

Where Are We on the Path to Law Student Well-Being?: Report on the ABA CoLAP Law Student Assistance Committee Law School Wellness Survey

Jordana Alter Confino

“[L]awyer wellness is not a fad. It’s a movement born out of recognition that too many of our colleagues and their loved ones are suffering. Our problems affect lawyer confidence and we have taken an unbearable human toll. We must act. We must start in the law schools.”

- Bob Carlson, President of the American Bar Association, Remarks at the ABA House of Delegates Midyear Meeting (January 28, 2019)¹

The legal profession has been aware for some time that lawyers and law students experience significant challenges in the areas of substance use and mental health. However, despite widespread recognition of the problems plaguing members of the legal profession, for years, far too little was done to address these problems. Indeed, more than a decade after the eye-opening 1993 Report of the Association of American Law Schools Special Committee on Problems of Substance Abuse in the Law Schools,² in 2016 two studies revealed that the problems of depression, anxiety, and problem drinking persist among both lawyers and law students.³

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1. *ABA President Bob Carlson Addresses House Delegates*, AM. BAR ASS’N (Jan. 28, 2019), <https://www.americanbar.org/news/abanews/aba-news-archives/2019/01/aba-president-bob-carlson-address-house-delegates/>.
2. Report of the AALS Special Committee on Problems of Substance Abuse in the Law Schools, 44 J. LEGAL EDUC. 35 (1994).
3. These studies were the 2014 Law Student Well-Being Survey, found in Jerome M. Organ

Prompted by these studies, the ABA Commission on Lawyer Assistance Programs (“ABA CoLAP”), together with the National Organization of Bar Counsel and the Association of Professional Responsibility Lawyers, commissioned a National Task Force on Lawyer Well-Being (“Task Force”) with a goal of changing the culture and conversation surrounding attorney well-being to promote a healthier and more productive legal profession. In August 2017, the Task Force issued a groundbreaking report, *The Path to Lawyer Well-Being: Practical Recommendations for Positive Change* (“Task Force Report”), sounding a call to action for the legal community and proposing a slate of recommendations for various stakeholders (including judges, regulators, legal employers, law schools, bar associations, professional liability carriers, and lawyer assistance programs).⁴ The recommendations included nine proposed strategies for law schools to implement to counteract the harmful aspects of legal education and better support law student well-being:⁵

- Recommendation 27: Create best practices for detecting and assisting students experiencing psychological distress.
- Recommendation 28: Assess law school practices and offer faculty education on promoting well-being in the classroom.
- Recommendation 29: Empower students to help fellow students in need.
- Recommendation 30: Include well-being topics in courses on professional responsibility.
- Recommendation 31: Commit resources for on-site professional counselors.
- Recommendation 32: Facilitate a confidential recovery network.
- Recommendation 33: Provide education opportunities on topics related to well-being.
- Recommendation 34: Discourage alcohol-centered social events.
- Recommendation 35: Conduct anonymous surveys relating to student well-being.

et al., *Suffering in Silence: The Survey of Law Student Well-Being and the Reluctance of Law Students to Seek Help for Substance Use and Mental Health Concerns*, 66 J. LEGAL EDUC. 116 (2016) (finding that law students exhibit troublesome rates of anxiety, depression, and alcohol use, as well as reluctance to seek help for such problems), and a 2016 study sponsored by the ABA Commission on Lawyer Assistance Programs and the Hazelden Betty Ford Foundation, found in Patrick R. Krill et al., *The Prevalence of Substance Use and Other Mental Health Concerns Among American Attorneys*, 20 J. ADDICTION MED. 46 (2016) (finding significant rates of problem drinking, depression, anxiety, and stress among attorneys—particularly in the early stages of their careers).

4. BREE BUCHANAN ET AL., *THE PATH TO LAWYER WELL-BEING: PRACTICAL RECOMMENDATIONS FOR POSITIVE CHANGE (THE REPORT OF THE NATIONAL TASK FORCE ON LAWYER WELL-BEING)* (2017), <https://www.americanbar.org/content/dam/aba/images/abanews/ThePathToLawyerWellBeingReportRevFINAL.pdf> [hereinafter TASK FORCE REPORT].
5. On February 5th, 2018, the ABA House of Delegates adopted a resolution urging stakeholders to consider the recommendations set forth in the Task Force Report. AM. BAR ASS’N, RESOLUTION 105 (Feb. 5, 2018).

Inspired by the Task Force Report, in early 2018 the ABA CoLAP Law School Assistance Committee (“Committee”) expanded its assessment of wellness-focused law school curricular offerings to (1) ascertain the extent to which law schools are currently heeding the Task Force’s suggestions, (2) identify areas for improvement, (3) establish best practices, and (4) aggregate resources to allow such initiatives to be implemented on a broader scale. To that end, the Committee surveyed law schools nationwide about their curricula, programs, policies, and resources focused on well-being, inquiring specifically about their offerings in the following areas:⁶

- On-site counseling, student support groups, and other resources for mental health and substance use disorders;
- Engagement with state lawyer assistance programs (“LAPs”);
- Well-being curricula and programming, including mindfulness initiatives and programs designed to promote physical health;
- IL orientation programming focused on well-being;
- Efforts to bring well-being topics into the classroom through professional responsibility courses and other courses specifically designed to cover well-being topics;
- Faculty and staff engagement in well-being initiatives;
- Trainings to equip students to support fellow students in need;
- Student organizations focused on promoting well-being; and
- Policies regulating or restricting the consumption of alcohol at student events.

Representatives from 103 law schools—slightly more than half of all ABA-approved and accredited law schools⁷—responded to the survey (the “CoLAP Survey”).⁸

Building on the CoLAP Survey responses, the balance of this article summarizes the current landscape of well-being initiatives underway at law schools across the country and evaluates the degree to which law schools are implementing the Task Force’s recommendations. The article highlights best practices and areas for improvement, and proposes a number of actions that members of the legal education community can take to move the ball forward. The Appendix contains a compendium of resources cited in the article that

6. The Committee originally designed its assessment to evaluate the well-being curricula currently offered at law schools across the country. Upon the release of the Task Force Report, the Committee broadened the scope of the assessment to incorporate certain of the Task Force’s other recommendations for law schools. There is thus considerable, albeit incomplete, overlap between the survey questions and the Task Force’s recommendations.
7. There are currently 203 ABA-approved and accredited law schools, three of which are on probation and one of which is provisionally approved. *ABA-Approved Law Schools*, AM. BAR ASS’N, https://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools/ (last visited May 5, 2019).
8. LAW SCHOOL WELLNESS SURVEY PRELIMINARY REPORT (Apr. 10, 2018) (on file with author) [hereinafter PRELIMINARY REPORT].

may serve as a road map for students, faculty, and administrators who seek to enhance the well-being offerings at their law schools.

Survey Results and Analysis

A. Mental Health and Substance Use Disorder Resources

The 2014 Law Student Well-Being Survey issued a harrowing wake-up call about the prevalence of substance use and mental health problems among law students: Nearly one-quarter of the surveyed law students reported binge-drinking twice or more in the prior two weeks; more than one-third of respondents screened positive for moderate or severe anxiety; and roughly one-sixth screened positive for depression.⁹ Seizing on these statistics, Task Force Recommendations 27.3, 31, and 32 focus on steps that law schools should take to best support students who are struggling with substance use and other mental health problems. Specifically, the Task Force recommends that law schools “provide mental health and substance use disorder resources,” “commit resources for onsite professional counselors,” and “facilitate a confidential recovery network” for students.¹⁰

The CoLAP Survey responses suggest that LAPs are currently providing substantial support for law schools in these endeavors, but that law schools can still stand to augment the resources and services that they unilaterally offer students.

a. On-Site Counseling

In Recommendation 31, the Task Force identifies on-site counseling as an essential element of law school mental health services. The Task Force explains that “[a]n onsite counselor [both] provides easier access to students in need and sends a symbolic message to the law school community that seeking help is supported and should not be stigmatized.”¹¹ This is especially critical given the finding of the 2014 Law Student Well-Being Survey that despite the high number of law students experiencing mental health and substance use problems, few actually seek the help they need.¹² Although such reluctance is no doubt shaped by additional, unrelated factors—such as students’ concern that seeking help might threaten their bar admission, academic status, or

9. Organ et al., *supra* note 3, at 145.

10. TASK FORCE REPORT, *supra* note 4, at 37, 39.

11. *Id.* at 39.

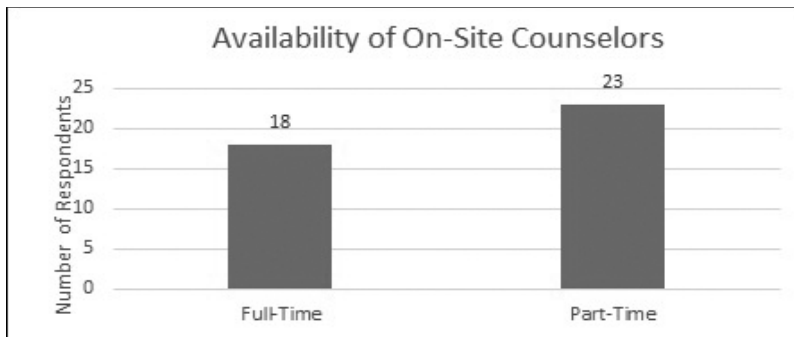
12. See Organ et al., *supra* note 3, at 140. For instance, while forty-two percent of the surveyed law students reported that they believed they required help for emotional or mental health problems in the past year, only half of those students actually sought assistance from a mental health professional. *Id.* Equally concerning, although twenty-five percent of students reported behavior indicative of problematic drinking, *id.* at 131, only four percent indicated that they had ever received counseling for substance use, *id.* at 140.

professional prospects¹³—bringing counselors to campus and normalizing their use would surely reduce at least some barriers to entry.¹⁴

The CoLAP Survey data reveal that roughly half of the respondent law schools (or their broader universities) offer on-site counseling services on at least a part-time basis. Forty-seven percent of respondents indicated that their law school provides some level of on-site counseling to support students in need of mental health assistance.¹⁵ Of these respondents, eighteen specified that they have one or more full-time counselors on campus or that on-site counseling is available at least forty hours per week. Twenty-three respondents indicated that they have on-site counseling available on only a part-time basis.



13. *See id.* at 141 (summarizing the factors that students reported would discourage them from seeking help for substance use or mental health problems, including concerns about privacy, social stigma, and potential threats to bar admission or professional or academic status; time or financial constraints; and the belief that they could handle the problem themselves). Most notably, sixty-three percent of respondents to the 2014 Law Student Well-Being Survey voiced concern that seeking help for substance use problems could pose a threat to their bar admission, and forty-five percent indicated the same with respect to mental health treatment. *Id.* Citing these concerns, in 2015 the ABA passed a resolution urging bar licensing authorities to eliminate questions about mental health history, diagnoses, or treatment from the character-and-fitness component of their bar applications. AM. BAR ASS'N, RESOLUTION (REVISED 102) (2015), <http://www.americanbar.org/content/dam/aba/images/abanews/2015annualresolutions/102.pdf>. In February 2019, the Conference of Chief Justices (“CCJ”) issued a parallel resolution. CONFERENCE OF CHIEF JUSTICES, RESOLUTION 5 (Feb. 13, 2019), https://taskforces.osbar.org/files/2019/03/CCJ-Resolution-5_Admission-to-Bar-Resol-item-IV.pdf. Given that all bar admission authorities are overseen by the highest state court in their jurisdiction, there is reason to hope that this action by the CCJ will trigger a significant response across the nation.
14. *See* Organ et al., *supra* note 3, at 140 (reporting that students indicated that they were far more likely to seek help from a health professional than from a dean of students); *id.* at 150 (noting that “[h]aving a counselor available at the law school may help to destigmatize the act of seeking help, while bringing this resource closer to students may increase the likelihood that a student will seek immediate assistance”).
15. PRELIMINARY REPORT, *supra* note 8, at 1-3.



It is not clear how many of the survey respondents interpreted “on-site counselors” to include counselors stationed on the broader university campus, as opposed to only within the law school building(s). It appears that at least some respondents adopted the broader construction, as ten indicated that their on-site counselors are located in the university health and counseling center. However, five respondents noted that although their law school does not have counselors “on site,” students are encouraged to use the nearby university counseling center. This suggests that the number of law schools with counselors on their university campus—if not their law school campus—is higher than the data convey.

Importantly, as one dean of students has cautioned, “[w]hile utilizing a university’s counselors provides a much-needed resource and service, in many instances of situational (‘on-the-spot’) counseling, referral to a main campus does not yield the same result as the ability to have students meet counselors directly at the law school.”¹⁶ This is because students often “find excuses not to keep their appointment and make their way from one campus to the other. Moreover, the idea for some students that they cannot be seen by a provider at their law school creates an implicit stigma (i.e., ‘if I am not the only one with issues, why doesn’t the law school provide services here?’).”¹⁷

On the other hand, administrators at some schools have observed that, given the stigma surrounding the use of mental health services, some students are hesitant to use on-site counselors for fear of being spotted and “outed” to their fellow law students.¹⁸ Columbia Law School has adopted a hybrid model to address these competing concerns: Part-time counselors hold drop-in hours at the law school three days per week. The student services office distributes flyers publicizing these hours (which are also advertised on the school’s events calendar), but also highlights that drop-in and by-appointment counseling

16. David B. Jaffe, *The Key to Law Student Well-Being? We Have to Love Our Law Students*, PD QUARTERLY, Feb. 2018, at 15, <https://www.wcl.american.edu/impact/lawwire/the-key-to-law-student-well-being-we-have-to-love-our-law-students/article/>.

17. *Id.*

18. See, e.g., Organ et al., *supra* note 3, at 150.

is available elsewhere on campus for students who prefer to seek assistance outside the law school.¹⁹

To be sure, a hybrid model like Columbia's requires an outlay of resources that may not be practical for many law schools. Nevertheless, at a minimum, all law schools should strive to have at least one counselor available on the university campus—and the CoLAP Survey data suggest that nearly half of the respondent law schools presently fall short of this goal. Indeed, the survey responses indicate that at least some schools are moving in the wrong direction. One respondent wrote:

[W]e had an onsite counseling center staffed with excellent folks until yesterday. Yes, yesterday. The University made the absurd decision to outsource counseling in order to assist with our very significant budget problem. Students esp[ecially] law students are up in arms about it. The replacement for student counseling needs is a contract with an online org called INOVA. This move sends a very troubling message to the student body.²⁰

b. Engagement with Lawyer Assistance Programs

Recognizing the inherent cost barriers to maintaining on-site counselors, the Task Force notes that “[a]lthough the value of such a resource to students should justify the necessary budget, law schools also could explore inexpensive or no-cost assistance from lawyer assistance programs.”²¹ To that end, Task Force Recommendation 32 encourages law schools to leverage LAPs to “facilitate a confidential recovery network” for students.²² As the Task Force explains, law school-LAP engagement both “provide[s] an additional support network to help students manage the challenges of law school and maintain health” and helps dispel their “assum[ption] that there are few practicing lawyers in recovery.”²³

It appears that a large majority of law schools are indeed looking to LAPs to supplement their school-sponsored well-being offerings. Ninety percent of the CoLAP Survey respondents reported that their law school engages with their state LAP to provide programming or resources to students.²⁴ The commentary was overwhelmingly positive, with most respondents describing their state LAP as an excellent and heavily-tapped resource. Only two respondents noted a lack of a LAP presence on campus, and two observed that students have

19. See also *id.* (noting that “if concerns about stigma make it less useful to have a counselor in the law school, it may be fruitful to have a counselor available near the law school,” and recommending that law schools provide both on-campus and off-campus “alternative [counseling] resources” (emphasis added)).

20. PRELIMINARY REPORT, *supra* note 8, at 72.

21. TASK FORCE REPORT, *supra* note 4, at 39.

22. *Id.*

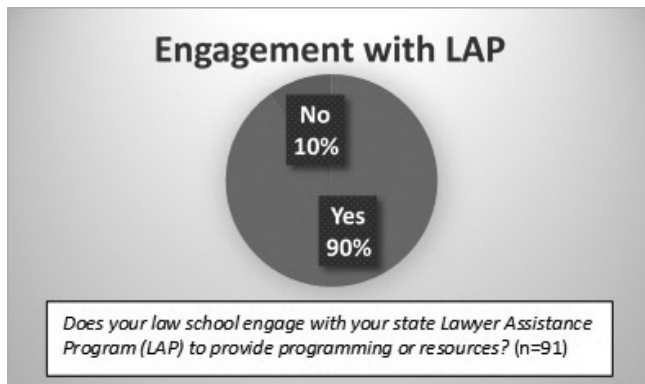
23. *Id.*

24. PRELIMINARY REPORT, *supra* note 8, at 62.

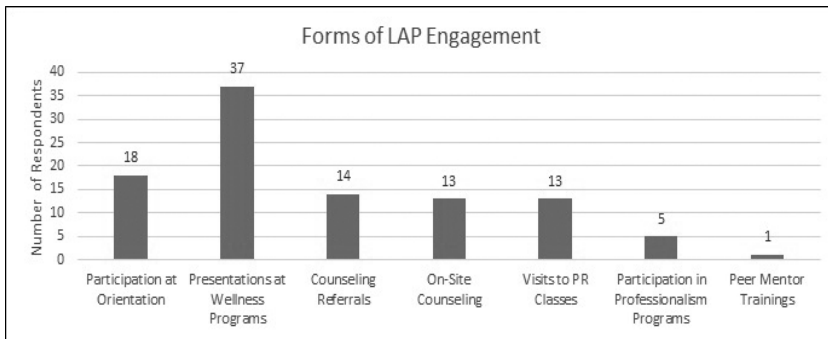
demonstrated reluctance to attend LAP programs or exhibited a preference for campus resources.

The most commonly reported forms of LAP participation on campus were presentations at orientation and co-curricular well-being programs. Eighteen respondents reported LAP participation at orientation, and thirty-seven indicated that LAP representatives deliver presentations throughout the year on topics such as substance use disorders, mental health problems, stress management, cultivating resilience and balance, and character and fitness concerns. One respondent described a “particularly successful workshop” in which a LAP representative presented alongside a recent graduate who had failed to satisfy the state’s character and fitness requirements because of unaddressed substance use issues.²⁵

Many schools also appear to be leveraging LAPs to provide one-on-one or group counseling services to their students. Fourteen respondents reported that their school refers students to a LAP for counseling and substance use disorder support, and eleven indicated that LAP representatives hold counseling hours—either drop-in or by appointment—in the law school building. Two respondents indicated that their LAP provides on-site group counseling.



25. *Id.* at 65.



Respondents also noted a variety of other forms of LAP engagement, including visits to professional responsibility classes, participation in professionalism programs, and facilitation of peer mentor trainings. One noteworthy example is the Miami Law School Partnership for Professionalism Program, in which judges, attorneys, and law students come together for roundtable discussions about scenarios implicating issues of civility, ethics, and professionalism offered by members of the Florida LAP and Bar.²⁶

Finally, it appears that a handful of schools have established partnerships with their state LAPs that go beyond referrals or hosting representatives on campus. For instance, five respondents indicated that LAP representatives meet with the dean of students or other administrators on a yearly or biennial basis to collaborate and advise on matters related to well-being; one respondent reported that LAP representatives collaborate with the school's faculty well-being committee; one noted that its state LAP has conducted an audit of the school's well-being resources; and two indicated that their state LAP designates student ambassadors to promote their services to make them more accessible.

In a particularly impressive example, one respondent noted that the Texas Lawyers' Assistance Program ("TLAP") holds a yearly meeting with the deans of students from all ten Texas law schools to foster statewide collaboration in law school well-being efforts. As one dean of students explained, these meetings have been helpful in enabling the schools to share best practices and lessons learned regarding issues that affect all their students:

Usually, we have a topic relating to student well-being or character and fitness concerns. Oftentimes, there will be an outside expert to present the primary topic and then we will have presentations from the TLAP or Board of Law Examiners. After the presentations, we go around the room and just talk about the different things we're working on and the issues that we're seeing. You end up getting some really good feedback from people who work in this area all over the state. That's what's most helpful—being able to see what people in

26. See *Mentoring and Networking Opportunities with Alumni, Faculty, and The Bench and Bar*, UNIV. MIAMI LAW SCH., <https://www.law.miami.edu/iml/careers/mentoring-and-networking-opportunities> (last visited May 8, 2019).

comparable positions in your state are doing, hear about what works and what doesn't, and most importantly, realize that you're not alone in the types of challenges you're encountering at your school. I've found this to be a really great sounding board that has definitely helped shape our response to various mental health issues that have come up at school.²⁷

Chris Ritter, the director of TLAP, reports that these "deans conferences" have proven equally beneficial for the LAP itself and, in turn, for the students it serves throughout the state:

Lawyers assistance programs are very much about helping law students, and there is no better way for our program to learn about the current needs of law students than hearing it from the eyes and ears of law schools, the deans of students. These deans conferences focus on a current issue facing law students, but mostly serve as a way for our program to gear up to help law students meet their needs. For example, one year a dean shared about how law students [were] struggling with social media and twitter frenzy, so we made our next program centered around healthy strategies for dealing with that. It has also created strong relationships between our team and the law schools that [are] invaluable.²⁸

Indeed, it appears that regular LAP-organized deans conferences or similar meetings may be ideal vehicles for promoting the type of collaboration necessary to advance law schools' and LAPs' shared interest in supporting the well-being of all law students in the state.

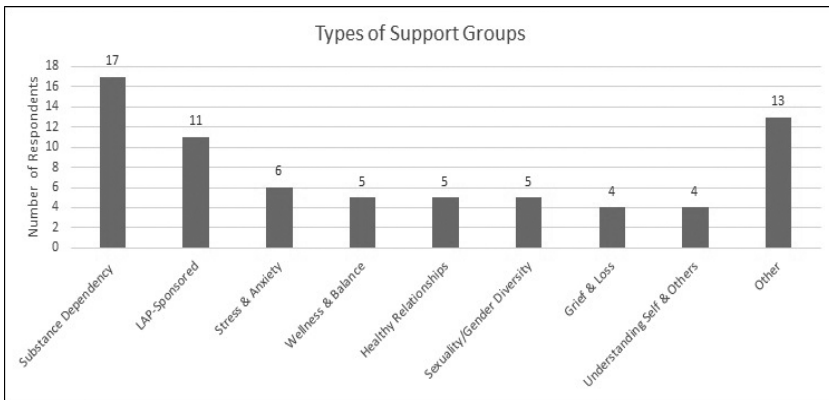
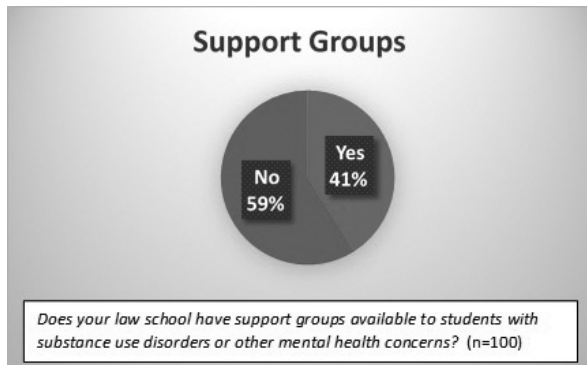
c. Student Support Groups

Although not explicitly mentioned by the Task Force, support groups constitute another relatively cost-efficient resource that law schools can offer students to broaden the reach of their counseling services. The CoLAP Survey data, however, reveal that support groups are no more widespread than on-site counselors. Only forty-one percent of the CoLAP Survey respondents indicated that their law school offers support groups for students struggling with substance use disorders or other mental health problems.²⁹ Moreover, more than half of these respondents indicated that such support groups operate out of their university counseling center rather than the law school itself.

27. Telephone Interview with Sondra Tennessee, Associate Dean for Student Affairs, University of Houston Law Center (Apr. 30, 2019).

28. E-mail from Chris Ritter, Director, Texas Lawyers' Assistance Program (Apr. 1, 2019, 14:14 EDT) (on file with author).

29. PRELIMINARY REPORT, *supra* note 8, at 4.



The most commonly cited support groups were drug and alcohol dependency recovery groups, LAP-sponsored groups, anxiety and stress support groups, groups focused on promoting well-being and emotional balance, groups focused on healthy relationships, LGBTQ allies and gender/sexual diversity support groups, grief and loss support groups, and groups focused on understanding the self and others or exploring personal identity. Other, less commonly cited groups include support and empowerment groups for students of color, trauma support groups, DACA or other immigration-related support groups, depression support groups, sexual assault survivor support groups, and groups focused on adjusting to law school or time/expectation-management. Two respondents indicated that their school creates new groups as needed.

d. Online Mental Health Screening Tools

Online mental health screening constitutes another inexpensive means of helping students who are struggling seek the support they need. Although the CoLAP Survey did not specifically ask about this, sixteen respondents indicated that their school makes mental health screening tools available either on the law school website or through a link to the university counseling center

website. MindWise Innovations (formerly Screening for Mental Health, Inc.)³⁰ appears to be one of the most popular providers of online mental health screenings for law schools across the country.³¹

e. Publicizing Resources

In Recommendation 27.3, the Task Force emphasizes that, in addition to supplying resources, law schools must “identify and publicize [these] resources so that students understand that there are resources available to help them confront stress and well-being crises.”³² The Task Force further recommends that law schools “highlight the benefits of these resources and that students should not feel stigmatized for seeking help.”³³ As the authors of the 2014 Law Student Well-Being Survey explained, “[a]ctive publicity of wellness resources” is essential because it “normalizes the process for seeking assistance and taking care of oneself, while ensuring the accessibility of resources.”³⁴

The CoLAP Survey data suggest that the most common means of publicizing counseling and other well-being resources is promotion on the school’s website, followed by orientation and Mental Health Day or Wellness Week programming. Forty-nine respondents indicated that their school’s website highlights well-being resources available on campus or in the community.³⁵ Thirty-four respondents noted that they apprise students of the available resources during 1L orientation (either through resource fairs, services tours, or presentations by student services or the school health and counseling center); and a handful mentioned that they offer comparable showcases during their school’s Mental Health Day or Wellness Week. A similar pattern emerged with respect to the promotion of student support groups and LAP-sponsored resources.

Other popular means of promotion include e-mails or newsletters, posters and brochures distributed throughout the law school, and direct referrals

30. MINDWISE INNOVATIONS, <https://www.mindwise.org/> (last visited May 8, 2019).

31. See Katherine M. Bender & Joanna Karbel, *Take a Mental Health Screening Today*, ABA BEFORE THE BAR BLOG (Mar. 28, 2016), <https://abaforlawstudents.com/2016/03/28/take-a-mental-health-screening-today/> [<https://perma.cc/3C27-MN7C>].

32. TASK FORCE REPORT, *supra* note 4, at 37.

33. *Id.*

34. Organ et al., *supra* note 3, at 150; see also ABA LAW STUDENT DIVISION, ABA COMMISSION ON LAWYER ASSISTANCE PROGRAMS, & DAVE NEE FOUNDATION, SUBSTANCE ABUSE & MENTAL HEALTH TOOLKIT FOR LAW SCHOOL STUDENTS AND THOSE WHO CARE ABOUT THEM 29 (2014), https://www.americanbar.org/content/dam/aba/administrative/lawyer_assistance/ls_colap_mental_health_toolkit_new.pdf [hereinafter MENTAL HEALTH TOOLKIT] (“There are two consequences of law schools not publicizing the mental health resources available to students: students feel that this is not a problem shared by many and therefore feel stigmatized as to seeking help; and students who really want help do not know where to find it.”).

35. Links to these websites (where provided or otherwise available), as well as similar web pages that the author identified while preparing this article, can be found in the Appendix.

from counselors or student advisors. Less common methods include faculty announcements, student organization outreach, and guest presentations in professional responsibility courses.

Notably, when it comes to building a “culture” around wellness and reducing the stigma in this area, “small moments and gestures can be as important as big ones.”³⁶ For instance, the admissions office at UC Irvine School of Law recently added “Mental Health Matters” pins to the regular slew of pins students can wear at Admitted Students Weekend (other pins include phrases such as “Non-Traditional Student” or “Ask Me About On-Campus Housing”). According to the founder and chair of the school’s student wellness organization, “[s]ubtle gestures like this—perhaps just as much as large-scale promotional efforts like orientation—go a long way toward normalizing wellness-related resources such that students actually feel comfortable taking advantage of them.”³⁷

B. Events, Programming, and Curricula Focused on Well-Being

In addition to providing and publicizing mental health and well-being resources, law schools must also take proactive steps to support student well-being. This is because counseling and other student assistance programs “address the problem only once a student is already fairly seriously distressed; they do nothing to head off the development of psychological issues in the first place.”³⁸ Moreover, “such programs are designed to provide counseling [only] when students come to seek assistance, [but] only a small percentage of students who are stressed out do so.”³⁹

Recognizing the importance of proactive outreach, in Recommendation 27.3, the Task Force encourages law schools to develop well-being curricula and host special events commemorating mental health awareness days to “convey that resources are available and that the law school considers well-being a top priority.”⁴⁰ In Recommendation 33.2, the Task Force further suggests that “[t]o promote a culture of well-being, law schools should create a lecture series open to all students” on well-being topics.⁴¹

While most CoLAP Survey respondents reported hosting mainly one-off, sporadic well-being programs (most commonly in the areas of physical health and mindfulness), a number of law schools appear to have successfully

36. Telephone Interview with Alessandra Fritz, Founder and Chair, Mental Health in Law Society, UCI Law School (Mar. 7, 2019).

37. *Id.*

38. Todd David Peterson & Elizabeth Waters Peterson, *Stemming the Tide of Law Student Depression: What Law Schools Need to Learn from the Science of Positive Psychology*, 9 YALE J. HEALTH POL’Y L. & ETHICS 357, 373 (2009).

39. *Id.* at 361.

40. TASK FORCE REPORT, *supra* note 4, at 37-38.

41. *Id.* at 39.

developed integrated series, curricula, or other initiatives designed to promote a culture of holistic well-being within the law school.⁴²

a. Special Events Commemorating Mental Health Awareness Days

Although the CoLAP Survey did not specifically ask about this, three respondents indicated that their school participates in National Mental Health Day, and five stated that their school hosts a Wellness Week for the law school community. Respondents reported offering various informational programs during these periods, including discussions on burnout, balance, and building balanced lives as lawyers; Question-Persuade-Refer (“QPR”) trainings on suicide prevention; stress-management workshops; mental health panels; and programs on resilience and professionalism. Other cited activities include pet therapy, yoga and fitness classes, meditation sessions, chair massages, aromatherapy, resource fairs, dance classes, trivia nights, sports tournaments, blood drives, knitting and relaxation sessions, flu shots, wellness walks, and nutritious cooking classes.

A handful of respondents indicated that, apart from official mental health awareness days, their school hosts special well-being programs at other critical points in the semester—most commonly during the reading week or exam period. For instance, three respondents reported hosting “stress-free zones”⁴³ to which students can retreat during finals or reading week to unwind through activities such as massages, games, pet therapy, and crafts; and two respondents reported hosting de-stress study snack breaks or breakfasts during the exam period. In a particularly creative example, one respondent noted that throughout February, “the shortest and cloudiest month” on campus, the school hosts “Beat the Winter Blues” activities such as bowling and trivia night to “remind students it is important to get out and have some fun.”⁴⁴

b. Well-Being Workshops and Lecture Series

Forty-three percent of the CoLAP Survey respondents reported that their school offers programs “that aim to provide students tools to maintain and develop their intellectual gifts while cultivating wellness.”⁴⁵ A handful of respondents indicated that they do so via a workshop or lecture series designed to educate students about the benefits of cultivating well-being and equip them with the tools they will need to maximize their well-being in law school and throughout their legal careers. Notable examples include:

42. The Appendix includes links with further information about these programs (where provided or otherwise available), as well as other well-being initiatives that the author identified during the preparation of this article.
43. PRELIMINARY REPORT, *supra* note 8, at 37.
44. *Id.* at 5-6.
45. *Id.* at 35.

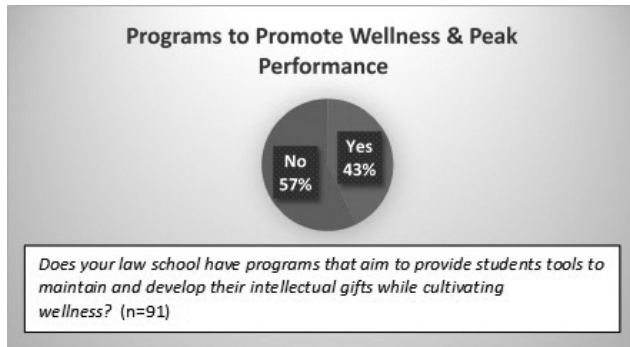
- **USC Gould Law School’s “Mindfulness, Stress Management, and Peak Performance iL Program”:** This program “is designed to help students achieve law school success by increasing mental focus, decreasing stress, overcoming performance obstacles, and promoting greater cognitive performance and overall happiness.”⁴⁶ Students who participate in the program learn tangible science-based tools, techniques, and skills that will allow them to optimize their mental health, emotional well-being, and academic performance by enhancing seven core elements of emotional and cognitive functioning: attention, beliefs, emotions, body, energy, purpose, and communication.
- **Vanderbilt University’s “The Psychology of Peak Performance” Program:** This workshop series is designed to promote expert performance by exploring common issues impacting law students and other graduate and professional students. Sessions focus on topics such as (1) perfectionism and imposter syndrome; (2) motivation, mindset, and effective goal setting; (3) performing under pressure, fighting procrastination, and increasing efficiency; (4) managing conflict and relationships; and (5) finding work/life balance.⁴⁷
- **Gonzaga University School of Law’s “ZagLaw: Essential Skills and Professional Values for Today’s Legal World” Program:** This program consists of a series of workshops and lectures designed to equip students with the skills and tools they will need to cultivate their intellectual gifts, professionalism, and well-being. Topics include (1) how neuroscience impacts decision-making in law school and law practice; (2) how core values impact success; (3) how time-management skills impact professional identity; and (4) how professional presence impacts effectiveness.⁴⁸

Another respondent shared creative plans for a forthcoming series:

We are unrolling a 6-part wellness series next year and requiring each student organization to co-sponsor (in title and participation only) a session of their choice. There will be a punch card and students who attend all six [sessions] will receive a reward at the end of the year at our annual Farewell Festival (carnival). The series is designed to tackle several of the major challenges to

46. *Mindfulness, Stress Management, Peak Performance Program*, SOUTHWESTERN LAW SCH., https://www.swlaw.edu/sites/default/files/2017-05/SLS_7x7booklet_EMAIL.pdf (last visited May 8, 2019). The Mindfulness, Stress Management, and Peak Performance Program is the brainchild of Rebecca Simon and Jarrett Green. Simon and Green piloted the program at Southwestern Law School for the 2016-2017 and 2017-2018 academic years, before moving it to the University of Southern California Gould School of Law in fall 2018.
47. University Counseling Center, *Workshops*, VANDERBILT UNIV., <https://www.vanderbilt.edu/ucc/services/workshops/> (last visited May 8, 2019).
48. PRELIMINARY REPORT, *supra* note 8, at 36.

wellness and the goal is to educate our students on looking out for each other and later, their clients and co-workers.⁴⁹



It appears that most law schools offering a well-being series allow students to choose whether or not to participate. However, some schools have taken a more forceful approach, obligating 1Ls to partake as part of the first-year curricular requirements. For example, in academic year 2018-2019 the University of Pennsylvania Law School offered a mandatory series titled *Mind Your Mind: Applied Positive Psychology and the Law Student Experience*, which was designed to highlight the many ways in which applied positive psychology can help enhance law student success and well-being in law school and beyond. Although the Penn Law Center on Professionalism offered additional, complementary programs, all first-year students were required to attend four “professionalism cohort meetings”⁵⁰ throughout the year in which they were to engage in reflective exercises crafted to help them (1) cultivate optimism, (2) reframe their stress response in ways that improve performance, (3) interrupt and dispute negative thoughts, and (4) cultivate positive relationships.⁵¹ As Jennifer Leonard, Associate Dean for Professional Engagement and Director of the Penn Law Center on Professionalism, explained, an advantage of making such programs mandatory is that they are more likely to reach those students who could benefit most from them.⁵² By

49. *Id.* at 72.

50. The Penn L. Ctr on Professionalism, *FAQs*, UNIV. PENN. LAW SCH., <https://www.law.upenn.edu/careers/professionalism/faqs.php> (last visited May 9, 2019).

51. The Penn L. Ctr on Professionalism, *Class of 2021 Professionalism Day*, UNIV. PENN. LAW SCH. (Sept. 24, 2018), https://issuu.com/pennlawits/docs/year_in_cop_handbook_2018?e=1420149/64585315.

52. Telephone Interview with Jennifer Leonard, Associate Dean for Professional Engagement and Director of the Penn Law Center on Professionalism, University of Pennsylvania Law School (Mar. 15, 2019).

contrast, optional programs result in self-selection, whereby the students who attend are often those already aware of the material.⁵³

That said, by the midpoint of the program, Leonard had already observed some challenges and drawbacks of obligatory wellness programming:

It turns out some students don't enjoy mandatory programs on stress—at least not in November when finals are approaching. While some students thought the reframing stress program was great, we did receive feedback from other students who were not pleased about being forced to sit in a room to talk about stress when they were already stressed out and could be studying.⁵⁴

In light of this feedback, Leonard decided to restructure the balance of the Mind Your Mind series to afford students greater decision-making latitude: For the third cohort meeting, students chose from a menu of program options, including challenges for introverted law students, grit and resilience for law students, and a more customary resumé-building workshop. Instead of mandating attendance, iLs were “strongly encouraged” to attend, and a large contingent did.⁵⁵ The fourth and final meeting was also optional. Nevertheless, Leonard stands by her assertion that it is desirable to make some programs mandatory—including the reframing stress workshop, though next year she intends to time it differently:

I still think it's important to make the reframing stress program mandatory because all law students will encounter stress at some point during law school or practice and it is important to raise awareness about those stressors and educate students on scientifically-grounded ways to healthfully respond. But it is equally important to be thoughtful about where we put it in the mandated programming. Based on student input from the year before we launched the Mind Your Mind series, we believed it would be helpful to educate students about how to constructively harness stress in the period leading up to finals. In practice, though, some students are too ratcheted up at that point to be able to absorb the material in a way that helps them respond to that stress. Orientation is too early because they don't yet really understand the unique stressors of law school and everything they're expected to do. But our Professionalism Day in September might be the perfect time—the students are integrated into the law school by that point, but they're not so on edge that they would resist the program altogether.⁵⁶

53. *Id.*; see also Peterson & Peterson, *supra* note 38, at 375 n.112 (noting that student participation in optional wellness-focused programs is often unpredictable and that low participation generally results from factors such as “time constraints, apathy, dubiety that a program would really help, and fear of the stigma of seeking help”).

54. E-mail from Jennifer Leonard, Associate Dean for Professional Engagement and Director of the Penn Law Center on Professionalism, University of Pennsylvania Law School (Mar. 15, 2019, 22:07 EDT) (on file with author).

55. *Id.*

56. *Id.*

Other schools use awards or other tangible incentives to encourage students to participate in optional wellness programs. For example, students who attend at least eleven of the fourteen sessions of USC Gould Law School's Peak Performance Program receive a certificate of completion. So far, attendance has been impressive: In fall 2018, an average of seventy first-year students attended each session.⁵⁷ The Foundations of Practice program at The George Washington University School of Law is similarly structured to reward students who take advantage of the school's robust co-curricular offerings, including health and wellness programming.⁵⁸ The program is centered on the school's Inns of Court program, which groups 1Ls into six "inns" for purposes of delivering the 1L foundation curriculum as well as career advising, peer support, and sessions on professional development, well-being, and success in law school. First-year students can earn "wellness credits" by attending programs on topics such as resilience and mindfulness, and students who earn a sufficient number of credits by the end of the year are awarded the Dean's Recognition for Professional Development.⁵⁹ According to a co-director of the program, Professor Todd Peterson, while it has taken a bit of time to build a culture around the program, the results have been encouraging:

Roughly thirteen percent of students qualified for Dean's Recognition in the first year of the program. In the second year, nearly thirty percent qualified, and way more came close to qualifying, meaning their attendance was significantly up. We're now halfway through the third year of the program, and it looks like an even higher percentage of students will likely get it this year.⁶⁰

The success of the Foundations of Practice program is no doubt at least partially attributable to buy-in from law firms and other employers. Professor Peterson explained that when promoting the program to students, it has been helpful to cite two forms of employer feedback:

First, we developed both the Inns and Foundations programs with input from our Professional Development Advisory Council, which is made up of professional development managers at big firms, the government and public interest organizations. They helped us create the Foundations Program and assured us that their firms (and others) would look very highly on the program.

57. Telephone Interview with Rebecca Simon & Jarrett Green, Co-Directors and Co-Creators, Peak Performance Program, USC Gould School of Law (Mar. 21, 2019).
58. *Foundations of Practice*, GEORGE WASHINGTON UNIV. LAW SCH., <https://www.law.gwu.edu/foundations-of-practice> (last visited May 9, 2019).
59. Students may also earn credits by participating in other professional development-related initiatives such as Inns of Court sessions, writing center workshops, career center workshops, and cultural competency programs.
60. E-mail from Todd Peterson, Law Professor and Co-Director of the Inns of Court and Foundations of Practice Programs, The George Washington University Law School (Mar. 20, 2019, 11:08 EDT) (on file with author).

Second, we have done a lot of education with employers about the program, so they know what to ask and how to evaluate students who have received the Dean's Recognition. They tell us that it's a big plus for them. This is not to say that it replaces GPA, but it is an important factor in hiring and can inform a lot of the actual interview process. So, the programs give students a way to talk about their self-directed professional development.⁶¹

Finally, some schools have found that strategic branding or messaging may be enough to spur student participation in wellness programs. The Dean of Students at American University Washington College of Law, David Jaffe, recounts the following notable experience:

The first time we introduced a well-being program for 1Ls, it was not mandatory but we were still optimistic. The instructor, my office coordinator, two students, and I showed up. The following year, we held the same program, labeling it "Tips for Success in Your First Year." It was literally standing room only in a large classroom. I stood before the class, explained what we were going to cover, adding, "You can roll your eyes at me from wherever you're seated, but stick around." At the end of the program, several students came up to me and said they wouldn't have attended if it had been branded differently, but they were glad they had.⁶²

c. Well-Being Curricula

Finally, a small number of respondents reported that their school promotes student well-being through a broader curriculum or interactive program series. As discussed further below, the most common focal points of such curricula appear to be physical well-being and mindfulness. However, a few respondents described more comprehensive well-being curricula. For instance, three respondents reported that their school has a designated weekday during which at least one program focused on well-being takes place. For example, each week, William & Mary Law School hosts Wellness Wednesday activities designed to help decrease stress, enhance focus, and enable students, staff, and faculty to come together as a community.⁶³ Featured activities include chair massages, "puppies on the patio," wellness walks, yoga, and presentations on topics such as nutrition, healthy relationships, sleep hygiene, and authentic excellence. In a slightly different approach, another respondent's school facilitates mind-body skill groups that students can join to build skills that will allow them to maintain health and manage stress through techniques such as guided imagery, mindfulness, autogenic training, journal writing, movement, and art.

61. *Id.*

62. E-mail from David Jaffe, Associate Dean for Student Affairs, American University Washington College of Law (Mar. 14, 2019, 16:59 EDT) (on file with author).

63. *Wellness Events*, WILLIAM & MARY LAW SCH., <https://law.wm.edu/studentlife/wellness/events/index.php> (last visited May 9, 2019).

A greater number of respondents indicated that their school hosts one-off well-being programs throughout the year on a variety of topics. Reported topics include emotional intelligence, stillness, vicarious trauma, managing disability, coping with test/performance anxiety, self-care, resilience, integrating personal and professional values, mental health, and substance use problems. Still other respondents described non-programmatic initiatives designed to promote well-being within the law school community. Some notable examples include:

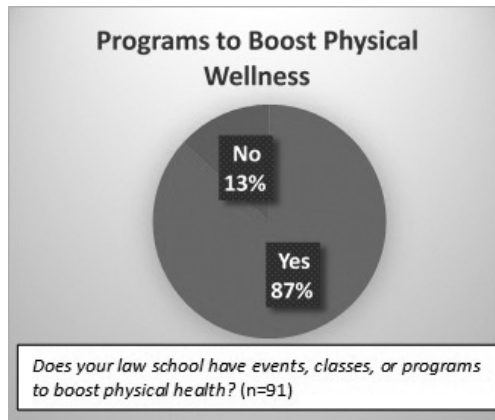
- **Gratitude Walls:** Walls or bulletin boards on which students are encouraged to post notes stating what they're grateful for.
- **Wellness Walls:** Bulletin boards featuring mindfulness and stress-relief exercises, motivational messages, and other well-being resources.
- **Wellness/Reflection/Meditation Rooms:** Designated quiet spaces where students can go to meditate, pray, or simply unwind.
- **Alumni Growth Testimonials:** A library of testimonials in which alumni share stories of the setbacks and challenges they endured as law students and lawyers in order to promote a culture of growth mindset among current students.
- **Well-Being Updates:** Monthly postings on the law school website on topics such as trust, time management, and work-life balance.

i . Physical Wellness Offerings

As noted above, physical fitness appears to be a particularly popular focus of law school well-being programming. Eighty-seven percent of the CoLAP Survey respondents stated that their law school holds events, classes, or programs designed to boost physical health.⁶⁴ This is encouraging given the manifold evidence that exercise enhances mental health and cognitive functioning, in addition to physical health and well-being.⁶⁵

64. PRELIMINARY REPORT, *supra* note 8, at 44.

65. See, e.g., Frank J. Penedo & Jason R. Dahn, *Exercise and Well-Being: A Review of Mental and Physical Health Benefits Associated with Physical Activity*, 18 CURRENT OPINION IN PSYCHIATRY 189, 189-93 (2005) (reviewing studies documenting the physical and mental health benefits of exercise); Natalie K. Skead & Shane L. Rogers, *Running to Well-Being: A Comparative Study on the Impact of Exercise on the Physical and Mental Health of Law and Psychology Students*, 49 INT'L J.L. & PSYCHIATRY 66, 71-73 (2016) (finding more frequent exercise among law students is linked with enhanced physical and emotional well-being).



Based on the survey responses, it appears that yoga is by far the most widespread law school fitness offering. Thirty respondents indicated that their school offers free yoga classes to members of the law school community, and seven indicated that they do so on a weekly or regular basis. A number of respondents indicated that their law school offers other fitness classes, such as Pilates, dance classes, boot camp classes, or POUND fitness drumming classes. In addition, nineteen respondents indicated that their school provides students with either free or discounted gym membership and encourages students to take advantage of university or local fitness center classes.

Apart from hosting or promoting exercise classes, a number of respondents reported that their school organizes athletic activities and events to promote physical well-being. Of these, organized runs (e.g., 5Ks or “fun runs”) appear to be most popular, followed by group walks, hikes, and bike rides. A sizable number of respondents also indicated that their school participates in intramural sports leagues or organizes internal sports competitions such as Dean’s Cup, field day, or faculty-student sports games.



Notably, seven respondents reported that their law school holds a special fitness challenge to motivate students to undertake healthy activities. For instance, the University of Mississippi School of Law Wellness Program challenges students to exercise, eat healthily, and volunteer, among other activities, and awards prizes to the students with the most points at the end of the semester. Similarly, Miami Law School's Raise the Bar program seeks to motivate students to exercise while studying for the bar exam by offering a gym membership rebate to students who exercise most frequently during that period.

A few respondents reported spearheading other physical well-being initiatives, such as wellness fairs featuring blood pressure screenings, flu shots, and information about health resources; workshops and programs on physical health-related issues; healthy snack offerings and cooking classes; and special bike parking spaces to encourage students to ride their bikes to class.

II. Mindfulness Initiatives

Mindfulness appears to be another common focus of law school well-being curricula, mirroring the broader surge in popularity that the practice has enjoyed in recent years.⁶⁶ Sixty-seven percent of the CoLAP Survey respondents indicated that their school offers programs or courses that teach mindfulness or some other form of meditation.⁶⁷ As discussed below, fourteen respondents indicated that their law school has a full academic course focused on mindfulness, and five respondents indicated that mindfulness is integrated into other academic courses.⁶⁸ In addition, thirteen respondents reported that

66. See, e.g., Shailini Jandial George, *The Cure for the Distracted Mind: Why Law Schools Should Teach Mindfulness*, 53 DUQ. L. REV. 215, 240-42 (2015) (noting that mindfulness programs have “take[n] off” within the legal community in recent decades); Leonard L. Riskin, *The Contemplative Lawyer: On the Potential Contributions of Mindfulness Meditation to Law Students, Lawyers, and Their Clients*, 7 HARV. NEGOT. L. REV. 1, 33-40 (2002); Matthew Sacchet, *Mindfulness is More than a Buzzword: A Look Behind the Movement*, FORBES (Sept. 29, 2017); Sally Stanleigh, *Why Mindfulness is Gaining Popularity in Our Frantic World*, BUS. IMPROVEMENT ARCHITECTS (May 31, 2017), <https://bia.ca/why-mindfulness-is-gaining-popularity-in-our-frantic-world/>; Stephany Tlalka, *Meditation is the Fastest Growing Health Trend in America*, MINDFUL (Dec. 11, 2018), <https://www.mindful.org/meditation-is-the-fastest-growing-health-trend-in-america/>.

67. PRELIMINARY REPORT, *supra* note 8, at 29.

68. See discussion *infra* at 681-82; see also Scott L. Rogers, *The Mindful Law School: An Integrative Approach to Transforming Legal Education*, 28 TOURO L. REV. 1189, 1190 (2012) (noting that “exciting changes are taking place as traditional programs that introduce students to mindfulness, as well as innovative courses that integrate mindfulness into the curriculum, are emerging on law school campuses”); Peter H. Huang, *Teaching (About) Mindfulness: A Tale of Two Courses* (Sept. 7, 2016), <https://ssrn.com/abstract=2771578> (recounting his experience teaching mindfulness in a Yale Law School seminar focused on law and neuroscience and a legal ethics course at the University of Colorado Law School); Teresa Kissane Brostoff, *Meditation for Law Students: Mindfulness Practice as Experiential Learning*, 41 LAW & PSYCHOL. REV. 159, 159, 162 (2017) (suggesting that “all law schools should consider making secular mindfulness and meditation training part of the curricula” and noting that “[w]hen mindfulness practice is learned and

their school offers a co-curricular mindfulness series through which it hosts classes or meditation sessions on a weekly or monthly basis. Noteworthy examples include:

- **Gonzaga University School of Law’s “Sidebar Silence” Series:** A silence and mindfulness series designed to provide students with opportunities for retreat and reflection. Fifteen-minute sessions take place three times per week in the law school chapel, with each session featuring a different form of quiet meditation and reflection.⁶⁹
- **Southwestern Law School’s “Mindfulness Monday” Program:** A lunchtime program on the last Monday of every month providing instruction on how to use mindfulness to increase mental focus, decrease stress, overcome performance obstacles, and promote greater overall happiness.⁷⁰
- **Georgia State Law School’s “Take Twenty Tuesday” Series:** A spring semester series featuring ten-minute guided meditations, followed by a ten-minute debrief/discussion, every Tuesday at 12:00 p.m. and 5:15 p.m.⁷¹

A greater number of respondents reported hosting more intermittent mindfulness programs, such as one-off mindfulness sessions throughout the semester, mini mindfulness series during the reading week or finals period, mindfulness retreats, Koru mindfulness workshops, or mindful eating sessions. In addition, one respondent’s school hosts a series called Circle Process through which it plans mindfulness sessions to coincide with both routine and momentous stressful events such as exam periods and community tragedies.⁷²

paired with essential skill-building such as deep listening, reflective and compassionate negotiation, and positive interpersonal professional interactions, it can satisfy the ABA’s experiential learning requirement while enriching the lives of the students”).

69. PRELIMINARY REPORT, *supra* note 8, at 29, 34.

70. *Id.* at 10, 33.

71. *Id.* at 33.

72. *Id.* at 29.



Miami Law School stands out as a clear front-runner in this area, having taken a comprehensive, multipronged approach to “integrating mindfulness into its curriculum and infusing it across the law school community.”⁷³ Beginning with a six-week noncredit mindfulness course for 1Ls (Jurisight) and two lunchtime presentations in 2008, the school—under the leadership of Professor Scott Rogers—gradually expanded its offerings and, in 2011, established the Mindfulness in Law Program. The program, now in its ninth year, consists of a robust collection of mindfulness-focused classes, presentations, seminars, and workshops designed to integrate mindfulness into the law school experience.⁷⁴ Offerings include:

- Academic courses, such as Mindful Ethics; Mindfulness and Leadership; and Mindfulness and Motivating Business Compliance with the Law;⁷⁵
- Workshops on topics such as Mindfulness, Balance & the Law Student’s Brain; Arguing Without Angst: The Mindful Oral Advocate; Mindful Eating; and Finding Real Happiness in Life and Law;⁷⁶
- Collaboration with the clinical faculty to introduce students to mindfulness insights and practices, including by infusing mindfulness into supervision and exploring mindfulness practices as they relate to areas such as communication, compassion fatigue, and resilience;⁷⁷
- The Mindful Spaces program, which “allows students, faculty and staff to experience a taste of mindfulness during their busy days” through

73. Rogers, *supra* note 68, at 1190.

74. *Mindfulness in Law Program*, UNIV. MIAMI LAW SCH., <https://www.law.miami.edu/academics/mindfulness-in-law-program> (last viewed May 13, 2019).

75. *Id.*; E-mail from Scott L. Rogers, Director, Mindfulness in Law Program, University of Miami School of Law (Mar. 28, 2019, 9:23 EDT) (on file with author).

76. E-mail from Scott L. Rogers, *supra* note 75.

77. *Id.*; see also Tamara L. Kuennan, *The M Word*, 43 HOFSTRA L. REV. 325, 335 (2014).

practices such as mindful walking, mindful sitting, and mindful movement;⁷⁸ and

- The Insightful Mind Initiative, a student organization that holds regular meetings at which students explore mindfulness and other contemplative practices and discuss ways in which they might incorporate them into their lives to “help create a more fulfilling and effective life in the law.”⁷⁹

According to Professor Rogers, the Mindfulness in Law Program—which has made a noticeable impact on the school’s culture—owes its success in large part to the support it has received from faculty and staff member from all corners of the institution. For example, Dean of Students Janet Stearns leads the Daily Constitutional—a mindful walk around the lake; Vanessa Alpizar, a paralegal in the law school clinic, leads a weekly mindful movement practice called Short Stretch; Alex Schimel, Associate Director of the Academic Achievement Program, guides a fifteen-minute mindful sitting called Just Is Story; Robert Rosen, a member of the tenured faculty, facilitates Meeting of the Minds—a twelve-minute mindful-sitting exercise; and Raquel Matas, Associate Dean for Administration and Counsel to the Dean, Jan Jacobowitz, Director of the Professional Responsibility and Ethics Program, and Professor Rosen each collaborate with Professor Rogers to teach an academic course focused on mindfulness.

Professor Rogers explains that leadership and collaboration “make all the difference” in establishing a program that is to become firmly rooted in a school’s fabric:⁸⁰

Were it not for the vision of our Dean, Patricia White, the formation of a Mindfulness in Law Program may never have been realized. So too, the richness and diversity of offerings, whether mindful spaces, curricular courses, clinic offerings, or drop-in workshops would not be as interesting or sustainable were it not for the engagement and support of my colleagues, for which I will always be grateful.⁸¹

C. 1L Well-Being Programming

Task Force Recommendation 33.1 suggests that, in addition to offering schoolwide programming on well-being topics, law schools should also provide special well-being programming during first-year orientation and at other “vulnerable times” during the 1L year.⁸² As one dean of students

78. Rogers, *supra* note 68, at 1203.

79. *Id.* at 1202.

80. E-mail from Scott L. Rogers, Director, Mindfulness in Law Program, University of Miami School of Law (Mar. 28, 2019, 12:55 EDT) (on file with author).

81. *Id.*

82. TASK FORCE REPORT, *supra* note 4, at 39; *see also* Organ et al., *supra* note 3, at 148 (noting that “[f]irst-year orientation is one of the most important times to address law student wellness issues”).

explained, “While orientations continue by necessity to be jam-packed with information,” it is still critical to address mental health and well-being issues on day one because “the absence of a relevant conversation on [these issues] sends a signal that the school does not care, is afraid to take on the issue[s], or perhaps both.”⁸³ Brittany Dingman, the former president of the student-run Wellness in Practice group at the University of St. Thomas Law School and mental health chair for the ABA Law Student Division, reiterated this sentiment:

When I took over Wellness in Practice, I felt it was really important to address wellness issues at 1L orientation. I know that orientation is an overwhelming process, but by not talking about mental health at orientation, you’re effectively sweeping it under the rug or saying that mental health isn’t important, when it’s really vital to being able to succeed in law school and in practice. It’s important to recognize up front how mentally taxing law school is and what students can do to take care of themselves—including by making an effort to keep their hobbies and outside relationships, rather than just losing themselves in all things law school. And it’s much better to be proactive instead of waiting until halfway through the semester, once students are already completely stressed out. Because if you’re not talking about stress in the forefront, students might think, “Oh maybe it’s just me. Maybe I’m the only one who’s not able to cut it.” But even a simple message at orientation establishing that it’s going to be tough, but that there are resources and people in your community you can talk to about these issues, and there are healthy practices you can adopt to get through it, can make such a difference.⁸⁴

That said, there is mounting consensus that introducing well-being topics at orientation is a necessary but insufficient strategy for fostering a culture of well-being among the incoming class. This is because, given the high volume of content relayed at orientation, students are unlikely to retain the bulk of information conveyed.⁸⁵ Accordingly, it is important for law schools to establish additional touchpoints throughout the 1L year at which they can reiterate and build on their orientation messaging and explore well-being topics in greater depth. As one student put it:

There is no short-cut when it comes to creating a culture of wellness. Orientation is a great start because it sets students up for success. But unless there is a consistent follow-through, the message is lost. So it’s important to follow up and capture as many opportunities as possible to teach and encourage student wellness.⁸⁶

83. Jaffe, *supra* note 16, at 13.

84. E-mail from Brittany Dingman, Former President, Wellness in Practice, University of St. Thomas Law School (Mar. 24, 2019, 18:55 EDT) (on file with author).

85. See MENTAL HEALTH TOOLKIT, *supra* note 34, at 29 (noting that “[b]ecause [] so much information is covered during first-year orientation, mental health issues can get lost”).

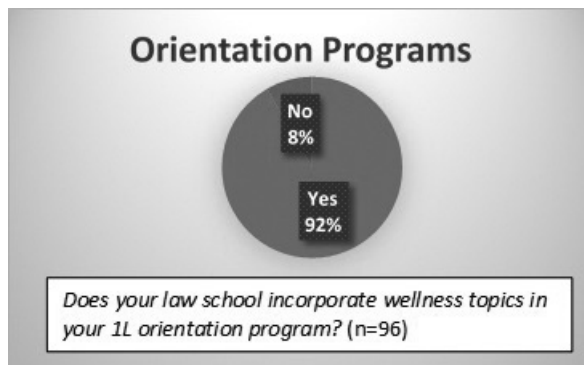
86. E-mail from Alessandra Fritz, Founder and Chair, Mental Health in Law Society, UCI Law

Of all the subject areas covered by the CoLAP Survey, the data on 1L-focused well-being offerings are particularly confidence-inspiring. The responses indicate that most law schools are taking steps to incorporate well-being into their orientation programs, and that “re-orientations” and “orientation follow-ups” are now emerging as vehicles for reemphasizing well-being partway through the 1L year.

a. 1L Orientation Programs

Ninety-two percent of the CoLAP Survey respondents indicated that their law school incorporates well-being topics into the 1L orientation program.⁸⁷ Although two respondents reported devoting a full or half-day to well-being programming, most schools appear to intersperse such programs among other, more traditional orientation programs.

Almost all respondents indicated that their school takes a multipronged approach to promoting well-being at orientation. Thirty-four respondents indicated that their school uses orientation as an opportunity to introduce students to the various health and well-being resources on campus. The most common means of doing so appears to be presentations by counseling centers and LAPs, followed by overviews by student services, wellness resource fairs, and features on the orientation website. Other respondents reported offering “services tours” in which they guide students around campus to highlight where they can obtain various health and wellness resources, and cross-departmental/organizational wellness panels.

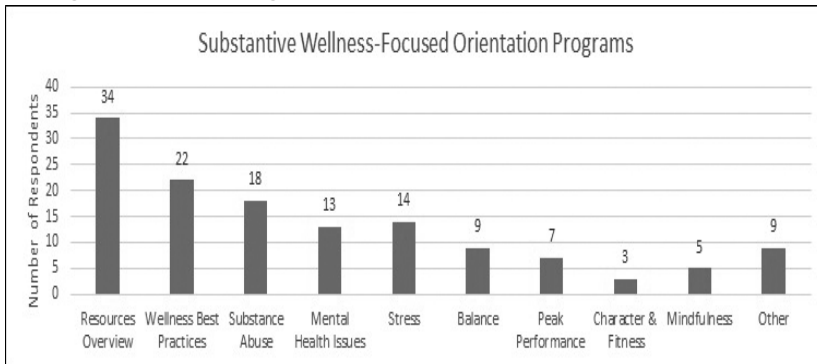


Another commonly cited practice involves hosting substantive programs focused on well-being topics such as best practices for maintaining mental and physical health in law school, substance use disorders, mental health problems, understanding and managing stress, the importance of balance in law school, well-being and peak performance, character and fitness and bar

School (Mar. 21, 2019, 15:39 EDT) (on file with author).

87. PRELIMINARY REPORT, *supra* note 8, at 7.

admission concerns, mindfulness, time management, spiritual well-being, social well-being and community building, imposter syndrome, and financial well-being and debt management.



In addition, a number of schools reported incorporating interactive activities into their orientation schedules to promote physical and social well-being. Cited activities include mindfulness sessions, organized walks and runs, sports games, pet therapy, community lunches, community service projects, and other physical activities and outings. Other reported initiatives include professional development programs focused on well-being, the provision of nutritious meals, and the incorporation of well-being topics into credit/fail introduction-to-law courses.

Notably, a number of respondents reported involving faculty and upper-year students in their orientation well-being initiatives. Ten respondents indicated that faculty members participate in well-being programs at orientation, including by leading mindfulness sessions and stress workshops and speaking on topics such as substance use disorders and community building. Twelve respondents described various forms of upper-year student involvement, including speaking on well-being panels, running peer mentor activities, and participating in small-group mindfulness exercises and well-being discussions.

b. “Re-Orientation,” Orientation Follow-Ups, and Other 1L Well-Being Programs

A handful of respondents reported that, in addition to regular orientation programming, their school holds a “re-orientation” or follow-up program focused on well-being later in the 1L year. For example, during the first six weeks of classes, Vanderbilt Law School hosts Orientation Two (O₂), a series of programs “designed to reinforce Vanderbilt University’s student care network, focusing on nine key areas of wellness (Intellectual, Cultural & Identity, Physical, Emotional, Spiritual, Social, Financial, Vocational, and Sexual).”⁸⁸ Similarly, one respondent’s school organizes Welcome Back Week immediately following fall orientation, which consists of four days dedicated

88. *Office of Student Affairs, VANDERBILT LAW SCH.*, <https://law.vanderbilt.edu/student-life/office-of-student-affairs.php> (last visited Mar. 28, 2019); PRELIMINARY REPORT, *supra* note 8, at 13.

exclusively to health and well-being topics such as financial health, substance use disorders, mental health, social health, and diversity and inclusion.⁸⁹ Another respondent noted that although its school introduces the topics of mental health and well-being at August orientation, it delves more deeply into these issues during spring re-orientation.

Other reported orientation follow-up programs include a stress-management workshop midway through the 1L fall semester, mandatory presentations by school counseling centers and LAPs, and well-being “check-ins” with student services partway through the 1L fall and spring semesters. In addition, one respondent’s school is considering moving its LAP presentation from orientation to later in the semester, “as evaluations do not report this as being very helpful in the midst of all other activities [during orientation] week.”⁹⁰

Finally, as noted above, a small number of respondents indicated that their school offers a workshop or lecture series focused on well-being throughout the 1L year to provide first-year students with the skills and tools they will need to optimize their law school performance.⁹¹

The authors of the 2014 Law Student Well-Being Survey offer an additional, less resource-intensive strategy for schools that wish to “underscore the relevance of [well-being] issues” but are unable to address such issues in a formal orientation or re-orientation program:

[A] professor in each first-year section can set aside time for discussion of [well-being] topics during an early or relevant portion of the semester; for faculty who hold a midterm exam, for example, the lead-up to the exam may prove a good time to raise these issues.⁹²

This model—especially when implemented by small-section professors—offers the dual benefits of engaging students in a smaller, more intimate setting, “where there is greater likelihood of [their] listening and responding,”⁹³ and demonstrating to students that their professors have a vested interest in their mental health and well-being.

D. Bringing Well-Being Education into the Classroom

In Recommendations 30 and 33.2, the Task Force urges law schools to go beyond co-curricular programming to bring well-being education into the classroom—both through presentations in professional responsibility courses

89. PRELIMINARY REPORT, *supra* note 8, at 9.

90. *Id.* at 11.

91. Examples include USC Gould Law School’s 1L Peak Performance Program, Telephone Interview with Rebecca Simon & Jarrett Green, *supra* note 57, and Miami Law School’s Jurisight for 1Ls Program, *Mindfulness in Law Program*, *supra* note 74.

92. Organ et al., *supra* note 3, at 148-49.

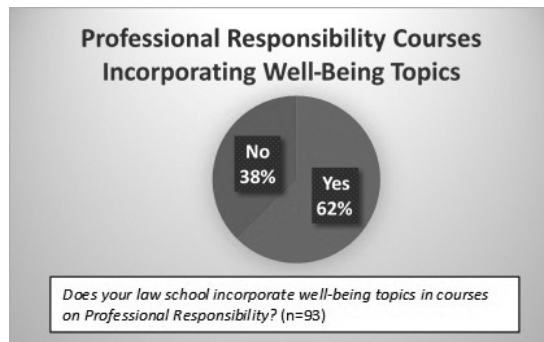
93. Jaffe, *supra* note 16, at 13.

and new courses designed to cover well-being topics in depth. Although more than half of the respondent law schools reported addressing mental health and substance use issues in professional responsibility courses, stand-alone well-being courses are still relatively few and far between.

a. Incorporating Well-Being Topics into Professional Responsibility Courses

Task Force Recommendation 30 suggests that law schools “include well-being topics in courses on professional responsibility” by devoting at least one class session to the topics of substance use and mental health issues.⁹⁴ The Task Force recommends that law schools have “bar examiners and professional responsibility professors or their designee (such as a lawyer assistance program representative) appear side-by-side to address the issues [because] . . . [u]ntil students learn from those assessing them that seeking assistance will not hurt their bar admission prospects, they will not get the help they need.”⁹⁵ The Task Force further explains that professional responsibility courses are an appropriate forum for broader discussions of well-being because “knowledge of how to maintain well-being can enhance competence, diligence, and work relationships—all of which are required by the ABA’s Model Rules of Professional Conduct.”⁹⁶

Sixty-two percent of the CoLAP Survey respondents reported that their law school incorporates well-being topics into courses on professional responsibility.⁹⁷ Of these, seventy-three percent indicated that the course professors address such topics, fifty-six percent stated that visiting LAP representatives lead discussions about these issues, forty percent noted that guest speakers from the state bar examiner guide such discussions, and twenty-three percent indicated that well-being topics are incorporated into the professional responsibility course syllabus.



94. TASK FORCE REPORT, *supra* note 4, at 39.

95. *Id.*

96. *Id.* at 40.

97. PRELIMINARY REPORT, *supra* note 8, at 16. In addition, a handful of respondents reported that their school incorporates topics such as resilience, self-care, values, and stress-management into courses on professionalism and professional development.

Since the collection of the CoLAP Survey data, one law school has taken the lead in breaking ground in this area: In January 2019, the University of Pennsylvania Law School launched a pilot program—developed by Jennifer Leonard, Associate Dean for Professional Engagement and Director of the Penn Law Center on Professionalism, and John Hollway, Associate Dean and Executive Director of the Quattrone Center for the Fair Administration of Justice—that incorporates a module on attorney well-being into every mandatory professional responsibility course. Focusing on resilience and mindfulness, the module highlights the importance of well-being, chronicles some of the challenges the profession faces around well-being, and connects these challenges to their impact on lawyers’ ability to fulfill their professional responsibilities to their clients. Before the semester began, Leonard and Hollway worked with participating faculty members, all of whom are adjunct professors and practicing lawyers, to figure out where the module most naturally fit into their syllabus and how to best present it to their students. The professors were allowed to choose from a sixty-minute, ninety-minute, or 120-minute module, which Leonard and Hollway would deliver in lieu of a regular class session. Participating faculty were also encouraged to emphasize throughout the semester that lawyers have an ethical obligation to tend to their own health and well-being so that they can competently serve their clients.⁹⁸ As Hollway noted, “What’s really exciting about [this program] is that it’s actually getting woven into the curriculum. This is not a bolt-on program that is given less priority than [students’] academics. This is part of their academics.”⁹⁹

Student feedback from the inaugural semester of the program is encouraging. Most notably, Leonard—who also oversees the school’s 1L professionalism programming—reports that the module’s content has been even better-received in this format than it has been in the context of a mandatory first-year co-curricular program. According to Leonard, the explanation for this discrepancy is likely threefold:

First, the fact that this is folded into a class session—we’re not asking students to expend any extra time on the material—is really helpful. Second, the timing makes a big difference. The Professional Responsibility students are closer to practice and more removed from the pressure cooker of 1L year, which allows them to be more circumspect about the stress. They’ve also had summer work experience, which means they’re better able to contextualize how these issues could actually come up professionally. Finally, the third thing that makes it work so well is that the professors—all of whom are practicing lawyers—are able to chime in throughout the module to underscore the importance of these

98. Telephone Interview with Jennifer Leonard, *supra* note 52; see also *Penn Law’s Pilot Program: Incorporating Attorney Well-Being*, 65 U. PA. ALMANAC 9 (2018), <https://almanac.upenn.edu/uploads/media/almanac-121818-web.pdf>.

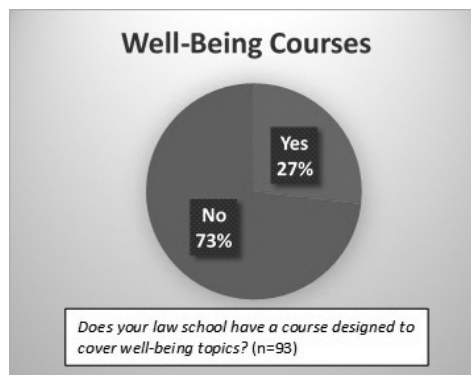
99. E-mail from John Hollway, Associate Dean and Executive Director, Quattrone Center for the Fair Administration of Justice, University of Pennsylvania Law School (Mar. 21, 2019, 17:32 EDT) (on file with author).

topics and to share anecdotes from their professional experience, making it far more compelling than if it were coming from administrators only.¹⁰⁰

While the Penn Law model stands as the gold standard for present professional responsibility-focused well-being offerings, time and resource constraints may inevitably render this approach infeasible for many law schools. On the other hand, the Committee was surprised that so few schools reported hosting LAP representatives in their professional responsibility classes. LAPs and law schools unquestionably have a shared interest in seeing that all students are educated about well-being issues before commencing legal practice, and a visit from a LAP representative seems to be a relatively cost-efficient way to bring these important issues to the classroom. The Committee plans to explore this matter further with a goal of ensuring that all students receive such education prior to bar admission.

b. Courses Designed to Teach Mindfulness or Other Well-Being Topics

In Recommendation 33.2, the Task Force suggests that, in addition to incorporating well-being topics into professional responsibility courses, law schools should create specific courses designed to cover such topics in depth.



Only twenty-seven percent of the CoLAP Survey respondents reported that their law school offers at least one academic course of this type.¹⁰¹ The vast majority of cited courses focus, at least in part, on mindfulness and other contemplative practices. They include:

- Sustaining Practices in the Legal Profession
- Mindful Lawyering
- Contemplative Lawyering
- Mindful Ethics

100. E-mail from Jennifer Leonard, *supra* note 544.

101. PRELIMINARY REPORT, *supra* note 8, at 23. The Appendix includes links with further information about these courses, as well as other well-being-focused courses that the author identified during the preparation of this article. *See also* TASK FORCE REPORT, *supra* note 4, at 61-62 (offering content suggestions for a course on law student well-being).

- Mindful Leadership
- Mindfulness in Law
- Mindfulness in the Law: Cultivating Tools for Effective Practice
- Mindfulness & Motivating Business Compliance in the Law
- Mindfulness for Lawyers
- The Mindful Advocate
- Mindfulness & Professional Identity
- Jurisight

Other cited courses, such as Leadership, Professionalism, and Well-Being Skills for the Effective Lawyer; Positive Psychology for Lawyers; The Quest for a Satisfying Career in Law; and The Law and Your Life: Aligning Your Personal Values with the Practice of Law, examine broader well-being. For example, in Well-Being and the Practice of Law, Duke Law students explore the questions of why happiness is elusive for so many lawyers, how this affects their professionalism, and what can be done about it. The course—created and taught by Professor Daniel S. Bowling III—entails a combination of (1) theoretical exploration of concepts of well-being and its relationship to legal ethics and professionalism; (2) analysis of empirical research on well-being and happiness and how it relates to lawyers; and (3) application of interventions designed to enhance emotional awareness, resilience, and well-being, such as the use of signature strengths, active-constructive responding, and challenging negative thoughts. The course, now in its tenth year, has become one of the highest-rated courses at Duke Law School and fills up within hours of the opening of course registration every year.¹⁰²

In addition to student interest, faculty and administrative buy-in is also critical to the viability of any for-credit well-being course. Given the legal academy's long-standing emphasis on traditional theory and doctrine, it is not surprising that proposals for courses focusing on well-being have been met with resistance by quite a few curriculum committees. For instance, Dr. Andrew Benjamin, who teaches a for-credit counseling workshop for student peer supporters at the University of Washington School of Law, recounts that it took nearly twenty years to convince the law school administration that his non-doctrinal course was worth approving, as it would afford students critical skills and knowledge and help change the stressful climate at the law school.¹⁰³ Ultimately, Dr. Benjamin was able to secure approval for the course in 2017 with the assistance of Dean of Students Mary Hotchkiss. So far, the student response has been overwhelmingly positive. Nevertheless, Dr. Benjamin fears that, without broader institutional support,

102. Telephone Interview with Daniel S. Bowling III, Senior Lecturing Fellow, Duke Law School (Mar. 18, 2019); see also 779 *Well-Being and the Practice of Law*, DUKE LAW SCH., <https://law.duke.edu/academics/course/779/> [<https://perma.cc/GV43-GJ8Y>] (last visited May 16, 2019).

103. Telephone Interview with Dr. Andrew H. Benjamin, Affiliate Professor of Law, University of Washington School of Law (Mar. 21, 2019). Dr. Benjamin has advised that although he has a doctorate in clinical psychology, that level of training is not necessary to teach a course like the counseling workshop. Rather, Dr. Benjamin insists that any law school faculty member or administrator with some background in psychology could easily administer the program, and that he would be happy to consult with those interested in implementing a similar program at their school. *Id.*

the counseling workshop (and its accompanying peer support program¹⁰⁴) may not endure beyond the retirement of its two primary advocates.¹⁰⁵

Professor Bowling recalls encountering a subtler form of “pushback” when he first introduced Well-Being and the Practice of Law at Duke:

At first, there was some concern that this course didn’t deserve [to be] taught as a doctrinal course. But that debate ultimately resolved itself in our favor—probably because the students embraced it so much and our academic dean, Elizabeth [Gustafson], stood behind it.¹⁰⁶

Bowling cites the academic rigor of his syllabus as another key factor that has helped solidify the legitimacy of his course among his fellow faculty members:

It is philosophically rigorous and scientifically precise—no therapy dogs or group hugs in my class!—with serious writing and reading demands placed upon students.¹⁰⁷

Bowling elaborates:

The course is not an “easy A”; it is graded on a strict curve, with the median set by school policy. It was very important, given my belief that well-being should be in the mainstream of the law school curriculum, that the course be graded in the same manner as contracts or torts law, rather than by the “softer” pass-fail method. That does not mean I try to conduct class through the brutal Socratic examination famed in law school legend; instead, I look for ways to induce positive emotions throughout each session, believing this to be a far better method to “broaden and build” student minds.¹⁰⁸

Finally, Bowling notes that, in defending the academic merit of his course, it has been helpful to underscore the extent to which well-being is a critical component of legal professionalism: “The evidence is overwhelming that

104. The UW Law School counseling workshop and peer support program are discussed further *infra* in the section on “Empowering Students to Help Fellow Students.” See *infra* notes 150-51 and accompanying text.

105. Telephone Interview with Dr. Andrew H. Benjamin, *supra* note 103.

106. E-mail from Daniel S. Bowling III, Senior Lecturing Fellow, Duke Law School (Mar. 22, 2019, 11:42 EDT) (on file with author).

107. Daniel S. Bowling III, *Teaching Lawyers About Happiness*, LAW PRACTICE TODAY (June 14, 2016), <https://www.lawpracticetoday.org/article/teaching-lawyers-happiness/> [https://perma.cc/CPZ8-CD9F].

108. Daniel S. Bowling III, *Teaching Positive Psychology in Law School*, in POSITIVE PSYCHIATRY: A CASEBOOK 209, 212 (2018) (citing Barbara Fredrickson, *The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions*, 56 AM. PSYCHOLOGIST 218 (2001)); see also R. Lisle Baker, *Designing a Positive Psychology Course for Lawyers*, 51 SUFFOLK U.L. REV. 207, 207 (2018) (examining “some of the ongoing pedagogical choices involved in creating a law school course on positive psychology oriented around experiential student learning”).

people with higher levels of optimism and general well-being perform better both in law school and in practice. So I argue that teaching this material is critical in order to train our students to be good lawyers and professionals.”¹⁰⁹

Rebecca Simon and Jarrett Green similarly stressed the link between emotional well-being and mental health, on the one hand, and academic and professional performance, on the other, when pitching their Happiness and Peak Performance for Law Students course at UC Irvine School of Law. Simon and Green had previously taught a noncredit version of the course for 1Ls at Southwestern Law School, with striking results. The program impact summary report revealed that students who completed the program were 28.7% less likely to be placed in a remedial academic support program and disproportionately likely to earn the prestigious CALI Excellence for the Future Award.¹¹⁰ Students also reported experiencing less stress, more joyfulness, greater productivity, and improved academic outcomes as a result of the program. Unsurprisingly, these results—coupled with dozens of pages of rave student reviews¹¹¹—were compelling to the UCI administration, which

109. Telephone Interview with Daniel S. Bowling III, *supra* note 102; see also Daniel S. Bowling III, *Lawyers and Their Elusive Pursuit of Happiness: Does it Matter?*, 7 DUKE F.L. & SOC. CHANGE 37, 45 (2015) (arguing that “a happy lawyer is a better lawyer and a more effective, ethical advocate for her clients”); TASK FORCE REPORT, *supra* note 4, at 39-40 (citing studies indicating that teaching well-being skills enhances immediate academic performance as well as long-term academic, personal, and professional success); *id.* at 38 (noting that “[f]raming [well-being-promoting] strategies as helping students develop into healthy lawyers who possess grit and resilience may help foster faculty buy-in”). Framing a well-being course around leadership development can be another way to secure faculty and administrative buy-in. For instance, at Suffolk University Law School, Professor Lisle Baker and psychologist Dr. John Churchill co-teach a two-credit course on Leadership and Character Strengths, which incorporates various well-being topics including a presentation from the Massachusetts LAP on mental health. See R. Lisle Baker, *Character and Fitness for Leadership: Learning Interpersonal Skills*, 58 SANTA CLARA L. REV. 525 (2018).
110. THE MINDFULNESS STRESS MANagements & PEAK PERFORMANCE PROGRAM, PILOT YEARS: FALL 2016-SPRING 2018 PROGRAM REPORT (2018), <https://drive.google.com/file/d/1zWYCL6M4anWdFOZfMVGyFEbnmy89n4A/view> [<https://perma.cc/GM7T-P9V6>].
111. See *id.* Notable testimonials include:

This program is, without a doubt, one thing I could not have lived without this semester. The techniques that I learned have helped my 1L experience AND my personal life in more ways than I could have imagined. *Id.*

Though it was my dream to become an attorney ever since I was 5 years old, I came very close to dropping out, and I strongly believe that I would have done so if it had not been for Professor Simon and Professor Green. They helped me cope with my enormous amounts of stress and stay focused on the task at hand If it had not been for the Peak Performance Program, I likely would not have completed my lifelong goal of becoming an attorney. But because I enrolled in the program and got the help that I needed, I now feel stronger than ever and look forward to continuing my legal education. *Id.*

I absolutely loved this course. Professor Simon & Professor Green’s lessons truly kept me grounded throughout this extremely difficult time. I honestly

offered Simon and Green a slot in the school's 2019 pre-spring-semester short session. The one-unit short session course was such a success that the school has invited Simon and Green to expand it into a full two-unit elective that will be offered in fall 2019.¹¹²

E. Faculty and Staff Engagement in Well-Being Initiatives

Recognizing that shifting the ethos of a law school will necessarily require a concerted effort, Task Force Recommendation 27 encourages law schools to “develop best practices for creating a culture in which all associated with the school take responsibility for student well-being.”¹¹³ The Task Force emphasizes that “[f]aculty and administrators play an important role in forming a school’s culture and should be encouraged to share responsibility for student well-being.”¹¹⁴ To that end, in Recommendation 27.I, the Task Force suggests that law schools “[p]rovide training to faculty members relating to student mental health and substance use disorders” so they can detect and support students who are struggling.¹¹⁵ In Recommendation 28, the Task Force further suggests that law schools “offer faculty education on promoting well-being in the classroom” and invite them to participate in “strategic planning to develop workable ideas” for cultivating well-being.¹¹⁶

Although most respondents reported some degree of faculty and staff involvement in school well-being initiatives, such participation is, for the most part, relatively passive or circumscribed. That said, at least a few schools have made great strides toward engaging faculty and administrators as champions of student well-being, with promising results.

believe this class is responsible for my stability so far . . . [I]t truly changed my law school experience. *Id.*

112. Telephone Interview with Rebecca Simon & Jarrett Green, *supra* note 57. The short-session version of the course was called Self-Mastery for Law Students. *Id.* Simon and Green also adapted the course into an online bar-preparation supplement, the Bar Peak Performance Program, which they now run at schools including UC Hastings College of Law and USC Gould School of Law. *Id.*
113. TASK FORCE REPORT, *supra* note 4, at 36 (emphasis added). Along these lines, for the past three years, Professor Lisle Baker of Suffolk University Law School has convened an annual conference on “integrating positive psychology into legal education,” at which legal educators, psychologists, consultants, and attorneys deliberate on ways in which the insights of positive psychology can be leveraged to promote law student well-being. See R. Lisle Baker, *Integrating Positive Psychology into Legal Education*, 48 SOUTHWESTERN L. REV. 295 (2019) (reporting key takeaways from the 2017 and 2018 conferences).
114. TASK FORCE REPORT, *supra* note 4, at 36; see also Organ et al., *supra* note 3, at 151 (noting that faculty play a particularly important role in identifying and addressing student mental health problems because they engage with students far more frequently than school administrators do and are thus better situated to “spot potential issues before they become a crisis”).
115. TASK FORCE REPORT, *supra* note 4, at 36.
116. *Id.* at 38.

a. Mental Health Trainings

Although the CoLAP Survey did not specifically ask about mental health trainings, six respondents indicated that their school offers such trainings in an attempt to increase faculty and staff engagement in school well-being efforts. Five respondents specified that they invite faculty and staff to participate in detection and response trainings, such as QPR and Mental Health First Aid;¹¹⁷ and one respondent indicated that its school offers more general trainings to enable faculty and staff to more actively participate in well-being programming.¹¹⁸ It appears that faculty and staff members have, for the most part, been quite receptive to these trainings. The response at Miami Law School, as recounted by Dean of Students Janet Stearns, is particularly promising:

We offered the Mental Health First Aid Training in January 2018 to faculty and staff. The training session was fully subscribed. I was impressed by the range of faculty and staff who dedicated eight hours to this program. All of us walked away much better prepared to support, evaluate and refer students in need. In this day and age, this program should be offered at every law school in the country so that we can all handle difficult situations with greater calm and understanding.¹¹⁹

Perhaps cognizant of the cost of implementing such formal trainings, the Task Force highlights a more cost-efficient alternative: “working with lawyer assistance programs on training faculty how to detect students in trouble, how to have productive conversations with such students, what and when faculty need to report information relating to such students, [and] confidentiality [concerns] surrounding these services.”¹²⁰ American University Washington College of Law is one school that has taken this approach. Biennially, Dean of

117. *Id.* at 38. Mental Health First Aid is an eight-hour course designed to teach the skills necessary to respond to someone exhibiting the signs of a mental health or substance use problem. *See* MENTAL HEALTH FIRST AID USA, <https://www.mentalhealthfirstaid.org/> (last visited Feb. 1, 2019). The Question, Persuade, Refer (“QPR”) training focuses specifically on suicide prevention. *See* QPR INSTITUTE, <https://qprinstitute.com/> (last visited Mar. 25, 2019). Other training options include Kognito, *At-Risk for College and University*, KOGNITO, <https://kognito.com/products/at-risk-for-university-faculty-and-staff> (last visited Mar. 25, 2019) (offering a forty-five-minute online training for faculty and administrators who wish to learn how to identify and respond to students experiencing psychological distress), and Applied Suicide Intervention Skills Training (“ASIST”), *ASIST Two-Day Training*, LIVINGWORKS, <https://www.livingworks.net/programs/asist/> (last visited Mar. 22, 2019) (offering a two-day workshop in suicide first aid).

118. The dean of students at American University Washington College of Law has prepared a PowerPoint that can be used in a presentation to faculty on the importance of law school mental health and well-being initiatives and how faculty members can lend support. *See* Jaffe, *supra* note 16, at 12, 16 n.12.

119. E-mail from Janet Stearns, Associate Dean of Students, University of Miami School of Law (Mar. 11, 2019, 8:36 EST) (on file with author).

120. TASK FORCE REPORT, *supra* note 4, at 36.

Students David Jaffe invites faculty to meet with the director of the university counseling center and representatives from the D.C. Bar Lawyer Assistance Program to discuss trends in student mental health and substance use issues and how the faculty can equip themselves to effectively detect and respond to students in need. As Jaffe explains:

This is by no means an effort to make faculty members diagnosticians. We simply want them to appreciate that they are looked up to by their students and, as such, can be very valuable assets insofar as they have the empathy and wherewithal to guide a conversation in a direction where students can ultimately receive additional assistance. So far, this effort has been well-received—by the students as well as the faculty members.¹²¹

b. Faculty and Staff Participation in Well-Being Programming

Faculty and staff can also support school well-being initiatives by participating in well-being programming. Seventy-one percent of the CoLAP Survey respondents indicated that their law school well-being programming creates opportunities for faculty and staff to engage with students.¹²² The survey responses reflect both active engagement on the part of faculty and staff (e.g., planning or presenting at well-being programs) and more passive attendance or participation.



With respect to active engagement, twenty-eight respondents reported that their school's well-being offerings include some form of faculty-led programs or events. Although two respondents noted that faculty play a major role in

121. E-mail from David Jaffe, Associate Dean for Student Affairs, American University Washington College of Law (Mar. 14, 2019, 15:01 EDT) (on file with author); see also Organ et al., *supra* note 3, at 153 (noting that faculty members can prepare themselves to effectively respond to students experiencing mental health difficulties by practicing basic skills such as “nodding while the student is speaking, maintaining eye contact to demonstrate active listening, and reflecting the student’s feelings or paraphrasing what the student is saying”).

122. PRELIMINARY REPORT, *supra* note 8, at 39.

organizing well-being programming, it appears to be much more common for such involvement to be limited to a small number of programs or faculty members. The most commonly cited examples of active faculty participation were presentations at well-being programs and faculty-led meditation sessions. Other respondents reported that faculty members have led support groups, yoga, fitness classes, and walks/runs, or hosted forums or office hours where students can voice their concerns. The responses were similar regarding staff members: Of the seventeen respondents who described staff-led programs/events, seven indicated that staff members have led meditation sessions, four mentioned staff presentations at well-being programs, three mentioned staff-led yoga or fitness classes, and two mentioned staff-led walks or runs.

A few respondents noted that faculty and staff collaborate on strategic planning initiatives to support student well-being. For instance, one respondent's school has a faculty advisor assigned to help staff plan well-being programs; four respondents stated that staff members partner with students on well-being initiatives; and three indicated that faculty, staff, and students come together in working groups or well-being committees/coalitions to develop programs and other initiatives to advance student well-being.

As for more passive participation, thirteen respondents reported that their school opens well-being programs to the entire school community, whereas twenty indicated that they invite faculty and staff to participate in only certain programs, such as orientation events, Wellness Week activities, or other select events. The most common forms of faculty/staff participation appear to be partaking in meditation sessions, yoga or other fitness classes, and pet therapy. Other cited forms of faculty/staff engagement include participation in sports games or races, mindfulness retreats, community-building events such as coffee hours or picnics, faith-sharing groups, and stress-reduction workshops. Finally, a small number of respondents noted that faculty members participate in mentorship programs or serve as small-group facilitators in mental health programs.

c. Promoting Well-Being in the Classroom

In Recommendation 28, the Task Force notes that, in addition to supporting schoolwide well-being initiatives, it is also important for faculty to take steps to promote well-being “in the classroom.”¹²³ The Task Force identifies pedagogical “culprits” that may undercut student well-being—including “hierarchical markers of worth such as comparative grading, mandatory curves, status-seeking placement practices, lack of clear and timely feedback, and [intimidating] teaching practices”—and urges that such potentially “[h]armful practices should not be defended solely on the ground that law school has always been this way.”¹²⁴ The Task Force further recommends that

123. TASK FORCE REPORT, *supra* note 4, at 38; *see also id.* (noting that law school faculty “often exercise powerful personal influence over students,” and that “their classroom practices contribute enormously to the overall law school experience”).

124. *Id.* (citing Kennon M. Sheldon & Lawrence S. Krieger, *Understanding the Negative Effects of Legal*

law schools educate faculty on how their classroom practices may affect their students and encourage them to use their influence to support, rather than undercut, student well-being.¹²⁵

One way that faculty members can promote well-being in the classroom is by incorporating mindfulness or other reflective practices into their otherwise traditional coursework. Although the CoLAP Survey did not specifically ask about this practice, four respondents indicated that at least one faculty member at their school integrates mindfulness practices into law courses such as legal writing, professional responsibility, and mediation.¹²⁶ In one notable example, Professor Todd Peterson at The George Washington University School of Law has, for the past four years, incorporated a three-minute mindfulness exercise into the beginning of every civil procedure class he teaches to 1Ls (both in the small section and large lecture formats of the course). Each year, Professor Peterson prefaces the introduction of this practice—which he calls the “Mindfulness Moment”—by highlighting the well-documented benefits of mindfulness, including enhanced ability to focus attentively in class and reduced stress levels.¹²⁷ So far, the student response has been consistently and overwhelmingly positive. Peterson notes:

Education on Law Students: A Longitudinal Test of Self-Determination Theory, 33 PERSONALITY & SOC. PSYCH. BULL. 883 (2007); Kennon M. Sheldon & Lawrence S. Krieger, *Does Legal Education Have Undermining Effects on Law Students? Evaluating Changes in Motivation, Values, and Well-Being*, 22 BEHAV. SCI. & THE LAW 261 (2004)); see also Debra S. Austin, *Positive Legal Education: Flourishing Law Students and Thriving Law Schools*, 77 MD. L. REV. 649, 649, 656, 686-87 (2018) (citing the Socratic method, competitive grading system, classroom climate, and heavy workload as stressors that “suppress learning and fuel illness”); Peterson & Peterson, *supra* note 38, at 361, 375-81 (discussing various solutions that have been suggested to address the high levels of stress and depression in law school, including “restructuring the law school curriculum to provide a greater emphasis on practical skills and less focus on abstract legal theory, altering or eliminating the traditional Socratic method, reducing the size of law school classes, and changing the ways in which students are graded”).

125. TASK FORCE REPORT, *supra* note 4, at 38.

126. See also Nathalie Martin, *Think Like a (Mindful) Lawyer: Incorporating Mindfulness, Professional Identity, and Emotional Intelligence into the First Year Law Curriculum*, 36 U. ARK. LITTLE ROCK L. REV. 413, 427-50 (2014) (offering a road map for law professors who wish to incorporate mindfulness and emotional intelligence into their courses); R. Lisle Baker & Daniel P. Brown, *On Engagement: Learning to Pay Attention*, 36 U. ARK. LITTLE ROCK L. REV. 337, 366-69 (2014) (discussing professional benefits of focused attention and how it can be developed).

127. Telephone Interview with Todd Peterson, Professor of Law and Co-Director of the Inns of Court and Foundations of Practice Programs, The George Washington University Law School (Mar. 12, 2019); see also, e.g., George, *supra* note 66, at 220-36 (citing evidence that mindfulness training can enhance attention, working memory capacity, learning, academic achievement, creativity, empathy, and self-compassion, in addition to reducing stress and anxiety); Martin, *supra* note 126, at 424-27 (reviewing the manifold benefits that practicing mindfulness may bestow on lawyers and law students); Austin, *supra* note 124, at 707-08 (citing evidence that mindfulness decreases distraction; improves attention, information-processing and decision-making; reduces negative emotions; increases feelings of calm and self-regulation; and enhances physical health).

While there's always a fair amount of skepticism at the beginning, at least from some people, by the end of the semester, the skeptics are totally won over. I do surveys and each year we'll have maybe one person who says "I wish we didn't do it"—but everyone else says they're really glad we did it and that they think I should continue the practice. A number of students go on to adopt the practice on their own—even outside of the class.¹²⁸

Peterson chalks the success of the Mindfulness Moment up to its repetitive nature:

It's interesting to contrast the students' response to this program to their reactions to the optional fifty-five-minute Inns of Court session devoted to mindfulness. There, we bring in experts to lead the program and they do a fantastic job, but the reception is always mixed. Some people love it, but many say they're not persuaded by the one-hour session. What I've learned is that the real way to get students to start practicing mindfulness is to make them do it—for just a few minutes—every day and then have them watch the results over the course of the semester. They find their concentration and focus are better, that they're less stressed out, and that they're able to get much more from the class.¹²⁹

According to Peterson, he, too, has benefited substantially from the practice:

The most unanticipated consequence has been how much this has helped me as a professor. I find that after a three-minute meditation I am much more tuned in to where the students are and less focused on my own presentation or demeanor. This allows me to be more in the moment myself and more empathetic and connected to the students' subjective class experience.¹³⁰

In Recommendation 27.1, the Task Force identifies another way in which law professors can support student well-being: by “occasionally step[ping] out of their formal . . . role to convey their respect and concern for students, [] acknowledge the stressors of law school,” and help reduce the stigma

128. E-mail from Todd Peterson, Professor of Law and Co-Director of the Inns of Court and Foundations of Practice Programs, The George Washington University Law School (Mar. 18, 2019, 13:28 EDT) (on file with author). Teresa Kissane Brostoff, Professor and Director of Legal Writing at the University of Pittsburgh School of Law, reports having had a similarly positive experience leading a short breathing exercise at the beginning of class. *See* Brostoff, *supra* note 68, at 166-67. According to Brostoff, “this simple process takes seconds but can help students feel valued and respected by acknowledging that many stressors are influencing their lives and by giving them some time to release some of that stress.” *Id.* at 167; *see also* Jaffe, *supra* note 16, at 13 (noting that faculty members who set aside a few minutes at the beginning of class for meditation or a simple breathing exercise “will be amazed at how much more attentive their students will be and at how much renewed energy students will have to engage with the faculty member”).

129. E-mail from Todd Peterson, *supra* note 128.

130. *Id.*

surrounding mental health treatment.¹³¹ Specifically, the Task Force suggests that faculty “consider sharing experiences in which students confronted similar issues and went on to become healthy and productive lawyers.”¹³² A number of professors have found that divulging their own struggles with substance use or mental health problems can be a particularly effective way to “humanize” the classroom.¹³³ For instance, Professor Rebecca Simon, who co-teaches Self-Mastery for Law Students at UC Irvine School of Law, attributes the success of her classroom discussions about mental health issues in large part to the fact that she and her co-instructor, Jarrett Green, have struggled with such challenges themselves and are willing to speak openly about their experiences with their students:

Professor Green and I are trying to break the stigma that the “sage on the stage”—the law school professor—is a perfect being who has never struggled or failed. We model vulnerability by speaking openly and candidly about our own academic and professional failures, and experiences throughout life with stress, anxiety, sadness, depression, anger and other challenging emotions. We explain that experiencing these things do[es] not make you weak or flawed; [it] make[s] you human. When we open up about who we are as real people, we normalize the concept of having challenging emotions and of failing our way to success—as most of us do.¹³⁴

Professor Brian Clarke recounts engendering a similarly positive response from his civil procedure students at Charlotte School of Law:

Usually about two weeks before the end of the term—when I see the strain of writing papers and the approach of final exams beginning to take a toll—I will put the Civil Procedure issue of the day on hold and tell my story After building my credibility in the eyes of my students for most of the semester, I intentionally shatter this perception of me. This dynamic makes the discussion of my mental illness and the challenges of practicing law more impactful in an “if that can happen to Professor Clarke, it can happen to me” sort of way Every time I do it, it has a significant impact [E]very single student I have ever talked to about these issues has appreciated—above all else—my openness and

131. TASK FORCE REPORT, *supra* note 4, at 36; *see also* Jaffe, *supra* note 16, at 13 (suggesting that faculty also consider inviting students to “share anything they would like the faculty member to know” and “spend a few minutes at the start or end of a class asking how students are” because “[d]oing so opens the ‘door of humanity’ . . . and lets students know [that] faculty members care”).
132. TASK FORCE REPORT, *supra* note 4, at 36.
133. *See, e.g.*, Brian S. Clarke, *Coming Out in the Classroom: Law Professors, Law Students and Depression*, 64 J. LEGAL EDUC. 403 (2015); James T.R. Jones, *Walking the Tightrope of Bipolar Disorder: The Secret Life of a Law Professor*, 57 J. LEGAL EDUC. 349 (2007); Marjorie A. Silver, *Commitment and Responsibility: Modeling and Teaching Professionalism Pervasively*, 14 WIDENER L.J. 329 (2005).
134. E-mail from Rebecca Simon, Lecturer, UC Irvine School of Law, Co-Founder, Peak Performance Program (Mar. 29, 2019, 11:39 EDT) (on file with author).

honesty, not only about my illness, but about the challenges of being a lawyer.¹³⁵

As Professor Clarke acknowledges, not all law professors have experienced mental health problems, and those who have may not feel comfortable “coming out.”¹³⁶ However, all law professors “can start a dialogue with students . . . about the importance of mental health, the dark side of being a lawyer, and the need for students to make conscious, intentional and meaningful choices regarding their futures.”¹³⁷ Indeed, “[t]hese discussions are critical to the long-term well-being of our students and, ultimately, the legal profession.”¹³⁸

An additional way that faculty can promote well-being in the classroom is by taking steps to foster an “optimistically-oriented learning environment.”¹³⁹ This can be accomplished by praising students on effort instead of talent or intellect and “giv[ing] negative feedback in a way that reflects an optimistic attribution style”—i.e., by “alert[ing] students to the fact that their work in this particular context is deficient,” but “situat[ing] that deficiency in limited terms and encourag[ing] the students to envision their wrong answer as a necessary step in the mastery process, as opposed to a public indictment of [their] intelligence.”¹⁴⁰ Such feedback can be conveyed during in-class discussions (e.g., by encouraging a student to take a second shot at answering a difficult question) or in written feedback (e.g., by suggesting that the student rework a written argument or take a different approach to a subsequent draft). As one law professor has observed:

[R]eframing student setbacks in language of optimism helps students reorient their own thoughts about bad academic events. To view a bad semester or a poor mark in terms of the language of optimism is to say to oneself: “Here I have done a poor job, but I can learn to improve and will perform better next time.” If students are to succeed in law school and in life, this is exactly the sort of optimistic outlook they must have, particularly with respect to their ability to perform in the classroom.¹⁴¹

135. Clarke, *supra* note 133, at 412-14.

136. *Id.* at 415.

137. *Id.*

138. *Id.*

139. Corie Rosen, *Creating the Optimistic Classroom: What Law Schools Can Learn from Attribution Style Effects*, 42 MCGEORGE L. REV. 319, 320 (2011).

140. *Id.* at 339; *see also* Austin, *supra* note 124, at 690 (noting that “[p]raising intellect or talent impairs both student motivation and performance,” whereas “[s]tudents who are praised for their effort and hard work invite challenging tasks, enjoy problems of increasing difficulty, and out-perform their ability-praised peers”).

141. Rosen, *supra* note 139, at 340; *see also* Lisa S. Blackwell et al., *Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention*, 78 CHILD DEVELOPMENT 246, 247-48 (2007) (citing evidence that having an optimistic orientation with respect to one’s ability to achieve is linked with academic growth and achievement); Austin, *supra* note 124, at 674 (noting that “[s]tudents with an optimistic explanatory style are able to

F. Empowering Students to Help Fellow Students

In Recommendation 29, the Task Force suggests that, in addition to involving faculty and staff in school well-being initiatives, law schools should also “empower students to help fellow students in need.”¹⁴² The Task Force notes that this is an important strategy for promoting well-being because “students often are reluctant to seek mental health assistance from faculty members” and administrators.¹⁴³ As one dean of students has observed:

Having students offer themselves as peer volunteers . . . , providing them proper training inclusive of their obligation of confidentiality, and publicizing that the resource exists and is walled off from administrative oversight may provide the secure haven that students seek as a “formal” alternative [to traditional counseling].¹⁴⁴

Moreover, “[f]ellow students may also be the most adept at noticing changes [i.e., signs of substance use and other mental health issues] in their classmates.”¹⁴⁵

Based on the CoLAP Survey responses, it appears that slightly fewer than half of law schools are presently engaging at least some students in school well-being efforts, either through official trainings or support for well-being-focused student organizations.

a. Student Trainings

Forty-three percent of the CoLAP Survey respondents indicated that their law school trains or equips students to support fellow students in need.¹⁴⁶ The most commonly reported type of training, noted by sixteen respondents, involves teaching students how to recognize signs of substance use disorders and mental health concerns and respond effectively to students in crisis. For example, Boston University’s two-hour Terriers Connect program trains students (alongside staff and faculty members) to become “gatekeepers” equipped to identify others in distress and supply accurate information about resources and referrals to mental health professionals.¹⁴⁷ Similarly, in Touro Law Center’s Students Helping Students program, students undergo training

reframe setbacks as challenges that are manageable given sufficient effort, and [to] use hope skills and persistence to develop resilience”).

142. TASK FORCE REPORT, *supra* note 4, at 38.

143. *Id.*

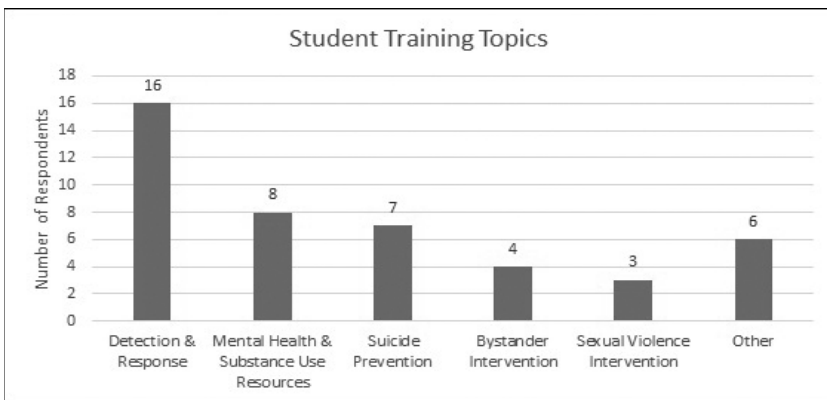
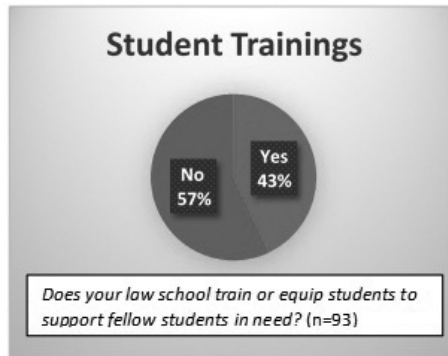
144. Jaffe, *supra* note 16, at 14.

145. MENTAL HEALTH TOOLKIT, *supra* note 34, at 17.

146. PRELIMINARY REPORT, *supra* note 8, at 19. The Appendix includes links with further information about these trainings (where provided or otherwise available), as well as other similar trainings that the author identified during the preparation of this article.

147. Student Health Services, *Terriers Connect*, BOSTON UNIV., <https://www.bu.edu/shs/behavioral-medicine/services-we-provide/terriers-connect/> (last visited Mar. 25, 2019).

to learn to recognize and “compassionately and competently assist their peers who are at risk or in the throes of mental health problems.”¹⁴⁸



Other frequently cited trainings include overviews of available substance use disorder and mental health resources, suicide prevention trainings, and bystander intervention trainings. Of the seven respondents who mentioned suicide prevention trainings, three indicated that their school facilitates in-person QPR trainings and one noted that its school offers an online version of this training. Less commonly cited trainings include sessions focused on sexual violence intervention, LGBTQ allies/anti-bias, cultural diversity, campus safety, active listening, stress management, and Mental Health First Aid.

Most respondents indicated that their school offers trainings to only certain segments of the student body—typically, peer mentors or peer advisors. A few respondents noted that their peer mentors attend intensive multiday trainings on topics ranging from mental health resources and sexual violence intervention to active shooter responses. Much more common, however, are

148. *Student Support Services*, TOURO COLL., <https://www.tourolaw.edu/StudentResources/student-support-services> (last visited Mar. 25, 2019).

shorter peer mentor trainings at the beginning of the academic year or semester, in which peer mentors learn about the available mental health resources, how to identify and respond to students in need, and ways in which they can serve as “eyes and ears” for student services.¹⁴⁹

In a particularly notable—yet atypical—example, the University of Washington School of Law offers an entire one-credit course designed to train members of its peer support program to provide peer counseling to help reduce feelings of isolation in the law school, offer resources to manage stress, and promote health in the student community. The course—developed and taught by Dr. Andrew Benjamin, a clinical professor of psychology and affiliate professor of law at the University of Washington—meets for one hour per week for nine weeks.¹⁵⁰ In these sessions, Dr. Benjamin trains peer supporters to use active listening and situational analysis to empower their fellow law students to overcome personal and academic challenges, with special attention paid to multicultural sensitivity and values. According to Dr. Benjamin, so far, the program has been a resounding success. Since its inception, Dr. Benjamin—who also serves as the preferred provider for students seeking mental health counseling—has gone from treating one-third to one-eighth of each law school class, “in large part because the peer support program has changed the climate at the school.”¹⁵¹

A smaller number of respondents noted that their school leads trainings for other student populations, including dean’s fellows; student organization, journal, and moot court leaders; teaching assistants; legal writing and academic support instructors; orientation leaders; student government leaders; and members of designated student support networks or well-being coalitions.

Only three respondents indicated that their school offers trainings to the general student population (with one respondent specifying that its school invites all students to participate in such trainings during Wellness Week and another noting that all 1Ls receive training through the school’s professionalism program). However, a handful of respondents identified an alternative, less cost- and time-intensive strategy for empowering the broader student body to help fellow students in need: online reporting forms. For example, on its website, the University of Minnesota Law School encourages students to submit an electronic Student Support Referral Form to alert the law school’s student affairs office of possible concerns about students who may be experiencing personal, academic, or health-related challenges.¹⁵² William & Mary Law School encourages students to submit an online CARE Report to the campus care support office under similar circumstances.¹⁵³ Finally, one

149. PRELIMINARY REPORT, *supra* note 8, at 21.

150. Telephone Interview with Dr. Andrew H. Benjamin, *supra* note 103.

151. *Id.*

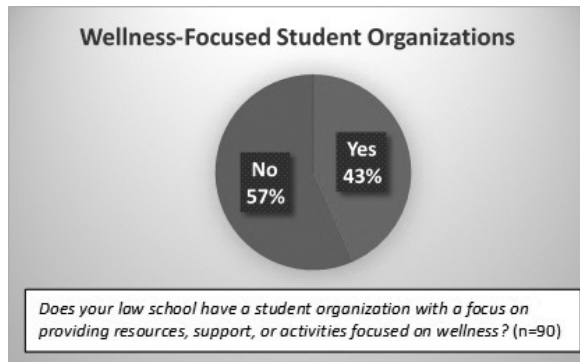
152. *Support Resources*, UNIV. MINN. LAW SCH., <https://www.law.umn.edu/current-students/student-orgs-leadership/support-resources> (last visited Mar. 25, 2019).

153. *Reporting as a Student*, WILLIAM & MARY LAW SCH., <https://www.wm.edu/report/student/>

respondent indicated that at new student orientation each year, the student affairs team advises the full 1L class about the “distressed student protocols” and “encourage[s] [all students] to say something if they see something.”¹⁵⁴

b. Student Organizations Focused on Promoting Well-Being

Students can also support law school well-being efforts through their participation in student organizations. Forty-three percent of the CoLAP Survey respondents reported that their law school has at least one student organization committed to providing resources, support, or activities to promote well-being.¹⁵⁵



Student governments appear to be the most common organizers of student-run well-being initiatives.¹⁵⁶ Thirteen respondents indicated that their student government has a student wellness committee or mental health committee that collaborates with student services to plan well-being programs (including both Mental Health Day/Wellness Week programming and one-off events) and strategize about ways to address student mental health needs. Two respondents indicated that their student government has a special officer charged with executing such duties, and three indicated that their student government as a whole partakes in such efforts.

Seven respondents reported that their school has a general health and wellness club, distinct from the student government, that performs similar functions. Examples include the University of New Hampshire School of Law’s Student Wellness Initiative, which “offers the UNH Law community a

[index.php](#) (last visited Mar. 25, 2019).

154. PRELIMINARY REPORT, *supra* note 8, at 11.

155. *Id.* at 59.

156. See MENTAL HEALTH TOOLKIT, *supra* note 34, at 25-27 (explaining why student governments are essential to law school well-being initiatives and identifying steps that such groups can take to support a culture of wellness in their law school).

broad range of opportunities to support physical and mental health,”¹⁵⁷ and the University of St. Thomas School of Law’s Wellness in Practice group, which “supports the continued quality of life and well-being of the University of St. Thomas School of Law community by raising awareness of mental health conditions; by reducing the stigma and providing resources and support to those who suffer from these illnesses; and by promoting wellness, balance, collegiality, and perspective throughout the St. Thomas Law community.”¹⁵⁸

Finally, a number of respondents indicated that their school has one or more student organizations committed to promoting a specific element of well-being. Fitness-focused groups appear to be the most popular, with running clubs cited most frequently, followed by sports clubs, yoga clubs, and meditation groups. Other, less common groups include rock-climbing clubs, biking clubs, and general fitness clubs.

A major virtue of student-run well-being organizations is that their activity—indeed, their very existence—demonstrates that mental health and well-being are topics worthy of attention. As Alessandra Fritz, founder and chair of the Mental Health in Law Society at UC Irvine School of Law, observed, “student involvement is key in creating a culture around wellness because such messaging means much more if it’s spread by people we connect with like our friends—our ‘team’—not some outsider who’s far removed.”¹⁵⁹

That said, for student organizations to make a lasting imprint on a school’s culture, it is important for the students leading such organizations to take steps to ensure the group’s longevity and continuity. Fritz noted:

As Chair of the Mental Health in Law Society, I am keenly aware of similar student organizations that have gone before mine and fizzled out. I think the downfall of past wellness organizations has been that they zealously focus[ed] on advocacy and/or event planning and neglect[ed] the importance of community-building and diverse representation within the organization. iLs are not only “targets” of a wellness group, they are also powerful new voices who can speak to the ever-changing wellness needs of each year’s new student body. To last, wellness groups need to be built to adapt based on those changing needs.¹⁶⁰

In addition to engaging iLs, the Mental Health in Law Society is currently considering another common strategy for ensuring that the group’s impact endures beyond the graduation of its present leaders: creating a vice chair

157. *Student Organizations*, UNIV. N.H. SCH. OF LAW, <https://law.unh.edu/student-life/student-organizations> (last visited Mar. 25, 2019).

158. PRELIMINARY REPORT, *supra* note 8, at 61.

159. E-mail from Alessandra Fritz, Founder and Chair, Mental Health in Law Society, UCI Law School (Mar. 18, 2019, 19:27 EDT) (on file with author).

160. *Id.*

position for a second-year student designated to assume leadership when the board turns over.¹⁶¹

The Wellness in Practice group at the University of St. Thomas School of Law similarly employs iL engagement as a strategy for cultivating future leaders of the organization. Nevertheless, a former president of the group, Brittany Dingman, cites a separate factor as the glue that has held the group together and ensured its continuing success from year to year:

We also have a faculty advisor, Judie Rush. She is our rock because she is always going to be there, even when the leadership turns over. Accordingly, she can help maintain invaluable institutional knowledge. She's also incredibly helpful when it comes to garnering institutional approval for our events. For instance, we were able to land a full program slot at iL orientation—something we surely could not have done without administrative support!¹⁶²

The Mindfulness in Law Society—a nonprofit organization devoted to promoting mindfulness and well-being in the legal profession—has deployed a broader strategy for supporting and sustaining mindfulness-focused student groups on a more macro level. The society's law student division consists of a network of student chapters at law schools across the country, which the society supplies with instructions and resources for getting their programs off the ground and supporting their activities.¹⁶³

G. Alcohol Policies

In Recommendation 34, the Task Force encourages law schools to take steps to shift the culture surrounding excessive alcohol consumption and better support students in recovery for substance use problems. Specifically, the Task Force recommends that law schools discourage alcohol-centered social events on campus.¹⁶⁴ As the Task Force explains, “a law school sends a strong message when alcohol-related events are held or publicized with regularity,” and students undergoing or contemplating recovery “may feel that the law school does not take the matter seriously and may be less likely to seek assistance or resources.”¹⁶⁵

The Task Force identifies a number of actions that law schools can take to counter the problematic drinking culture. These include prohibiting the use of student organization funds for the purchase of alcohol, promoting events at which alcohol is not the primary focus, and having faculty refrain from

161. *Id.*

162. E-mail from Brittany Dingman, *supra* note 84.

163. See *Starting a Mindfulness in Law Society (MILS) Student Group on Your Campus*, MINDFULNESS IN LAW SOCIETY, <https://mindfulnessinlawsociety.com/wp-content/uploads/2018/06/Starting-a-MILS-Student-Chapter.pdf> (last visited May 21, 2019).

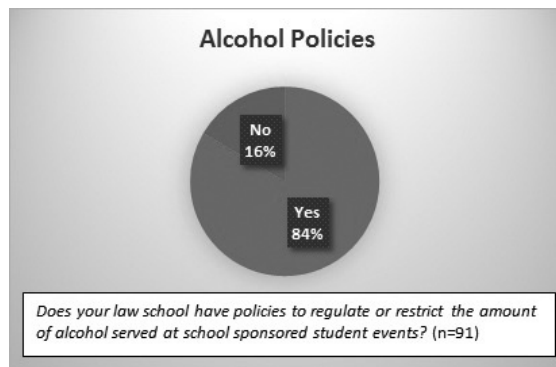
164. TASK FORCE REPORT, *supra* note 4, at 40.

165. *Id.*

consuming alcohol at law school events.¹⁶⁶ At a minimum, the Task Force urges, alcohol should not be the focus of on-campus or school-sponsored events, and all alcohol service should be (1) contingent on approval by the dean of students, (2) limited to wine and beer, and (3) regulated through the use of drink tickets or a similar mechanism.¹⁶⁷

Based on the CoLAP Survey data, it appears that most law schools have taken steps to regulate—if not discourage—on-campus alcohol consumption. Eighty-four percent of respondents indicated that their school has a policy in place to control the amount of alcohol served at school-sponsored events.¹⁶⁸ Of these, most have adopted their university's alcohol policy, although four respondents noted that their law school enforces its own, more stringent policy.

The restrictiveness of the reported policies varies widely by school. A small number of schools have gone beyond the Task Force's recommendation, mandating completely dry campuses or events. For instance, three respondents indicated that their school prohibits students from serving or consuming alcohol on campus, and two indicated that they ban alcohol at all school- or student-organization-sponsored functions. Six other respondents indicated that their school has made a concerted effort to limit the consumption of alcohol on campus, for instance by banning alcohol at major school events such as barrister's ball and homecoming or permitting alcohol on only very limited occasions. Finally, two respondents noted that their school prohibits alcohol at student-only programs and permits it solely at events involving alumni or outsiders, such as alumni fundraising auctions or family graduation receptions.



Much more common are policies limiting or regulating on-campus or school-sponsored alcohol consumption. The most widespread restrictions noted by respondents involve limits on the quantity and types of alcohol that

166. *Id.*

167. *Id.* at 40 n.159.

168. PRELIMINARY REPORT, *supra* note 8, at 50.

may be consumed at school events. For instance, twelve respondents reported that their school limits the number of drinks that students may consume at on-campus events (most commonly through a two-drink maximum and the use of drink tickets); six respondents described mandatory time limits or restrictions on alcohol service (e.g., prohibiting alcohol service before a certain time of day, beyond a certain duration, or within thirty minutes of an event's end-time); ten respondents noted that they limit alcohol consumption to beer and wine; and ten noted that they require food and non-alcoholic beverages to be served alongside any alcohol.

Another commonly reported method of regulation involves requiring students to obtain approval—either by student services or the university risk management office—for all alcohol expenditures. A smaller number of schools reported imposing spending restrictions on alcohol-related purchases, either by prohibiting student organizations from spending money on alcohol or limiting their ability to do so (for instance, by placing restrictions on what types of funds may be used to purchase alcohol, limiting each student organization to two events with alcohol per semester, or requiring that all events be cash bar only). Other reported policies include requiring student event sponsors to obtain security, permits, approved servers, and/or faculty or staff chaperones; designate “event managers” trained in host responsibilities; and take precautions to prevent drunk driving.

Finally, a few respondents reported adopting a more messaging-based approach to countering the drinking culture, for instance by prohibiting drinking games and events such as “keggers” and “beer blasts,” and promoting alternative, alcohol-free social events.¹⁶⁹ For example, at the University of St. Thomas Law School, the Wellness in Practice group hosts “Barista Reviews” as alternatives to the alcohol-focused “Bar Review.”¹⁷⁰ The dean of students at American University Washington College of Law proposes “elaborate mocktails” as another crowd-pleasing compromise, recounting an instance in which the provision of such beverages “resulted in animated conversations about those drinks rather than a lament over the absence of alcohol.”¹⁷¹

H. Attendance Policies

Recognizing that repeated absences are often an indicator of mental health struggles, in Recommendation 27.2 the Task Force suggests that law schools “adopt a uniform attendance policy to detect early warning signs of students in crisis.”¹⁷² The Task Force notes that creating a real-time reporting system to

169. *Id.* at 55, 56.

170. Telephone Interview with Brittany Dingman, Former President, Wellness in Practice, University of St. Thomas Law School (Mar. 20, 2019).

171. Jaffe, *supra* note 16, at 15 & n.28.

172. TASK FORCE REPORT, *supra* note 4, at 37; *see also* Organ et al., *supra* note 3, at 152 (noting that “any counselor or expert who has worked with a student in crisis will attest that class absences are less likely a result of apathy than of a student nearing or in crisis”).

monitor for chronic absences can help identify students for proactive outreach, whereas schools are otherwise left with a “delayed, reactive approach.”¹⁷³

Because the CoLAP Survey did not include a question on this topic, it is not clear how many law schools are currently implementing absence reporting policies. However, the survey responses reveal at least four viable models:

First, at Miami Law School, Dean of Students Janet Stearns monitors attendance via an online Notification of Absence Form through which students self-report absences in advance, enabling Stearns to follow up with faculty and any students of concern.¹⁷⁴ This model has the benefit of teaching students the professional practices of timely communication and advance notice, and Dean Stearns reports that it has yielded considerable useful information.¹⁷⁵ That said, Stearns also welcomes reports from faculty about excessive absences, which have proven helpful when students fail to self-report.

Second, at the University of Houston Law Center, Dean of Students Sondra Tennessee periodically e-mails all full-time and adjunct faculty members to encourage them to monitor attendance in their classes and notify her if they observe excessive or consecutive absences. The tenor of the message is, “Do you know where your students are?”¹⁷⁶ Dean Tennessee explains:

Having an attendance policy is well and good. But it’s up to every professor to actually track that information and get it to us if there are problems. I’ve found it helpful to gently nudge the professors at different points in the semester to take a look at their sign-in sheets and let us know about any red flags. This allows me to follow up with the student by sending a simple email along the lines of, “Hey, I see you’ve missed a few classes. Do you have a few minutes to come in to chat?”¹⁷⁷

According to Tennessee, this system has enabled her to proactively identify and connect with students who are struggling; and the students have, for the most part, been receptive to her outreach:

On occasion, a student will be alarmed or defensive. But, more often, the students are relieved that someone’s reached out to them. They’re generally open to talking and trying to navigate whatever the situation is.¹⁷⁸

173. TASK FORCE REPORT, *supra* note 4, at 37.

174. See Dean of Students, UNIV. MIAMI LAW SCH., <https://www.law.miami.edu/students/dean-of-students> (last visited Mar. 25, 2019).

175. Telephone Interview with Janet Stearns, Dean of Students, University of Miami School of Law (Mar. 18, 2019).

176. E-mail from Sondra Tennessee, Associate Dean for Student Affairs, University of Houston Law Center (Mar. 22, 2019, 13:57 EDT) (on file with author).

177. *Id.*

178. *Id.*

While Dean Tennessee's system has gained traction among the faculty at the University of Houston Law Center, as the Task Force acknowledges, some professors may be reluctant to report absences for fear of being identified as informers.¹⁷⁹ The student affairs team at American University Washington College of Law has adopted a creative strategy to allay this concern. The dean of students asks faculty members to confidentially report concerning absences, and advisors engage in ongoing "check-in" outreach whereby they invite all students to stop by the office periodically for a brief conversation. This allows students about whom a concern has been raised to be "folded quietly into the outreach," ensuring that their needs are attended to while maintaining the anonymity of the reporting faculty member.¹⁸⁰

In a different approach, several law schools, such as William & Mary Law School and the University of Minnesota Law School, have created a confidential online reporting system whereby third parties—including faculty members concerned by mounting absences—can anonymously report students who appear to be experiencing personal, academic, or health-related challenges by submitting an online form.¹⁸¹

I. Well-Being Surveys

In its final recommendation for law schools, the Task Force suggests that law schools "conduct anonymous surveys relating to student well-being" to assess the institutional climate surrounding matters of this sort.¹⁸² More specifically, the Task Force recommends that law schools strive to assess student, faculty, and staff attitudes and beliefs about well-being, law school stressors that affect health and well-being, and institutional support for improving the well-being of all members of the law school community.¹⁸³

Although the CoLAP Survey did not include a question on this topic, it is the Committee's hope that by prompting respondents to reflect on their school's well-being offerings—and allowing them to see how their initiatives measure up to those of their peer schools—this article will inspire law schools to critically assess their institutional climates surrounding well-being, including by conducting surveys of their own. In addition, the Committee encourages schools already utilizing the Law School Survey of Student Engagement

179. See TASK FORCE REPORT, *supra* note 4, at 37; see also MENTAL HEALTH TOOLKIT, *supra* note 34, at 31 ("Some faculty express concern about calling attention to a student's absence, whether because they are not equipped (or otherwise do not wish) to respond to a student's issues, or out of fear that the student may feel he is being singled out by the professor.").

180. TASK FORCE REPORT, *supra* note 4, at 37.

181. See *Support Resources*, *supra* note 152; *Reporting as a Student*, *supra* note 153.

182. TASK FORCE REPORT, *supra* note 4, at 40-41 (stating that Recommendation 24.2, "Assessing Lawyers' Well-Being," applies in the law school context).

183. *Id.* at 31.

(“LSSSE”)¹⁸⁴ to consider incorporating questions about mental health and substance use-related matters to see how their school fares in these areas.

Conclusion

In 2018, the ABA CoLAP Law School Assistance Committee surveyed law schools nationwide to assess the landscape of current well-being initiatives and aggregate resources to allow such initiatives to be implemented on a broader scale. The Committee was impressed to receive replies from more than half of the accredited law schools in the country—a response rate that bodes well for the interest and support of the law school community in this endeavor.

Taken as a whole, the CoLAP Survey data reveal that many of the respondent law schools have taken some steps toward responding to concerns around student well-being, consistent with the ABA Task Force’s recommendations. A number of law schools have made great strides in the areas of health-focused orientation programming, physical well-being offerings, and LAP engagement. Moreover, a handful of schools have emerged as trailblazers in this arena, developing innovative courses and programs designed to promote holistic well-being, and devising creative strategies for engaging all members of the law school community in these endeavors.

However, many law schools still have considerable work to do if they are to meaningfully shift the culture in legal education to better support law student well-being. Indeed, a number of respondents described their school’s well-being offerings as “work[s] in progress” that will continue to evolve in the months and years to come.¹⁸⁵ Most law schools can clearly improve in terms of the resources they devote to on-site counseling and the development of well-being curricula, as well as the engagement of students, staff, and faculty in school well-being efforts. Additionally, while many law schools have established strong partnerships with their state and local LAPs, others could stand to build or strengthen these relationships. In an era of significant need for substance use and mental health counseling, law schools and LAPs must evaluate opportunities for further cooperation and the appropriate allocation of scarce resources. The Committee is also conscious that the commitment and resources offered by the one hundred nonrespondent law schools is still unknown.

The findings summarized in this article are essential to the Committee’s upcoming agenda. The Committee urges that this article be broadly distributed to deans and other relevant stakeholders across the country. Further, it recommends that:

- 1) This article serve as the basis for the development of an online repository of resources that will enable law schools to learn about well-being initiatives and best practices underway at other law schools;

184. See LSSSE, <http://lssse.indiana.edu> (last visited Mar. 25, 2019).

185. PRELIMINARY REPORT, *supra* note 8, at 71.

- 2) An abbreviated version of this article or its Appendix serve as the basis for a toolkit for law schools in the initial phases of developing well-being programming;
- 3) Law schools' well-being initiatives be considered at the time of LSSSE evaluation and accreditation by the ABA and other evaluating entities;
- 4) Additional outreach be undertaken to the nonresponding law schools;
- 5) Close cooperation with state LAPs be promoted to help foster collaboration and efficient resource allocation with respect to well-being initiatives in law schools and the legal profession, including through state or regional meetings and trainings; and
- 6) Law schools consider funding or otherwise supporting the development of assessment tools (whether through LSSSE or a future administration of the 2014 Law Student Well-Being Survey) that will allow further progress on these initiatives to be assessed.

APPENDIX***Co-Curricular Wellness Programs, Series, and Curricula****Authentic Excellence Initiative**

–*William & Mary Law School*

- <https://www.wm.edu/offices/wellness/authentic-excellence/index.php>

Bar Exam Stress Management & Peak Performance Online Program

–*USC Gould School of Law; UC Hastings College of Law*

- <http://www.barpeakperformance.com/>

Build Your Character Program

–*Nebraska College of Law*

- <https://law.unl.edu/build-your-character/>

Finals First Aid: Mindfulness Monday Guided Meditation

–*University of San Diego School of Law*

- http://www.sandiego.edu/events/law/detail.php?_focus=65341

Finals First Aid: Walk It Off Wednesday

–*University of San Diego School of Law*

- http://www.sandiego.edu/events/law/detail.php?_focus=65342

Girl Walks Out of a Bar

–*Vanderbilt Law School*

- <https://anchorlink.vanderbilt.edu/event/997045>

Mind Your Mind: Applied Positive Psychology and the Law Student Experience

–*University of Pennsylvania Law School*

- https://issuu.com/pennlawits/docs/year_in_cop_handbook_2018?e=1420149/64585315

Mindfulness in Law Program

–*University of Miami School of Law*

- <http://www.miamimindfulness.org/>

Mindful Mondays

–*Georgia State University College of Law*

- <https://insidelaw.gsu.edu/mindfulness-mondays/>

Mindful Spaces

–*University of Miami School of Law*

- <http://www.miamimindfulness.org/Mindful%20Spaces/index.html>

Mindfulness, Stress Management, and Peak Performance Program

–*USC Gould School of Law*

- https://drive.google.com/file/d/1Ikgr1kqLU7rGorOdL6Xx6K8vNg5y_8dUB/view

*This Appendix includes the well-being resources referenced in the CoLAP Survey responses as well as additional resources that the author identified during the preparation of this article.

Orientation Two (O2)

–*Vanderbilt Law School*

- <https://law.vanderbilt.edu/prospective-students/admitted-students/welcome-entering-jds/O2Schedule2018.pdf>

Partnership for Professionalism Program

–*University of Miami School of Law*

- <https://www.law.miami.edu/iml/careers/mentoring-and-networking-opportunities>

The Psychology of Peak Performance: Workshop Series

–*Vanderbilt University*

- <https://medschool.vanderbilt.edu/career-development/2017/08/15/the-psychology-of-peak-performance-a-workshop-series-for-all-graduate-professional-students-and-postdoctoral-scholars/>

Seeking Balance: Mindfulness Practice Workshop

–*Berkeley Law School*

- <https://www.law.berkeley.edu/students/mindfulness-at-berkeley-law/courses/>

Sidebar Silence

–*Gonzaga University School of Law*

- <https://www.facebook.com/GULawStudentSuccess/photos/gm.2027593410822658/185080208905222/?type=3&theater>

Student Mind-Body Course

–*University of Cincinnati College of Law*

- <https://med.uc.edu/integrative/mindfulness-programs/mind-body-skills-training>

Take Ten Guided Meditation & Quiet Space

–*Columbia Law School*

- <https://www.law.columbia.edu/students/student-services/living/health-and-wellness/take-ten>

Take Twenty Tuesday

–*Georgia State University College of Law*

- <https://insidelaw.gsu.edu/new-health-challenge-wellness-wednesday-and-take-twenty-tuesday-3/>

Wellness Curricula:

–*University of Denver Sturm College of Law*

- <https://www.law.du.edu/student-affairs/wellness>

–*Northwestern Pritzker School of Law*

- <http://www.law.northwestern.edu/law-school-life/studentservices/wellness-curriculum/>

–*Yale Law School*

- <https://law.yale.edu/student-life/health-wellness>

Wellness Wednesdays

—*William & Mary Law School*

- <https://law.wm.edu/studentlife/wellness/events/index.php>

Wellness Week:

—*American University Washington College of Law*

- <https://www.wcl.american.edu/wcl-american-edu/assets/Image/news-events/news/Wellness%20Week%202014.pdf>

—*Ave Maria School of Law*

- <https://www.avemarialaw.edu/mental-health-wellness/>

—*The George Washington University Law School*

- <https://www.law.gwu.edu/fall-2017-health-and-wellness-week>

—*University of Miami School of Law*

- <https://media.law.miami.edu/current-students/img/wellness-week-2018.jpg>

—*Penn State Law*

- <https://pennstatelaw.psu.edu/mental-health-and-wellness-week>

—*University of San Diego School of Law*

- <http://www.sandiego.edu/law/documents/student-affairs/live-well-march-2018.pdf>

—*SMU Dedman School of Law*

- <https://www.smu.edu/Law/Students/Student-Affairs/Student-Wellness>

—*Yale Law School*

- https://law.yale.edu/system/files/area/department/studentaffairs/document/mental_health_calendar_march_2017.pdf

Academic Courses with Well-Being Focus**Advanced Trial Advocacy: Integrating Mindfulness Theory & Practice**

—*Roger Williams University School of Law* [David M. Zlotnick]

- <http://mindfullawyerconference.org/pdf/syll-09spring-Zlotnick.pdf>

Conflict Management in Legal Practice

—*Northwestern Pritzker School of Law* [Leonard Riskin]

- <https://www.northwestern.edu/class-descriptions/4720/LAW/LITARB/611/18000.html>

Contemplative Lawyering

—*UConn School of Law* [Deborah Calloway]

- <http://mindfullawyerconference.org/pdf/syll-10fall-Calloway.pdf>

Contemplative Lawyering

—*University of San Francisco School of Law* [Rhonda Magee, Tim Iglesias]

- <https://www.usfca.edu/catalog/course/708-contemplative-lawyering>

Cooperative Lawyering and Problem-Solving Courts: Lawyers as Peacemakers

—*University of Minnesota Law School* [Hon. Bruce Peterson]

- <https://www.law.umn.edu/course/6928/spring-2018/cooperative-lawyering-and-problem-solving-courts-lawyers-peacemakers/peterson-bruce>

Counseling Workshop for Peer Support Program

–*University of Washington School of Law* [Dr. Andrew H. Benjamin]

- https://www.law.washington.edu/coursecatalog/syllabi/2019-winter_benjaminan_b534_counseling_workshop.pdf

Effective and Sustainable Law Practice: The Meditative Perspective

–*UC Berkeley Law School* [Charlie Halpern]

- <http://docplayer.net/44104036-Effective-and-sustainable-law-practice-the-meditative-perspective-university-of-california-berkeley-school-of-law-syllabus.html>

Emotional Intelligence

–*University of Miami School of Law* [William Blatt]

- https://lawapps2.law.miami.edu/clink/course.aspx?cof_id=3184

The Happy Lawyer: Creating Your Path

–*University of Richmond School of Law* [Wendy C. Perdue, Christopher Corts]

- https://www-cdn.law.stanford.edu/wp-content/uploads/2016/08/2016-17_Happy-Lawyer_Course-Syllabus-and-Policies.pdf

Jurisight

–*University of Miami School of Law* [Scott Rogers]

- <http://www.miamimindfulness.org/Program/jurisight/index.html>

Law, Justice, and Reflective Practice

–*Columbia Law School* [Elizabeth F. Emens]

- <https://www.law.columbia.edu/courses/sections/24125>

The Law and Your Life: Aligning Your Personal Values with the Practice of Law

–*UCLA School of Law* [Judith Gordon]

- <https://law.ucla.edu/faculty/faculty-profiles/judith-gordon/law-427/> (LAW427)
- <https://law.ucla.edu/faculty/faculty-profiles/judith-gordon/law-947/> (LAW947)

Leadership and Character Strengths

–*Suffolk University Law School* [Lisle Baker, Dr. John Churchill]

- <https://www.suffolk.edu/law/academics-clinics/juris-doctor/courses?CourseID=634>

Leading as Lawyers: Trans-Pacific Perspectives

–*UT Knoxville College of Law* [Douglas Blaze, Brad Morgan]

- <https://law.utk.edu/2016/02/03/leading-as-lawyers/>

Legal Problem Solving

–*Vanderbilt Law School* [Caitlin Moon]

- <http://www.legalproblemsolving.org/>

The Mindful Advocate

–*Roger Williams University School of Law* [David M. Zlotnick]

- https://law.rwu.edu/academics/juris-doctor/jd-courses?course_name=&course_type=All&course_faculty=&course_credits=All&institute_offering=All&page=6

Mindful Ethics: Professional Responsibility for Lawyers in the Digital Age

–*University of Miami School of Law* [Scott Rogers, Jan Jacobowitz]

- <http://themindfullawstudent.org/>

Mindful Lawyering

–*University of Utah* [Clifford Rosky]

- https://faculty.utah.edu/u0625806-CLIFFORD_ROSKY/teaching/index.html

Mindfulness and the Law

–*UC Davis School of Law* [Angela P. Harris]

- <https://law.ucdavis.edu/registrar/courses/258b-mindfulness-and-the-law.html>

Mindfulness for Lawyers: Understanding the Legal Mind for Greater Effectiveness and Wellbeing in the Study and Practice of Law

–*UC Berkeley Law School* [Judi Cohen]

- <https://www.law.berkeley.edu/students/mindfulness-at-berkeley-law/courses/>

Mindfulness in Law: Cultivating Tools for Effective Practice

–*University of Miami School of Law* [Scott Rogers]

- https://lawapps2.law.miami.edu/clink/course.aspx?cof_id=3203

Mindful Lawyering: Techniques for Effective Counseling, Negotiation, and Advocacy

–*Temple University Beasley School of Law* [Margaret M. deGuzman]

- <https://www4.law.temple.edu/courseinfo/CourseDescriptions.aspx>

Mindful Leadership

–*University of Miami School of Law* [Scott Rogers, Raquel M. Matas]

- <http://mindfulnessinleadership.com/>

Mindfulness and Motivating Business Compliance with the Law

–*University of Miami School of Law* [Scott Rogers, Robert E. Rosen]

- https://lawapps2.law.miami.edu/clink/course.aspx?cof_id=2375

Mindfulness and Professional Identity

–*UC Davis School of Law* [Angela Harris]

- https://www.law.berkeley.edu/files/Mindfulness_and_Professional_Identity_2012_syllabus_FINAL_AHarris.pdf

Mindfulness and Professional Identity: Becoming a Lawyer While Keeping Your Values Intact

–*SUNY Buffalo Law School* [Stephanie Phillips]

- <https://www.law.buffalo.edu/content/dam/law/restricted-assets/pdf/registrar/Summer2015/suCourses15.pdf>

Mindfulness Skills for Legal Practice

–*William Mitchell College of Law* [Robert Zeglovitch]

- <http://mindfullawyerconference.org/pdf/syll-10fall-Zeglovitch.pdf>

Positive Psychology for Lawyers

–*Suffolk University Law School* [Lisle Baker]

- <https://www.suffolk.edu/law/academics-clinics/juris-doctor/courses?CourseID=705>

Professionalism and Well-Being Skills for the Effective Lawyer

–*University of Denver Sturm College of Law* [Debra Austin]

- <https://iaals.du.edu/blog/denver-law-course-highlights-lawyer-well-being-and-foundations-practice>

Self-Mastery for Law Students and Lawyers

–*UC Irvine School of Law* [Rebecca Simon, Jarrett Green]

- <https://drive.google.com/file/d/1y7e1yd8H-441a1D9EVgtEsv1X5BvUl49/view>

Sustainable Lawyering: An Introduction to Mindfulness for 1Ls

–*UC Berkeley Law School* [Charlie Halpern]

- [https://www.law.berkeley.edu/files/2014_1L_Course_Overview\(1\).pdf](https://www.law.berkeley.edu/files/2014_1L_Course_Overview(1).pdf)

Sustaining Practices in the Legal Profession

–*University of Dayton School of Law* [Susan Wawrose]

- https://udayton.edu/law/registrar/course_descriptions.php

Tools of Awareness for Lawyers

–*University of Florida Levin College of Law* [Leonard Riskin]

- <http://mindfullawyerconference.org/pdf/syll-100105-Awarenesstools.pdf>

The Quest for a Satisfying Career in Law

–*University of Missouri-Kansas City School of Law* [Douglas O. Linder]

- <http://law2.umkc.edu/Faculty/projects/FTrials/happylawyers/Questions.html>

Well-Being and the Practice of Law

–*Duke Law School* [Daniel S. Bowling III]

- <https://law.duke.edu/academics/course/779/>

Student Training Programs

Cognitively-Based Compassion Training

–*Emory University*

- <http://compassion.emory.edu/>

Mental Health First Aid

–*University of Miami*

- <https://counseling.studentaffairs.miami.edu/outreach/mental-health-first-aid/index.html>

Rainbow Educators Program

–*University of San Diego*

- <http://www.sandiego.edu/united-front/leadership/rainbow-educators/workshop-request.php>

REACH Suicide Prevention Training*–Ohio State University*

- <https://suicideprevention.osu.edu/reach/>

Students Helping Students*–Touro College, Jacob D. Fuchsberg Law Center*

- <https://www.tourolaw.edu/uploads/SHS%20Brochure%2018.pdf>

Terriers Connect: Gatekeeper Training Program*–Boston University*

- <https://www.bu.edu/shs/behavioral-medicine/services-we-provide/terriers-connect/>

QPR Gatekeeper Suicide Prevention Training*–University of San Diego*

- <http://sites.sandiego.edu/youareusd/suicide-prevention/qpr/>

Zags Help Zags Bystander Intervention Program*–Gonzaga University*

- <https://www.gonzaga.edu/student-life/health-well-being/office-of-health-promotion/zags-help-zags>

Notable Peer Mentor Programs**Community Fellows Program***–UC Irvine School of Law*

- <https://www.law.uci.edu/campus-life/mentoring/>

Co-Counsel Program*–Vanderbilt Law School*

- <https://law.vanderbilt.edu/prospective-students/admitted-students/welcome-entering-jds/co-counsel.php>

Dean Rufus Harris Peer Fellow Program*–Tulane University School of Law*

- <https://law.tulane.edu/students/academic-support>

Kirgis Fellows Program*–Washington and Lee School of Law*

- <https://law.wlu.edu/students/kirgis-fellows>

Peer Advisor Program*–University of Maryland Francis King Carey School of Law*

- <https://www.law.umaryland.edu/Current-and-Incoming-Students/Student-Life-and-Services/Peer-Advisors/>

Peer Mentor Program*–Campbell Law School*

- <https://law.campbell.edu/advocate/student-life/peer-mentor-program/>

Peer Mentor Program*–Columbia Law School*

- <https://www.law.columbia.edu/students/student-services/connecting/mentoring>

Peer Support Program

–*University of Washington School of Law*

- <https://www.law.uw.edu/wellness/resources>

Student Success Dean’s Fellows Program

–*UA Little Rock William H. Bowen School of Law*

- <https://ualr.edu/law/current-students/deans-fellows/>

Student Support Referral Forms & Absence Reporting Forms**Campus Reporting Form**

–*Tulane University School of Law*

- https://cm.maxient.com/reportingform.php?TulaneUniv&layout_id=0

Notification of Absence Form

–*University of Miami School of Law*

- <https://www.law.miami.edu/students/dean-of-students>

Safety Net Referral Form

–*Georgetown University Law Center*

- <https://studenthealth.georgetown.edu/student-outreach/reportform/>
- https://cm.maxient.com/reportingform.php?GeorgetownUniv&layout_id=1

Student Support Referral Form

–*University of Minnesota Law School*

- <https://www.law.umn.edu/current-students/student-orgs-leadership/support-resources>

Public CARE Report

–*William & Mary Law School*

- https://wm-advocate.symplicity.com/care_report/index.php/pid648212?

Law School Well-Being Resource Pages**American University Washington College of Law**

- <https://www.wcl.american.edu/here/student-life/studentaffairs/wellness/>

UA Little Rock William H. Bowen School of Law

- <https://ualr.edu/counseling>

Ave Maria School of Law

- <https://www.avemarialaw.edu/mental-health-wellness/>

BU School of Law

- <http://www.bu.edu/law/current-students/student-affairs-programs-resources/counseling-student-support-resources/>

University of Buffalo School of Law

- <http://www.law.buffalo.edu/current/studentServices.html>

UC Davis School of Law

- <https://law.ucdavis.edu/student-affairs/wellness.html>

UCI Law School

- <https://www.law.uci.edu/campus-life/university-resources.html>

University of Colorado Law School

- <https://www.colorado.edu/law/student-resources-o> (Student Resources)
- <https://www.colorado.edu/law/maintaining-your-wellbeing> (Maintaining Your Wellbeing)

Columbia Law School

- <https://www.law.columbia.edu/students/student-services/living/health-and-wellness>

UConn School of Law

- <https://www.law.uconn.edu/student-life-resources/student-services/wellness>

CUNY School of Law

- <http://www.law.cuny.edu/students/student-affairs/psychological-health-counseling.html>

University of Dayton School of Law

- <https://udayton.edu/law/students/wellness/index.php>

University of Denver Sturm College of Law

- <https://www.law.du.edu/student-affairs/wellness>

Drake University Law School

- <http://libguides.law.drake.edu/help>

Duquesne University School of Law

- <https://www.law.duq.edu/student-life/dean-students-office/wellness-law-students>

Emory Law School

- <http://law.emory.edu/academics/academic-engagement/index.html>

GW University Law School

- <https://www.law.gwu.edu/wellness>

Gonzaga University School of Law

- <https://www.gonzaga.edu/school-of-law/about/student-resources/student-services/health-wellness>

University of Hawaii at Manoa William S. Richardson School of Law

- <https://www.law.hawaii.edu/campus-life-ii-1>

University of Houston Law Center

- <http://law.uh.edu/wellness/> (Wellness Resources)
- <https://www.uh.edu/wellness/dimensions/> (Dimensions of Wellness)

John Marshall Law School

- <https://www.jmls.edu/students/>

UK College of Law

- <http://law.uky.edu/academics/useful-resources>

UNT Dallas College of Law

- <https://lawschool.untDallas.edu/wellness>

Lewis & Clark Law School

- https://law.lclark.edu/student_life/student-resources/

University of Louisville Louis D. Brandeis School of Law

- <http://louisville.edu/law/student-services/wellness>

Loyola Law School

- <https://my.lls.edu/studentaffairs/counselingoffice>

Marquette University Law School

- <https://law.marquette.edu/current-students/health-wellness>

University of Miami School of Law

- <https://www.law.miami.edu/students/wellness-resources>

University of Michigan Law School

- <http://www.law.umich.edu/currentstudents/student-services/WellnessatMLaw/Pages/WellnessWelcome.aspx>

University of Minnesota School of Law

- <https://www.law.umn.edu/current-students/student-orgs-leadership/support-resources>

NYU School of Law

- <http://www.law.nyu.edu/studentaffairs>

Ohio State University Moritz College of Law

- <https://moritzlaw.osu.edu/campus-life/health-wellness/>

Penn State Dickinson Law School

- <https://dickinsonlaw.psu.edu/experience/student-life/policies-procedures-and-forms/mental-health-and-substance-abuse>

UPenn Law School

- <https://www.law.upenn.edu/students/university-resources.php>

USF School of Law

- <https://myusf.usfca.edu/law/student-services/health-and-wellness>

Southwestern Law School

- <https://www.swlaw.edu/student-life/support-network>

University of St. Thomas School of Law

- <https://www.stthomas.edu/law/life/academicpersonalsupport/>

Texas A&M University School of Law

- <https://law.tamu.edu/current-students/student-affairs/student-wellness>

Tulane University School of Law

- <https://law-dev.tulane.edu/students/health-well-being>

Vanderbilt Law School

- <https://law.vanderbilt.edu/student-life/student-support-resources.php>

Villanova University Charles Widger School of Law

- <https://www1.villanova.edu/villanova/law/currentstudents/stuaffairs/wellresources.html>

Wake Forest University School of Law

- <http://studentlife.law.wfu.edu/student-health-and-wellbeing-resources/>

William & Mary Law School

- <https://law.wm.edu/studentlife/wellness/index.php>

University of Wisconsin Law School

- <https://law.wisc.edu/current/studentwellness/>

Yale Law School

- <https://law.yale.edu/student-life/health-wellness/resources-services>