ELDER LAW CLINIC

SPRING 2021
SEMINAR: TUESDAYS & THURSDAYS, 2:00PM – 3:25PM
SEMINAR LOCATION: A-246
CLINIC WORKROOM: A-134

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COURSE GOALS

This experiential clinic course focuses on the attainment of fundamental lawyering skills through direct client representation and advocacy, with a particular emphasis on problem solving and legal remedies for addressing barriers to justice for clients aged 60 and older. The subject matter of cases is particularly timely in light of increasing attention to healthcare reform, as it pertains to older adults. According to the US Census Bureau, seniors comprise 13.3% of the total US population (twelve times the number in 1990), and will account for *at least* 20% of the population by 2060. As such, this is a growing need for attorneys with the unique skills and knowledge to represent this population. This course will provide students with the opportunity to consider, and work through, challenging issues related to the representation of clients aged 60 and older.

By the end of the course, students will:

- Apply legal doctrine and practice lawyering skills, including client interviewing and counseling, fact finding and analysis, legal research and document drafting, decision-making and the pursuit of administrative and other legal remedies.
- Gain experience assuming ultimate responsibility for matters of critical importance to clients and advocating in the best interest of the client.
- Practice innovative problem solving by identifying strategies that complement litigation, including targeted policy development, working with the media, and client empowerment.
- Think independently and examine their own learning processes, experimenting with multiple techniques and approaches in order to find the ones that work best for them.

- Recognize the role of social justice, service, and values in the practice of law and contemplate their responsibility as lawyers to ensuring access to justice.
- Connect legal theory to practice and identify and respond to the legal doctrine, social structures, legal systems and regulatory schemes that present barriers to justice for older individuals.
- Learn about a unique client population and develop tools, such as self-awareness, mindfulness and client empathy, to overcome assumptions and implicit bias in order to provide effective representation throughout their careers.
- Realize their own personal philosophy of lawyering through reflection on their development of lawyering skills, interaction with systems in which their cases originate, and representation of clients.

COURSE REQUIREMENTS

1. **Health First**: The COVID-19 pandemic has required major changes to everything, including the way the law school runs. Please be patient as we navigate these unique challenges. My first priority in this course is your health and safety; the following policies are intended to ensure that we can work together to stay safe and have a great course.

2. **Attendance:** Class attendance is required. The American Bar Association (ABA) requires that the Law School implement an attendance policy, and we are required to follow it. There are three ways to meet the attendance requirement, depending on your circumstances.

    a. First, you may attend in person. If our class meets in person and you are able to attend (i.e., you do not have an excuse as described in the next two paragraphs), you are expected to attend in person.

    b. Second, if you have an appropriate excuse, you may participate in the class session remotely and in real time (i.e., synchronously). Excuses for participating remotely and synchronously include (but are not limited to) the following: you are self-isolating due to possible exposure to the SARS-CoV-2 virus; you are quarantining due to confirmed exposure; you have tested positive for Covid-19 or another serious infectious illness such as the flu; you or a member of your family who lives with you has a medical condition that requires you to shelter at home; or a person for whom you have care responsibilities is sick and requires your assistance. You need not seek advance permission to invoke one of these excuses. **Please notify Prof. Gold as soon as possible if you plan to participate synchronously.**

    c. Third, if you have advance written permission from Associate Dean of Academic Affairs Grace Lee (205.348.1125; glee@law.ua.edu), you may meet the attendance requirement by watching recordings of class sessions that have already happened (i.e., asynchronously). Please consult Dean Lee for a list of permissible reasons. If you do not attend synchronously (either in person or remotely) and you do not have a written excuse allowing you to attend asynchronously, you will be considered absent from that class session, even if you watch the recording of that class session later. **Please notify Prof. Gold as soon as possible if you plan to participate asynchronously.**

Students who regularly miss seminar or do not complete their case hours violate ABA rules and may be precluded from receiving credit for the course. Students who must be absent should inform a supervising attorney as far in advance of class as possible, or as soon as possible thereafter. **Under ABA Standard 310, you are expected to spend no less than 170 hours working on cases and projects this semester.** You will have to track all of your hours in CLIO (more on CLIO below). Class will be divided into seminar, case rounds, and case status meetings as follows:

a. *Seminar:* The seminar component is designed to provide students with the substantive training and resources necessary to the successful development of skills. In traditional law school courses, students absorb information provided by the professor with the goal of performing well on the final exam. In contrast, in the clinical setting, students are expected to operate as active learners, rather than passive recipients of information. The seminar structure will include lecture, facilitated group discussions, and skill-based simulations designed to give "hands on" experience.

   Case Rounds: Case rounds are a group discussion regarding recent intakes as well as the status of current clinic cases. These classes will give all students an opportunity to learn from the issues arising out of the entire clinic caseload. When discussing recent intake interviews, the student(s) who conducted the interviews will present the case to the class. Students should come to class with case files and be prepared to discuss the interview, as well as answer questions that arise. The class will then discuss whether the clinic should accept the case, and if so, for what purpose.

   After discussion of current intakes, students will (on a rotating basis) present an issue they are experiencing in a current case. The student will discuss (1) the issue confronted; and (2) possible courses of action the student has identified. Following this, other members of the clinic will give feedback. The rounds are designed to help the student determine a course of action in the case.

b. *Case Status Meetings:* Case status meetings are discussion between the student and the Clinic Director about each of the student's active cases. During the meetings, the student will discuss the status of the case(s) and case development plan(s). These meetings will occur on a weekly basis and as needed. The student will provide a meeting agenda to the Clinic Director at the beginning of each meeting. At a minimum, the student should be prepared to discuss (1) the case history, (2) relevant law, (3) legal analysis, (4) case deadlines; and (5) the case plan. After the meeting, the student should record any decision(s) made during the meeting in a memorandum to the relevant case file.

3. **Class Participation and Attendance**: The success of this course is dependent on each student's interest and active involvement. Students are expected to be prepared for each meeting and contribute actively to class discussions and case rounds. The class participation grade will depend on the quality of the student's engagement in the course, including attendance, in-class commentary, respectful interaction with faculty and each other, success in

engaging with outside experts, and, most importantly, ability to work well with and support each other. Given the nature and demands of live-client representation, **attendance (in-person, synchronously, or in special circumstances, asynchronously) in seminar, case staffing meetings, intakes, and supervision meetings is mandatory.**

If you attend class synchronously, please plan to be in your seat or signed into Zoom a few minutes before the beginning of each class. Please keep up with the reading and be prepared to answer questions and participate in the discussion each day. If you have written permission to view class remotely and you are not able to interact with me and other students, you will need to schedule additional time with me and other students to discuss the material covered in class (the ABA requires that all law school courses provide a meaningful opportunity for interaction among students and between students and the instructor).

4. **Reading Assignments**: All required reading assignments will be posted in the course Box folder, emailed, or available online. Students are responsible for completing all assigned readings, and should come to class prepared to discuss them thoughtfully. Please note that reading assignments are subject to change due to the timely nature of the topics and faculty efforts to ensure the relevance of the course materials. Every effort has been made to condense the readings to a manageable amount. If you are having difficulty finishing the readings due to length, please consult with Professor Gold.

5. **Weekly Caseload Memo & Time Log:** Every Friday by 5pm, students should email a caseload memo to Professor Gold. This memo should include (1) a brief overview of the work the student attorney completed on the case that week; (2) what the student hopes to accomplish the following week, such as deadlines, tasks, or goals in case develop; and (3) a running total of the hours the student attorney has logged in CLIO. This will help keep students focused and aware of the work they are completing across all of their cases and help make up for the fact that we will not be able to meet frequently, in-person due to the pandemic.

6. **Self-Evaluation**: Self-reflection and self-evaluation of performance on a regular basis is a key component of this course. These skills are central to becoming a life-long learner and critical thinker. Frequently taking the time to analyze and critique performance allows students to constantly improve their approach, skill set, and technique. Students will be given formal opportunities to reflect and evaluate themselves throughout the semester. Self-evaluation forms and student competency charts are available on BOX.

7. **Reflection Paper:** Students will be asked to complete a reflection paper about the themes of the course and the skills they are developing. The goal of the paper is for students to unpack an experience or topic in order to gain insight and lessons to apply in the future. This practice can be replicated through the student's professional career to hone skills and further improve.
    - **Reflection 1: Due February 12, 2021 at 12pm via email**

8. **Ted Talk:** Each student will give lead a 10 – 15 minute "Ted Talk" style presentation that focuses on a particular case, issue, or theme they confronted during the course of the semester. This is intended to be a reflection of the student's overall experience during the semester and

an opportunity to for students to both identify and share takeaways from their cumulative experiences in the clinic.

The student will discuss (1) the issue confronted; (2) the possible courses of action the student identified; (3) what course of action the student ultimately decided upon, and why; and (4) what the student learned from the experience and how it will affect future lawyering work. Throughout the Ted Talk, students should identify how they applied what they learned over the course of the semester—including lawyering skills, professional skills, and substantive law—to the situation.

9. **Case Assignments:** During Case Staffing Meetings, the clinic will decide whether to accept or reject a case, and if accepted, for what purpose. Accepted cases will be assigned to students. Through case assignment, students engage in a variety of legal matters over the course of the semester.

   The process of working with clients on an ongoing basis can be challenging and requires respect, sensitivity, and tact. Lawyers have a professional obligation to represent their clients' interests and not their own. If a student has any questions or is having a difficult time working with clients or colleagues, he or she should immediately inform Professor Gold.

10. **Office Hours and Case Work:** In light of the pandemic, students will not be required to maintain regularly scheduled office hours each week in the clinic work room. Students may *choose* to complete case tasks in the office or in another location. **When work is completed outside of the Elder Law Clinic office, students MUST take precautions to ensure that client confidentiality is maintained at all times.**

    Please note: under the ABA rules, students are expected to spend no less than 170 hours working on cases and projects this semester.

11. **Interprofessional Rounds:** Students will have the opportunity to participate in interprofessional (IP) case rounds with colleagues from the Schools of Medicine, Social Work, Pharmacy, and Geriatric Psychology, among others. During IP rounds, students will be presented with a fact pattern for a real patient-client, previously treated by the University of Alabama Geriatric Medicine Department. Students will work with colleagues across professions to develop a multi-dimensional intervention to address the patient-clients legal, health, and social needs. As a group, students will debrief with supervising faculty to discuss how the student plan compares to the treatment actually received by the patient-client. While IP rounds are not mandatory, students are *strongly* encouraged to attend. IP rounds are scheduled on an ad hoc basis, typically once each month at approximately 8am via Zoom.

12. **Mask Policy**: Consistent with Law School and University policy, you must properly wear a mask (covering your face from the bridge of your nose to below your chin) at all times while within the Law School, including within the classroom. I cannot conduct class if someone is not wearing a mask or is wearing a mask improperly. Anyone who refuses to properly wear a mask will be removed from the class and reported to the Associate Dean of Academic Affairs for disciplinary action, which may include receiving an F for this course. Additionally, failure

to properly wear a mask can constitute a violation of the Honor Code. Students who are unable or unwilling to wear a face covering may attend class remotely with permission from the Law School's Office of Academic Affairs.

13. **Zoom Policy:** In the event you are unable to attend class in person, you should attend remotely via Zoom. You should begin by downloading the app to your computer and familiarizing yourself with it. You may sign into the app with a smartphone or computer, and signing in with a smartphone will permit you to use your laptop for accessing your notes and viewing course materials.

    Given the nature of our work, **I will only enable a Zoom session for class if a student has informed me that they are unable to attend in person**. Those recordings will be used as a means of attendance for those who have written permission to attend asynchronously. Any student in the course may view the recordings, if doing so would be helpful for review or in preparing for the next class session. Using class recordings for any purpose not related to our course objectives and/or sharing recordings with anyone not enrolled in the course are violations of the Honor Code and will be reported to the Associate Dean for Academic Affairs. If you are using Zoom, you are required to have your video on unless you obtain a prior written excuse from the Associate Dean of Academic Affairs. Please consult Dean Lee (205.348.1125; glee@law.ua.edu) for a list of permissible reasons.

14. **Online Contingency:** In the event we are unable to hold class in person (because the University announces a period of "Limited Business Operations"; because the city, state, or federal government imposes a shelter-at-home order; or because I am unable to teach in person), we will continue to meet during our regularly scheduled time via Zoom. As long as the Law School building is accessible, you are free to use our assigned classroom as your physical location while on a Zoom class session. I will distribute additional materials that provide guidance on how class will proceed online. I ask for your understanding in the event a transition to online learning becomes necessary.

15. **Complete Final (End of Semester) Tasks**: Students must complete the following tasks by the end of the semester (**specific deadlines are listed in the syllabus below):**
    a. *Delete All Clinic Files from Your Personal Computer*: In order to protect client confidentiality, the Elder Law Clinic's proprietary interests, and to maintain a secure environment, it is critical that students delete all clinic files from their personal computer(s) and from clinic computers. Clinic files should not be saved anywhere other than Box and CLIO. If a student would like to use something he or she wrote in the clinic as a writing sample, he or she must first redact any identifying information and receive approval from Professor Gold.
    b. *Update and Organize Case Files*: If properly organized, any incoming student should be able to review the case files and easily determine the status of the case and access all documents. All documents should be organized according to clinic filing policy.
    c. *Submit File Transfer or Case Close Memorandum.*
    d. *Submit Semester Overview Memorandum*: This memorandum allows future staff to review a student's work and quickly learn about contributions to a case. In addition, it allows faculty to track student achievements and provide references in the future. The

memorandum should include a brief summary of every project or case the student worked on, as well as any positive contributions the student made to the clinic outside of assignments.

e. *Attend Final Evaluation*: At the end of the semester, students will have a final evaluation with Professor Gold. In order to complete the evaluation form, students should review Elder Law Clinic Student Competencies (see the Elder Law Clinic Student Handbook), reflect on their initial learning goals, work product and individual growth over the course of the semester. Students should be prepared to evaluate themselves during the final evaluation.

ELDER LAW CLINIC OFFICE POLICIES

Filing System and Time Logs: The University of Alabama Clinic Programs use the CLIO case management system. Students will be given a login name and password to access the system, as well as an orientation to the system. Every action on a case (from leaving a voicemail to court appearances) must be recorded in a case note on CLIO. **CLIO can be accessed at: app.clio.com**

Students must log all time spent on casework in CLIO. Time logs should be recorded as students' work on cases and must be updated by each Monday at 12:00pm.

In addition to CLIO, the Elder Law Clinic uses BOX to store all documents related to clinic cases. This includes both drafts of documents as well as scanned PDFs of final versions. Eat student will be given access to the Elder Law Clinic folder on Box through which they can access individual client files. **BOX can be accessed at: alabama.app.box.com**

File Names: Documents should be saved according to the instructions in the Elder Law Clinic Document Naming Guidelines (available on Box and in the Elder Law Clinic Handbook).

Correspondence: Students will be required to draft written correspondence to or on behalf of a client. **Prior to sending any written correspondence to parties outside of the Elder Law Clinic, students must obtain approval from their supervising attorney**. This includes email, letters, briefs, etc. To obtain approval, students should email a copy of the draft letter or email as an attachment. If the matter is urgent, please make it clear in the title and body of the email.

Professional Responsibility: Unless students have a Student Practice License, they are not authorized to represent clients or provide legal advice. For this reason, it is critical that students consult with their supervising attorney prior to any communication with clients. Students are expected to review and abide by the Alabama Rules of Professional Conduct available at http://judicial.alabama.gov/library/rules_bar_conduct.cfm.

Attorney-Client and Protected Health Information Confidentiality Rules: All information, dealings, and communications that students encounter via the clinic, other students or clients are privileged and must be treated under strict attorney-client confidentiality rules. This is of the utmost importance. Students must never divulge information they have gathered from the class, the Elder Law Clinic, meetings, electronic media, memos, case files, verbal interactions, medical records, general observations or any other sources to anyone outside of the Health Justice Project.

In addition, students are prohibited from emailing, blogging or using social media to discuss cases matter. All members of the Elder Law Clinic are required to sign and adhere to the Elder Law Clinic Confidentiality Agreement in order to participate in the course. The clinic confidentiality rule applies to students during and after participation in the clinic. Students must consult with Professor Gold prior to asking the advice of a non-Elder Law Clinic participant.

Due to the nature of the Elder Law clinic, some cases may involve health-related matters. As a result, the clinic may receive medical records and/or other documents and information protected under the Health Information Privacy and Portability Act.

COMMON COURTESY AND PROFESSIONALISM

Professionalism: **Given the sensitive nature of much of the material we will be studying, it is particularly important that students maintain a professional and respectful manner. The classroom and clinic spaces are governed by honesty and mutual respect. If students have any questions or concerns on this subject, they should speak with Professor Gold.**

***Cell Phones Must Be Off*:** Cell phones are disruptive to professors and fellow students, particularly in a class setting where everyone is expected to participate in discussion. Repeated failure to keep your cell phone turned off during class or office hours may affect final grades.

Academic Integrity: Students should familiarize themselves with the law school's Code of Conduct, particularly the provisions relating to academic honesty. Violations will not be tolerated. The School of Law Honor Code, Grading Policies, and other policies will be applicable to this class, and are available for review and reference at: http://law.ua.edu/students/.

OFFICE HOURS

In light of the pandemic, Professors Gold and Shaw will host weekly zoom office hours. We are also available to meet by appointment. If a student plans to discuss a substantive course-related question, the student is expected to research the question in advance and be prepared to discuss his or her findings. Where possible, please inform us of the topic in advance to allow an opportunity to think about the question and offer the best assistance.

- AEG: Wednesdays, 1-2pm
  https://uasystem.zoom.us/j/91403406266?pwd=eUYxUG01akJVWHdWWGxlMUYwVGpmdz09
  Password: 658030

- TVS: Mondays, 1-2pm
  https://uasystem.zoom.us/j/93695354443

GRADING

Final grades in this course will be based on the successful attainment of advocacy (67%) and professional skills (33%). Advocacy skills include: class participation, completed assignments,

and demonstrated mastery of the lawyering skills, including ability to confront assumptions and engage in mindfulness (33.5% of the grade) and the interaction, advocacy and counseling of clients (33.5%). These skills are further described in the Elder Law Clinic Student Competencies document in the Elder Law Clinic Handbook. In order to successfully complete the course, each student must satisfactorily complete each course requirement, as described above. **The clinic is graded on a curve. Per the law school policy for a class of this size, no more than half of the grades we give out can be in the A range.** All grading is final.

ELDER LAW CLINIC SPRING 2021 COURSE SCHEDULE AND ASSIGNMENTS

Students should immediately record the dates and deadlines in this schedule in their own calendar. This schedule does not include the dates of individual case deadlines or supervisory meetings. These deadlines will be set throughout the semester. The course schedule, reading assignments and deadlines are subject to change. Any changes will be announced at the end of each class session for the following week.

DATE	DESCRIPTION
Week 1 **Jan 11 - 15**	**Seminar: Welcome to the Elder Law Clinic** Tuesday, January 12, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What is "elder law"? • What does it mean to represent an "elder" client? • What does the term "elder law" assume? • What do you want to gain from your semester in the Elder Law Clinic? ***Readings*** • Elder Law Clinic Handbook • Elder Law Clinic Syllabus • Sue Westwood, *I May Be Old, But I Ain't No Elder: A Critique of Elder Law*, 21 Temp. Pol. & Civ. Rts. L. Rev. 485 • *Socially Vulnerable Older Adults & Medical-Legal Partnership* available at https://medical-legalpartnership.org/wp-content/uploads/2021/07/Elder-Fact-Sheet-July-2021.pdf • National Academy of Elder Law Attorneys, *What is Elder Law?*, available at https://www.naela.org/Web/Consumers_Tab/Consumers_Library/Consumer_Videos/whatiselderlaw.aspx?WebsiteKey=ef1fbf77-8f85-4dfa-8c27-01f22ae4f5c8 **Seminar: Racism in the Legal System** Thursday, January 14, 2021, 2:00 – 3:25pm Location: Zoom link TBD ***Questions to Consider*** • What has (or hasn't) changed since Bell wrote his article in 1973? • How do the law and legal systems contribute to systemic inequity? • When thinking about racial justice, what should be the role of the clinic? Of the law school?

	• How can we advocate for a more just legal system? What strategies are most effective? Are there strategies that should be out of bounds? • Do you agree with the Harvard Law students? What is different here at Alabama Law? ***Readings & Assignments*** • Derrick Bell, *Racism in American Courts: Cause for Black Disruption or Despair?* 61 Cal. L. Rev. 165 (1973), https://alabama.box.com/s/w56f7rv2gqm9gy8i5czr66ui8xpqfidq • Tyler Ambrose, Zarinah Mustafa, Sherin Nassar, *Law School's Complicity on Racism Must Be Challenged*, The Appeal (Jun. 24, 2021), https://theappeal.org/law-schools-racism/ **All Clinic Orientation** Friday, January 15, 2021, 9:00am – 1:30pm Location: https://uasystem.zoom.us/j/91706494174 ***Deadlines*** • Schedule pre-semester meeting with Professor Gold. Sign up sheet will be emailed.
Week 2 **Jan 18 - 22**	**Seminar: Introduction to Casework** Tuesday, January 19, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What resources are available to aid your client representation? • How should the Elder Law Clinic determine which cases to take? ***Readings (for the week – available on BOX)*** • Case Management Form • Alabama Department of Senior Services, Legal Services, Case Management Form • Conflicts Checklist • Client Consent Form • Legal Representation Request • Authorization and Records Release Form • Authorization for the Release of Personal & Medical Information • Confidentiality Agreement and Conflict of Interest Disclosure **Seminar: Interviewing Techniques** Thursday, January 21, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853

	Questions to Consider • What makes an interview successful? • What are the elements of a successful interview? • What can an interviewer do to facilitate a successful interview? • How does a lawyer collect sensitive client information ***Readings & Assignments*** • *Student Text Fact Scenario*, Please note the Assignment in Preparation for Class • Victoria Healey-Etten and Shane Sharp, Teaching Undergraduates How to Do an In-depth Interview: A Teaching Note with 12 Handy Tips, Teaching Sociology (2010) (Conclusion only). • *Building the Attorney-Client Relationship while Masked* ***Optional Reading*** • Peter De Jong & Scott D. Miller, *How to Interview for Client Strengths* 40 Soc. Work 729 (1995). • Listen to *Framing the Story,* TED Radio Hour, *http://www.npr.org/2013/05/23/186301332/framing-the-story* ***Deadlines*** • Complete pre-semester Learning Contract and submit via email to Professor Gold by Monday, August 24, 2021 at 12pm • Complete Confidentiality Agreement and return to Professor Gold by Monday, January 25, 2021 at 12pm • Complete pre-semester meeting • Caseload Overview & Time Logs, Friday by 5pm
Week 3 **Jan 25 – 29**	**FIRST WEEK OF INTAKES** **Seminar: Protecting Personal Autonomy – PART I: DPOA, DPOA for Health Care, and Living Wills** Tuesday, January 26, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What is a lawyer's role in helping a client consider the future? • Should a lawyer raise the issue of death with his/her client? • How can an advocate have a client-centered conversation about death with a client? ***Readings & Assignments (for the week)*** • Sample Durable Power of Attorney • Sample Durable Power of Attorney for Healthcare

	• Sample Advance Directive for Healthcare • NPR Planet Money, *The Town Where Everyone Talks About Death*, available at http://www.npr.org/sections/money/2014/03/05/286126451/living-wills-are-the-talk-of-the-town-in-la-crosse-wis (Please note, there is an article and an accompanying 7 minute audio news piece) • Rachel Aviv, *How the Elderly Lose Their Rights*, The New Yorker, available at https://www.newyorker.com/magazine/2017/10/09/how-the-elderly-lose-their-rights • Video Lecture, *Protecting Personal Autonomy*, Only discussions of DPOA, DPOA for Healthcare, and Living Wills (available on BOX) **Case Rounds** Thursday, January 28, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 **Seminar: Protecting Personal Autonomy – PART II: Last Will & Testament** Friday, January 29, 2021, 9:00 – 10:25am Location: A246 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 4 **Feb 1 - 5**	**Seminar: Fact Investigation** Tuesday, February 2, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What is the lawyer's role in obtaining information? • How does a case guide fact investigation? • How do lawyers develop a fact investigation plan? ***Readings*** • Benchmark Institute, *Case Planning* in Legal Services Practice Manual: Skills (2010) • John Yarbrough, Jugues Herve, & Robert Harms, *The Sins of Interviewing: Errors Made by Investigative Interviewers and Suggestions for Redress*, in Applied Issues in Investigative Interviewing, Eyewitness Memory, and Credibility Assessment **Case Rounds** Thursday, February 4, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853

	Deadlines & Assignments • Caseload Overview & Time Logs, Friday by 5pm
Week 5 **Feb 8 – 12**	**Seminar: Theory of the Case** Tuesday, February 9, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What is the role of theory of the case in obtaining a favorable response from decision-makers and stakeholders? • How does a theory of the case inform the work you perform for your client? • How does the client shape the theory of the case? ***Readings*** • Binder, *et al.*, *Theory Development Questioning – Pursuing Helpful Evidence*, in Lawyers as Counselors **Case Rounds** Thursday, February 11, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm • Submit Reflection 1 via email by Friday, February 12, 2021, at 12pm ***Reflection 1:*** Please write a 1-2 page, single-spaced reflection on the experience of working with your client(s) Discuss a topic that has **taught you something about yourself *and*** your role as a lawyer, or society, or the human experience, or working with clients, etc. You may also elect to answer the following questions: • What is the role of curiosity and empathy in obtaining a client narrative? How can you become both curious and empathetic? • What strategies could you employ to effectively interview and build the attorney/client relationship? • How will you effectively advocate for your client? Do you see any personal barriers to effective representation (bias, assumptions, etc.)
Week 6 **Feb 15 – 20**	**Seminar: Case Planning and Strategy** Tuesday, February 16, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What is the importance of anticipating case outcomes? • How can a lawyer anticipate outcomes for a client?

	• How do you know when you have a solid case? **Case Rounds** Thursday, February 18, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm ***Meetings*** OPTIONAL: Schedule Mid-Semester Meeting with Professor Gold. Sign-up sheet will be emailed.
Week 7 **Feb 22 – 26**	**Seminar: Livelihood & Long-term Care Part I** Tuesday, February 23, 2021, 2:00 – 3:25pm Location: A246 ***Questions to Consider*** • What sources of income exist for elderly and medically vulnerable individuals? • What is the connection between personal income and health? • What right to health exists for people who are disabled? ***Readings*** • Elizabeth Tobin Tyler, *et al*., *Long-Term Care, Elders and Their Caregivers*, in Poverty, Health, and Law, pp 481 - 505 • Centers for Medicaid and Medicare, *Brief Summaries of Medicare and Medicaid*, pp 8 – 12 (Overview of Medicare, Entitlement and Coverage), pp 24 – 29 (Overview of Medicaid, Medicaid Eligibility, Scope of Medicaid Services, Amount and Duration of Medicaid Services) **Case Rounds** Thursday, February 25, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 8 **Mar 1 – 5**	**Seminar: Livelihood & Long-Term Care Part II** Tuesday, March 2, 2021, 2:00 – 3:25pm Location: A246

	Questions to Consider • What sources of income exist for elderly and medically vulnerable individuals? • What is the connection between personal income and health? • What right to health exists for people who are disabled? ***Readings*** • Elizabeth Tobin Tyler, *et al*., *Long-Term Care, Elders and Their Caregivers*, in Poverty, Health, and Law, pp 506 – 516s • Centers for Medicaid and Medicare, *Brief Summaries of Medicare and Medicaid*, pp 24 – 29 (Overview of Medicaid, Medicaid Eligibility, Scope of Medicaid Services, Amount and Duration of Medicaid Services) **Case Rounds** Thursday, March 4, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 9 **Mar 8 – 12**	**Seminar: Heirs Property** **Guest Lecturer: Will Breland, Borchard Fellow, Legal Services Alabama** Tuesday, March 9, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Questions to Consider*** • What is the relationship between heirs property and generational wealth? • What is the relationship between heirs property and the racial wealth gap? • How can a lawyer address these issues with his/her client? **Case Rounds** Thursday, March 11, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 10 **Mar 15 – 19**	**LAST WEEK OF INTAKES** **Seminar: Presentation Skills** Tuesday, March 16, 2021, 2:00 – 3:25pm

	Location: A246 ***Questions to Consider*** • What is the best way to distill complex information into a concise presentation? • What strategies can you use to present complex legal information in an accessible way? • What role does the anticipated audience have in shaping a presentation? ***Readings*** • Marjorie Brady, *Presentation Power: Four Ways to Persuade*, (Jan 9, 2011), http://sixminutes.dlugan.com/4-ways-persuasive/ • Andrew Dlugan, *25 Public Speaking Skills Every Speaker Must Have* (Sept. 6, 2013), http://sixminutes.dlugan.com/25-skills-every-public-speaker-should-have/ **Case Rounds** Thursday, March 18 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm • Sign up for Ted Talk Presentation time. Sign-up sheet will be emailed.
Week 11 **Mar 22 – 26**	**Seminar: Negotiation** Tuesday, March 23, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Questions to Consider*** • What does it mean to be successful in a negotiation? Is it the same thing as winning? • How do you develop a strategy prior to entering a negotiation? • When are you negotiating? **Case Rounds** Thursday, March 25, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 12 **Mar 29 – April 2**	**No Class** Tuesday, March 30, 2021, 2:00 – 3:25pm **Seminar: Ted Talks**

	Thursday, April 1, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 13 **April 5 – 9**	**No Class** Tuesday, April 5, 2021, 2:00 – 3:25pm **Seminar: Ted Talks** Thursday, April 8, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 14 **April 12 – 16**	**Seminar: Ted Talks** Tuesday, April 13, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 **End of Semester Celebration** Thursday, April 15, 2021, 2:00 – 3:25pm Location: https://uasystem.zoom.us/j/97606907853 ***Deadlines*** • Caseload Overview & Time Logs, Friday by 5pm
Week 15/16 **April 19 – 30**	**Students are responsible for casework until Friday, April 30, 2021.** ***Deadlines*** • Submit Final Semester Self-Evaluation to Professor Gold via email by Monday, April 26 at 12pm • Sign up for Final Semester Evaluation with Professor Gold • Organize Case Files by Friday, April 30, 2021 at 12pm • Transfer or Closing Memorandum to File must be approved by Monday, by Friday, April 30, 2021 at 12pm • Submit Overview Memorandum, to Professor Gold via email by Friday, April 30, 2021 at 12pm