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TaxProf Article of the Week: Serge Martinez (New Mexico), Why are We Doing this? Cognitive Science and Nondirective Supervision in Clinical Teaching

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Weekly Legal Education Roundup

By Scott Fruehwald

TaxProf Blog

Friday, January 19, 2018

- ABA Journal, [Is sweet spot for avoiding academic attrition at law schools a median LSAT of at least 150?](#)
- ABA Journal, [Less than half of recent law grads had good jobs waiting for them after graduation, report says](#)
- David Frakt (Faculty Lounge), [An Innovative Part-Time Program at Seton Hall](#)
- James Levy (Nova SE), [Sixth biennial transactional law and legal skills conference in June - call for proposals](#)
- Serge Martinez (New Mexico), [Why are We Doing this? Cognitive Science and Nondirective Supervision in Clinical Teaching](#)
- Deborah J. Merritt (Ohio State), [Salaries and Scholarship](#)
- New York Law Journal, [Touro Law Offers New York's First Hybrid JD](#)
- Jerry Organ (St. Thomas), [Updated Analysis Of Law School Attrition Data — 2018](#)
- Ryan Scoville (Marquette), [The Ethics of Baiting and Switching in Law Review Submissions](#)
- Karen Webber (Georgia) & Rachel Burns (Georgia), [Law Student Debt: Changes from 2008 to 2012 and Implications for the Future](#), see also [here](#)

Article of the week: Serge Martinez (New Mexico), [Why are We Doing this? Cognitive Science and Nondirective Supervision in Clinical Teaching](#). "When, not that long ago, I was a brand new clinic professor attending my first clinical conference, I heard clinical supervision described this way: Imagine you have been an excellent professional taxi driver for some time. Now, imagine you have to get into the back seat and let a beginning taxi driver take the wheel. You have to get her to take you safely to your destination without giving her directions. You need to help her understand the rules of the road and the operation of the vehicle with as little explicit instruction as possible. This sounds like a terrible idea for road safety, but any clinical professor will recognize that the experienced taxi driver in the example is practicing "nondirective" supervision of the trainee. At the time I heard this allegory, I was not told why it was the right way to teach a novice, or what the benefits (or alternatives) to nondirection were. It was simply explained to me that this was the way of clinical education, and it did not occur to me until many years later to ask why this was the best way, or how we arrived at this pedagogical theory."