



**CASE WESTERN RESERVE
UNIVERSITY
School of Law**

LWI One-Day Workshop: What About Me?

How we may promote well-being and self-care among ourselves and our students.

Case Western Reserve University School of Law

December 6, 2025 - Virtual

10:00 am – 5:00 pm Eastern; 7:00 am – 2:00 pm Pacific

Time	Speaker	Presentation
10:00 – 10:10		Welcome
10:10 – 10:45	Ericka Curran University of Dayton School of Law	<i>Hygge for Law School</i> Hygge is a Danish word for a quality of coziness, comfort, and contentment that engenders well-being, often achieved by creating a warm atmosphere and enjoying simple pleasures with loved ones or alone. It involves embracing simple comforts like soft lighting, good food and drink, and meaningful connection, promoting a mindful and relaxed state of being. In this presentation I will speak about bringing concepts of Hygge in to the law school environment and transitioning Hygge into legal practice.
10:45-11:20	Stacey Bergstrom & Jaime Bouvier Case Western Reserve University School of Law	<i>Incorporating Principles of Yoga into Teaching Legal Writing Legal Writing</i> Yoga has become a popular way to get healthy and quiet the mind. A foundational principle of yoga, Asanas, or yoga poses, teach us to sit with discomfort, yet honor our limitations. Over time it teaches us to understand where our limits are so we can gently push our internal boundaries and be more accepting. We compare this to teaching students through legal writing how to sit with the discomfort of ambiguity and over time find it useful. Two long-time yoga practitioners will discuss how their yoga practice have positively impacted and informed them as legal writing teachers.
11:20 - 11:25	BREAK	BREAK

11:25 – 12:25	Paige Snelgro University of Florida Levin College of Law	<i>Moving Minds: Dance, Creativity, and Cognitive Well-Being in Legal Education</i> This session explores the role of movement (specifically dance) in enhancing creativity, cognition, and well-being for law students and faculty. Drawing from brain science and my dual background as a law professor and choreographer, I demonstrate how integrating physical activity can reduce stress, sharpen focus, and unlock innovative thinking. Participants will learn simple, practical ways to weave movement into legal education and professional life, modeling sustainable self-care for their students while also cultivating their own energy and resilience.
12:25 – 1:25	LUNCH	LUNCH
1:25 – 2:25	David Carney, Jenna Hosier, & Matt Salerno Case Western Reserve University School of Law	<i>Mi Casa Es Tu Casa</i> This panel will explore the benefits of adopting a House system within a law school community. Drawing inspiration from successful models in secondary schools and universities, the house system fosters a strong sense of belonging and promotes healthy competition through extracurricular events. The panel will also explore using grace with students to encourage their gratitude, thus demonstrating the need for both in legal careers; and the role of mindfulness as a tool for enhancing well-being, focus, and resilience among students and faculty. Participants will gain strategies for integrating short, accessible mindfulness practices

		into classes and personal routines. This presentation highlights how a mindful and connected community can create a more supportive and focused environment for teaching and learning.
2:25 – 3:00	Eric Shannon St. John's University School of Law	<i>Living the Lesson: Building Community and Resilience in LRW</i> As a Visiting Assistant Professor of Legal Writing and former Dean of Students, I bring more than six years of experience supporting law students and colleagues through the stresses of legal education. Drawing on my work creating “brave spaces,” I model well-being in my own teaching and share concrete practices, such as (i) community-building rituals, (ii) interactive well-being assignments, and (iii) resilience exercises that help students and faculty sustain energy and purpose. I offer practical strategies for integrating these habits into legal writing courses while highlighting how faculty modeling directly shapes students’ self-care hygiene and professional identity development.
3:00 - 3:05	BREAK	BREAK
3:05 – 3:40	Catlin Meade George Washington School of Law	<i>Self-Reflection as Self-Care</i> I introduce self-reflection with a values survey and identity mapping. I share my results/map and volunteers share theirs. We discuss how knowing your key identities/values guides decision-making in law school/profession that best fit those values and how self-reflection allows them remain happy in their jobs. They then

		respond to reflections about 1L experiences over the year via handwritten journals and I respond directly in the journal. Takeaways: -Starting with values survey and doing identity mapping led to more personal reflections and more questions in office hours about finding jobs aligning with their values. - Handwritten entries lead to deeper reflection because students are away from devices. -Handwritten entries/responses allow a deeper trust because students know it only exists in one place and I'm sharing back with them.
3:40 – 4:15	Melanie Perez-Vellios Seton Hall University Law School	<i>Reflection, Resilience, and Identity: Embedding Success Plans into Legal Writing</i> This presentation introduces the Individual Professional Success Plan (IPSP), an innovative framework that integrates professional development, reflection, and well-being into legal writing instruction. Through structured self-assessment, goal-setting, and reflection, students connect law school demands with personal values and long-term goals, fostering self-directed learning, resilience, and confidence. By reframing law school as skill-building rather than innate ability, the IPSP combats imposter syndrome, supports mental health, and promotes equity—particularly for first-generation and underrepresented students. Attendees will learn how embedding IPSPs enhances academic success and well-being while modeling reflective practices that sustain happiness, energy, and enthusiasm in legal education.

4:15 – 4:50	Shea Daley Burdette University of Dayton School of Law	<i>Well-Being Benefits of Demystifying Imposter Syndrome</i> This presentation explores different ways that we (as law professors) can show students that we are people outside of professors, and that as a result, might even have had similar experiences to what the students are currently encountering, with a focus on imposter syndrome. I will discuss the benefits I have experienced from sharing my own imposter syndrome journey with students, as well as the student benefits that I believe result from doing so. In my experience, this can promote well-being and self-care that fuels happiness, energy, and enthusiasm.
4:50 – 5:00		Wrap-Up & Closing