

CLIENT INTERVIEWING, COUNSELING AND PLANNING—May 18-22, 2015

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Syllabus and Assignments

- May 18 Overview, Requirements, and Introductions; Text-Chapter 1, Models of Legal Interviewing and Chapter 2, How Lawyers Control Clients and Chapter 3, Communication; workbook—Six Stages of Interview (page 40); In-class exercises: Missouri Survey (workbook, pages 9-10), Deceased Aunt (workbook, page 77), workbook articles on pages 6-8, 150, 158-171; 11-35, 42-75, 102-105, 133-137, 203-222; In class exercise-Jo Jo Jones and Jones v Jones.
- May 19 Text- Chapter 4, Beginning the Legal Interview and Chapter 5, Hearing the Client's Story; Questions and T-funnels; Relevant and Effective Communication and Psychological Theories (workbook, pages 106-132 and 172-181); In-class exercises-Reflective Dialogue (workbook, pages 36-39), State v. Clinton, Active Listening.
- May 20 Text-Chapter 6, Developing the Client's Story; Ending an Interview and Chapter 10, Counseling About ADR; ADR chart and article (workbook, pages 195-196); Show Good and Bad Interview Videos (case information in workbook, pages 154-156); In-class exercises-Dispute Resolution Hypos (workbook, page 138), Rebound (4 stages) and Anna Stetic v Big State (6 stages).
- May 21 Text-Chapter 7, Decision Making, and Chapter 8, Client Counseling; Seven Stages of Counseling (page 41), Decision-Making Worksheets, (pages 78-79), The Iceberg (workbook, page 157); In-class exercises-Decision-Making Questions (workbook, pages 197-199), Tello v. Henson and Richards v. Kaufman (workbook, pages 80-83) and The Family Paper. Show videotape of Counseling Session (Rourke v Daily Bugle Newspaper).
- May 22 Text- Chapter 9, Moral Choices and Chapter 11, Dealing with Client-Lawyer Difference; Bias & Cultural Awareness (workbook, page 182); Referring Clients to Mental Health Professionals (workbook, page 186); Difficult Clients (workbook page 76); workbook articles, pages 183-194; Noonan article (workbook, pages, 85-98); Civility article (workbook, pages 151-153); Collaborative Law article (workbook, pages 223-224); In-class exercises- Ethical Questions (workbook, pages 99-101) and Vasquez v School Board.

Course Requirements and Grading

The final course grade (Pass or Fail) will be determined by the following:

1. This is a *highly interactive* class where much of the learning will take place *in class discussions* and *simulation exercises*. Therefore, class attendance is *crucial*. We will conduct and/or complete about 15 different role-plays and exercises designed to allow you to practice the skills discussed in the text and assigned readings. Attendance with *active and constructive* class participation is a requirement. **STUDENTS MAY NOT MISS MORE THAN 4 HOURS OF THE COURSE.**
2. During the one-week course, you will need to write five response papers. These papers should be one full page and sent to my e-mail address by *11:00 p.m. on the due date*. In summary form, I will discuss your papers in class the next day. Please see the attached for paper topics and due dates.
3. The textbook for the course is *The Counselor-at-Law: A Collaborative Approach to Client Interviewing and Counseling*, (3rd edition) by Robert Cochran, John DiPippa, and Martha Peters. There will also be a "Workbook" of materials developed by Cynthia Greer, which will be provided to you on the first day of class.
4. PRE-CLASS ASSIGNMENT: Please read the first three chapters of the textbook prior to the first class.
5. The class will meet from 9:00 am to 3:30 pm each day. There will be one hour for lunch and two 15-minute breaks each day.

Written Assignments for Client Interviewing and Counseling
John Marshall School of Law, Atlanta, GA

Winter Intensive, May 18-22, 2015

To be an *effective* interviewer and counselor and, thus, *truly assist clients in the midst of conflict*, professionals must *first* understand *their own* skills and techniques. These written assignments are designed to help you learn more about yourself, your communication skills and your decision-making techniques.

Please prepare a one full page written *response paper* to each of the five topics listed below. *These papers should include personal examples and not simply repeat information in the readings.* Use your name on the response papers and *e-mail them to me by 11:00 p.m. on the due date.* This time deadline will allow me to review the papers before class and we will then be able to discuss them *in class* the next day. Papers should use a Microsoft Word format, use standard margins and be double spaced. My e-mail address is cynthia.greer@pepperdine.edu.

Due 5/18/2015---What is your reaction to *Reopening the Investigation* (workbook, pages 133-137) and will it change the way you interview clients? If so, how and why? If not, why not? Also, complete the Sensory Modality Checklist (workbook, pages 6-8) and state your numerical results in each of the three categories. Following the scoring guidelines, state your preferred modality or modalities. Do you agree—why or why not?

Due 5/19/2015---Which of the psychological/communication theories presented in the workbook on pages 106-132 and 172-181 is the most helpful to you and why? State ways in which awareness of the theory will assist you in your work with future clients.

Due 5/20/2015---After viewing the videotapes of the Merriweather interviews (the good and bad interview tapes), describe one good and one bad quality *you* feel *you* have that will require *your* extra awareness when working with clients. *Give examples* of *your* good and bad qualities and apply them to interviewing skills. Do NOT critique the attorneys in the video.

Due 5/21/2015---Describe how *you* went about making an important life decision—how did *you* feel and what did *you* do? Did *you* consider effects on third parties? Did *you* weigh the pros and cons? Did *you* use any heuristics (textbook, chapter 7)? How will this awareness help *you* with *your* clients when assisting them in the decision-making process?

Due 5/21/2015---After viewing the counseling tape in class regarding Dr. Rourke and the Daily Bugle Newspaper, what will be the most challenging task for *you* and the easiest task for *you* when counseling *your* clients about their options and working with opposing counsel? Why? *Give examples.* Do NOT critique the attorneys in the video.