

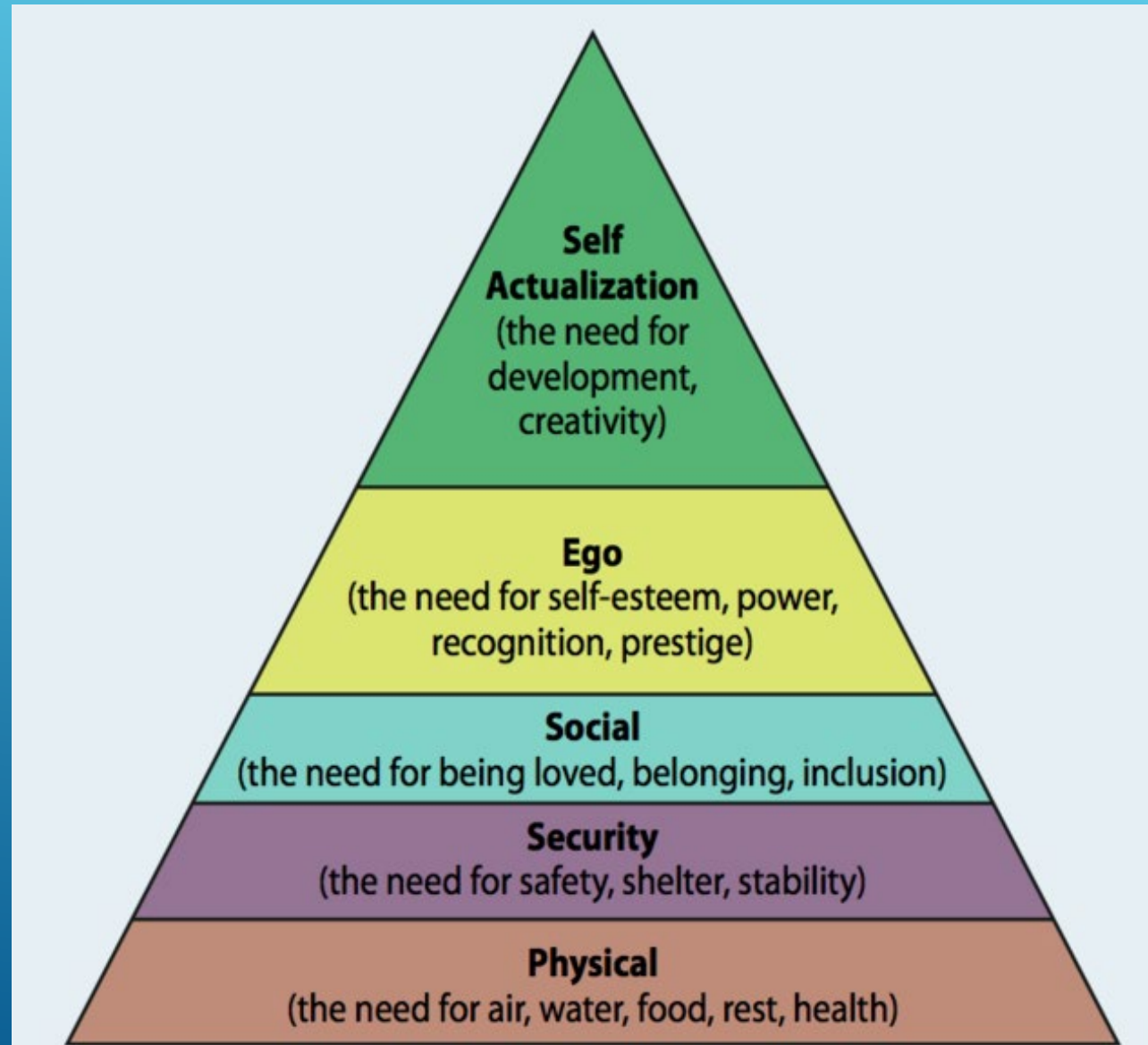
ATTENDING TO THE EVOLVING NEEDS OF LAW STUDENTS: COUNSELING TODAY'S LAW STUDENTS

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MASLOW'S HIERARCHY OF NEEDS




PHYSICAL AND SECURITY

Things to Consider:


- Housing
 - Physical Health
 - Mental Health
 - Food Security/Food Banks
 - Recreation/Wellness Facilities
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SOCIAL

Things to Consider:

- Accessibility/Accommodations
 - Graduate Student Isolation
 - Imposter Syndrome
 - Diversity, Equity, and Inclusion
 - Sense of Belonging
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MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Micro-inequities
 - Mary Rowe defines micro-inequities as: “apparently small events which are often ephemeral and hard-to-prove, events which are covert, often unintentional, frequently unrecognized by the perpetrator, which occur wherever people are perceived to be 'different'.”
 - Examples (Psychology Today):
 - Constantly mispronouncing names.
 - Assumptions of sexuality, gender-roles, etc.
 - Saying “Feel free to bring your wife.” to a man.
 - Telling only women about childcare options.
 - Interrupting, rolling your eyes, sighing.
 - Checking your email or phone during a conversation.
 - Mentioning successes/achievements of some people at a meeting while not mentioning those of others who are similarly suited.
 - Calling on more people of one gender than another.
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MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Microaggressions: “subtle verbal and nonverbal environmental cues that communicate to an individual or group—usually of color or of a lower socio-economic status—that they are unwelcome, invisible, or incapable of performing well.” (Powell, Demetriou, Fisher)
 - Microaggressions in academic, social spaces negatively affect retention, climate, and academic success. (IJDS)
 - Microaggressions are more likely to impact women and underrepresented minorities.
 - In programs with a larger percentage of women or URM students, when students see that there are peers of their same social identities who are succeeding in their program, they are less likely to doubt that they can succeed. (IJDS)
 - Examples:
 - Implying a person is not worthy of success/did not earn success based on social group.
 - Invalidating negative experiences/experiences of biases.
 - Ignoring person’s religious or cultural views.
 - Creating a nickname for a person so they sound more American.
 - Stereotypes based on race, gender, ethnicity, socioeconomic status, etc.

MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Micro-affirmations: “apparently small acts, which are often ephemeral and hard-to-see, events that are public and private, often unconscious but very effective, which occur wherever people wish to help others to succeed.” (Rowe)
- Three Effects (Rowe):
 - Effect #1: “appropriately affirming the work of another person is likely both to help that person do well, and to help him or her to enjoy doing well.”
 - Effect #2: “consistent, appropriate affirmation of others can spread from one person to another.”
 - Effect #3: “I may not always be able to “catch myself” behaving in a way that I do not wish to behave. But if I try always to affirm others in an appropriate and consistent way, I have a good chance of blocking behavior of mine that I want to prevent. Many micro-inequities are not conscious but affirming others can become a conscious as well as unconscious practice that prevents unconscious slights.”

MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Advice from Rowe:
 - Pay attention to small things.
 - Appreciative Inquiry: Build on strengths/success rather than first identifying faults and weaknesses.
 - Be impartial about facts but affirm feelings.
 - Reinforce and reward good behavior.

MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Micro-affirmations can communicate to students that they are welcome, visible, and capable of performing well in the college environment. (Powell, Demetriou, Fisher)
- Students from under-resourced and under-represented communities view high-quality interactions as ones where their experiences are valued and potential for success is encouraged individually and as a group. (Lundberg & Schreiner, 2004)
- Advice from Powell, Demetriou, Fisher:
 - Practice Active Listening.
 - Recognize and validate every student experience.
 - Affirm Student feelings.
 - Help students optimally process academic experiences.
 - Reinforce, reward, and suggest healthy student perspectives and behaviors that lead to positive academic outcomes.

MICROAGGRESSIONS, MICRO-INEQUITIES, AND MICRO-AFFIRMATIONS

- Example Statements to Use
 - “I’m glad you’re here.”
 - “Coming in today was a good first step.”
 - “I see you are making progress in this area ... excellent work.”
 - “I am concerned about you. Come visit me in office hours to talk more about this.”
 - “I know this is difficult news...”
 - “I understand that you are frustrated...”
 - “Have you thought about using this campus resource (e.g. the learning center, counseling and wellness services, the writing center)? Many successful students utilize this campus resource.”
 - “I can tell that you are very outgoing/intellectually driven/social; have you considered participating in this opportunity/program ...?”
 - “I see that you feel good about this, and I believe you should be proud of what you have accomplished thus far.”
- Important note that these statements allow for challenging and sometimes unpleasant conversations.

SOURCES

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Mary Rowe: “Micro-affirmations & Micro-inequities”

http://www.marypendergreene.com/bookshelf/docs/Rowe-2008-microaffirmations_microinequities.pdf

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