

University of South Carolina School of Law
Carolina Health Advocacy Medicolegal PartnerShip (CHAMPS) Clinic
(LAWS 741) Fall 2025

Professor Emily Suski

SYLLABUS

Class Time: Tuesdays and Thursdays, 9:10 am – 11:15 am, in Room 283

Professor Suski's Contact Information & Office Hours

<u>Office:</u>	368 (in the Clinics' suite)
<u>Office Phone:</u>	(803) 777-7735
<u>E-mail:</u>	esuski@law.sc.edu
<u>Office Hours:</u>	During Clinic semesters, I do not hold formal office hours. Instead, I make myself available to students as much as possible. To that end, I maintain an <u>open door policy</u> and encourage students to come talk with me. If it is not convenient, we will set another time.

1. Purpose and Goals

The CHAMPS Clinic is a collaboration of the School of Law, the USC School of Medicine, and Prisma Health. It provides students with the opportunity to engage in interdisciplinary learning and community engagement in the context of live-client legal cases. More specifically, students take legal cases on behalf of low-income families referred from Prisma Health. These cases address the social determinants of clients' health. You will have the opportunity to work collaboratively on these legal cases with doctors, social workers, and other health professionals.

More specifically, the course will have the following knowledge, skills, and values objectives:

Knowledge Objectives: Students will develop an understanding of

- Doctrine, particularly poverty law, implicated in the social determinants of health, including income stability and public benefits, Medicaid, housing conditions, and life transitions planning;
- Models of lawyering, including client-centered lawyering, reflective lawyering, cross-cultural lawyering, and ethical lawyering;
- Ethical obligations of lawyers;
- The lawyering process; and
- The boundaries of lawyering in the context of the representation of low-income clients.

Skills Objectives: Students will engage in and/or refine the ability to

- Professional identity formation in the context of client-centered lawyering;
- Client interviewing;
- Client counseling;
- Oral advocacy, including in the context of administrative and other hearings;
- Persuasive legal writing;
- Professional habit development, including file organization, professional writing, and time keeping;
- Professional humility development;
- Cross cultural habit development; and
- Interdisciplinary communication and collaboration.

Values Objectives: Students will develop an appreciation and respect for

- Client-centered lawyering;
- Interdisciplinary collaboration;
- Ethical practice;
- Social justice in practice;
- Professional humility in practice;
- Cross-cultural lawyering; and
- Reflective lawyering practice.

2. Interdisciplinary Collaboration and Education

In the CHAMPS Clinic, we work closely with the doctors, nurses, social workers, and other staff at Prisma Health to address the social determinants of health through interdisciplinary and legal advocacy. We collaborate with these health professionals both formally and informally.

There are **three formal, required interdisciplinary experiences** in the Clinic. Additionally, there are consistent opportunities for more informal interdisciplinary collaborations with M.S.W. students who work in the Clinic as well as with social workers, doctors, and nurses, among others, at Prisma Health. The three formal interdisciplinary experiences you are required to attend once each during the semester are:

- Patient Rounds at Prisma Health Children's Hospital:** During patient rounds, attending physicians, residents, medical students, and others meet at the bedside of patients to discuss the patients' health and medical needs. The patient rounds participants may also discuss the social factors (e.g., poverty, housing conditions, food insecurity) impacting the patients' need for the hospital stay and that serve as obstacles to the patients' safe discharge.
- Records Review with Pediatric Residents:** Beginning in late January or early February, you will have the opportunity to meet with pediatric residents

to review your clients' medical records. You will go to Prisma Health Children's Outpatient Center (CHOC) to review the records with pediatric residents to help you better understand your clients' medical conditions and therefore better advocate for their legal claims. You should arrive at these meetings having read the medical records and prepared questions about the records and/or your clients' medical conditions to discuss with the residents.

- iii. **A Discharge Planning Meeting at Prisma Health Children's Hospital:** These are interdisciplinary meetings in which nurses, social workers, residents, and other health professionals plan for a safe discharge of children who are inpatient at the hospital. Among other things, the meeting participants discuss the social determinants of health that operate as barriers to the safe discharge of individual patients and how to address them.

In addition, you will have the option of attending and are strongly encouraged to attend:

- i. **An Ethics Conference at Prisma Health:** These are hour-long panel presentations on ethics issues given to and attended by all residents at Prisma Health. The Ethics Conferences are held every other month.

Sign-up sheets for these required and optional interdisciplinary activities will be posted on TWEN. Please sign up as soon as possible after you see the sign-up sheets posted. In addition, ***within 24 hours of attendance of each interdisciplinary activity, please send me an email with a one to two paragraph description of your impressions and reflections on the experience.***

Finally, please note that the CHAMPS Clinic is also an elective rotation for fourth year USC medical students. Medical students, therefore, will periodically be in residence at the clinic for this four-week elective. They will work closely with you on cases, will do research on medical issues, and attend the Clinic classes.

3. Materials and Required Texts

Books:

- DEBORAH EPSTEIN, ET AL., THE CLINIC SEMINAR (West, 2014)

The book is available for purchase at the bookstore and is also available in the library

WEB SITE for Simulations and Other Readings and Assignments:

You will be assigned a number readings from the listed text as well as materials that will be available on the course's TWEN web site. The TWEN site will also include materials for simulations and other assignments.

Students must enroll in the TWEN site.

4. Course Requirements

Class Attendance: You are expected to attend class, and roll will be circulated during each class.

Please sign your name as it circulates. Signing your name indicates that you arrived on time and were present during the entire class period. You must comply with the [LAW STUDENT HANDBOOK](#), Section IV.C regarding attendance.

Supervision Meetings: Each week at a designated time, you and your Clinic partner will meet with me to review your work on your cases, discuss strategy and next steps, and anything else relevant to your Clinic work. This meeting is mandatory and is scheduled for an hour.

Clinic/Case Work Requirements: The Clinic is a six-credit course. In addition to the work you will do in preparation for class, you are required to spend **an average of 11 hours per week** on your case and related work. You are required to complete **a minimum total of 143 hours over the course of the semester. NOTE: you are responsible for your cases through the exam period.** I will do my best to work and plan with you to minimize the work during this period.

Preparation: You are expected to be prepared for each class and to have completed any exercises and assignments by the start of each class. In addition, you are expected to come to supervision meetings prepared and with all weekly case and other work completed.

Journals: You are required to complete four reflective journal assignments throughout the semester. For some of these journal assignments, the topic on which you are to write is assigned; for others, the topic is up to you. The journals should be one to two pages in length and should demonstrate reflection about your experience in the clinic. They are to be submitted by email by 11:59 pm on the due date. Please see the schedule and assignments below for the due dates.

Ethics Assignment: Once during the semester you are to submit a description of an ethics issue you have encountered in Clinic. The description should be no more than one page in length. It should be submitted by email by 11:59 pm on the due date. Please see the schedule and assignments below for its due date. We will discuss the ethics assignments in a case rounds class.

S.C. Bar Rules of Professional Conduct: **Students should refer to them throughout the semester.** You are expected to know and abide by the applicable rules of professional responsibility during Clinic. Like lawyers in practice, students should refer to the Rules whenever necessary throughout the semester.

Honor Code: You are expected to fully abide by the Rule of Academic Responsibility in Section VII of the Law Student Handbook.

Computers: Students using computers during this class must comply with [law school rules](#) (see Section VIII. C). I expect that students will be respectful of each other in this use and that all computers will be **closed** when not in use. **In addition, laptops must be closed during case rounds classes.**

5. Grading

Given the complexity of the assignments and work in the Clinic, your grade will be based on a number of factors. Those factors are identified in the CHAMPS Clinic evaluation and grading rubric, which is posted on TWEN. Those factors in the rubric correspond to the learning goals and objectives, listed above.

Mid-Semester Self-Evaluations and Conferences:

Each student is required to attend an individual mid-semester conference with the professor to review progress toward learning goals, areas of competency, and areas for growth. In preparation, each student is required to submit two mid-semester self-evaluation documents: 1) the evaluation and grading rubric, and 2) the narrative self-evaluation. You should fill in the evaluation and grading rubric with your mid-semester scores on each worksheet of the spreadsheet. NOTE: There are 5 such worksheets on the document. You do NOT need to fill out the cover sheet/first worksheet; it auto-populates with the scores from the five subsequent sheets.

The narrative self-evaluation includes sections for indicating your strengths and areas for improvement in the Clinic, how well you have organized and kept records (including records of your own activities) in your hard copy and electronic files, and what, if any, additional organization and activity-recording is needed. You are required to bring your hard copy file(s) to your mid-semester conference. The due date for your mid-semester self-evaluation materials is listed under schedule and assignments, below.

6. Disability Policy

Students with disabilities who require accommodations should contact the University Office of Student Disability Services. These requests should be made as early as possible to ensure any needed accommodations are in place at the start of the semester. For more information on accommodations, please see the [Law School Handbook, Section IX D.](#)

7. Schedule and Assignments

8/19 from 8:30 a.m. to 4:00 p.m. in the Room 393

Orientation:

- * **INTRODUCTION TO CLINIC & CLINICAL PEDAGOGY**
- * **INTRODUCTION TO THE LAWYER-CLIENT RELATIONSHIP**
- * **INTRODUCTION TO INTERVIEWING**
- * **INTRO TO MLPs, HIPAA & INTERDISCIPLINARY COLLABORATION**
- * **BOUNDARIES**
- * **ETHICS**
- * **CLIO**

Read:

- * CHAMPS Clinic Manual (on TWEN) (for Introduction to Clinic)
- * Epstein et al., THE CLINIC SEMINAR, pp. **3-11** (for Introduction to Clinic); **70-90** and **413-426** (for Introduction to Lawyer-Client Relationship); **749-755** (for Boundaries).
- * Binder et al., pp. **4-8** (#2 A-E) (on TWEN) (for Introduction to Lawyer-Client Relationship); **80-92**, **98-110**, **169-170**, **273-284** (for Introduction to Interviewing)
- * Lawton & Sandel, *Investing in Legal Prevention* (on TWEN) (for Introduction to MLPs)

*Villarosa, *Why Black Mothers & Babies Are In a Life-or-Death Crisis*, (on TWEN) (for Introduction to MLPs)

* [S.C. Bar Rules of Professional Conduct](#) Rules 1.1, 1.3, 1.4, 1.6-1.10

Assignment: i. *Complete the student schedule form* (on TWEN) and bring it to orientation. When doing so, please insert all your time commitments (class, student organization meetings, jobs, etc.). I will treat any open times as times available for your supervision meeting.

ii. *Complete the student conflicts form* (on TWEN). Note any updated information, and if none, note that and bring the form to orientation.

iii. *Complete the ethics modules in the Fall 2025 Clinic Orientation Course on Blackboard by Thursday, 8/21, at 9 am and email me when you have completed the modules.*

iv. *Complete the Collaboration Spectrum Sheet* in the text (pp. 427-434) and review it with your partner prior to your first supervision meeting. Together develop concrete strategies for addressing any differences you discover. Bring the results of the Collaboration Spectrum Sheet and your concrete ideas for addressing differences to your first supervision meeting and be prepared to discuss them.

8/21

Class 1:

CHILDREN'S SUPPLEMENTAL SECURITY INCOME (SSI)

Read:

* 20 C.F.R §§ 416.202, 416.906, 416.904, 416.924a of SSI Regs (“Selected SSI Regulations” on TWEN)

* Holden, *Children's SSI Disability Benefits* (on TWEN)

* Clearinghouse Review, *How to Make Fair Hearings More Fair* (on TWEN)

*Jason DeParle, *The Coronavirus Generation* (on TWEN)

8/26 *Class 2:* **INTERVIEWING, PART II**

Read: * Epstein et al., THE CLINIC SEMINAR, pp. 137-170

Assignment: **Complete Assignment on pp. 136** of Epstein et al., THE CLINIC SEMINAR

8/28 *Class 3:* **COMMUNICATION & ASSUMPTIONS, RACE & CULTURE**

Read: * Epstein et al., THE CLINIC SEMINAR, pp. 70-90 (review from Orientation); 90-110 (middle of the page)
 * Sue et al., *Racial Microaggressions in Every Day Life* (on TWEN)
 * Carrasco, et. al, *Misrecognition and Critical Consciousness* (on TWEN)
 * Klass, *A New Statement from the AAP Looks at the Effects of Racism on Children's Development* (on TWEN)
 * Peggy McIntosh, *Unpacking the Invisible Knapsack* (on TWEN)
 * Villarosa, *Why Black Mothers & Babies Are In a Life-or-Death Crisis*, (on TWEN) (for Introduction to MLPs) (REVIEW)
 * Davis, *Law as Microaggression* (OPTIONAL) (on TWEN)

Assignment: None.

9/2 *Class 4:* **STORY TELLING & THEORY OF THE CASE**

Read: * Epstein et al., THE CLINIC SEMINAR, pp. 372-400; 293-320

Assignment: None.

9/4 *Class 5:* **FACT INVESTIGATION & CASE PLANS**

Read: * Epstein, et al., THE CLINIC SEMINAR, pp. 223-261 (middle of the page)

Assignment: None.

9/9	<i>Class 6:</i>	CLIENT COUNSELING
	Read:	* Epstein et al., <i>THE CLINIC SEMINAR</i> , pp. 15-55
	Assignment:	None.
9/11	<i>Class 7:</i>	CASE ROUNDS
	Read:	* Bryant & Milstein, <i>Stages for Conducting Rounds</i> , pp. 132-135 (on TWEN)
	Assignment:	Each team will present in case rounds classes. See pp. 758 of <i>THE CLINIC SEMINAR</i> for prompts on preparing.
	Assignment:	Journal Assignment Due. For this journal assignment, please discuss your learning goals for the semester. Include in this discussion your current ideas about your lawyering identity, how lawyers should approach lawyering, and how you think your approach to lawyering might change because of your clinic experience. In addition, please feel free to discuss any questions, concerns, anxieties, feelings of excitement, or any other thoughts or feelings as you anticipate a semester in the Clinic.
9/16	<i>Class 8:</i>	END OF LIFE/LIFE TRANSITIONS PLANNING
	Read:	* Selected Sections of South Carolina Probate Code (on TWEN) * South Carolina Health Care Power of Attorney Act (on TWEN) * South Carolina Death with Dignity Act (on TWEN)
	Review:	* Pro Bono Will Template (on TWEN) * Pro Bono Will Tangible Property Memo (on TWEN) * SCLS Will Template (on TWEN) * SCLS Will Memorandum (on TWEN) * SCLS Health Care Power of Attorney Form (on TWEN) * SCLS Will Questionnaire (on TWEN)
	Assignment:	None.

9/18	<i>Class 9:</i>	MEDICAID
	Read:	* SC Appleseed Medicaid Manual, pp. 4-5; 11-17; 37-43; 53 (on TWEN) *Emily Badger, <i>Could You Survive as a Poor American?</i> (here: https://www.nytimes.com/interactive/2020/01/28/upshot/administrative-burden-quiz.html)
	Assignment:	None.
9/23	<i>Class 10:</i>	SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) & TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)/FAMILY INDEPENDENCE (FI)
	Read:	* Center on Budget and Policy Priorities (CBPP) SNAP Benefits Guide (on TWEN) * SC Appleseed TANF Manual (on TWEN) *Matthew Desmond, <i>Americans Want to Believe Jobs Are the Solution to Poverty</i>, New York Times, Sept. 11, 2018.
	Review:	* Selected Federal SNAP Regulations: 7 C.F.R. §§ 271.2, 273.1, 273.7, 238.8, 273.9, 273.15 (Selected Federal SNAP Regulations on TWEN)
	Assignment:	None.
9/25	<i>Class 11:</i>	CASE ROUNDS
	Read:	None.
	Assignment:	Journal Assignment Due. This journal assignment is open. Please reflect on anything relevant to your experiences in the Clinic.
9/30	<i>Class 12:</i>	HOUSING CONDITIONS
		<i>Guest Lecturers: Macaulay Morrison, Assistant Director, CHAMPS Matthew Shearer, Staff Attorney, SC Legal Services</i>
	Read:	* SC Bar Landlord-Tenant Guide (on TWEN) * Visiting the Residence Tips (on TWEN) *National Community Reinvestment Coalition, <i>“Redlining” and Health</i>

Indicators: Decisions Made 80 Years Ago Have Health Effects Today (on TWEN)

*Hiroko Tabuchi and Nadja Popovich, *People of Color Breathe More Hazardous Air. The Sources Are Everywhere.* (on TWEN)

*Rebecca Liebson, *Why Are Columbia's Black Neighborhoods at High Risk for Covid?* (on TWEN)

Assignment: None

10/2 *Class 13:* **WRITING**

Read: * Epstein et. al, THE CLINIC SEMINAR, pp. **758**, (“Assignment in Preparation for Class” only); **730-734** (until “Serve with Spice”) (for Writing); **738-743** (until “Divide the Writing Process”) (for Writing)

Assignment: **Mid-Semester Self Evaluations Due.* You must complete the (i) student mid-semester portion of the evaluation and grading rubric and (ii) the narrative self-evaluation. Both documents are on TWEN. In addition, you must be sure all your activities are properly logged in Clio and your Clio and hard copy files are complete and organized. Bring your hard copy file to your mid-semester conference.

10/7 *NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS CONTINUE*

10/9 ***FALL BREAK;** CASE WORK AND WEEKLY SUPERVISION MEETINGS CONTINUE*

10/14 *Class 14:* **CASE ROUNDS**

Read: None.

Assignment: * Prior to class watch “[Medicine in Translation](#)” by Danielle Ofri and review the questions for discussion that are posted on TWEN.

10/16 *NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS CONTINUE*

- 10/21 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- 10/28 *Class 15:* **CASE ROUNDS; COMMUNICATIONS AND ASSUMPTIONS
REVISITED**
- Read:** *Linda Tirado, *This Is Why Poor People's Bad Decisions Make Perfect Sense*,
Huff Post, Nov. 22, 2013.
- *David Brady, et al., *Single Mothers Are Not the Problem*, New York
Times, Feb. 10, 2018
- Assignment: Journal Assignment Due.** This journal assignment is open. Please
reflect on anything relevant to your experiences in the Clinic.
- 10/30 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- 11/4 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- 11/6 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- Assignment: Ethics Assignment due.** Please submit a description of an ethics
issue you have encountered in Clinic. The description should be no more than one
page in length. Please be prepared to have your ethics issue discussed in class. The
assignment should be submitted by email by 11:59 p.m. on Sunday, November 9,
2025.
- 11/11 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- 11/13 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE
- 11/18 NO CLASS; CASE WORK AND WEEKLY SUPERVISION MEETINGS
CONTINUE

11/20 *Class 16:* **CASE ROUNDS & JUSTICE**

Read: * Epstein et. al., THE CLINIC SEMINAR, pp. 775-777; 823-841
* Nicholas Kristof, *Profiting from a Child's Illiteracy*, New York Times, Dec. 7, 2012
* Harold Pollack, *What This American Life Missed on Disability Insurance*, The Washington Post, Oct. 24, 2016

Assignment: Journal Assignment Due. In this journal, please reflect and write about one policy that underlies a rule, law, process, or other structure that one of your clients has confronted and that has or could serve as a barrier in some way for them. How would you change that policy, rule, law, or structure if you had total control/could rule the world? Why? Please also reflect and write on why it hasn't been changed in the ways you envision.