

Go Full Circle: Creating a Comprehensive Curriculum around Law Student Well-Being in Clinics and Externships

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Today's Outline

- Welcome, Introductions, and Roadmap
- Note Card Exercise
- Framework for direct support of students (Video by Larry)
- Teaching models for directly supporting students - 3 approaches (Anne, Amy, Inga)
- Framework for a) externship professors (training field supervisors) and b) for in-house clinicians (Video by Larry)
- Teaching model for training field supervisors (Tracye)
- Teaching model for in-house clinicians (Deeya and Sarah)
- Closing

Note Card Exercise

On your note card, write:

What advice would you give your students if you were trying to tell them how to have a miserable, unfulfilling life?

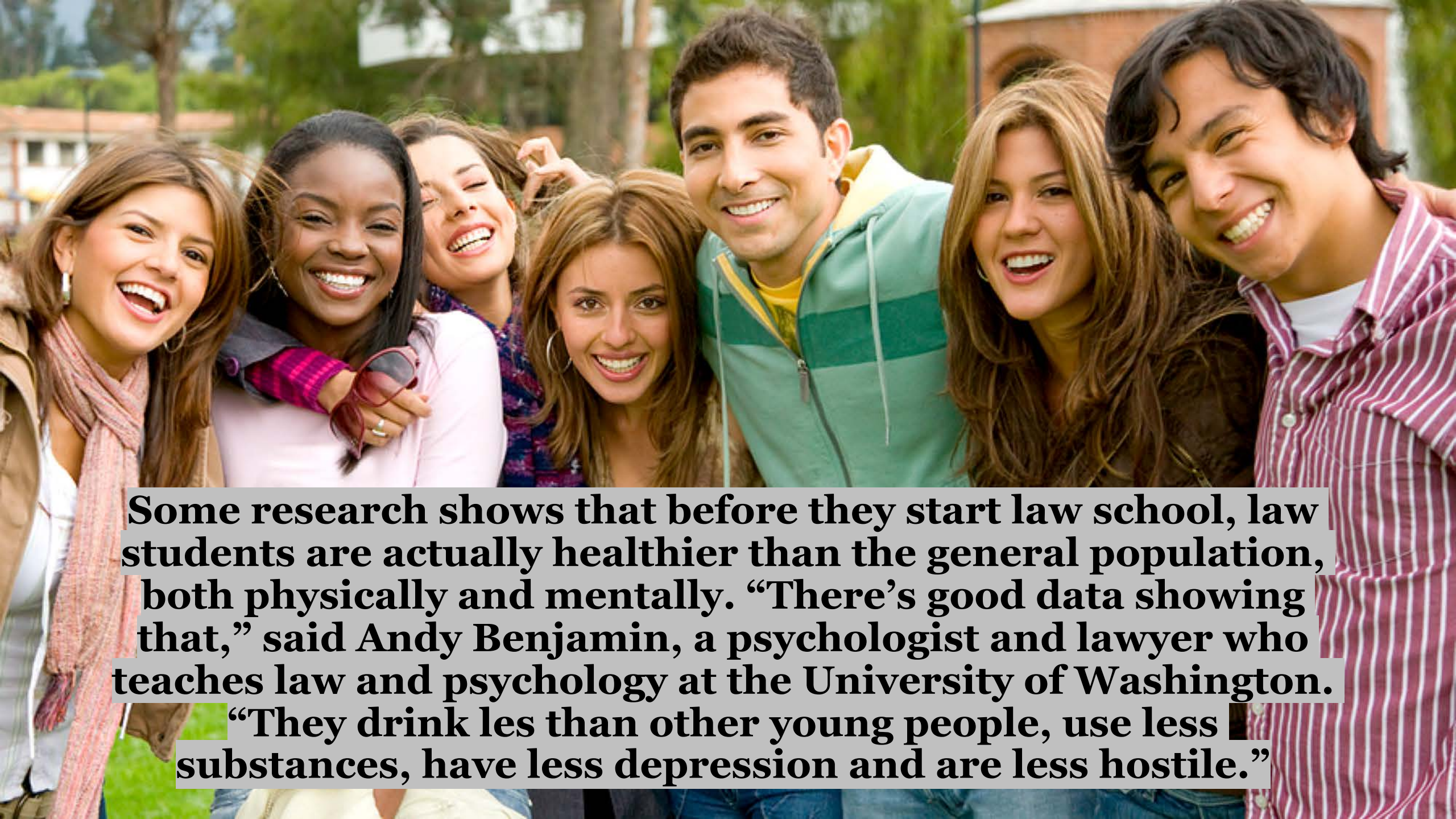
What Brought Us to This Topic?

- ABA Report: "The Path to Lawyer Well-Being"
(<https://www.americanbar.org/content/dam/aba/images/abanews/ThePathToLawyerWellBeingReportRevFINAL.pdf>)
- NY Times Article: "The Lawyer, The Addict"
<https://www.nytimes.com/2017/07/15/business/lawyers-addiction-mental-health.html>



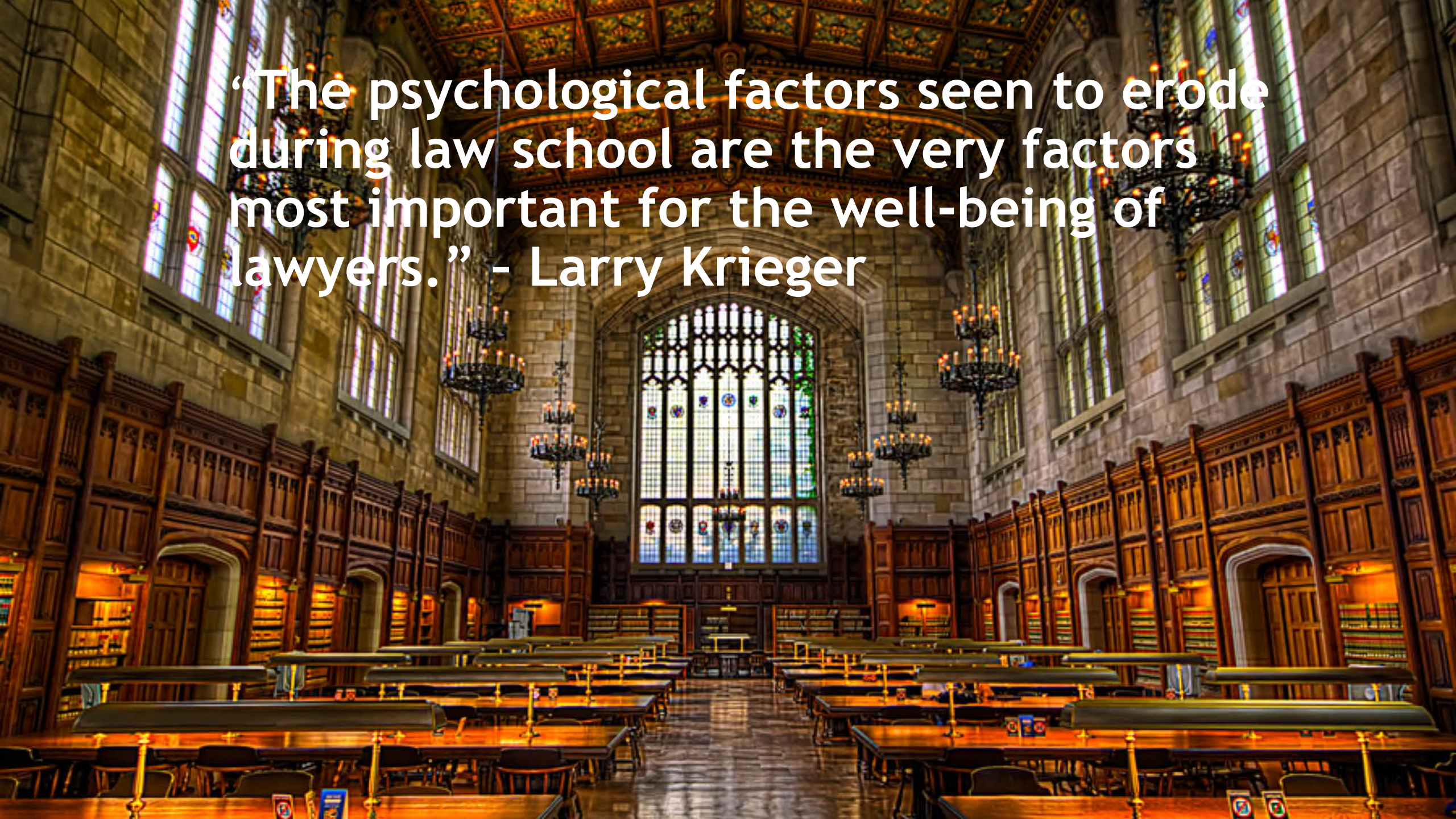
A Crisis in Our Profession

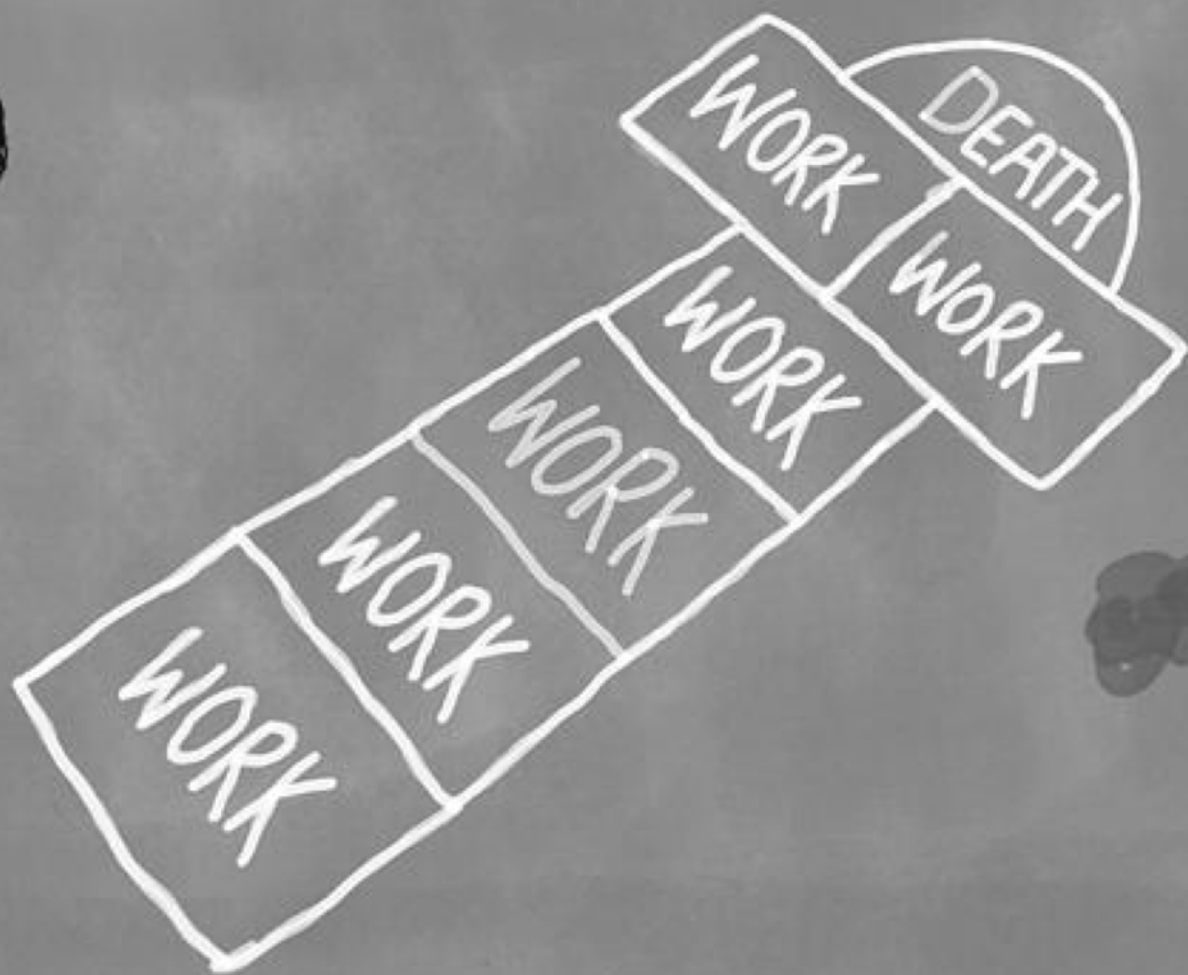
- Depression and other Mental Health Issues
- Alcohol and Drug Abuse
- High Suicide Rates
- Want to leave the profession



Some research shows that before they start law school, law students are actually healthier than the general population, both physically and mentally. “There’s good data showing that,” said Andy Benjamin, a psychologist and lawyer who teaches law and psychology at the University of Washington. “They drink less than other young people, use less substances, have less depression and are less hostile.”

“The psychological factors seen to erode during law school are the very factors most important for the well-being of lawyers.” - Larry Krieger





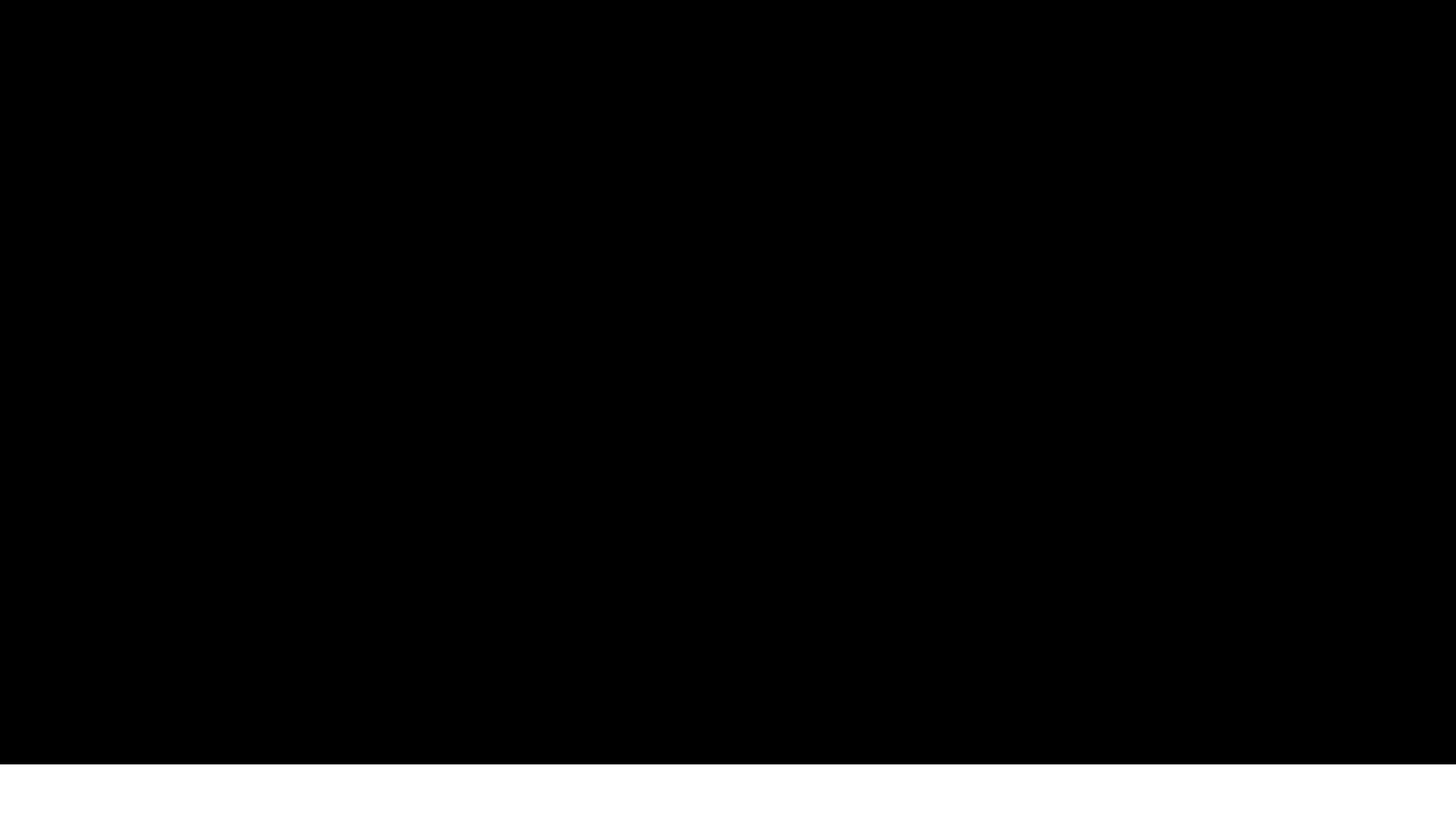
Maddie Dai

**You Are Not
Stuck
and You Are
Not Alone**



Happiness, Fulfillment,
Joy, Mindfulness,
Community, Meaningful
Work, Self-Knowledge,
Alignment with Core
Values, Autonomy, Self-
Compassion, Empathy,
Peace, Love, Connection
to Others, Balance, etc.

Larry's Framework for Direct Support of Students



Teaching "Happiness" to our Students: 3 Approaches

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Possibility #1 - Anne

- Theme: Mindful Lawyers are Better Lawyers
- (Sneaky Back-Door Theme: Mindful Lawyers are Happy Lawyers)
- My externship seminar: 30 students in judicial, non-profit, corporate counsel, and government positions (including criminal)

Mindfulness

- Pre-class reading on mindfulness
 - Jeena Cho
 - Focuses on mindfulness as lawyering skill
 - Letting go of unproductive thoughts
 - Noticing and dealing with distractions
 - Emphasize helps work with clients, colleagues, course work
- Start with a meditation
- Talk in class about how mindfulness improves work AND life quality
- Finally, how meditation relates to happiness (neural pathways)
- Smile exercise

Why I come to work

- While it appears clear that practicing mindfulness over the course of my semester and externship has made me more successful in dealing with my responsibilities, it has also positively contributed to my general life-satisfaction, happiness, and propensity for self-reflection. Prior to the incorporation of mindfulness techniques in my daily life it was a truly rare occurrence for me to earnestly look back and reflect on my day, week, or general trajectory in life . . . [now,] I have found myself more sincerely evaluating factors [beyond productivity] such as whether such a position would sufficiently stimulate me intellectually, and whether I would actually gather a sense of personal fulfillment out the work I am doing.

Why I come to work (2)

- I wanted to thank you for last class--I had been meaning to try mindfulness meditation for a while but incorrectly felt that it had to be introduced through a long, time-consuming formal class like the one offered at student health. I am excited to keep experimenting with it on my own at home. I'm not 100% sure it's for me, but it is definitely worth a try.

Possibility #2a - Amy

Add-Ons to your Current Seminar

- One or more **Class Session(s)** as part of your externship seminar:
 - Session on Work-Life Balance, Core Values, What is Success, or the like
- **Journal or Reflective Essay Topic/Assignment:**
 - Example - Write 1000 words on what does a successful life look like for you? How do you know when you get there?
- **On-line forum discussion questions:**
 - Example - Work/Life Balance: How do attorneys at your placement balance their professional and personal lives? What is the culture of your placement as it relates to recognizing personal lives of the attorneys? What placement policies promote or interfere with achieving balance? What changes might assist the attorneys in better balancing their lives? Is balancing a topic of conversation at the placement? Why or why not?

Possibility #2b - Amy

Several Class Sessions on “Happiness”

Class #1: What is Success? What is Happiness?

Class #2: Core Values

Class #3: How to Pursue Your Core Values

Class #4: Odyssey Planning

Class #5: Visioning

Class #6: Where Do We Go From Here?

Possibility #3 - Inga Storytelling

- Philosophy

- Internalization - personal experience with narrative writing - sharing your own story
 - <http://www.cies.org/article/lesson-fear-how-re-locating-jamaica-increased-my-empathy>

- Meaning

- Goal: Think deeply about, write and verbalize yourself into the professional you're hoping to be, using the externship experiences as your base.
- Counter-cultural: “We spend most of at least the first year of law school teaching students to be skeptical of intuitive and emotive responses. We teach students to write in a professional voice—which often means to sanitize their writing by removing emotion and certainly by eliminating the horror of a first-person response. This system of disinfecting legal writing by eliminating the humanness creates outsiders and distances students from themselves.”

- Nancy Levit: Legal Storytelling: The Theory and Practice - Reflective Writing Across the Curriculum (15 Legal Writing: J. Legal Writing Inst. 253)

Possibility #3 - Inga Storytelling

- Theme
 - Chapters:
 - Prologue Who are you and why are you here?
 - Chapter 1: Know Thyself (Self-evaluation) - MacCrate
 - Chapter 2: Character Development - Placement, Supervisor, Goals
 - Chapter 3: Inciting Incidents/Obstacles - Challenges in the Placement
 - Chapter 4: Re-framing the Story - Mid-term Evaluation
 - The Epilogue - Lessons
- Containment Narrative Exercise - RE-FRAMING THE STORY
 - https://www.ted.com/talks/isaac_lidsky_what_reality_are_you_creating_for_yourself#t-644753
 - Two Kinds of Stories We Tell About Ourselves

Framework for Externship and In-House Clinicians

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Larry's Framework for Externship and In-House Clinicians

Teaching Model for Training Field Supervisors

Scenario

A student completes a research project and instead of the assigning attorney reading what the student wrote, the attorney asks the student to explain his research and analysis on the spot. The student thought he knew the material well because he had worked diligently on the project, but writing it down is different from being asked to explain impromptu. The student stumbles, loses his train of thought, and then attributes the fumble to his not being a natural public speaker. He becomes ashamed and worried about the next time he's going to be asked to speak intelligently in front of his supervisor or group.

Teaching Model for In-House Clinicians

The Pedagogy of Trauma-Informed Practice

- Hallmarks of Trauma-Informed Representation
 - Identifying Trauma
 - Adjusting Attorney-Client Relationship
 - Adapting Litigation Strategy
 - Preventing Vicarious Trauma
- Strategies for Preventing Vicarious Trauma
 - Think about risk factors/preventive strategies
 - Expose students to different methods of self care
 - Consider ways to implement self-care strategies clinic-wide

Closing

Resources: Books and Articles

- Sarah Katz & Deeya Haldar, *The Pedagogy of Trauma-Informed Lawyering*, 22 Clinical L. Rev. 359 (2016)
- Raj Raghunathan, *If You're So Smart, Why Aren't You Happy* (2016)
- Eric Barker, *Barking Up The Wrong Tree* (2017)
- Brene Brown, *Braving the Wilderness* (2017)
- Bill Burnett and Dave Evans, *Designing Your Life* (2016)
- Susan David, *Emotional Agility* (2016)
- Jason Gay, *Little Victories* (2015)
- Adam Grant, *Give And Take* (2013)
- Janice Kaplan, *The Gratitude Diaries* (2015)
- Eric Langshur and Nate Klemp, *Start Here: Master The Lifelong Habit Of Wellbeing* (2016)
- Cal Newport, *Deep Work* (2016)
- Alex Soojung-Kim Pang, *Rest: Why You Get More Done When You Work Less* (2016)
- Emily Esfahani Smith, *The Power Of Meaning: Crafting A Life That Matters* (2017)
- Ari Weinzwieg, *A Lapsed Anarchist's Approach To Managing Ourselves* (2013)

Resources: TED Talks

- Shawn Achor, The Happy Secret To Better Work
- Scott Dinsmore, How To Find Work You Love
- Dave Evans, Designing The Rest of Your Life
- Adam Grant, Are You A Giver Or A Taker?
- Arianna Huffington, How To Succeed? Get More Sleep
- Steve Jobs, How To Live Before You Die
- Nigel Marsh, How To Make Work-Life Balance Work
- Nilofer Merchant, Got A Meeting, Take A Walk
- Richard St. John, 8 Secrets Of Success
- Laura Vanderkam, How To Gain Control Of Your Free Time
- Philip Zimbardo, The Psychology of Time