and motivate students; use a variety of teaching techniques; assess student learning; and how to be a life- long learner as a teacher. New chapters focus on creating lasting learning, experiential learning, and troubleshooting common teaching challenges.

Guideposts to Self-Directed Learning: Expert Commentary on Essential Concepts (Gary J. Confessore & Sharon J. Confessore eds., 1992). https://perma.cc/4YRJ-X5B2

- This resource is a comprehensive guide on self-directed learning and is comprised of fifteen chapters, containing twelve executive summaries of the best guideposts for self-directed learning
- The goal of the resource is to bring the full value of the thinking, research, and writings of leaders in the field of self-directed learning to a broad audience of educators

Gerald O. Grow, *Teaching Learners to be Self-Directed*, 41 ADULT EDUC. Q., no. 3, (1991) https://perma.cc/9P44-UW2U
- This article bases the Staged Self-Directed Learning Model (SSDL model) on the Situational Leadership model of Hersey and Blanchard (1988) and proposes that learners advance through stages of increasing self-direction. Further, the article argues that teachers can help or hinder that development. It contends that good teaching matches the learner's stage of self-direction and helps the learner advance toward greater self-direction. Specific methods are proposed for teaching students at each stage, although the article acknowledges that many different teaching styles are good when appropriately applied. It explains several pedagogical difficulties such as mismatches between teacher style and learner stage, especially the mismatch between a student needing direction and a nondirective teacher.

S. K. McCune, *A Meta-Analytic Study of Adult Self Direction in Learning: A Review of Research from 1977 to 1987* (Doctoral Dissertation, Texas A&M University, 1988), in DISSERTATION ABSTRACTS INT. 49, 3237. https://perma.cc/53ZM-5AN4 (Abstract only)
- This article is a meta-analytic study examining the relationship between self-directed learning and constructs that have received research attention in the domain of education, including academic performance, future aspiration, creativity, curiosity, and life satisfaction. Meta-analytic results show that self-directed learning is significantly and positively related to academic performance ($r = .15$, $p < .001$), future aspiration ($r = .13$, $p < .001$), creativity ($r = .25$, $p < .001$), curiosity ($r = .40$, $p < .01$), and life satisfaction ($r = .35$, $p < .001$). These results show that self-directed learning is an important construct and should be implemented in business education

Moving Toward Self-Directed Learning: Highlights of Relevant Research & Promising Practices 1-38 (Elmo Della-Dorea & Lois Jerry Blanchard eds., 1979). https://perma.cc/MU2K-AN5N
- This resource describes self-directed learning, summarizes practices and research since 1930, examines sociocultural influences on teaching and learning, and describes methods for initiating self-directed programs at all levels.
  - Chapter I describes areas in which students could take responsibility for their own learning: selecting methods and materials, communicating with others about what is to be learned, and evaluating achievement of goals.
  - Relevant research, discussed in Chapter II addresses such areas as teacher-pupil planning, community based and citizenship education, values clarification and moral education, establishment of goals, self-discipline, and self-assessment, learning styles, grouping practices, independent study, and students as resource persons.
  - Chapter III lists needed research topics: development of learning styles, development of cognitive mapping into usable practices, left-and righthand brain research, child-rearing practices, child development, classroom climate, and long-term effects of current individualized instructional programs.
  - Chapter IV presents essays on the relationship between racial/ethnic backgrounds and learning. Cultural learning styles of traditional low-income urban black, Mexican American, Native American, women, and middle-class white populations are described.
  - Chapter V discusses administrator roles, staff development, in-service education, team planning, and administrative and supervisory support systems for implementing self-directed learning.

Michael Hunter Schwartz, <u>Expert Learning for Law Students</u> (3d ed. 2018)

- The third edition of Expert Learning for Law Students is a reorganization and rethinking of this highly regarded law school success text. It retains the core insights and lessons from prior editions while updating the materials to reflect recent insights such as mindset theory, attribution theory, chunking for use, and interleaving learning. The text includes exercises and step-by-step guides to engage readers in the process of becoming expert learners including specific strategies for succeeding in law school.

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 (Spring 2016). https://www.westlaw.com/Document/Iccbf2efe5b7911e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- This article draws upon and synthesizes scholarship from law and other disciplines to 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.
- The article highlights the number of law schools that have embraced one or both elements of a professional formation learning outcome where law school or a professor in an individual course requires students to demonstrate an understanding and integration of:
  - o Proactive professional development toward excellence at all the competencies needed to serve clients and the legal system well;
  - o an internalized deep responsibility to clients and the legal system.
- This article builds on concepts and questions taught in the ROADMAP Book.

Malcolm Knowles, <u>Self-Directed Learning</u> (1975).

- This resource details information for analyzing and dealing with the different aspects of adult learners, and how the process is associated with self-direction in learning. This book has valuable information for both learners and teachers and has been a pedagogical cornerstone since its first publication in 1975.

Cyril Houle, <u>The Inquiring Mind</u> (1961).

- The book starts out with a stunning quote from Edward Gibbon, "[e]very man who rises above the common level has received two educations: the first from his teachers; the second, more personal and important, from himself."
- This book examines twenty-two cases of men and women who engage in continuous learning to find out: why? How do they perceive themselves? How did others perceive them?
- The study details some of the qualities and influences of people who continue to self-learn throughout their lives. The author also points out the opposition that some may experience from family and fellow workers when they engage in further education and self-exploration

Maslow, A.H., <u>A Theory of Human Motivation</u> (1943).

- Maslow's Theory of Human Motivation is a cornerstone in psychology. Of note to the burgeoning law student on a journey to self-directedness is the concept of self-actualization, which Malcolm Knowles expands upon in his book on Self-Directed Learning.
    - For the discerning educator, while psychology is an always advancing field, and Maslow's hierarchy has received both support and criticism, its usage as a plank in self-directed learning makes it a worthwhile document for examination.

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

Neil W. Hamilton, *Off-The-Shelf Formative Assessments to Help Each Student Develop Toward a Professional Formation/Ethical Professional Identity Learning Outcome of an Internalized Commitment to the Student's Own Professional Development*, 68 MERCER L. REV. 695. (2017) https://www.westlaw.com/Document/I1faa3a4570e911e79bef99c0ee06c731/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0

- This article analyzes how formative assessments have the potential to unlock and increase the ability for a student to engage in professional growth. As stated by the abstract "'Off-the-shelf," refers to ready-made, standardized formative assessments that a professor could use with respect to these learning outcomes".
    - The final section of the paper provides a pros/cons style of analyzing various standardized resources that are available to legal educators, as well as their costs, validity and criticisms, and type of student engagement.
    - Beginning on page 7 of the document, there is tables and analysis of the stages of self-directed learning as found in the ROADMAP and the self-reported growth that students have (acknowledging that self-reported statistics always have an element of statistical research bias).

Neil W. Hamilton, <u>ROADMAP: THE LAW STUDENT'S GUIDE TO PREPARING & IMPLEMENTING A SUCCESSFUL PLAN FOR MEANINGFUL EMPLOYMENT</u> (2015).

- This book is written for law students who want to take control of their law school education and ensure a positive outcome upon graduation. The book outlines how students can start to internalize a career-long commitment to professional development. The ROADMAP details the competences needed to serve clients well, and how law students can begin to understand these competencies and work towards meaningful post-graduation employment. A curriculum can easily be built by an instructor by using each chapter as a classroom component.