

COURSE	LAW 325 Access to Justice: Designing Change in the Legal Sector
UNIT VALUE	1.5 Units (3 hours of instruction per week)
INSTRUCTOR	Robert Lapper, Q.C.
TERM OFFERED	Spring 2022
CLASS TIMES	See Schedule

OBJECTIVES AND COURSE DESCRIPTION

This course will confront the fact of diminishing access to justice and respond with proactive, problem-solving, human-centred approaches. The aim is to provide both theoretical and practical frameworks and methods to help students recognize, understand and respond to access to justice issues. This will be done by exploring:

- the purposes, ideals and functions of our justice system; in theory and in practice;
- the lived experience of justice system participants;
- trauma-informed practice and responses to violence;
- the nature, causes, scale and consequences of unmet legal needs and the contemporary access to justice problem;
- systems thinking, human-centred design and problem-solving approaches to law;
- the meaning and evolution of the concept of access to justice;
- the law bearing on the right to access justice and the law governing that access;
- reform efforts of government, the courts, practitioners and other justice system participants responding to unmet legal needs and the access crisis through collaborative dispute resolution processes, changes to procedural and substantive law, public education, legal assistance programs and technology;
- how access issues are impacting clients' behavior, lawyers' roles and legal service delivery models, while forcing changes to legal ethics and to traditional approaches to defining, analyzing and responding to legal problems;
- change management and strategies for making change in the justice sector; and
- exploring access to justice problems in detail and using a human-centred design framework to explore potential solutions to them.

METHODOLOGY

Using a human-centred design framework, students will work in small groups to tackle real-world access to justice problems. With the guidance of a client in the community, students will learn to frame problems, conduct user research, brainstorm and prototype potential solutions. Theoretical discussions will take place side-by-side with practical exercises, providing a structure within which students will collaborate to address access to justice challenges.

Substantive content will be presented through short lectures, relevant readings, in-class activities, recorded and live engagement with expert guest lecturers and online class discussions that encourage students to critically reflect on the class material. This material will serve as guidance and inspiration for client projects that student groups will work throughout the semester, culminating in ideas and prototypes that address clients' real-world access to justice challenges.

EXPECTED EVALUATION METHODOLOGY

There will be three evaluation components:

- Two short critical reflections on substantive themes explored in the course: (30% of final grade)
- Problem solving exercise – identification of justice system problems, and development of potential solutions (50% of final grade)
 - Assessment for this component will be based on evaluations at stages of the problem solving exercise. Students will be asked to present their work at various stages, or write short reflections about their work in identifying a problem and developing a solution. They will also present, as part of a problem solving team, the solution that they have designed. Detailed evaluation criteria for assessment of this component will be provided in the Course Outline.
- Participation in class and on-line discussions (20% of final grade.)

¹ The information in this document is provided for course registration purposes only and is **subject to change**. More detailed course information about course content and evaluation will be provided upon the commencement of the course. Students seeking additional information about the course prior to its commencement may contact the instructor or, if no instructor is listed, the Manager (lawmaass@uvic.ca).