



**ACCLE 5<sup>th</sup> Annual Conference**

***Clinics, Classrooms and Community: Clinical Legal Education at a Crossroads***

**October 23 – 24, 2014  
Windsor, Ontario**

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## ***Clinics, Classrooms and Community: Clinical Legal Education at a Crossroads***

### ***5<sup>th</sup> Annual Conference - Program***

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#### **WELCOME!**

On behalf of the **Association for Canadian Clinical Legal Education** and the **Faculty of Law** at the University of Windsor, welcome! ACCLE's fifth annual conference provides an opportunity for clinicians, academics interested and active in clinical legal education, and students to discuss and debate issues central to place-based teaching and learning in Canada and beyond.

We chose the image of "crossroads" to symbolize the important choices Canadian clinicians and law schools will face in the coming year. While each jurisdiction has unique approaches, we share questions about how clinics will adapt to pressing legal and access to justice concerns, and how we will recognize the increasingly urgent legal and socio-legal needs in our communities. We are also becoming more widely and deeply engaged in our teaching and learning methodologies, particularly in pursuit of social justice. Our students are also diverse in their lived experiences and their desires for meaningful clinical programs throughout their legal education. These themes drive this year's conference. We hope this conference provides new ideas, critical perspectives, and renewed passion for clinical legal education.

#### **CONFERENCE LOCATION and ROOM ASSIGNMENTS**

This year's conference is located at the Faculty of Law at the University of Windsor. Plenary sessions will take place in the Moot Court at the Faculty of Law. Break-out sessions will take place in Room G101 on the ground floor of the law building, as well as in Canterbury College. Canterbury College is located just north of the law building on the corner of University and Sunset Avenues. Lunches will take place in Canterbury. Refreshments will be served in the Farmer Conference Room at the Faculty of Law.

#### **WIFI ACCESS**

All conference attendees have access to the University of Windsor wifi service. Below are three possible user names (uwin id's) and passwords. Please select one at random to prevent excessive traffic on a single ID.

User Name (UWin ID): accle001

Password: 7d150tqo



User Name (UWin ID): accle002

Password: 5hb53siu

User Name: UWin ID): accle003

Password: h1fzjtzu

### **SPEAKER'S GIFTS**

In lieu of speaker's gifts, ACCLE is making a donation to Hiatus House, a local women's shelter. More information about Hiatus House is available at <http://www.hiatushouse.com/>.

### **OUR SPONSORS**

This conference is generously supported by the University of Windsor Faculty of Law.

We also extend our thanks to Carswell, which is sponsoring breakfast and refreshment breaks on Day 2 of the conference.

## ***Clinics, Classrooms and Community: Clinical Legal Education at a Crossroads***

### ***Conference Schedule***

#### **DAY ONE: Thursday, October 23, 2014**

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8:30 – 9:00 am	Registration and Breakfast, <i>Farmer Conference Room</i>
9:00 – 9:25 am	Welcome and Conference Opening, <i>Moot Court, Faculty of Law</i>
9:25 – 10:45 am	<b><i>Deep Critique and Democratic Lawyering in Clinical Practice</i></b>  <i>Keynote Address by Sameer Ashar, Clinical Professor, School of Law, University of California, Irvine</i>
10:45 – 11:00 am	Refreshment Break, <i>Farmer Conference Room</i>
11:00 – 12:30 pm	Concurrent Sessions  <b><i>Session A: Experiential Learning and Education in Ontario's Community Legal Clinics: Current Opportunities and Future Possibilities</i></b> , Canterbury College, Room A  <b><i>Session B: Reaping the Benefits of Interdisciplinary Collaborations: Integrating Social Work and Clinical Legal Education</i></b> , Canterbury College, Room B  <i>Part One: Social Work Students and Humanitarian &amp; Compassionate Grounds Applications: Towards a More Perfect Union</i>  <i>Part Two: Creating Space for Cross-Disciplinary Learning</i>  <b><i>Session C: Exploring New Practice Areas</i></b> , Faculty of Law, Room G101  <i>Part One: Employment Law as Clinic Law</i>  <i>Part Two: Establishing Intellectual Property Law Clinics within the Entrepreneurship Eco-system: One Step Forward, Ten Steps Back</i>
12:30 – 1:45 pm	Lunch & ACCLE Annual General Meeting, <i>Canterbury College, Rooms A and B</i>
1:45 – 3:15 pm	Concurrent Sessions  <b><i>Session A: First Voices in Clinical Legal Education</i></b> , Canterbury College, Room A  <b><i>Session B: Reaching Out / Reaching In - Using insight from low-income clients in legal education</i></b> , Canterbury College, Room B  <i>Part One: Bringing Poor Perspectives into Wealthy Law Schools</i>

*Part Two: Cross Country Checkup - Outreach Work Practices in Canadian Clinical Legal Education Programs*

***Session C – Teaching Methodologies***, Faculty of Law, Room G101

*Part One: Legal Information and Legal Advice – Embracing the Spectrum*

*Part Two: Court-Annexed Dispute Resolution in Context: Exploring the Impact of Mediation Typology and Process Choice on Student Learning*

3:15 – 3:30 pm Refreshment Break, *Farmer Conference Room*

3:30 – 5:00 pm Concurrent Sessions

***Session A: Accommodating Students with Disabilities in Experiential Learning Programs***, Canterbury College, Room A

***Session B: Promoting Self-Care in Clinic Students – Healthy Responses to Challenging Work***, Canterbury College, Room B

***Session C: Student Session***, Faculty of Law, Room G101

5:30 – 8:30 pm **Conference Reception** (Pre-Registration Required), *Windsor Club*

**DAY TWO: Friday, October 24, 2014**

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8:30 – 9:00 am	Breakfast, <i>Farmer Conference Room</i>
9:00 – 10:30 am	Concurrent Sessions  <b><i>Session A: Encouraging Reflective Practice: Methods, Motives and Misgivings,</i></b> Canterbury College, Room A  <b><i>Session B: Specializing the SLASS,</i></b> Canterbury College, Room B  <b><i>Session C: Criminal Defense Clinic in Afghanistan: A Successful Model of Cooperation Between University and Community,</i></b> Faculty of Law, Room G101
10:45 – 12:00 pm	<b>Plenary Panel Discussion: <i>Critical Perspectives on the Work of Professor Sameer Ashar - Third World and Fourth World Perspectives, and the Challenges of Neoliberalism,</i></b> Moot Court  <b>Panelists:</b> <ul style="list-style-type: none"><li>• <i>Sarah Buhler</i>, Assistant Professor, University of Saskatchewan College of Law</li><li>• <i>Amanda Dodge</i>, Staff Lawyer, CLASSIC (Community Legal Assistance Services for Saskatoon Inner City)</li><li>• <i>Gemma Smyth</i>, Associate Professor and Academic Clinic Director, University of Windsor Faculty of Law</li><li>• <i>Sujith Xavier</i>, Assistant Professor, University of Windsor Faculty of Law</li></ul>
12:00- 1:00 pm	Lunch, <i>Canterbury College</i>
1:00 – 2:30 pm	<b>Concurrent Sessions</b>  <b><i>Session A: International Perspectives on CLE &amp; Community,</i></b> Canterbury College, Rm A  <i>Part One: Clinical Legal Education as a Facilitator for Change</i>  <i>Part Two: Access to Justice Crisis in Ekiti State of Nigeria: Clinical Legal Education to the Rescue</i>  <b><i>Session B: Spotlight on Student Writing in Clinical Programs: a presentation of three papers,</i></b> Canterbury College, Room B  <i>Clinical Legal Education to Critical Legal Education: In Movement Towards a Theory of Justice</i>  <i>Organizing and Activism as Advocacy Tools: Possibilities and Risks</i>  <i>Legal Clinics attached to Law Faculties: from a top-down to a collaborative model</i>

***Session C: Clinical Legal Education & Human Rights, Faculty of Law, Room G101***

*Part One: Advocacy Beyond the Courtroom: fact-finding reports as a means of engaging students, clients and the community*

*Part Two: The Field, the Faculty & Beyond: Toward a 'Best Practices' Model for Clinical Legal Education*

2:30 – 2:45 pm Refreshment Break, *Farmer Conference Room*

2:45 – 4:15 pm Concurrent Sessions

***Session A: Working Together? The Transnational Crossroads of Justice, Education, and Migration, Canterbury College, Room A***

***Session B: Lakehead's Integrated Practice Curriculum as a Pathway to Practice, Canterbury College, Room B***

4:15 – 4:45 pm Conference Wrap-up, *Moot Court Room*

***L'enseignement clinique du droit à la croisée des chemins: lorsque la communauté s'invite dans la salle de classe***

***Programme de la conférence***

**Journée 1 : 23 octobre 2014**

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- 8:30 – 9:00 hres AM      Enregistrement et petit déjeuner
- 9:00 – 9:25 hres AM      Mot de bienvenue et ouverture de la conférence
- 9:25 – 10:45 hres AM      ***L'approche critique et le développement d'une pratique démocratique de l'enseignement clinique du droit***
- Conférence d'ouverture par le **professeur Sameer Ashar**, professeur d'enseignement clinique à la Faculté de droit de l'Université de Californie, Irvine
- 10:45 – 11:00 hres AM      Pause santé
- 11:00 – 12:30 hres PM      Session au choix
- Session A : L'apprentissage expérientiel dans les cliniques juridiques communautaires en Ontario : développements actuels et possibilités pour le futur proche***
- Session B : Récolter les bénéfices des collaborations interdisciplinaires : le travail social et l'enseignement clinique du droit***
- Partie 1 : l'apprentissage des étudiantEs en travail social et le cas au Canada des demandes de statut pour des motifs humanitaires et de compassion : progrès requis*
- Partie 2 : créer des espaces d'apprentissage interdisciplinaire*
- Session C : Explorer les nouveaux champs de pratique en enseignement clinique***
- Partie 1 : le droit du travail et les cliniques juridiques*
- Partie 2 : Le droit de la propriété intellectuelle dans les éco-systèmes cliniques destinés à l'entrepreneurship: plus on avance, plus on recule*
- 12:30 – 1:45 hres PM      Dîner et Assemblée générale annuelle
- 1:45 – 3:15 hres PM      Session au choix

***Session A: L'apport des étudiantEs ayant vécu des expériences d'exclusion dans l'environnement clinique***

***Session B: L'intégration du point de vue des personnes en situation de pauvreté dans l'enseignement clinique du droit***

*Partie 1: comment les facultés de droit les mieux nanties embrassent-elles le thème de la pauvreté ?*

*Partie 2: Panorama canadien: lorsque les cliniques d'enseignement du droit sortent de la faculté*

***Session C: Enjeux méthodologiques de l'enseignement clinique***

*Partie 1: de l'information à l'opinion juridique: des nuances à développer*

*Partie 2: les processus de médiation dans le sillon des tribunaux: la pédagogie par la typologie*

3:15 – 3:30 hres PM      Pause santé

3:30 – 5:00 hres PM      Session au choix

***Session A: Accommoder les étudiantEs atteints d'un handicap dans le contexte de l'enseignement clinique du droit***

***Session B: Rester en santé en travaillant dans les cliniques juridiques: un défi personnel***

***Session C: Session réservée aux étudiantEs***

5:30 – 8:30 hres PM      RÉCEPTION (pré enregistrement requis)

## **Journée 2: vendredi le 24 octobre 2014**

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8:30 – 9:00 hres AM      Petit déjeuner

9:00 – 10:30 hres AM      **Session au choix**

*Session A: Encourager une pratique réflexive: méthodes, mythes et motifs*

*Session B: Faut-il spécialiser les services d'aide juridique offerts par les étudiantEs?*

*Session C: La clinique des droits de la défense en Afghanistan: un modèle réussi de coopération université-communauté*

10:45 – 12:00 hres PM      **Séance plénière: une critique de la pensée du professeur Sameer Ashar: les perspectives tiers mondistes mesurées à l'aune des enjeux néolibéraux**

**Panélistes:**

- Prof. Sarah Buhler, professeure adjointe, Saskatchewan College of Law
- Madame Amanda Dodge, avocate, CLASSIC (Community Legal Assistance Services for Saskatoon Inner City)
- Prof. Gemma Smyth, professeure associée et directrice de la Clinique juridique, Université Windsor, Faculté de droit
- Prof. Sujith Xavier, professeure adjointe, Université Windsor, Faculté de droit

12:00- 1:00 hres PM      Dîner

1:00 – 2:30 hres PM      **Session au choix**

***Session A: Perspectives internationales de l'enseignement clinique du droit dans la communauté***

*Partie 1: l'enseignement Clinique comme vecteur de changement social*

*Partie 2: La crise de l'accès à la justice dans l'État de Ekiti au Nigeria:  
l'enseignement clinique du droit à la rescousse*

***Session B: La parole aux étudiantEs cliniciens***

- *De l'enseignement clinique à l'enseignement critique: vers une théorie de la justice sociale*
- *L'activisme juridique comme outil de mobilisation: succès et risques*

- *Les cliniques d'enseignement du droit attachées aux facultés de droit: vers une approche collaborative*

***Session C: L'enseignement clinique du droit et les droits humains***

*Partie 1: au-delà des tribunaux: les missions de cueillette des faits comme outil d'engagement réciproque*

*Partie 2: le terrain, la faculté et plus encore: les bonnes pratiques en matière d'enseignement clinique du droit*

2:30 – 2:45 hres PM      Pause santé

2:45 – 4:15 hres PM      **Session au choix**

***Session A: Les cliniques juridiques se transnationalisent: justice, éducation et migrations***

***Session B: le modèle de la Faculté de droit de l'Université Lakehead: intégrer le curriculum et l'approche des acquis expérimentiels***

4:15 – 4:45 hres PM      CLÔTURE de la conférence

## KEYNOTE SPEAKER

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ACCLE is delighted to welcome **Professor Sameer Ashar** as our keynote speaker for this conference.

**Sameer Ashar** is Clinical Professor in the School of Law at the University of California, Irvine and co-director of the UC Irvine Immigrant Rights Clinic. Professor Ashar served as the Associate Dean of Clinical Programs at the CUNY School of Law and has also taught at the University of Maryland and NYU School of Law. He focuses both his clinical practice and scholarship on how law can be used to support racially and economically subordinated communities.

Professor Ashar has defended individuals before the Executive Office for Immigration Review, the Board of Immigration Appeals, and the U.S. Courts of Appeals for the Second and Fifth Circuits. He has represented immigrant workers in litigation against exploitative employers in state and federal court, as well as before the National Labor Relations Board, Equal Employment Opportunities Commission, and California Division of Labor Standards Enforcement.

Professor Ashar has worked on policy advocacy and community education projects with numerous immigrant organizations including the National Day Laborer Organizing Network, UNITE HERE Local 11, Warehouse Workers Resource Center, Orange County Dream Team, Restaurant Opportunities Center of New York, Domestic Workers United, Andolan Organizing South Asian Workers, New York Taxi Workers Alliance, Families for Freedom, and the Workplace Project. He is a member of the board of the Clinical Law Review.

Professor Ashar holds a J.D. from Harvard Law School and a B.A. in Political Science from Swarthmore College.

## CONFERENCE OPENING

ACCLE is grateful to **Russell Nahdee**, of the Walpole Island First Nation, for opening the conference for us. Mr. Nahdee currently lives in the City of Windsor where he is employed at the Aboriginal Education Centre-Turtle Island House - University of Windsor. He has worked in the field of Aboriginal education for over 15 years and is involved with several Aboriginal research projects, community boards, and planning committees.

## ***Clinics, Classrooms and Community: Clinical Legal Education at a Crossroads***

### ***Conference Program***

#### **DAY ONE: Thursday, October 23, 2014**

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##### **8:30 – 9:00 am      Registration and Breakfast**

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Registration will take place outside the Moot Court at the Faculty of Law, University of Windsor. Breakfast will be served in the *Farmer Conference Room* on the main floor of the Faculty of Law Building.

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##### **9:00 – 9:25 am      Welcome and Conference Opening, Moot Court, Faculty of Law**

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ACCLE Board Member and our host, Professor Gemma Smyth, University of Windsor, Faculty of Law, will welcome participants to the conference. She will introduce Russell Nahdee, Director of the Turtle Island Aboriginal Education Centre at the University of Windsor, to offer greetings.

On behalf of the Faculty of Law, Dean Camille Cameron will offer words of welcome from the Faculty. Professor Smyth will then briefly introduce the conference theme and program.

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##### **9:25 – 10:45 am      KEYNOTE ADDRESS: *Deep Critique and Democratic Lawyering in Clinical Practice***

**Sameer Ashar, Clinical Professor, School of Law, University of California, Irvine**

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Professor Ashar will be introduced by Lisa Cirillo, President of ACCLE, Executive Director, Downtown Legal Services.

#### **Keynote Abstract:**

There will be space to engage in the representation of individual poor clients through clinics and pro bono programs in law schools. It is the social change component of work with groups of poor clients that will be most vulnerable as we continue to endure the resistances and pressures within legal education. Accordingly, it is essential that we define with greater precision the skill and knowledge bases developed in students as a result of participation in clinical programs with an expansive social change mission.

In this talk, I identify two pedagogical goals aspired to by clinics working on broader social change projects (above and beyond the core advantages of placing students in role with clients): (1) structural understanding and deep critique of legal systems; and (2) instruction on the methods of “democratic lawyering.” Lawyers do not possess the narratives generated by communities. As law skeletonizes fact to facilitate adjudication, it categorizes and reduces

complex and contradictory human experience. History, theory, and engagement with organizers and activists bring a critical consciousness necessarily lacking in the situated practice of lawyers and clients. Through these means, we encourage students to move back and forth between microworlds and the structural world. The goal is to give students the experience necessary to interpret community narratives and to co-construct social problems and legal responses, alongside clients.

Second, democratic lawyering, as defined by clinical scholar Ascanio Piomelli, occurs when we “regularly work with people and groups involved in struggles for dignity, survival, self-determination, and other basic human needs” and “seek to foster and join collective efforts of low-income and working-class people and people of color to reshape their own lives and communities.” Democratic lawyering elevates methodological commitments over substantive or tactical ones. Our collaborators ask us to employ a range of legal and political advocacy tactics with a range of social justice ends defined primarily by them, not us. Democratic lawyers assess the efficacy of legal action to accomplish goals set by client groups. In addition, democratic lawyers learn how to collaborate, nurture partners from community, mediate complex decision-making within organizations and communities, frame social problems, and think carefully about power – how it is created, distributed, used, and lost.

These two areas of development, deep critique and democratic lawyering, are broadly sketched for the purposes of this talk. The challenge is to further develop these concepts and to trace how they both depart from and intersect with or reinforce the other legal skills we assume to be a part of our teaching agenda.

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**10:45 – 11:00 am Refreshment Break**

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Please join us for snacks and beverages in the *Farmer Conference Room* on the main floor of the law school.

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**11:00 – 12:30 pm Concurrent Sessions**

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***Session A: Experiential Learning and Education in Ontario's Community Legal Clinics: Current Opportunities and Future Possibilities***, Canterbury College, Room A

**Presenters:** *Roberto Lattanzio, Michele Leering, Marian MacGregor, Ann McRae & Joel Schwartz*  
**Moderator:** *Marian MacGregor*

Engaging future legal practitioners in access to justice issues is a critical imperative for university law schools. The recent national Action Committee on Access to Justice report emphasizes the need to create a "culture shift" in the legal profession (read "access to justice consciousness") and to leverage law students' assistance to bridge the access to justice gap. Ontario's community legal clinics (CLC) potentially provide an under-utilized opportunity to provide transformational experiential learning/education or clinical program opportunities for students. Please join us to explore how current and potential future collaborations between clinical legal educators, law

faculty, and CLC staff could also strengthen students' commitment to increasing access to justice when they graduate, regardless of their avenue of practice.

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***Session B: Reaping the Benefits of Interdisciplinary Collaborations: Integrating Social Work and Clinical Legal Education***, Canterbury College, Room B

***Moderator: Lisa Cirillo***

***Social Work Students and Humanitarian & Compassionate Grounds Applications: Towards a More Perfect Union***, Prasanna Balasundaram

This session will explore the positive impact of social work students on humanitarian and compassionate applications (H&C) pursued by Refugee and Immigration (RI) division at Downtown Legal Services (DLS) on behalf of clients without status in Canada. Commencing with an examination of the legal test to be met in pursuing an H&C application, the discussion will move to explore the multiple systemic barriers that have typically operated to weaken the H&C applications of DLS clients. By reflecting on the interdisciplinary practice model, the discussions will move to underscore the meaningful ways social work students have strengthen H&C applications.

***Creating Space for Cross-Disciplinary Learning***, Lisa Cirillo

Downtown Legal Services launched its Social Work program in January, 2013. Since then, we have worked hard to integrate our SW students in all of our core activities. One very valuable contribution the SW students have brought to the clinic is to develop and deliver training for our law student caseworkers in areas of social work expertise. At this session, we will share workshop materials our SW students have developed on client engagement. Through a series of role plays, the session allows us to explore a range of critical communication skills such as responding to client's "emotional commotion", strategies for redirecting and de-escalation, managing expectations and establishing boundaries.

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***Session C: Exploring New Practice Areas***, Faculty of Law, Room G101

***Moderator: Doug Ferguson***

***Employment Law as Clinic Law***, John No

Although many members of our community struggle with low wage precarious work, there are few legal aid resources available for employment issues. Employment standards violations are not committed by a few "bad apple" employers. There are many structural and systemic issues,

many of them legal, which allow economic exploitation to fester. This workshop will utilize interactive role-playing scenario, where participants will transform into workers in precarious employment. Through this interactive role-play, the participants will get a glimpse of the workplace issues many workers face, the challenges faced by the workers in their attempt to assert their basic rights, and the connection of their individual issues to a broader campaign.

***Establishing Intellectual Property Law Clinics within the Entrepreneurship Eco-system: One Step Forward, Ten Steps Back, Wissam Aoun, Jim Hinton & Myra Tawfik***

This session will explore the efforts to establish an intellectual property law clinic at Windsor Law (LTEC) and at the Centre for International Governance Innovation (CIGI) in Waterloo (Summer IP Clinic). We will look at the benefits of this type of clinic on the mobilization of IP legal knowledge from a multi-stakeholder perspective including the interests of law students, the start-up community and the business community. We will also highlight the very real obstacles to the viability and sustainability of this type of clinic and will discuss possible pathways to overcoming these obstacles.

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**12:30 – 1:45 pm      Lunch & ACCLE Annual General Meeting**

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Lunch will be served in Canterbury College. ACCLE will host its **Annual General Meeting** from 12:45 – 1:30 in *Canterbury College, Room A*. All conference participants are welcome to join us for this event.

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**1:45 – 3:15 pm      Concurrent Sessions**

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***Session A: First Voices in Clinical Legal Education***, Canterbury College, Room A

***Presenters:*** Linh Le, Lorne Fagnan & Dan LeBlanc

***Moderator:*** Sarah Buhler

CLASSIC Legal Services in Saskatoon has a wide variety of practices areas, including prison law and immigration/ refugee. A good deal of CLASSIC's clients are Indigenous people.

Linh Le was born in Vietnam, but spent her formative years in Shellbrooke, Saskatchewan. She is a first generation Canada. Lorne Fagnan is a Metis man, with strong connections to his culture. Dan LeBlanc's father has spent over 50 years in Canadian prisons. Dan has secondary experience of prisons.

Throughout this workshop, Linh, Lorne and Dan will draw upon their lived experience, including their time working at CLASSIC in order to answer the following questions:

- How do "first voice" students experience the clinics they work in, where their backgrounds may be in the minority?

- How may clinics draw upon and benefit from the lived experience of the students in question without making them some sort of “mascot”?
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**Session B: Session B: Reaching Out / Reaching In - Using insight from low-income clients in legal education, Canterbury College, Room B**

**Moderator: Marion Overholt**

***Bringing Poor Perspectives into Wealthy Law Schools, Benjamin Ries***

Ontario’s first legal aid clinics were founded (often by law students) with an explicit mission to “bring the law to the poor”, and current models of clinical legal education are similarly premised on the idea that students translate legal training from their classrooms into practice in ways that obviously benefit the communities they serve. Brief observations from the ‘Right to Housing’ *Charter* challenge at the Ontario Court of Appeal are offered to illustrate some of the ways in which legal culture is often, at best, uninformed by the perspectives of persons living in poverty. Beyond providing experience and reflection for individual students, can (and should) clinical education programs do more to bring the perspectives of their clients into the broader academic and cultural climate of their host law schools?

***Cross Country Checkup - Outreach Work Practices in Canadian Clinical Legal Education Programs, Will Goldbloom & Adam Wheeler***

Students at Downtown Legal Services, the University of Toronto's SLASS, have collected information from other clinical programs in Ontario over the past two years so as to reflect on our current model of outreach-based legal services and identify opportunities for growth and development. In this workshop we will present the findings from this research and seek additional information and feedback from conference members involved in clinic-based community legal education initiatives. The discussion will be bounded by two overarching questions: How do we create community legal education that effectively and sustainably builds a real community among clinics, clients and partner agencies; and how do we leverage the unique qualities of students to ensure community legal education initiatives are engaging and effective?

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**Session C – Teaching Methodologies, Faculty of Law, Room G101**

**Moderator: Martha Simmons**

***Legal Information and Legal Advice – Embracing the Spectrum, Kristin Marshall***

In discussing what constitutes legal advice and legal information, scholars, public legal educators, pro bono project managers and clinical educators often refer to a “line” that

separates them. But that line is not all that clear. The goal of this workshop is to talk about the difference between legal information and legal advice as more of a continuum and to share tools for teaching law students about the principles and context of various situations, how to identify what borders on legal advice and when supervision is required.

***Court-annexed Dispute Resolution in Context: Exploring the Impact of Mediation Typology and Process Choice on Student Learning, Michelle Christopher***

Mediation is increasingly employed by the courts as a means of promoting the alternate resolution of disputes, and in fact, court-annexed mediation does resolve a significant number of disputes which would otherwise proceed to trial. However, mediation, particularly court-annexed mediation, is also criticized for its' focus on settlement. At the same time, law schools are increasingly oriented towards clinical courses which provide students with practical experience not only "thinking like a lawyer" but also in acting like one, in a range of processes which are available to resolve disputes, from negotiation, to mediation, arbitration and litigation.

This presentation seeks to explore, with a focus on mediation typology, how clinical experience in court-annexed dispute resolution processes can assist students to develop their advocacy skills along with an ethic of care for the client and the dispute.

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**3:15 – 3:30 pm Refreshment Break**

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Please join us for snacks in the *Farmer Conference Room* on the main floor of the Faculty of Law.

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**3:30 – 5:00 pm Concurrent Sessions**

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***Session A: Accommodating Students with Disabilities in Experiential Learning Programs***, Canterbury College, Room A

**Presenters:** *Roberto Lattanzio & Marian MacGregor*

**Moderator:** *Marian MacGregor*

This session will explore the duty to appropriately accommodate students with disability related needs within clinical legal education settings, and the importance and significance that this process can have on law students with disabilities. The considerations for accommodating students within this particular setting are different than those within an academic and classroom environment, and from the employment context. This session will explore the different approaches required to ensure that appropriate accommodations are identified and provided within this particular context. For students with disabilities, the process of accommodation identification and implementation can become a core component of their learning experience. An opportunity to explore appropriate accommodations in legal settings can be vital to ensuring

that the student is prepared to not only excel throughout the program placement, but in future legal practice as well.

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***Session B: Promoting Self-Care in Clinic Students – Healthy Responses to Challenging Work, Canterbury College, Room B***

***Speakers:*** Sarah Charow & Shelley Gilbert

***Moderator:*** Lisa Cirillo

Just as clinic clients may suffer from depression, anxiety, and stress, so can the clinic professionals who work with them. At special risk are clinic students, who often face these challenges along with competing academic and social pressures. Learn to spot the signs of stress, compassion fatigue, and vicarious trauma, and how to implement individual and organization responses to these issues.

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***Session C: Student Session,*** Faculty of Law, Room G101

***Moderators:*** Will Goldbloom, Adam Wheeler & Semhar Woldai

Student conference participants are invited to gather to discuss their experiences, benefits and challenges of participating in a clinical law program. This informal roundtable will serve to share experiences and clinic models of benefit to students across Canada. The meeting will be facilitated by current clinical law students. During this session, students will also select their representatives for the ACCLE Board.

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**5:30 – 8:30 pm      Conference Reception**

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ACCLE invites all conference participants to join us at *The Windsor Club* for an evening of delicious food and interesting conversation, all while enjoying a panoramic view of the Windsor shoreline. The Windsor Club is located within walking distance of Caesar's Windsor and all other downtown hotels. Vegetarian and vegan options will be provided. There is a cash bar for this event. Parking is included. Please visit <http://www.windsorclub.com> for more information.

***NOTE: Pre-Registration is required for this event.***

## DAY TWO: Friday, October 24, 2014

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### 8:30 – 9:00 am Breakfast

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Please join us in the *Farmer Conference Room* on the main floor of the law school for a continental breakfast and beverages. All refreshment breaks on Day 2 of the conference are provided courtesy of Carswell.

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### 9:00 – 10:30 pm Concurrent Sessions

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**Session A: Encouraging Reflective Practice: Methods, Motives and Misgivings**, Canterbury College, Room A

**Speakers:** Michelle Leering & Donna Franey

**Moderator:** Donna Franey

Reflective practice is a term of art that encapsulates a large body of theoretical work about learning and the development of professional expertise, engagement and commitment. Described as a "dynamic developmental process" (Bolton) and, ultimately, a "way of being" (Chapman & Anderson), this essential professional competency holds much promise for revisioning and revitalizing legal education, the legal profession, and the cause of access to justice. Literature from other professions is replete with discussions of reflective practice, and enumerating methods to encourage reflection. Using a conceptual framework that includes the conventional notion of 'reflection on practice', 'critical reflection', 'self-reflection', 'integrated reflection', and 'reflection with peers/community', workshop participants will both learn about and share promising methods to encourage these diverse aspects of reflection in law students.

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**Session B: Specializing the SLASS**, Canterbury College, Room B

**Speakers:** Mary Lou Fassel, Kim Pate & Karla McGrath

**Moderator:** Jodie-Lee Primeau

Traditional clinical pedagogy teaches students to apply a theory-driven legal practice to real issues presented by clients. Specialized clinics, such as the Schlifer Clinic, offer instead a client-based approach that assists the client and their complex legal issues holistically, based on the circumstances impacting the client. A panel of professionals with expertise with this population will explore the feasibility and potential strengths of a hypothetical Specialized Student Legal Aid Clinic for Battered Women. We will discuss the benefits and potential obstacles for client

service, student education, law reform, and community strengthening.

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***Session C: Criminal Defense Clinic in Afghanistan: A Successful Model of Cooperation Between University and Community***, Faculty of Law, Room G101

***Speaker:*** Ahmed Rafi Nadiri

***Moderator:*** Sarah Lugtig

The importance of work of the network of Criminal Defense Clinics in Afghanistan for the society is threefold. First benefit for the society and local communities is obvious, and it resides in the fact that the legal clinic became a strong tool for reestablishing the principle of the rule of law, as well as for reaching the principle the equal access to justice for all citizens in Afghanistan. The Clinic now managed to properly train a large number of defense lawyers, whose number in Afghanistan increased from 80 in the post-war period to 2500 trained defense attorneys now, while they provide, together with their mentors, a legal aid to the poor individuals who have no legal knowledge, reaching the number of 500 legal advices per year.

The second important role of the clinic in the society is the possibility for students of Law and Sheri faculties (but also for their professors) to get practical knowledge and skills which is still very much lacking in the university curricula.

Last, but certainly not least societal benefit from the Clinic, is the chance for Afghan women students to communicate outside of the family and/or one-gender surroundings and to, trough attaining the practical legal knowledge and high quality education, equalize their chances for better employment, which all contributes to the gender equality in the country.

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**10:30 – 10:45 am Refreshment Break**

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Please join us for snacks in the Farmer Conference Room on the main floor of the Faculty of Law.

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**10:45 – 12:00 pm Plenary Panel Discussion**

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***Critical Perspectives on the Work of Professor Sameer Ashar - Third World and Fourth World Perspectives, and the Challenges of Neoliberalism***, Moot Court, Faculty of Law

***Panelists:***

*Sarah Buhler, Assistant Professor, University of Saskatchewan College of Law*

*Amanda Dodge, Staff Lawyer, Community Legal Assistance Services for Saskatoon Inner City (CLASSIC)*

*Gemma Smyth, Associate Professor and Academic Clinic Director, University of Windsor Faculty of Law*

*Sujith Xavier, Assistant Professor, University of Windsor Faculty of Law*

**Moderator:** Jillian Rogin, *Review Counsel, Community Legal Aid*

This roundtable, comprised of clinicians and academics from various clinics and law schools across Canada and the United States, will discuss the foundational works of the conference's keynote speaker, Professor Sameer Ashar. While Ashar's work reaches into the worlds of immigration law, law and organizing, critical and clinical pedagogy and beyond, the panel will focus on one of his more challenging pieces for clinicians: "Law Clinics and Collective Mobilisation" (2008) 14 *Clinical Law Review* 355-414. Ashar's articles has three main themes: a description of the "canon" of clinical legal education, critiques of the foundational principles underlying clinical law practice and pedagogy, and a vision of a collective approach to public interest clinical law practice.

The panel will begin with the participants situating themselves politically and professionally. The panelists will draw on their own clinical, activist and academic experiences to consider several organizing questions:

- What would it mean for clinicians, students and academics to work with and in community as described by Ashar? To what degree is this possible given current institutional structures?
- What set of skills, values and knowledge does this vision require?
- How might we challenge existing structures to deepen relationships with community?
- Ashar's vision - and his critique of some of the clinical "canon" - requires challenging neo-liberalism, individualism, hierarchy, and Eurocentric forms of legal knowledge. How might we actualize this (re)politicization of our students, our institutions, and our clinical practices? What might we learn from so-called "Third" and "Fourth" World approaches to clinical legal education and place- and people-based law?

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**12:00- 1:00 pm      Lunch**

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Please join us for lunch at Canterbury College.

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**1:00 – 2:30 pm      Concurrent Sessions**

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**Session A: *International Perspectives on Clinical Legal Education & Community***, Canterbury College, Room A

**Moderator:** Doug Ferguson

***Clinical Legal Education as a Facilitator for Change***, Vinny Jethwa

In the UK there have been a number of attempts to review and re-structure the delivery of legal education. The last review in 2013 (England & Wales) was the Legal Education and Training Review. The review identified that the core knowledge areas (subjects which must be undertaken to gain a qualifying undergraduate law degree) are still vital in the delivery of legal

education at undergraduate level. However, it also recognised that students leave legal education without the requisite practical skills expected from the profession.

It is contended that in England & Wales, at least, CLE is able to facilitate the recommendations arising from LETR. This paper will discuss how Sheffield Hallam University has embedded CLE into the curriculum to facilitate the development of core knowledge and skills referred to in LETR as in need for improvement, with a particular emphasis on Hallam Law.

***Access to Justice Crisis in Ekiti State of Nigeria: Clinical Legal Education to the Rescue,***  
*Professor Timothy Ifedayo Akomolede*

Access to justice is guaranteed constitutionally in Nigeria. However, empirical research carried out has shown that this is denied to majority of the citizens especially in the predominantly local communities because of a myriad of factors which include poverty, widespread illiteracy, lack of awareness, high cost of litigation and general apathy to the dispensation of justice system. Establishment and propagation of the ideals of clinical legal education and community lawyering will assist tremendously in making justice accessible to many Nigerians living in the rural communities including Ekiti State of Nigeria.

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***Session B: Spotlight on Student Writing in CLE Programs,*** Canterbury College, Room B

***Moderator: Lucie Lamarche***

***Clinical Legal Education to Critical Legal Education: In Movement Towards a Theory of Justice,***  
*Heather Franklin*

This presentation aims to conceptualize a philosophy of justice that is fruitful for the practice of clinical law. I argue that law students, professors, and practitioners must develop a theory of justice that will inform their lives and their practice. Through a case study of CLASSIC, a poverty law clinic in Saskatoon, I hope to provide a prescriptive model that clinical programs can use to promote an arena where individuals can explore their own justice theories.

***Organizing and Activism as Advocacy Tools: Possibilities and Risks,*** Dan LeBlanc

Two student-led systemic initiatives have grown from CLASSIC (Community Legal Assistance Services for Saskatoon's Inner City) in the past calendar year. The first is Solidarity for Those in Solitary (STS). The second is movement for a tenants' rights group in Saskatoon. This presentation will reflect upon these initiatives and clinical students' roles in them, arguing that "organizing" is a worthwhile use of clinic time, though not one without risks.

***Legal Clinics attached to Law Faculties: from a top-down to a collaborative model, Jessica Leblanc***

Legal Clinics attached to Law Faculties usually see themselves as part of a better access to justice formula when they share the result of their legal research with community partners. This sharing, though, is clearly framed in a top-down model: the community approaches the clinic that in return researches the issue and then communicates the results of such research to the community. The idea of a collaborative model seeks to challenge this dynamic by making the community partner and participant to the research. Such active participation increases the probabilities of knowledge sharing as well as the sustainability of eventual strategic litigation. It also challenges the “expert” status that is too often naturally granted to lawyers as well as the division between those who know and those who need to be informed about the law.

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***Session C: Clinical Legal Education & Human Rights, Faculty of Law, Room G101***

***Moderator: Sarah Charrow***

***Advocacy Beyond the Courtroom: fact-finding reports as a means of engaging students, clients and the community, Renu Mandhane***

Through this workshop, we will explore the steps involved in publication of a human rights fact-finding report, and the desirability and feasibility of community and specialty legal clinics broadening their advocacy to include these types of reports. While this workshop will foster and encourage other clinicians to consider how to incorporate fact-finding reports into their work, we will also encourage critical reflection on some of the challenges of these types of projects including supervision and expertise, resource allocation, and measurability of advocacy outcomes.

***The Field, the Faculty & Beyond: Toward a ‘Best Practices’ Model for Clinical Legal Education, Nandini Ramanujam & Alyssa Clutterbuck***

This workshop is intended to build upon the strengths of McGill’s International Human Rights Internship Program, share the lessons learned from former interns, and coalesce the strengths of the program into a ‘best practices’ template for human rights/social justice oriented clinical education at law faculties.

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**2:30 – 2:45 pm      Refreshment Break**

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Please join us for snacks in the *Farmer Conference Room* on the main floor of the Faculty of Law.

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**2:45 – 4:15 pm**      **Concurrent Sessions**

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**Session A: *Working Together? The Transnational Crossroads of Justice, Education, and Migration***,  
Canterbury College, Room A

**Speakers:** *Faisal Bhabha, Amar Bhatia, Fathima Cader & Sarah Paoletti*

**Moderator:** *Faisal Bhabha*

This session will explore the opportunities and challenges presented when law schools seek to bridge community-based services with international human rights advocacy, and the possibilities created by transnational collaborations. The discussion will be grounded in the panelists own individual and shared experiences in human rights advocacy concerning issues of migration in the politicized context of clinical work and justice education. Among the questions that will be examined are: 1) the working relationship between transnational experiential learning and international human rights, where clients and/or counsel cross borders; 2) the working relationship between different institutions and the promises of cross-border collaboration; 3) the design challenges of such cross-border collaborations, and their ‘permeability to social movements’ as a broader strategy of justice education; and 4) the interplay of tensions between movement organization goals, classroom and clinical desires.

**Session B: *Lakehead's Integrated Practice Curriculum as a Pathway to Practice***, Canterbury College,  
Room B

**Speaker:** *Dean Lee Stuesser*

**Moderator:** *Doug Ferguson*

Lakehead University Faculty of Law is forging a new path. It integrates lawyering skills within its program in what is called an Integrated Practice Curriculum (IPC), which culminates in a semester placement in third year. As a result Lakehead law graduates do not need to article. What will this mean for law student clinics? Is the IPC to be feared or favored by clinicians?

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**4:15 – 4:45 pm**      **Conference Wrap-up**

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We invite all conference attendees to join us in the Faculty of Law *Moot Court* to conclude the 5<sup>th</sup> Annual **Association for Canadian Clinical Legal Education** conference.

## Presenter Biographies:

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**Timothy Ifedayo Akomolede** is a Professor of Law and the current Dean, Faculty of Law, Ekiti State University(formerly University of Ado Ekiti), Ado Ekiti, Ekiti State, Nigeria. He has a P.hD Degree in Law from the great Obafemi Awolowo University, Ile Ife, Nigeria. He has taught Law in reputable institutions of higher learning in Nigeria which include the Nigerian Law School, Igbinedion University and Olabisi Onabanjo University, all in Nigeria. He has published over fifty-five articles nationally and internationally as journal articles, contribution to books and monographs. He has also supervised a good number of Masters and P.hD theses on Law. His research interests are in the areas of E-Commerce, Consumer Law, Access to Justice and Alternative Dispute Resolution(ADR).

**Wissam Aoun** is a lawyer specializing in intellectual property and technology law. He is currently Clinical Director of the Law, Technology and Entrepreneurship Clinic (LTEC) at the University of Windsor Faculty of Law. LTEC provides legal assistance to students and start-ups, including intellectual property, corporate and commercial legal services. In addition, he has taught sessionally at the University of Windsor Faculty of Law, having taught a number of courses including Patent Law, Copyright Law, Trade-mark Law, Corporate Law, Contract Drafting and numerous seminars across campus pertaining to commercialization of technology and intellectual property portfolio management. Wissam was the recipient of the Windsor Law 2013 and 2014 SLS Hon. Justice Robert Abbey Award for the Outstanding Special Lecturer, and was the 2013 and 2014 Lecturer in International Comparative Patent Law at Monash University in Prato, Italy.

**Prasanna Balasundaram** supervises the Refugee and Immigration division and academic appeals cases in the University Affairs division. He received his L.L.B. from Osgoode Hall Law School and an L.L.M from the London School of Economics and Political Science. He was called to the Bar in 2007 following his articles at a labour law firm. Prior to joining Downtown Legal Services, Prasanna was a sole practitioner focusing on refugee and associated human rights litigation. He has a special interest in judicial reviews of decisions by the Immigration and Refugee Board and administrative issues that



engage constitutional rights. Prasanna is a CLASP alumni and believes that clinics remain one of the few remaining spaces to pursue meaningful social justice law. He is a member of Canadian Association of Refugee Lawyers and the Refugee Lawyers Association of Ontario.

**Faisal Bhabha**, Assistant Professor at Osgoode Hall Law School, has researched and published in the areas of constitutional law, human rights, multiculturalism, national security and access to justice. Previously, he sat as Vice-chair of the Human Rights Tribunal of Ontario. He holds an LLM from Harvard Law School, and has lived and researched in South Africa and the Middle East. His research interests include diversity in legal education; ethics and legal professionalism; constitutional law and human rights; and legal pluralism. He teaches in the areas of law and social change, constitutional law, and professional ethics and responsibility. He also directs the moot program and is active in many of the Law School's clinical and experiential education programs. Prior to entering academia, Professor Bhabha carried on a varied public and private law practice, appearing before administrative boards and tribunals and at all levels of court, including the Supreme Court of Canada. He also advised or represented numerous public interest organizations and NGOs in matters related to constitutional law and human rights. He has served as a member of the Equity Advisory Group of the Law Society of Upper Canada and has been involved in a number of local and international justice initiatives.

**Amar Bhatia** joined Osgoode Hall Law School's faculty on July 1, 2014, after serving as a Catalyst Fellow and Visiting Professor at Osgoode for the 2013-14 academic year. His research focuses on issues of status and authority of migrant workers and Indigenous peoples under Canadian immigration law, Aboriginal law, treaty relations, and Indigenous legal traditions.

**Sarah Buhler** is an Assistant Professor at the University of Saskatchewan College of Law. She teaches and researches in the areas of clinical legal education, access to justice and legal ethics and is actively involved in a number of community organizations and initiatives in Saskatoon. Sarah has been involved at CLASSIC (Community Legal Assistance Services for Saskatoon Inner City) since its inception in 2007, serving as its first Executive Director and Supervising Lawyer before moving on to her current position at the College of Law. She was the recipient of the University of Saskatchewan Award for



Distinction in Outreach and Engagement in 2008. Sarah and her partner Charlie have three children – Simon (9), Benjamin (6) and Rachel (3).

**Fathima Cader** teaches in the Faculty of Law at the University of Windsor. She previously worked at Parkdale Community Legal Services in Toronto; the Women's Legal Aid Centre in Dar es Salaam, Tanzania; and Pivot Legal Society in Vancouver. Her research and community organising activities focus on police, immigration, and counter-terrorist rhetoric and policies in Canada and post-conflict Sri Lanka.

**Sarah Charow** is a staff lawyer with Legal Assistance of Windsor, a “storefront clinic” that provides legal services for those unable to afford a private lawyer. Legal Assistance of Windsor is a joint service of the University of Windsor’s Faculty of Law and Legal Aid Ontario, and is a collaborative project, with legal professionals and social workers working together for the benefit of the clinic’s clients. Sarah supervises students working in the areas of Ontario Disability Support Program benefits, Ontario Works benefits, Employment Insurance matters, and Employment Standards files. She is also heavily involved in community development, with a focus on public legal education and outreach.

**Michelle Christopher** is a Calgary lawyer and mediator who holds a joint appointment as a faculty member teaching clinical programs at the University of Calgary’s Faculty of Law and as Executive Director of Student Legal Assistance, the pro bono legal clinic located at the University of Calgary. Michelle holds degrees from University of Calgary, Dalhousie University and Osgoode Hall Law School at York University, and along with extensive training in Harvard Law School’s Program on Negotiation, has a background and teaching/research interests in the areas of family and criminal law, and dispute resolution.

**Lisa Cirillo** is the Executive Director of Downtown Legal Services and the current President of ACCLE (Association for Canadian Clinical Legal Education). Lisa studied law at Queen’s University and, more recently, received her LL.M. from Osgoode Hall Law School. Since her call the Bar in 1998, Lisa has practiced human rights, education, housing and family law in a wide variety of social justice



organizations including DLS, ARCH Disability Law Centre and the Ontario Human Rights Commission. In addition to her legal work, Lisa has extensive experience in public legal education and community outreach. Lisa joined the Board of ACCLE 2011 and also serves as a member of the Steering Committee for NAWL (National Association of Women and the Law).

**Alyssa Clutterbuck** is in her third year of legal studies at McGill. She completed her BA at McGill in 2008 and her Master's degree at Cornell University in 2011. She has twice worked in Accra, Ghana for women's rights organizations and was a participant in the School of Criticism and Theory in 2010. She has presented her research in Canada, the United States, and the Caribbean.

Alyssa has edited several publications including Dr. Kathleen Fallon's book *Democracy and the Rise of Women's Movements in Sub-Saharan Africa* (2008) and *The Architecture for Violence against Women in Ghana* (2009) by Kathy Cusack and Takyiwaa Manuh. Currently, she is an Executive Editor of the *McGill Law Journal* and serves as the Internship Coordinator of the International Human Rights Internship Program.

Alyssa is a co-host of two radio shows on CKUT. Her interests include health law and social policy, labour law, and legal analysis in journalism.

**Amanda Dodge** has a B.A. (Hons.) from the University of Regina, an LL.B. from the University of Saskatchewan, and an LL.M. from Harvard Law School. She clerked with the Saskatchewan Court of Appeal and has been called to the bars of Saskatchewan and Ontario. Amanda has worked with: Legal Aid Saskatchewan practicing criminal defence; the Legal Assistance Centre in Namibia, Africa researching violence against women; and the Community Legal Clinic in Orillia, ON practicing poverty law with a focus on strategic litigation. Amanda currently works with the Community Legal Assistance Services for Saskatoon Inner City (CLASSIC) as a supervising lawyer providing student mentorship, practicing poverty law and leading CLASSIC's Systemic Initiatives Program.

Amanda has served on the CBA's national Access to Justice Committee and Poverty Law Test Case sub-

Committee. Amanda was the inaugural recipient of the CBA's Legal Aid Leader award in 2012.

**Lorne Fagnan** is a Metis Anishinaabe student from Mafeking, Manitoba. He is interested in access to justice, particularly towards Aboriginal people and inner city residents. He is currently an Associate Student Manager with CLASSIC and in his second year of law school. He hopes that this experience will allow him to expand his knowledge base and more effectively serve those in need.

**Mary Lou Fassel** is the Director of Legal Services at the Barbra Schlifer Commemorative Clinic, a non-profit organization that provides multidisciplinary services to women who have been victimized by violence. Ms. Fassel has been with the Schlifer Commemorative Clinic since 1987. Prior to joining the Schlifer Clinic, Ms. Fassel had a family law practice centred on defending battered women.

Called to the Ontario Bar in 1983, Ms. Fassel has devoted her entire career to advocating for gender equality and law reform. Ms. Fassel has worked tirelessly to make a difference in the lives of over 3600 women who receive assistance at the Schlifer Clinic each year, acting as an advocate in family law matters and before the courts.

**Donna Franey** has been the Director of Dalhousie Legal Aid Service since 1995 and in addition to administrative duties, is active in individual casework in family, criminal, child protection and poverty law as well as community development and law reform issues.

**Heather Franklin** is a third year law student at the University of Saskatchewan, and volunteers as the Legal Advice Coordinator of CLASSIC. She became interested in pursuing a law degree because of her interest in the intersections between law, philosophy, and politics. Heather is a proponent of armchair stoicism, Socratic questioning, and reflective practice. Heather has a cat named Tiikeri, whom she is litter box training for the second time.

**Shelley Gilbert** has worked at Legal Assistance of Windsor since 1993 and is currently the Coordinator of Social Work Services responsible for:



- Social work services and community development initiatives within Legal Assistance of Windsor.
- Facilitating and leading the delivery of interdisciplinary services at Legal Assistance of Windsor.
- Developing initiatives to fill identified needs enhance community capacities and promote social justice.

Shelley is the Chair of WEFiGHT (Windsor Essex Fighting the Growth of Human Trafficking) providing support and advocacy to internationally and domestically trafficked survivors of human trafficking of forced labour and debt bondage, sex trafficking and trafficking through marriage.

**Will Goldbloom** is a third year JD Student at the University of Toronto. Over the course of his time at law school, he has been a volunteer, caseworker and volunteer supervisor at Downtown Legal Services in the Criminal Division. Before law school, Will volunteered on the outreach team at AIDS Vancouver and worked as a community support worker for individuals with acquired brain injuries at ABI Possibilities.

**Jim Hinton** is the founding clinic director for the Intellectual Property Law Clinic operating out of Communitech and the Centre for International Governance Innovation (CIGI). Jim supervises Ontario law students in the provision of pro bono IP legal advice to local start-up companies. As part of CIGI's International Law Research Program, Jim studies international law including international IP, trade, and environmental law. Jim is also the principal of Hinton Intellectual Property Law where he has experience working with a range of entities, from local start-ups to large international corporations to protect their intellectual property rights. Jim is a respected lawyer, an engineer, a patent agent, and a trademark agent. He has worked with inventors to protect their intellectual property rights in wide range of technologies, including industrial designs, trade secrets, and patents for mechanical, software, high-tech, green tech, telecommunication and automotive inventions.

An experienced engineer, Jim worked with an automotive and heavy truck parts manufacturer and has also specialized in engineering design and project management in the fiberglass and fiber reinforced plastic manufacturing industry.

**Vinny Jethwa** joined Sheffield Hallam University in 2012 from private practice where she worked as a



private client solicitor. Vinny is the Deputy Supervising Solicitor in Hallam Law and teaches on a variety of work-related learning modules. Vinny also acts as mobility lead for the Department of Law & Criminology, and induction co-ordinator facilitating the transition from further education to higher education.

**Roberto Lattanzio** is a staff lawyer, and the Director of Student Programs, at ARCH Disability Law Centre. He joined ARCH as an articling student in 2003 and was called to the Bar of Ontario in 2004. Robert received his LL.B and B.C.L. law degrees from McGill University in 2003, and received his B.A. from Concordia University in 1999, double major in Philosophy and Applied Human Sciences. He has been involved in test case litigation at different levels of court, including the Supreme Court of Canada, and has made law reform submissions to various levels of government, committees, and administrative bodies. Robert has presented and written on topics such as equality and human rights law, administrative law, education law, legislative reform, and social science evidence. Robert has a long standing interest in disability issues and had extensive work experience with disability communities prior to attending law school.

**Linh Le** is a third year law student at the University of Saskatchewan and Student Manager at CLASSIC (a student-run Community Legal Assistance Services for Saskatoon Inner City). She was born and raised in Vietnam but spent her formative years on a farm outside Shellbrook, Saskatchewan. Linh holds a BA Double Honours in Sociology and Philosophy with a background in community and political organizing around gender and social justice issues. She is interested in the ways in which social inequalities and inequities play out in the legal arena, and how clinical legal education initiatives can be used to address these issues.

**Dan LeBlanc** learned about criminalization and incarceration at a young age, his father having been given a life sentence before he was born. Dan is a third year law student at the U of S, and spent two summers working at CLASSIC, a clinic in Saskatoon. He is the founder of the U of S Socialists Students Association, and a board member of the Saskatchewan Environmental Society. He is currently focusing



his energy on helping establish Saskatoon's first tenants' rights group, and learning how to fix his bike when things break.

**Jessica Leblanc** is a law student from Université du Québec à Montréal. She holds a master degree in social science teaching and learning from the Université de Montréal. She is also a board member of the Legal Clinic of the Université du Québec à Montréal.

**Michele Leering** is the Executive Director /Lawyer at Community Advocacy & Legal Centre (CALC), in Belleville, Ontario, where she has worked for almost thirty years. She also has a Master's in Adult Education for which she completed an action research project on encouraging reflective practice (RP) at a Canadian law school. In addition to a recently-published article setting out a working conceptualization for RP in the legal profession, she has presented about her research in various Canadian and international forums including most recently at Australian National University and University of Tasmania. As a practitioner -researcher she has also been experimenting with developing RP workshops for law students as part of an Immigration Law Intensive Course at Osgoode and a Queen's University Faculty of Law externship program at CALC and two sister CLCs. She is a member of the International Legal Aid Group, has presented on access to justice topics in international forums, and organized a study tour for Ukrainian CLCs. In addition to the traditional practice of poverty law, she has engaged in community development and law reform work, including organizing injured workers, and instigating participatory action research projects into local hunger and poverty (1990), homelessness (2002), and access to justice including legal aid service coordination (ongoing). She has collaborated on diverse public legal education projects that reflect her passion for encouraging legal literacy and legal capability.

**Marian MacGregor** is the Director of CLASP the student legal aid clinic at Osgoode Hall Law School. In addition to her responsibilities as Clinic Director she is also the Co-Director of the Disability Law Intensive a partnership with Osgoode Hall and ARCH. Marian is also an Adjunct Faculty Member and teaches for the faculty of law. Marian received her M.A. in Critical Disability Studies in 2013 and is currently in her 2nd year of the PhD program.



**Renu Mandhane** is the Director of the International Human Rights Program, including its award-winning legal clinic, at the University of Toronto, Faculty of Law. Renu graduated from the Faculty with a J.D., articulated at Torys LLP in Toronto, and completed her LL.M. at New York University with a focus on international human rights law. In addition to publishing in the area, Renu sits on the Canada Committee of Human Rights Watch, and has worked at a number of domestic and international organizations focused on advancing women's human rights. Renu is a recognized expert on international human rights law, and has appeared before the Supreme Court of Canada, and trained Canadian and foreign judges through the National Judicial Institute of Canada. Renu is regularly quoted in the print and has appeared on national and local television. Prior to joining the Faculty, Renu practiced criminal law from an equality rights perspective and routinely represented survivors of domestic and sexual violence, as well as federally-sentenced prisoners.

**Kristin Marshall** has worked to improve access to justice for over 20 years. As an advocate and clinical educator, she has worked to uphold the rights of society's most vulnerable: immigrants and refugees, survivors of domestic violence and individuals living with addictions and mental health issues. She is passionate about public legal education and providing clear and accurate legal information for those who need it most. She is currently working on contract with Pro Bono Students Canada and has started an M.Ed. in Social Justice Education at OISE, Ontario Institute of Studies in Education.

**Karla McGrath** is the director of the first Queen's University Family Law Clinic. Originally from Newfoundland and raised in Nunavut and Labrador, Karla is a graduate of the University of Kentucky College of Law in Lexington, Kentucky (JD, 1996) and of Queen's University in Kingston, Ontario (LLM, 2013). Following completion of an accreditation year at Queen's and articles at Clarke and Wright in Gananoque, Karla was called to the bar in both Ontario and New York in 2000.

Her law practice in Kingston and the nearby counties has included private practice with a focus on family law and seven years as in-house counsel for a local children's aid society. In addition to her current private practice, Karla is a sessional instructor at Queen's Law teaching Children's Law and coaching the Queen's Team for the AFCCO sponsored Walsh Family Law Moot.



**Ann McRae** has been a lawyer since 1980. She joined Rexdale Community Legal Clinic in 2000, bringing experience in a variety of areas of law, including family and immigration. As a Staff Lawyer at the clinic, Ann's focus was public housing law and policy. From 2009 to 2013 she was seconded to Legal Aid Ontario as Clinic and Programs Advisor, GTA Region. During that time she was the project lead on a partnership between Legal Aid Ontario and Humber College to increase Legal Aid's use of paralegals. She returned to the clinic in 2013 as Director of Legal Services.

Ann is married, has two adult sons and two grandsons.

**Ahmed Rafi Nadiri** is the Legal Clinic Program Coordinator at Herat University and Regional Director for the Afghan Independent Bar Association. Throughout his career, Rafi has focused on the legal foundations of democracy, socioeconomic development, and human rights. He has worked closely with university students throughout Afghanistan and have helped establish legal clinics throughout the country. Currently, he oversees the many public outreach efforts of the Afghan Independent Bar Association and works closely with both governmental and non-governmental justice system actors. In his past position with ILF-A, Rafi managed criminal law clinics at the Universities of Herat, Balkh, Nangarhar, and Kabul. He has worked closely with students, staff, and professors of various law faculties throughout Afghanistan to start legal aid clinics.

**John No** is a staff lawyer at Parkdale Community Legal Services. After articling with the United Steelworkers, John worked for Community Advocacy & Legal Centre in Belleville, Ontario, where he helped the Centre expand its employment law services. In addition to employment law, he practised social assistance law. In 2011, John joined PCLS, where he is the Workers' Rights Division staff lawyer. His main practice areas are wrongful dismissals, employment standards, employment insurance, and human rights.

**Sarah Paoletti** is a Practice Professor of Law at the University of Pennsylvania Law School, where she founded and directs the Transnational Legal Clinic. Students enrolled in the clinic represent individual



and organizational clients in cases and projects that require them to grapple with international and comparative legal norms in settings that cut across borders, legal systems, cultures, and languages. Paoletti's research focuses on the intersection of human rights, migration, and labor law.

**Kim Pate** has been a tireless and courageous advocate on behalf of the most marginalized women in this country: Aboriginal women, women with disabilities, young women, visible minority and immigrant women, and women whose offences have isolated them from other potential sources of support.

Kim Pate graduated from Dalhousie Law School in 1984 with honours in the Clinical Law Program. She is a resident of Ottawa and is the mother of two children, aged four and 12. Since 1992 she has been the Executive Director of the Canadian Association of Elizabeth Fry Societies, a volunteer organisation devoted to supporting and advocating on behalf of women in prison. Prior to her work with the Elizabeth Fry Society she worked with young people in conflict with the law through The John Howard Society in Calgary. Her work and efforts have consistently recognized and respected the contributions of women who have experienced marginalization, discrimination and oppression and she seeks to credit and empower these women.

Associate Professor **Nandini Ramanujam** is the Executive Director and Director of Programs of the Centre for Human Rights and Legal Pluralism at McGill University's Faculty of Law. She is also the Principal Investigator for the Rule of Law and Economic Development research group. Her research and teaching interests include Rule of Law and Development, Critical Engagement with Discourses in Human Rights, Economic Justice, Comparative Perspectives on Corruption across Brazil, Russia, India and China, the Role of Civil Society and the Fourth Estate (Media) in promotion of Rule of Law, as well as the exploration of interconnections between field based human rights work and theoretical discourses. She directs Faculty's International Human Rights Internship program and each fall, leads a seminar course on critical engagement with human rights, for the returning summer human rights interns. Nandini Ramanujam received her Doctorate in Economics from Oxford University for



her dissertation on *Price Mechanism in Russia: Its role in the Old Planning and the New Markets*. She holds a M.Phil and a M.A. in Economics with 1st class honours from Bhopal University.

**Benjamin Ries** (Hons. B.A. Waterloo, 2006; J.D. Toronto, 2009; LL.M. Toronto, 2011) is currently tenant housing review counsel with Downtown Legal Services at the University of Toronto, where he was a student leader and caseworker five to eight years ago. In between, he articulated with Ontario's Ministry of Municipal Affairs and Housing, completed a Master of Laws thesis in housing access policy, and served as staff lawyer and duty counsel with five other community and specialty legal clinics.

**Joel Schwartz** is a staff lawyer at IAVGO Community Legal Clinic. IAVGO represents and advocates on behalf of injured workers. He co-supervises Advocates for Injured Workers, a satellite clinic of IAVGO staffed by students from the University of Toronto, Faculty of Law. Before joining IAVGO, Joel was an associate at a labour and employment law firm in Halifax, Nova Scotia. He has a J.D. from the University of Toronto, Faculty of Law.

Joel's involvement with clinical legal education dates back to his time as a law student. Throughout law school, Joel was a caseworker at Advocates for Injured Workers. He also participated in the semester-long Public Interest Advocacy Program at Downtown Legal Services.

**Gemma Smyth** is Associate Professor and Academic Clinic Director at the University of Windsor Faculty of Law. Gemma teaches Clinic Seminar, Access to Justice and academic portions of the Clinic Practice Programs. Gemma's primary research areas include clinic law, dispute resolution, interdisciplinarity and legal education. She is active in the clinical legal education community, as well as in the Windsor-Essex community. Prior to joining the Faculty of Law as a professor, Gemma was Executive Director of University of Windsor Mediation Services and a mediator for the Ontario government.

**Lee Stuesser** is the Founding Dean of Law at Lakehead University. Dean Stuesser has taught law for over 25 years. He first joined the Faculty of Law at the University of Ottawa (Common Law) where he



taught for two years. He then returned to the University of Manitoba where he taught 20 years. He headed the school's very successful trial advocacy program. During his time at Manitoba he often travelled to Australia to teach as an adjunct instructor at Bond University. In 1992 he established the first trial advocacy course to be taught in a law school in Australia. In 2008 he accepted a full time position at Bond. At Bond he was the Associate Dean of Teaching and Learning and the Director of the Canadian Law Program. In 2012 he was appointed the Founding Dean of Law at Lakehead University.

Dean Stuesser is the author of two texts on advocacy: *An Advocacy Primer* (now in its 3rd edition) and *Introduction to Advocacy* (Australia, now in its 2nd edition). In addition, he is the co-author with Justice David Paciocco of *Evidence Law in Canada* (now in its 6th edition).

**Myra Tawfik** is a professor of law at the University of Windsor, Faculty of Law and is currently a Senior Research Fellow at the Centre for International Governance Innovation (CIGI) based in Waterloo. Her area of expertise is in intellectual property law, especially copyright law and trademark law and, increasingly, in aspects of clinical legal education and the legal profession in relation to supporting entrepreneurship. For the last decade, she has been involved in establishing IP clinical and experiential learning initiatives at the University of Windsor - the most recent incarnation being the Law, Technology and Entrepreneurship Clinic (LTEC) of which she is the Academic Director. Her research at CIGI relates to identifying and developing strategies for the sustainable, cost-effective and meaningful provision of IP legal services to start-ups and entrepreneurs.

**Adam Wheeler** is a second year JD/MSW student and CIHR Fellow in Public Health Policy at the University of Toronto. This past summer he worked at Downtown Legal Services (DLS) in the Criminal and Tenant Housing Divisions, and he is responsible for the Outreach portfolio on the DLS Student Executive. Before law school, Adam coordinated education and outreach on harm reduction, queer/trans issues, and HIV/AIDS, and organized with various social justice groups and collectives in Toronto and Montreal.

**Sujith Xavier** joined the Faculty of Law, University of Windsor in January of 2014 as an Assistant



Professor. Prior to joining the Faculty, Sujith articulated with Jackman, Nazami & Associates where he specialized in administrative and constitutional law, national security, international criminal law and public international law in Toronto, Canada. He is a PhD Candidate (ABD) at Osgoode Hall Law School, York University (expected completion in 2014) and was a Senior Fellow of the Critical Research Laboratory in Law & Society (2011-2013). Sujith has significant field experience in Palestine and Sri Lanka. In 2011, while living in The Hague, he worked for Judge Agius in the Appeals Chamber of the International Criminal Tribunal for Former Yugoslavia and International Criminal Tribunal for Rwanda. His varied research interests span domestic and international legal theory, international law, legal ethics, Third World Approaches to International Law (TWAIL), as well as the intersections of law and society with a focus on race, colonialism and imperialism, gender and sexuality.

## Acknowledgements:

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