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-- Conclusion -- 5 Determined to be professional, ethical and well -- Introduction -- Well-being in legal education -- Self-determination theory -- Research context -- Initial research results -- Methodology -- Survey participants -- Depression Anxiety Stress Scale (DASS-21) -- Satisfaction With Life Scale (SWLS) -- Basic Psychological Needs Scale (BPNS) -- Valuing Questionnaire (VQ). Results -- Hypothesis 1 - Psychological distress -- Hypothesis 2 - Subjective well-being -- Hypothesis 3 - Basic psychological needs -- Hypothesis 4 - Values progress and obstruction -- Hypothesis 5 - Basic psychological needs and distress/subjective well-being -- Hypothesis 6 - Basic psychological needs, valuing and distress -- Discussion -- Self-determination theory -- Values -- Impact of results -- Conclusion -- 6 The information gap: A comparative study of the paradigms shaping perceptions of career success for law undergraduates and professional legal training students in Australia and the latent implications of non-professional legal career opportunities for law graduates in England -- Introduction -- The information gap and well-being -- Bourdieu's tools -- Method -- Data analysis and themes -- Dominance -- Grades, very long hours, value of training contracts -- Shock, awe and anxiety -- Toxicity, atrocity and acceptance -- Alterity and the next drop -- 'Quality' and self-reproduction -- Conclusions -- Acknowledgements -- 7 Widening the approach to ethics teaching and positively affecting the ethical professional identity of trainee solicitors in Ireland -- Intervention overview -- Trainees' reflections -- Appreciative inquiry -- Provide 'safe space' for discourse and reflection -- Making room for uncomfortable conversations -- Small group discussion with exemplars -- Conclusion -- 8 Connectivity, socialisation and identity formation: Exploring mental well-being in online distance learning law students -- Online distance learning and law students -- The role of socialisation and identity formation -- Socialisation and identity formation at a distance -- A unique balance? -- 9 Which hat shall I wear today? Exploring the professional and ethical implications of law clinic supervision -- Introduction -- Pedagogy in clinic. Personalising learning -- Autonomy support -- Mentoring -- Role modelling -- Clinic and well-being -- Well-being awareness in the UK and Australia -- Cause and effect: Well-being and the role of traditional legal education models -- Conclusion -- 10 Clinical legal education and the hidden curriculum in the neoliberal university in England and Wales -- Introduction -- Background -- The gaps -- Clinical legal education (CLE) -- The hidden curriculum and well-being -- Emotions: Emotional intelligence -- Empathy -- Cognition/understanding -- Values -- Teaching developments -- Conclusion -- 11 Resilience, positive motivation and professional identity: The experience of law clinic students working with real clients -- The three clinical options on the BPTC -- FRU (employment) option -- FRU (social security) option -- Domestic violence option -- The research program -- Working with clients -- Working with opponents -- Working with judges -- Resilience -- Interventions -- Developing resilience -- Self-determination theory -- Empathy -- Conclusion -- 12 Meditation in legal education: The value added toward the well-being of law students -- Introduction -- Defining meditation -- The use of meditation in law schools -- Development of student resilience -- The broader context of responsibility for student well-being -- Future research on the efficacy of meditation -- Conclusion -- 13 Identity, well-being and law students -- Introduction -- Methodology -- Well-being and identity -- Student interview findings -- Future lawyer identity -- Academic achievement identity -- Implications -- Recommendations and

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Sommario/riassunto

Bringing together the current international body of knowledge on key issues for educating for well-being in law, this book offers comparative perspectives across jurisdictions, and utilises a range of theoretical lenses (including socio-legal, psychological and ethical theories) in analysing well-being and legal education in law. The chapters include innovative and tested research methodologies and strategies for educating for well-being. Asking and answering the question as to whether law is special in terms of producing psychological distress in law students, law teachers and the profession, and bringing together common and opposing perspectives, this book also seeks to highlight excellent practice in promoting a positive professional identity at law school and beyond resulting in an original contribution to knowledge, and new discourses of analysis.
