

CLIENT INTERVIEWING, COUNSELING AND PLANNING—January 2014
PROFESSOR CYNTHIA GREER, cynthia.greer@pepperdine.edu
Syllabus and Assignments

January 6	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.
January 7	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.
January 8	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).
January 9	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).
January 10	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 discussion* 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.
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*. I will e-mail you a response and discuss your papers in class. Please see the attached paper 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* 2nd 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. Please read the first three chapters of the textbook prior to the first class. The class will meet from 9:00 am to 3:30 pm each day.

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

Winter Intensive, January 6-10, 2014

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. My e-mail address is cynthia.greer@pepperdine.edu. Please use a Microsoft Word format.

Due 1/6/2014---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 1/7/2014---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 that awareness of the theory will assist you in your work with clients.

Due 1/8/2014---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 1/9/2014---Describe how *you* went about making an important 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 1/9/2014---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/or working with opposing counsel? Why? *Give examples*. Do NOT critique the attorneys in the video.