

Cultivating Professional Identity in the First Year of Law School: Building a Community of Legal Professionals

Josie Gough, Assistant Dean for Inclusion, Diversity, and Equity

Carla Kupe, Director, Professional Identity Formation Program

Kate Mitchell, Clinical Professor of Law and Director, Health Justice Project

Jackie Ross, Staff Attorney and Adjunct Faculty, Education Law Practicum

Miranda Johnson, Clinical Professor of Law and Director, Ed Law & Policy Inst.



Professional Identity Formation

Cultivating Professional Identity in the First Year of Law School

Carla Madeleine Kupe, Esq.
Director, Professional Identity Formation Program
Loyola University Chicago School of Law

2021 Conference on Clinical Legal Education
Association of American Law Schools

2020 Mission Statement

- to educate students to be responsible and compassionate lawyers, judges, and law-related leaders in an increasingly diverse and interdependent world;
- to prepare graduates who will be ethical advocates for justice and equity, who will lead efforts to **dismantle the legal, economic, political, and social structures that generate and sustain racism and all forms of oppression**, and who will **advance a rule of law that promotes social justice**; and
- to contribute to a deeper understanding of law, legal institutions, and systems of oppression through a commitment to transformation, intersectionality, and anti-subordination in our teaching, research, scholarship, and public service.

Course Objectives

- To enhance your **ability to think critically about the law and the legal system and its impact on individuals and communities based on identity**, as part of the professional obligation of lawyers to practice competently.
- To **introduce the historical and social context informing the law**, including, but not limited to legal issues around race, gender, ability, sexual orientation, religion, immigration status, and poverty.
- To **develop awareness and understanding about how to mitigate bias** as a necessary tool in the ethical representation of clients.
- To help **prepare** you to enter the workplace with the knowledge needed **to successfully engage and manage a culturally diverse environment**.



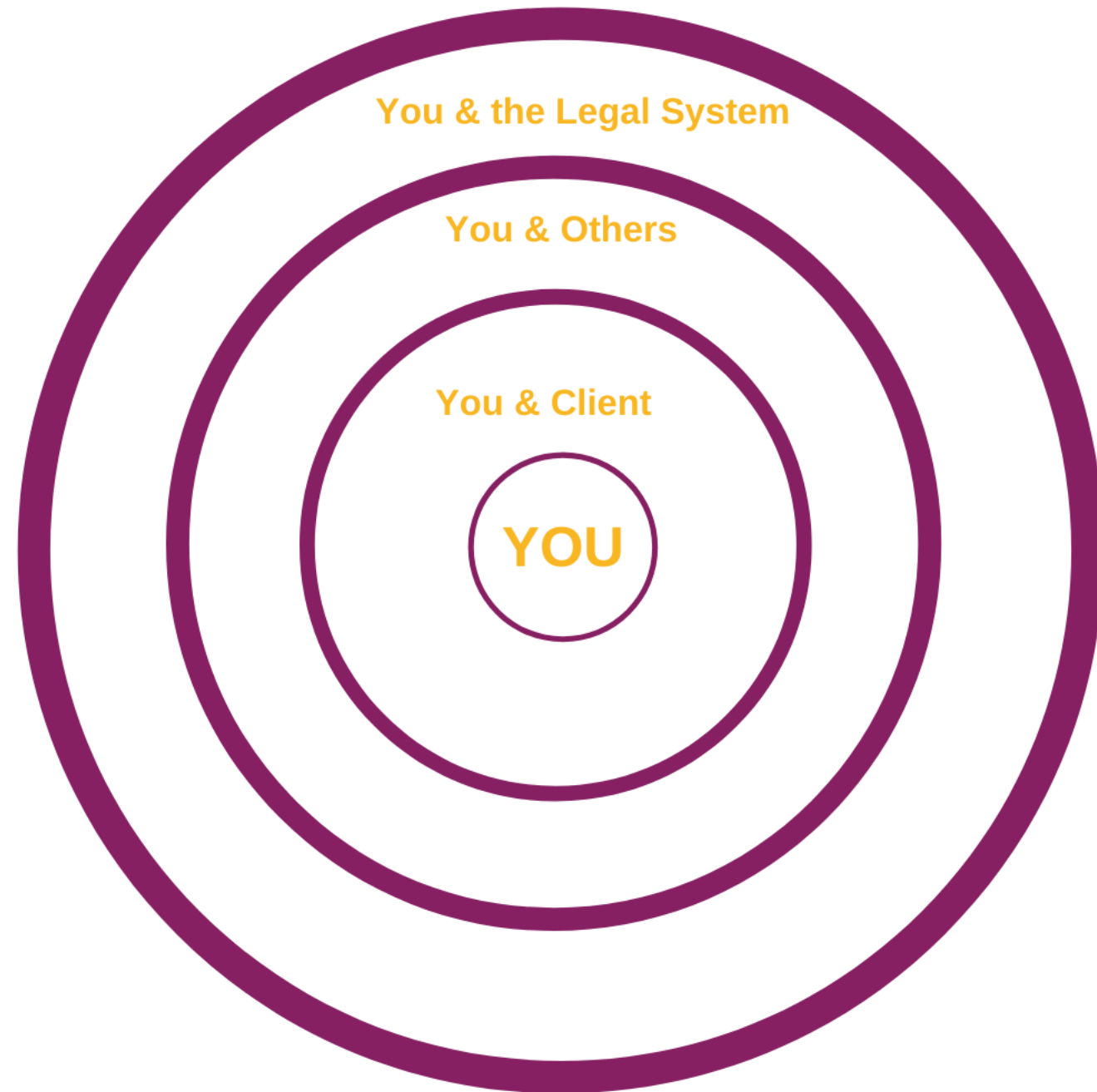
What is PIF?



**“First year we only have ‘law’ classes.
It was nice to have a ‘human’ class.”**

PIF'S Purpose

- Know thyself (Start and end point)
- Know the other
- Know the system
- Know your power



The PIF Journey

Duration

- 1 session for 5 consecutive weeks

Framework

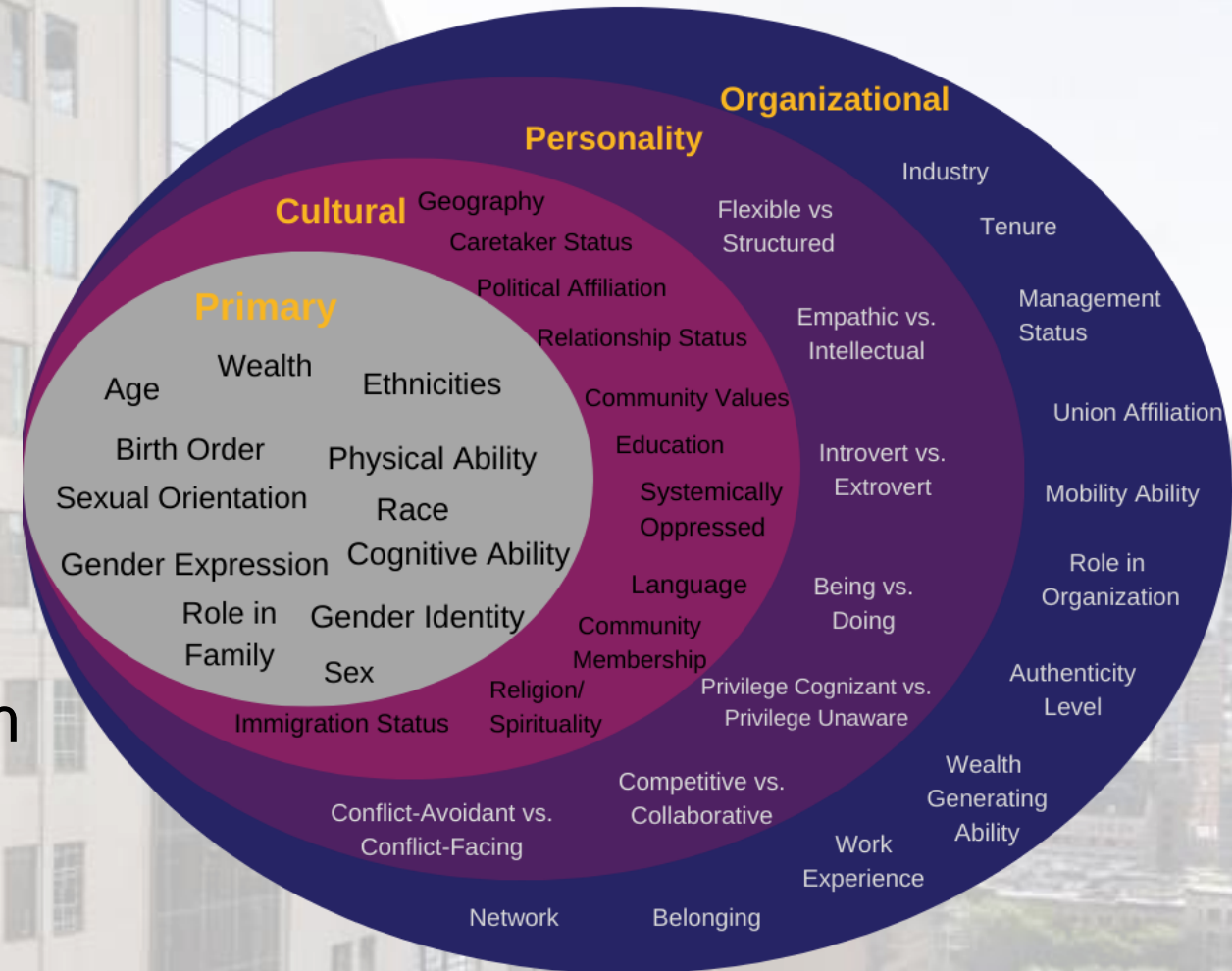
- Two-track introspective approach
 - The Individual
 - The System

Pillars

- Self-Care & Wellness
- Identities & Values
- Communication

The PIF Journey

- **Module 1:** You
- **Module 2:** You and Your Client
- **Module 3:** You and Others
- **Module 4:** You as Part of a System
- **Module 5:** You 2.0



Source: Identity Wheel - The Impact Alliance

The PIF Journey: A Two-Track Approach

	Module 1	Module 2	Module 3	Module 4	Module 5
Practice	The Competent Attorney	Attorney-Client Relationship	Attorney Relationship to Other Parties	Attorney & the Legal System	Attorney as Change Agent & Member of Profession
SELF	SELF				
Systems	American Jurisprudence	Property	Civil Procedure	Contracts	Criminal Law



How We Do PIF

Course Components

- Summer book reading
- Pre-class activities
- Class/Circle
 - Concept exploration and introspection
 - Fact pattern exploration and introspection
- Post-class introspection and journaling

Summer Reading

- ***The Color of Law*** by Richard Rothstein (PIF 1.0 and PIF 2.0)
- ***Biased*** by Jennifer Eberhardt (PIF 3.0)
- “Runner-ups”
 - ***Blindspot: Hidden Biases of Good People*** by Anthony Greenwald and Mahzarin Banaji
 - ***Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*** by Derald Wing Sue

Pre-class Activities

- **Reading**

- Topic introduction and overview
- Fact pattern/hypothetical
- Articles, etc.

- **Watching/Listening**

- Topic introduction (record messages by lead faculty)
- Online media (i.e. TED Talks, etc.)
- Podcasts

- **Other Activities**

- Reflective writing/journaling, surveys, etc.

Class

- **In-person Learning**

- Lecture (entire section)
- Circles

- **Remote Learning**

- Start out in circle (3-4 Zoom rooms with 2-3 adjunct professors and 2-3 Teaching Assistants) for convening of the community and module overview
- Splice off into smaller breakout rooms to conduct circle rounds via prompts

Post-class Activities: Self-Reflection

- **My Intersecting Identities:** In this journal entry, please explore how your various identities and how you believe they impact how you view the world around you as well as how you think they may impact how they may “show up” as you practice law.
- **My Privilege:** In this journal entry, please show your understanding and engage in an exploration of which privilege(s) you may have and how you may or may not have used it to date.
- **Identifying and Managing Biases of Others:** In this journal entry, please explore how biases of others may “show up” in relation to you, your clients, or the merit of your client's case.

Post-class Activities: Self-Reflection

- **The Systems and the Most Vulnerable:** In this journal entry, please reflect on your understanding and engage in an exploration of the impact of systemic oppression and experiences of inequities as lived by the most vulnerable in our communities.
- **My Path Forward:** In this final journal entry, please reflect on how you intend to keep engaging with the concepts we have explored throughout PIF and how you will equip yourself to continue growing this mindfulness, including what tools you will put in your "tool kit," for your professional identity formation journey.



Fact Pattern

Hypotheticals

Pandemic Eviction

- Sam lives in a two-bedroom apartment in the North Lawndale neighborhood with their 13-year-old brother and their maternal grandmother
- Sam had a primary job at an accounting firm and a part-time job at a restaurant. Sam was furloughed from the primary job and lost the part-time job due to the COVID-19 pandemic
- Sam is now in arrears in rent payments and received an eviction notice

Other Hypos

- Police misconduct settlement meeting with supervisors
- Guardian ad litem meeting a BIPOC youth client for the first time
- AirBnB property owner discriminating against a Black AirBnB user



Who Is PIF?

The Teaching Village

- Teaching Assistants (2Ls and 3Ls)
- Adjunct faculty
- Lead faculty
- Director
- Content
- Orientation Week Activities
- Co-facilitating Class
- Introspections & Training
- Preparing and De-briefing



Thank You 谢谢 Matondo
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Merci Danke
Gracias 감사합니다 شكرا لك

Carla Madeleine Kupe, Esq.

(312) 401-8291

ckupe@luc.edu

HEALTH JUSTICE LAB CONCEPT

- Experiential opportunities for IL's
- Loyola Social Justice Mission
 - ILs seem to be craving real world experiences – what they came to law school for
- Interprofessional collaboration opportunities – introduction to collaboration across disciplines

HEALTH JUSTICE LAB: END OF LIFE

Taught by Clinical Law Professor, Health Law Professor, and Social Work Professor – partner with nonprofit Center for Disability and Elder Law pro bono program

Social work and law students enrolled

Didactic modules in health law, social work, and experiential learning

Simulations and experiential components imbedded in each class—culminated in outreach/client counseling in senior centers

HJP LAB: END OF LIFE COURSE DESCRIPTION

This inter-professional course brings together students from law and social work to learn about health care decision-making at the end of life. An interdisciplinary panel of faculty will lead students in class discussion, simulation, and live client experiences. Students will learn about patients' rights, interdisciplinary approaches, and ethical concerns related to end of life care and decision making and will develop skills necessary to counsel patients and draft legal documents reflecting clients' health care wishes.

HJP LAB; END OF LIFE COURSE LEARNING OUTCOMES

Gain an understanding of the other profession, develop communication skills across professions, and demonstrate interdisciplinary collaboration in field work.

Demonstrate client-centered counseling skills, including effective interviewing; cross-cultural awareness/sensitivity; effective communication strategies with patients, families and team members; understanding the value of self-determination; and patient-centered versus relation-centered care.

Develop and improve professional identity through an awareness of ethical and professional roles and responsibilities; the exercise of problem-solving and judgment skills; effective management of client and colleague expectations; developing strategies for self-care; and developing a reflective and goal-driven practice.

Explain the legal doctrines associated with the topic of advance care planning, including constitutional and common law rights to medical self-determination; statutory rights to direct medical treatment through advance directives; and surrogate decision-making authority.

Describe the medical interventions most commonly used in the intensive care and end of life contexts, including cardiopulmonary resuscitation, ventilation, dialysis, artificial nutrition and hydration, palliative care, and hospice services.

Understand theoretical frameworks for grief and loss, end of life needs and decision-making, psychosocial assessment, and assessment of competence/capacity.

STUDENT FEEDBACK – HJP LAB END OF LIFE

- I would make clear in the course description that this is not merely a cross-listed class but an interdisciplinary class and the vision the professors have for that. I thought it was merely cross-listed.
- I think learning with the social work students helped the law students understand the process of helping clients and helping seeing the different ways clients can be served.
- I appreciated the SW values being incorporated. Those skills are not usually even mentioned in other law classes.
- I didn't learn anything material on the SW aspect and the legal material seemed to occupy less than half of the class. The SW students did have valuable insights into client; however, overall, they dragged down the class. I essentially rewrote my partner's portion of the paper because it was that poorly written. Also, throughout the class, the material and comments continuously indicated how the legal profession could benefit from SW but minimal mention of how SW could benefit from the legal profession.
- I would absolutely recommend this course to other students. I'm a IL and this class was a perfect balance to all the other IL requirements. This course gives the students opportunities to work face to face with clients, delve into ethical issues, and see the larger picture of tasks that attorneys commonly perform.
- The aspect of the class that was most beneficial to me was the direct interaction with clients and the interdisciplinary blending of law and social work. I appreciated the different perspective law students and professors provided.
- This enhanced my learning experience by allowing me to have a deeper understanding of the other profession and learning how to collaborate with another profession, which I am sure will occur often post- graduation.
- I learned how social workers actions can be governed by law and why it's important to consult with a lawyer on some issues.

HEALTH JUSTICE LAB: RACE & HEALTH EQUITY

Faculty from Law & Public Health

Open to Students of Law and Public Health & Medicine
(5 1Ls, 5 3Ls, 4 MPH, 5 MPH-MD students)

Perspectives on Race, Racism, and Health Equity based in Law, Medicine, & Public Health

Experiential Component – working with community partner in the near western suburbs of Chicago on a project promoting health equity (partners from Black and Brown communities disproportionately impacted by COVID-19)

HJP LAB: RACE & HEALTH EQUITY COURSE DESCRIPTION

This interprofessional and experiential course grapples with the relationship between racism, medicine, public health, and the law in the United States. It examines how structural racism harms health and provides insight into the roles that medical, public health and law professionals can play in advocating for change. An interprofessional panel of faculty and guest speakers will lead students through discussions, case studies, community outreach, and advocacy work to address health inequities.

HJP LAB: RACE & HEALTH EQUITY

LEARNING OUTCOMES

Explain

- Explain the historical role of racism in shaping medicine and health care delivery systems, population health approaches, and the law;

Describe

- Describe the social, structural and environmental determinants of health and their relationship to race and health;

Analyze

- Analyze the current health care, public health, and legal systems' perpetuations of health inequities;

Consider

- Consider how bias in the healthcare system creates barriers to accessing healthcare and embracing cultural and racial differences in treating patients; and

Demonstrate

- Demonstrate the use of interprofessional collaboration and community engagement in advocacy to promote health equity.



Stand Up for
Each Other
(SUFEO)
Chicago

SUFEO CHICAGO

SUFEO Chicago is a group of law students who help families understand their rights in schools. SUFEO Chicago provides **FREE** information and services for K-12 students facing suspension, bullying, and expulsion.

HOTLINE: 773-800-0338

Call to tell about your issue and learn about your school rights.





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We wanted to provide hope and support to families early on before a preventable problem became serious. Our goal was to guide and advocate for students and their parents as they navigated the school system's process.

— IBIE HART (JD '14), SUFEO FOUNDER



SUFEO Chicago's Evolution



ABA School-to-Prison Pipeline Town Hall (Chicago, Feb. 2014) - Presentation by original SUFEO chapter

Student-Initiated capstone course proposal for Fall 2014

Hotline Launched – October 1, 2014

IL Training (Spring 2015) – and every fall and spring semester following

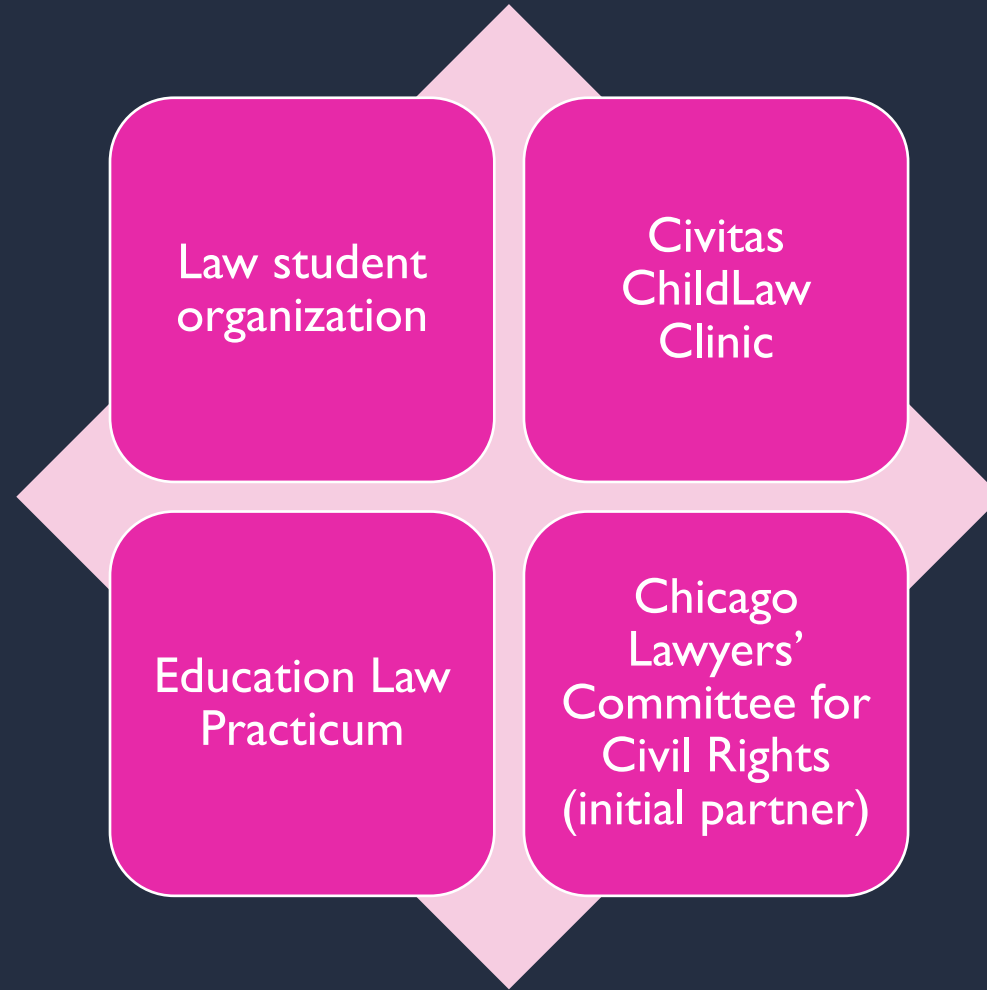
SUFEO Chicago student group created (Spring 2015)

SUFEO Executive Board elections (Spring 2016 and every spring following)

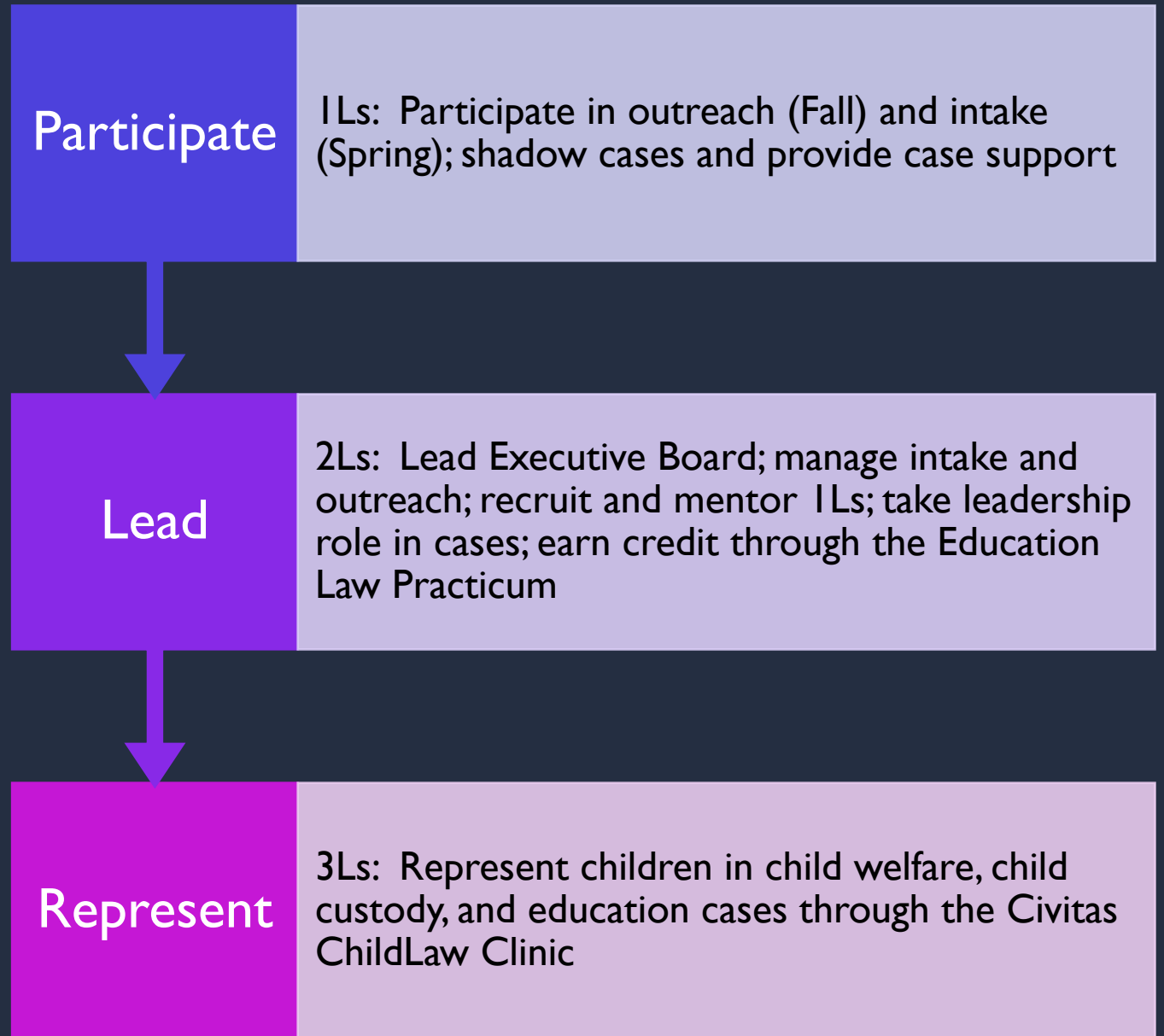
SUFEO supervising attorney begins (Fall 2019) – expanded focus on special education

Anti-Bullying Fellow begins (Fall 2020) – expanded focus on school bullying

SUFEO's Structure



SUFEO's Model: 1L to 3L Experiential Pipeline





Lessons Learned



Humility



Balancing student autonomy and faculty supervision



Processes that promote faculty and student innovation



Sustainable structures



Administrative buy-in and support



Building opportunities for mentorship of ILs by upper-class students



Questions?