

HAMLIN UNIVERSITY SCHOOL OF LAW

Health Law Externship

Fall 2015

Professor Thaddeus Mason Pope

Time: Selected Tuesdays from 4:50 p.m. to 7:00 p.m.

Place: Law 101

Registration: LAW 9650 • CRN: 11-1353

Contact: East Hall 306-C • tpope01@hamline.edu • 651-523-2519

I. Course Description

Externships give students the opportunity to engage in legal work under the close supervision of practicing attorneys. This year, students are working with, among other places: the U.S. Attorney for the District of Minnesota, HealthPartners, Friedmann-Foarde, CryoLife, the Minnesota Department of Human Services, Children's Hospitals & Clinics of Minnesota, Public Health Law Center, and Scheller Legal Solutions.

II. Course Objectives

Students have widely varying experiences in the health law externship. Course objectives include:

- Applying classroom learning to the real world of practice
- Improving problem-solving skills and becoming more self-confident in the work setting
- Exploring career interests
- Providing service to others
- Working with persons different from you
- Improving your prospects for employment
- Building a professional network

III. Mentor Meetings

1. If you have not done so prior to the start of the semester, you are expected to meet with your mentor no later than September 10, 2015. Please email me after you have had this initial meeting. The objectives of this meeting are to:
 - a. Properly introduce yourself
 - b. Discuss academic expectations of the Health Law Externship
 - c. Develop a preliminary schedule for your work hours
 - d. Answer any questions that your mentor may have about the externship
 - e. Articulate several specific experiences that you hope to have during your externship
2. Prior to the end of the semester you are expected to formally thank your mentor through a personal letter of appreciation.

IV. Readings & Written Assignments

1. This syllabus is for ONLY the classroom component of your externship. You must also complete all assignments for your Attorney Mentor and all assignments for the Externship Professor (see appendices to the *Fall 2015 Student Extern Guide*).
2. Students will be required to complete all assignments as indicated in the Student Extern Guide in addition to other assignments as assigned in class.
3. This is not a heavy reading course; however, every student will be responsible for a general appreciation of the *ABA Model Rules of Professional Conduct* concerning confidentiality and conflicts of interest. Other readings and assignments for classroom meetings will be distributed from time to time.

V. Assessment

No grade is given for the classroom component but attendance is required for credit.

VI. Class Schedule

1. Classroom meetings are devoted to discussing student experiences while working with hosting organizations, and the discussion of issues relating to health law in general. Each meeting, students will be expected to reflect on an issue addressed in the externship setting. Additionally, each student will be expected to make a brief presentation on a health related issue identified in the field.

2. This course will NOT meet every week. So, it is important to check this syllabus for the class schedule.
3. In between these meetings, Professor Pope will respond to your time sheets and journal reflections submitted through Symplicity. He will also send comments on your resume, LinkedIn pages, and other career documents.

Tuesday, September 8	Full class meeting in Hamline Law 101 Introductions, status check, goals clarification
October 10 to October 31	Self-scheduled meeting with Professor Pope, at a mutually convenient time and place.
Tuesday, November 3	Full class meeting in Hamline Law 101 Student presentations to group on their externship

VII. Oral Presentations

1. Duration
 - a. Please design your presentation to be completed within **ten (10) minutes**.
2. Content
 - a. You may focus on any aspect of your externship. You can summarize the experience as a whole or describe just one particularly interesting project.
3. Format
 - a. This is hardly a comprehensive guide to preparing and making an oral presentation. It is merely an outline of some of the key tips offered in some of the standard literature.
 - b. I will also post some useful materials on the Blackboard site.
 - c. Preparation
 - i. Practice aloud.
 1. Read at least practice the first paragraph aloud several times, so you can start strong. Know precisely what you are going to say for the first minute of your presentation. Almost as important: know exactly how you will end.
 2. Practice on your feet to coordinate body, brain, and voice
 3. Time yourself, so you know that you will stick to the 10 minutes.
 - ii. Use as few notes as possible.
 1. Use bullet points to trigger thoughts.
 2. Write big and keep notes where they are easy to see. If you are using a script, print it in at least a 14-point font

3. Anticipate likely questions and have clear, concise answers ready. e.g. "I'm glad you asked that..."
- iii. Delivery
1. Mark your script/notes for pacing and pauses. Pauses are okay. They give you time to think and the audience time to absorb.
 2. Speak in phrases, not whole sentences.
 - a. Use the rhythm of the Pledge of Allegiance: e.g. "I pledge allegiance . . . to the flag . . . of the United....."
 - b. Vary the pace. Speak in phrases on important points. Speak more briskly for preliminary information.
 - c. Emphasize.
 - i. Put emphatic stress on all the key words in every sentence.
 - ii. Lower the vocal pitch (not volume) when ending sentences. This makes you sound confident and conclusive.
- iv. Visual counts the most.
1. A speaker's believability is affected by three components. Verbal (the content of our message) counts for 7%. Vocal (sound, pitch, tone, pacing of our voice) counts for 38%. Visual (gestures, facial expression, eye contact) counts for 55%.
 2. Stand when speaking. It increases your energy level and keeps the audience more alert.
 3. A listener's ability to comprehend and retain information increases substantially with the use of visual aids.
- v. Physical performance
1. Take a deep breath before you begin.
 2. Maintain eye contact with each listener for 3-5 seconds.
 3. Smile.
 4. Lean forward. It says "I'm interested" "Tell me more."
- vi. Clarity
1. Lay out the structure of your presentation for the listeners. Let listeners know why the topic is important. Why should they listen to you?
 2. Repetition is good. Tell them what you are going to tell them. Tell them. Then tell them what you've told them.
 3. Shrink and simplify. Boil the presentation down to 3 main points. State the 3 points at the beginning and repeat them at the end.
 4. Use vibrant images, metaphors, analogies, examples. A long narrative with no examples becomes boring and confusing. Try to include at least one example to illustrate each main point.
 5. Use focus phrases. e.g. "The bottom line is..." "The threshold question is..." These phrases focus the mind of the listener.
 6. Use transition phrases (e.g. "Now that we have analyzed the problem, let's look at possible solutions...")