

University of British Columbia

Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

# Engaging Allard Law Students in Virtual Wellbeing Programming

Prepared by: Meghan Little, Aliya Lateef-Vaksvik, Bohan (Leo) Yu, Ploykarn Kunkonlakarn

Prepared for:

Course Code: GEOG 371

University of British Columbia

Date: 18 April 2021

*Disclaimer: "UBC SEEDS Sustainability Program provides students with the opportunity to share the findings of their studies, as well as their opinions, conclusions and recommendations with the UBC community. The reader should bear in mind that this is a student research project and is not an official document of UBC. Furthermore, readers should bear in mind that these reports may not reflect the current status of activities at UBC. We urge you to contact the research persons mentioned in a report or the SEEDS Sustainability Program representative about the current status of the subject matter of a report".*



UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program  
Student Research Report

**Engaging Allard Law Students in Virtual Wellbeing Programming**

**Meghan Little, Aliya Lateef-Vaksvik, Bohan (Leo) Yu, Ploykarn Kunkonlakarn**

**University of British Columbia**

**Course: GEOG 371**

**Themes: Wellbeing, Online Participation**

**Date: April 18, 2021**

*Disclaimer: “UBC SEEDS Sustainability Program provides students with the opportunity to share the findings of their studies, as well as their opinions, conclusions and recommendations with the UBC community. The reader should bear in mind that this is a student research project/report and is not an official document of UBC. Furthermore, readers should bear in mind that these reports may not reflect the current status of activities at UBC. We urge you to contact the research persons mentioned in a report or the SEEDS Sustainability Program.*

## Table of Contents

<i>Executive Summary</i> .....	2
<b>1. Introduction</b> .....	<b>4</b>
1.1 Problem Statement .....	5
<b>2. Literature Review</b> .....	<b>5</b>
2.1 Online Environment.....	6
2.2 Engaging Students .....	7
2.3 Barriers to Participation .....	8
2.4 Strategies to Increase Participation .....	9
2.5 Online engagement .....	10
<b>3. Methodology</b> .....	<b>11</b>
3.1 The Survey .....	11
3.2 Strengths and Limitations .....	12
<b>4. Results</b> .....	<b>13</b>
4.1 General Information and Number of Responses.....	13
4.2 Coding and Analytic Procedures .....	14
<b>5. Analysis</b> .....	<b>15</b>
5.1 The Role of Social Media .....	15
5.2 Non-participation .....	18
5.3 Resource Gains .....	20
5.4 The Website .....	23
<b>6. Significance</b> .....	<b>25</b>
6.1 Scholarly .....	25
6.2 SMART Recommendations .....	26
6.3 Limitations .....	27
<b>7. Areas for Future Research</b> .....	<b>29</b>
<b>8. Final Thoughts</b> .....	<b>30</b>
<i>References</i> .....	<i>31</i>
<i>Appendices</i> .....	<i>35</i>

## **Executive Summary**

This research report, produced in partnership with the Allard Law Wellbeing office and the SEEDS Sustainability program at the University of British Columbia, seeks to develop tangible ways to increase law students' wellbeing through participation in Allard Wellbeing programming. It is well-documented that law students suffer from higher rates of depression and anxiety after their first year in law school and that they experience higher rates of poor wellbeing than the general population (Larcombe et al., 2013; O'Brien et al., 2011; Skead et al., 2020). It is therefore surprising that there has been little research to date on how to increase levels of participation in university-administered wellbeing programs. Additionally, the onset of the COVID-19 pandemic has forced many post-secondary institutions to transition legal education and other programming to online platforms. Since the onset of the pandemic, Allard Wellbeing's online programming has faced low-turnout and engagement from law students. The pandemic presents a unique challenge for law school administrators in promoting wellbeing in law students. How can Allard Law School address barriers to participation and encourage students to participate in wellbeing programming virtually?

To investigate this research question, we administered a survey that (a) identified barriers to participation and (b) examined potential incentives that may encourage increased participation. The survey was sent out through the Allard Wellbeing email to collect data from law students across all year levels and programs. Survey questions were a mix of closed and open format questions. Based on the review of relevant literature, we developed a codebook to analyze perceived incentives and barriers to participation in responses to the open-format question. Overall, the analysis found three important findings. First, there was a strong desire for programming involving feelings of social connectedness. Second, fatigue from online events was

a large barrier preventing students from participating. Third, Allard Wellbeing's website may be too focused on one-on-one counselling rather than other programming and this lack of emphasis on other programs may prevent students' participation in them.

This study is a preliminary response to the unique challenges of operating university programs during a global pandemic. Ultimately, it finds that a multi-component strategy to wellbeing programming may be most effective in increasing student engagement (Robroek et al., 2009). This strategy includes offering a variety of programming to meet the variety of different needs and preferences of potential participants. Based on these findings, we developed the following SMART recommendations (1) Increase the offerings of wellbeing programming that specifically emphasize social connectedness with peers, professors, or professionals, (2) Increase off-line wellbeing resources for students to use on their own time, and (3) Develop a tool for students to navigate the website based on their personal needs or preferences.

Building off of these findings and recommendations, this report suggests areas for future research including extending the research question to other methods and investigating certain key findings in more depth.

## 1. Introduction

For decades, scholars have noted law students' psychological distress (Shanfield & Benjamin, 1985; Benjamin et al., 1986), and suggested ways of addressing low levels of wellbeing in law students (Field et al., 2013; Flynn et al., 2019; Jolly-Ryan, 2009; Orenstein, 2014). Time and again, research indicates higher symptoms of depression and anxiety in law students after their first year in comparison to before they started, and that they experience poor wellbeing at higher rates than the general population (Larcombe et al., 2013; O'Brien et al., 2011; Skead et al., 2020). As a profession, lawyers continue to experience high levels of psychological distress (Benjamin et al., 1986; Larcombe et al., 2013) in a work environment "that can be extremely toxic, combative, and play at very high stakes" (Orenstein, 2014, p.107). Jolly-Ryan (2009) argues that the psychological distress of being a lawyer starts in law school. Lower levels of wellbeing may be attributed to the heavy workload, teaching style, emphasis on academic success, and peer pressure all present in law school learning environments (Jolly-Ryan, 2009; Larcombe et al., 2013). O'Brien et al. (2011), alternatively, attribute students' poor wellbeing to learning to "think like a lawyer" (p.152). It is clear from the research that there is a need to improve law student wellbeing. Our research report, produced in partnership with the Allard Law Wellbeing office and the SEEDS Sustainability program at the University of British Columbia, seeks to develop tangible ways to increase law students' wellbeing through participation in Allard Wellbeing programming.

Surprisingly, there is little research to date, if any, on how to increase student participation in wellbeing programming. The objectives of this research are two-fold: first, to bring existing research on engaging people in wellbeing programming to the context of law students and, second, to analyze data collected from Allard Law students to develop SMART

recommendations for future programming and research. SMART is an acronym for specific, measurable, achievable, relevant, and time-bound recommendations (Eby, 2019). These recommendations are developed at the end of this report based on our literature review and research findings.

### **1.1 Problem Statement**

To add to law students' distress, the onset of the COVID-19 pandemic has forced many post-secondary institutions to transition legal education and other programming to online platforms. Allard Law School at the University of British Columbia is no exception. Despite the potential of university-administered wellbeing programs to address law students' higher symptoms of depression and anxiety, student participation in Allard Wellbeing programming remains low. The pandemic presents a unique challenge for law school administrators in promoting wellbeing in law students. In what follows, we examine the following question: How can Allard Law School address barriers to participation and encourage students to participate in wellbeing programming virtually?

We begin to examine this question by evaluating existing relevant literature. Toker et al's use of Conservation of Resources theory shows that perceived resource gains and losses are important predictors for engagement in wellbeing or health programs. Building on this theory, we describe the survey used to collect data from law students which examined perceived losses or gains from participation. We then analyze the survey results using a codebook and concepts found in the literature review. Adding onto the survey results, we analyze the effectiveness of Allard Wellbeing's website. Finally, we discuss the significance of this research project including recommendations for future programming and future research.

## **2. Literature Review**

## 2.1 Online Environment

The onset of the Covid-19 pandemic in March 2020 forced Allard Law School to move classes and other programming primarily online, with the exception of some hybrid in-person/virtual first year classes. There is little research to date on the impact of the pandemic on students' learning and wellbeing. Srichaiyarat & Lao-Amata (2020) conduct an initial analysis on the transition to online learning for law students at the University of Phayao in Thailand. Similar to the University of British Columbia's transition to online learning, the Thai government shutdown post-secondary institutions in March 2020 to address the rising infection rate of Covid-19. Srichaiyarat and Lao-Amata (2020) find that homes are not ideal places to study as there can be interruptions from family members and there is a high cost for proper equipment and internet. These sudden changes and new challenges in the learning environment may also be present in students at Allard Law School and contribute to their level of engagement with wellbeing resources.

While the large-scale shift to primarily online education is new, online distance legal education has been around since the late 1990's (Jones et al., 2019). Much of the research has focused on the wellbeing of face-to-face traditional law students (Bartholomew, 2013; Collier, 2014; Shanfield & Benjamin, 1985). Jones et al. (2019) recognize this gap and study the wellbeing of law students using distance education. Given the flexible nature of online distance education, they hypothesize that distance education may actually support student wellbeing "with learners choosing when, where, and how they study" (Jones et al., 2019, p.53). Jones et al. (2019) found, however, that despite flexible study, students' wellbeing suffered due to a lack of connection and sense of community with the school and other students. To Larcombe et al. (2013), positive wellbeing, in fact, "*requires* levels of social connectedness, autonomy, self-



esteem and a sense of competence” (p.408). Crowley-Cyr (2014) addresses the barrier in finding a sense of connection to other law students in an online learning environment. To address “that learning in isolation can be a significant stressor for students” studying online, she embedded mental health information into a pre-existing upper-level law administration course (Crowley-Cyr, 2014, p.143). To increase engagement in wellbeing programming, instructors embedded Crowley-Cyr’s mental health information into course assessments. Crowley-Cyr’s research is particularly relevant in the context of Allard Law School’s wellbeing programming as it addresses the needs of upper-year law students whereas most other research primarily focuses on first-year students. Overall, these foundational studies on wellbeing in distance-based online law students emphasize the need for wellbeing programming that engages legal students and adequately addresses their simultaneous need for social connection and desire for academic success.

## **2.2 Engaging Students**

In addition to academic work, Allard Law School’s wellbeing programming has shifted online. During the pandemic, there has been a low level of student participation in wellbeing programming. Linnan et al. (2001) define participation as “employees who actively and voluntarily attend onsite health promotion programs sponsored by an employer” (p.591-592). For our research, we define participation as *students* who actively and voluntarily attend the wellbeing programming offered through Allard Law School’s Wellbeing office.

There are few studies that have looked into increasing student participation in wellbeing programming, however, worksite wellbeing and health promotion programs have been widely studied since the 1980s (Davis et al., 1987). Like at Allard Law School, worksite wellbeing programs typically face low levels of participation (Toker et al., 2015). To understand how to

engage students at Allard Law School, we draw on literature from worksite health and wellbeing promotion programs to identify potential barriers to participation and how scholars suggest addressing these barriers.

### **2.3 Barriers to Participation**

To begin, Toker et al. (2015) suggests using the framework of Conservation of Resources (COR) theory to understand the reasons why employees do not participate in health programs offered by their employers. COR outlines that “individuals strive to obtain, retain, protect, and foster their resources” (Toker et al., 2015, p.868). When resources are threatened, people engage in withdrawal or avoidance behaviours— such as non-participation in wellbeing programming. Overall, they found high rates of non-participation in employees that fell into three overlapping groups: employees with already low levels of resources, employees who perceived that participation may lead to greater resource loss, and in employees that did not perceive a resource gain from participation (Toker et al., 2015). First of all, employees with low resources may include employees with a poorer perception of personal health, lack of time, lack of accessibility, or lack of knowledge. Across many studies on non-participation in worksite wellbeing programs, researchers identify time as an important barrier. For Kruger et al. (2007) the “most influential barrier was lack of time” (p.446). From Bartholomew (2013), we know that one factor contributing to poor law student wellbeing is a lack of time, what he calls *time famine*. We suggest that the perceived lack of the resource of time may be a major barrier in student participation in Allard Wellbeing programs. Additionally, it may be the perceived greater loss of the already scarce time resource that holds students and employees back from participating (Toker et al., 2015). Toker et al. (2015) also suggest that employees who do not perceive a resource gain participate less readily in health or wellbeing programming. Consistent with Toker

et al.'s (2015) discussion of lack of perceived resource gain, Hill-Mey et al. (2013) found that a primary barrier to participation was the lack of perceived *need* to participate. A low expectation for health improvement from participation or a lack of incentive may both be reasons why employees do not expect to benefit from participation (Toker et al., 2015). Alternatively, employees may not perceive the resource gain to be high enough. For example, Toker et al. (2015) found that the monetary incentive offered in their study was not attractive enough to encourage participation. Using COR to understand non-participation in wellbeing programming is insightful in the context of law students as it provides a framework for understanding student perceptions of resource gains and losses from participation. Based on Toker et al.'s (2015) findings, we suggest that it is necessary to: first, understand how students perceive wellbeing programming, and second, identify the particular resource gains that may increase participation.

Other literature suggests considering other barriers to participation such as age or gender (Toker et al., 2015), employees who have little intention of changing their behaviours or improving their health (Robroek et al., 2012), lack of communication about the program (Hill-Mey et al., 2013), discomfort using the programming available, and a preference for self-help over group programming (Erfurt et al., 1990). These other barriers to participation may be relevant in the context of Allard Law School students.

#### **2.4 Strategies to Increase Participation**

Scholars have addressed these barriers to participation by suggesting strategies to increase overall participation in worksite wellbeing programming (Erfurt et al., 1990; Hill-Mey et al., 2013; Kruger et al., 2007; Robroek et al., 2009). Erfurt et al. (1990) suggest that offering a *menu* of approaches may help to increase participation. The *menu* approach means offering a variety of wellness education and activities including guided self-help, one-to-one counselling,

group classes, and small-group activities. Erfurt et al.'s (1990) suggestion relates to a more recent suggestion from Robroek et al. (2009). Robroek et al. (2009) call for a *multi-component strategy*, essentially, offering more choices to meet the needs of different people. Additionally, to Robroek et al. (2009), an essential component of an effective worksite health promotion program is the inclusion of incentives to increase the number of people that participate. Kruger et al. (2007) also recommend using incentives to increase participation. In their worksite study, employer paid time-off was the most effective incentive in encouraging participation (Kruger et al., 2007). Hill-Mey et al. (2013) outline different types of incentives including: paid time off, financial bonuses, reductions in insurance premiums, t-shirts, gym bags, and gifts cards. Other indirect incentives may include accessibility, being able to include family members, a supportive co-worker environment, and encouragement (Hill-Mey et al., 2013). Consistent with Kruger et al.'s (2007) findings, they found that financial incentives work most effectively (Hill-Mey et al., 2013). Bringing this back to Toker et al.'s (2015) discussion of COR, we suggest that financial incentives may be effective as they are perceived as a desired resource gain by employees. In the context of law students, it is important to understand what kinds of incentives may be attractive as a potential resource gain to increase their participation in wellbeing programming.

## **2.5 Online engagement**

The studies we have outlined above look into in-person worksite health programs. Like in-person wellbeing programming, online "e-health" interventions also have low usage rates (Norman et al., 2007). There is little research, however, on the barriers to participation in online health programming and suggestions for effective solutions. Neve et al. (2010) found that web-based weight loss programs that included personalized counseling or feedback were more effective than programs that only included educational components. Additionally, programs

including higher peer support had more usage than programs without peer support (Norman et al., 2007). To increase participation in web-based health programs, Verheijden et al. (2007) found that sending out frequent email reminders or incentivising people with rewards increased participation. These scholars provide a glimpse into improving online participation in health programs, however, there remains a large gap in the research on creating effective and well-attended online wellbeing programming. Our research addresses this gap by bridging Conservation of Resources theory and an analysis on online programming to better understand the barriers to participation and examine potential solutions in an online environment.

### **3. Methodology**

#### **3.1 The Survey**

To investigate our research question, we administered a survey that (a) identified barriers to participation and (b) examined potential incentives that may encourage increased participation. The survey was sent out through the Allard Wellbeing email to collect data from law students across all year levels and programs. The survey was open to respondents for a one-week period from March 12th to March 19th, 2021 and respondents received two email reminders to complete it. Allard Wellbeing offered a financial incentive for students to complete the survey where students were entered to win a prize if they completed the survey. A copy of the survey is attached in Appendix A. Throughout our analysis, we refer to the questions by their number, for example, question nine is referred to as “Q9.”

It is clear from the literature that law students are short on time (Bartholomew et al., 2013). That is why we chose to conduct a short survey of ten questions to answer our research question, rather than use more time-intensive research methods for the participants, such as interviews or focus groups. Survey questions were a mix of closed and open format questions. Nine of the

questions were either multiple choice or ranked choice questions and one question was open-ended. However, within some closed-format questions, respondents had the option of adding more information into a textbox (Appendix C). The questions and answer choices were constructed in partnership with Allard Wellbeing to address concepts that came up in the literature review in the context of Allard Wellbeing programming.

The first part of the survey identified students' current participation and awareness of current wellbeing programming. The next section asked about perceived barriers to participation. Based on Toker et al.'s use of COR, we identified the *perception* of resource losses and resources gains as fundamental to understanding barriers to participation in wellbeing programming. In our research, we examined explicit barriers to participation which are "self-reported reasons for non-participation" (Toker et al., 2015, p.869). In Kruger et al.'s (2007) study on worksite wellbeing participation, they asked students which barriers kept them from participating. The barriers they used included: being too tired, having no interest, having no time, being involved in other programs, or not wanting to participate with coworkers (Kruger et al., 2007). We asked a similar question (Q3), however, included response options more relevant for law students. The most significant portion of our survey included questions to try and understand perceived resource gains that may encourage participation in future wellbeing programming (Q4 to Q8).

### **3.2 Strengths and Limitations**

One strength to the survey we administered was that it gathered data from a relatively large sample of students in a short time frame. Additionally, ethical concerns were minimized as the survey was kept completely anonymous. However, we have identified some notable limitations with our survey: lack of demographic data, response errors, and lack of depth. Firstly, we did not ask any questions related to demographic information such as gender, ethnicity, current living

situation, year level, program of study, or other identity factors. This lack of information, therefore, restricted the analysis only to the reasons for non-participation outlined in the survey. Additionally, there was evidence to suggest response errors, particularly for the open-ended question (Q9). Q9 was ineffectively phrased to elicit a large number of meaningful responses. It was evident that some respondents misinterpreted the question. For example, many students responded with examples from Allard Wellbeing events or outlined that they had not attended any wellbeing events. This suggests that these respondents may not have understood that the question was broadly asking about *any* virtual event. These response errors point towards the importance of how questions are ordered in survey design. In the design of our survey, we overlooked the fact that many respondents may misinterpret this question because all preceding questions had asked specifically about Allard Wellbeing programming. Furthermore, many respondents put short and undetailed responses that did not respond fully to the question asked. We speculate that this may have resulted from students rushing to get through the survey in order to receive the prize draw entry. Overall, these are important considerations for future Allard Wellbeing surveys to increase the validity and depth of survey responses. Despite these limitations, some responses to Q9 still offered important information to consider in our analysis.

## **4. Results**

### **4.1 General Information and Number of Responses**

We received 79 completed survey responses. In this context, “completed” refers to respondents that submitted the survey after answering all required questions. Some questions were left as optional, and therefore, were not answered by some respondents. One noticeable effect of including optional questions can be seen in responses to Q9, in which only 49 people responded to the question and only 42 of the responses were usable in our analysis. The median

time it took to complete the survey was three minutes. We did not choose to use our mean data for the average time for completion because there was one extreme outlier. One interesting statistic we found was that 53 out of 79 people did this survey on the day it was sent out: Friday, March 12. In addition, 38% of the total responses were submitted within one hour after this survey was released between 2:14pm to 3:12pm. These findings demonstrate that the time of the survey release may have been a significant contributor to the total number of responses received.

#### **4.2 Coding and Analytic Procedures**

While most of the questions in our survey were closed format, our survey contained one open-format question (Q9):

Describe a memorable online event you attended.

Our intention with this question was to gauge the types of online events that students found most memorable and, most importantly, to understand what aspects of these events made them memorable to students. We coded a total of 42 responses to this question. The responses ranged from students who could not think of any memorable events to students who launched into fully fleshed-out descriptions. In order to capture trends across the responses, we developed a codebook (Appendix D).

Building on our literature review, we were interested in perceived resource gains that students mentioned in their responses. Our codebook includes 12 codes to capture responses related to resource gains. We developed two of these codes based on our literature review: financial incentives and other incentives. The other 10 codes were developed based on the specific responses we received. In addition to resource gains, we coded responses that specifically referred to features of the events they were describing. These responses ranged from indicators of event structure to indicators of the tone or overall feeling the participant felt from



attending the event. Participants may also interpret these structural features of events as resource gains. We, however, made a distinction between these specific “gains” as structural features of the events, rather than simply general resource gains acquired from attending the event. These perceived resource gains may be particularly insightful for developing future programming at Allard Wellbeing.

We also included a code category of resource losses. Initially, we did not expect to find resource losses in the responses to this question. However, one respondent included a resource loss in their response, and we considered it significant enough to create a code category. For this participant, the resource loss was a factor that made the online event memorable, however, memorable in a negative way rather than a positive way. For our analysis, it was just as helpful to consider possible reasons why a participant may choose *not to* participate as reasons why they choose *to* participate.

The final category of code we developed was for respondents that *responded* to the question, however, did not provide an *answer* to the question. These responses were framed into two different categories: Explicit disinterest in online events and lack of memorable experiences. We thought that these responses were important to include because respondents engaged with the question and their responses may tell us something more about the impact of the online environment on students.

## **5. Analysis**

### **5.1 The Role of Social Media**

In order to understand how Allard Wellbeing can improve future programming, it is important to understand what is currently working or not working for students. As evident from

the figure below (Q1), most respondents primarily interacted with Allard Wellbeing over social media platforms— Instagram and Facebook inclusive.

Q1 - Select all the following wellbeing programs you've attended or interacted with in the past.

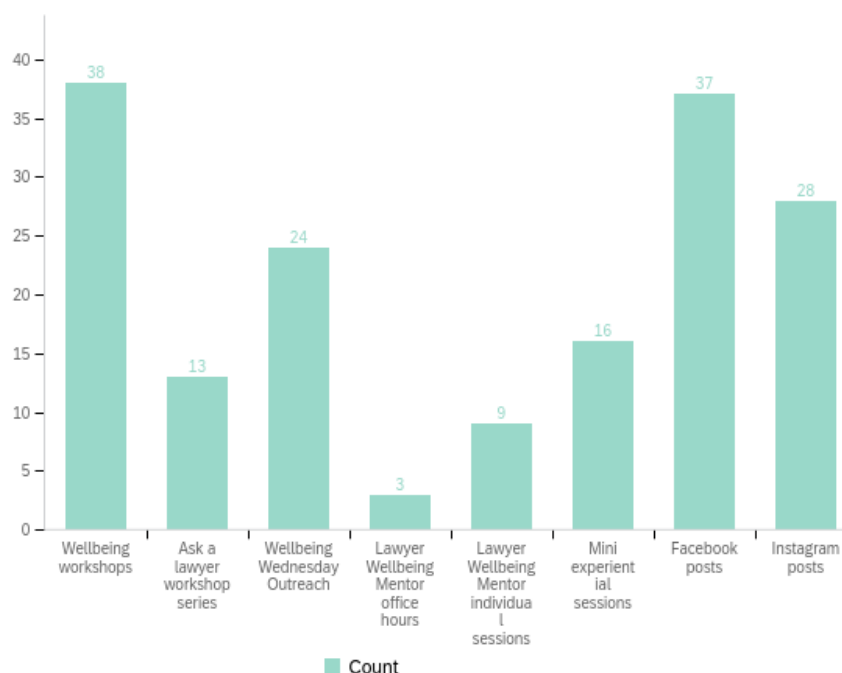


Figure 1. (Q1) Select all the following wellbeing programs you've attended or interacted with in the past.

Even though most respondents indicated that they engaged with Allard Wellbeing on social media platforms, one response suggested that there may be a need for increased cohesion between social media and the Wellbeing emails:

“Was unaware we had social media! Would like to see that tag in the contact information in the emails.”

In terms of which platform was preferred amongst students, there was a slight preference for Instagram over Facebook (Q5), however, most participants preferred the use of Zoom over either social media platform (as shown in Figure 2). Despite its popularity as an existing point of connection to students, surprisingly, social media was ranked fourth as a way that students would

be most likely to engage in wellbeing programming (Q6). One-on-one sessions, phone calls, and small group discussions were all ranked ahead of social media. This suggests that students are more interested in programming where they can have discussions and feelings of social connectedness rather interacting with social media content.

Q5 - If Allard Wellbeing offered online activities, which platform would you prefer? [pick two]

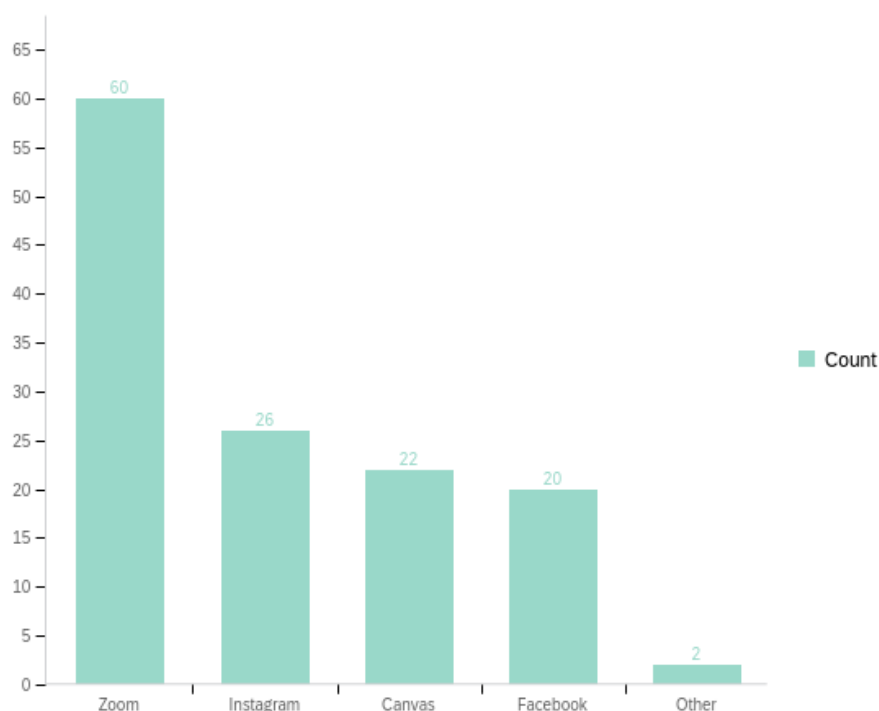


Figure 2. (Q5) If Allard Wellbeing offered online activities, which platform would you prefer?

That said, different students appear to have different preferences for using social media for wellbeing information and programming. One student indicated that they had not attended any of Allard Wellbeing’s online events, however, found “just reading posts with strategies or telling you how to breath and whatnot are sometimes quite helpful.” In our literature review, we found that offering a menu of approaches is helpful for engaging participants with different needs and preferences (Erfurt et al., 1990; Robroek et al., 2019). This seems to be especially applicable in

the context of Allard Wellbeing's social media platforms. For many respondents, this was a primary way they engaged with Allard Wellbeing, however, for others, they would like to see non-social media programming.

## **5.2 Non-participation**

Q3 asked what limits/stops students from participating in online wellbeing events (Figure 3). 42.76% of respondents cited a "lack of time" as the primary barrier to participation. This is consistent with our findings from the literature review that suggest law students have limited time. 40.69% of respondents, however, indicated being "tired of online events" as another major reason for non-participation. It is surprising to find that fatigue from online events limits students from participating on a similar level to general lack of time. In response to our question to describe online events, one respondent explained, "I haven't attended any - Zoom fatigue is real!" and another expressed they "don't enjoy online events." 10.34% of respondents indicated that they found the events "not useful" and only 1.34% of respondents didn't know how to access events. These findings suggest that there may be a high level of interest in wellbeing programming, however, time constraints and fatigue from the online environment are the major reasons that hold people back. Some respondents chose to elaborate on their perceived barriers to participation. One respondent pointed out:

"When there is an event that I want to attend, it's during a time I can't attend and there's no duplicate workshop."

Timing of events was, in fact, a barrier for other students as well. Another respondent indicated that they had challenges attending events "during lunchtime or dinner time" and prefer events at different times of the day. Another insightful response was that "one off sessions don't help" because the student required consistent support. These responses suggest that timing of events as

well as event consistency are important perceived barriers to participation and an area for future research.

Q3 - What limits/stops you from participating in Allard Wellbeing programs?

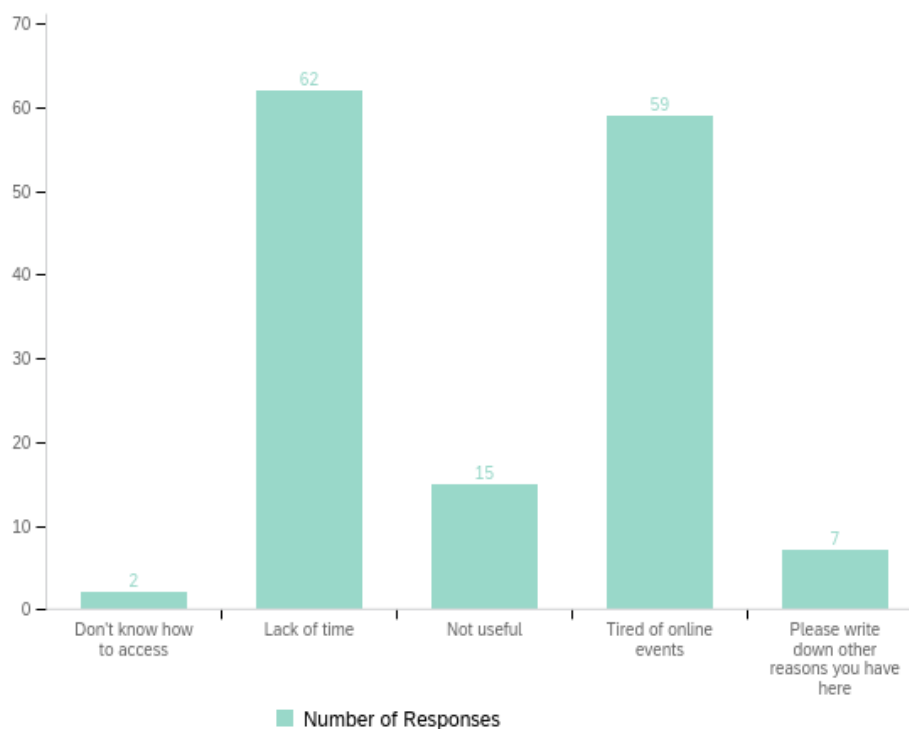


Figure 3. (Q3) What limits/stops you from participating in Allard Wellbeing programs.

Another reason for non-participation included a lack of information. For one student, they indicated that they were aware of events happening, however, “not knowing what the events fully entail” was a reason for non-participation. In fact, expectations surrounding what the events would entail incited other barriers for students:

“I was going to try the lawyer wellbeing but felt intimidated that the lawyer might not relate to my experience... but I wish I would have. I do individual counselling sessions with Anna, but have never done it with anyone else.”

This response may suggest that more information about events may make them more approachable for students, especially if these events are outside of their comfort zone. Another respondent indicated “some felt stigma around being seen to be accessing help.” These responses suggest that students perceive a lack of approachability in some Allard Wellbeing events. We suggest that these findings on perceived approachability of events are important for Allard Wellbeing to consider in the development of future programming.

Finally, another reason for non-participation was long wait times for events. One student recounted a successfully organized career fair they had attended, however, “the main downside was the long wait times to speak with potential employers.” This response suggests that the way an event is formatted or organized can leave a lasting impression on students.

Overall, Allard Wellbeing may be able to address these reasons for non-participation by employing strategies to reduce them. However, in our literature review, we found that increasing or emphasizing perceived resource gains is another powerful way to increase participation. The next section discusses resources gains identified in survey responses.

### **5.3 Resource Gains**

Our survey found that an important perceived resource gain was the opportunity for social connection. The three most likely ways participants wanted to engage in wellbeing programs were one-on-one sessions, phone calls, and small group discussion (Q6). This suggests that students are more interested in real-time interactions rather than email or social media posts. Additionally, in response to describing a memorable event they had attended, six respondents referred to aspects of social connection and four indicated a desire for events that feel personal. Another respondent suggested that having an online event unrelated to a wellbeing topic may be perceived as a resource gain for students:

“Fun activity unrelated directly to wellbeing, but promoting connection and happiness that indirectly influences wellbeing (for example a fun online games night)”

In the context of the pandemic, this desire for social connection may be especially important to consider given that most students are learning remotely from home and there are less opportunities for social events.

Another area for perceived resource gains related to how events were organized themselves. Survey respondents appeared to have a variety of views on what they perceived as desirable formats for events. One student indicated that a well-organized event was especially important:

“Having a clear structure/objective, and feedback, made the event more meaningful.”

However, there was another student that indicated that a loose structure was, instead, more desirable:

“Orientation social zoom with no planned activities, just people able to chat about whatever they liked and getting to know each other.”

Despite seemingly contradictory views, these responses both show that how events were structured was an important area of concern for students. Again, referring back to Robroek et al. and Erfurt et al’s suggestions of a *menu* of approaches, it is important at Allard Law to have a variety of different kinds of events tailored to different students’ preferences.

Furthermore, specific topic-related events may be more popular amongst students. Career-related events, in particular, seemed to be perceived as a resource gain amongst students. Nine open-ended responses referred positively to professional development or career-related online events (Q9). Other well-appreciated events amongst students included workshops related to relaxation or de-stressing techniques. 13 open-ended responses referenced relaxation-related events (Q9). The “class workshop about toe-breathing,” in particular, was popular:

“Really enjoy Anna Kline's sessions especially the toe-breathing exercises!”

Additionally, as shown in Figure 4, 27% of respondents were interested in events related to exam anxiety skills and 25% were interested in mindfulness for future wellbeing programming (Q8).

This suggests that students are very interested in learning tools to cope with the stressors of law school and a pandemic. Other popular topics for future events included fitness classes and experiential activities. Experiential activities (e.g., yoga) were chosen by 28% of respondents as the most likely way their participation in wellbeing programming would be increased (Q7).

Fitness classes, specifically, were brought up five times in the open-ended question to describe memorable online events (Q9) and 33% of respondents indicated future interest in fitness classes (Q8).

Q8 - Which topics are you most interested in? [pick two]

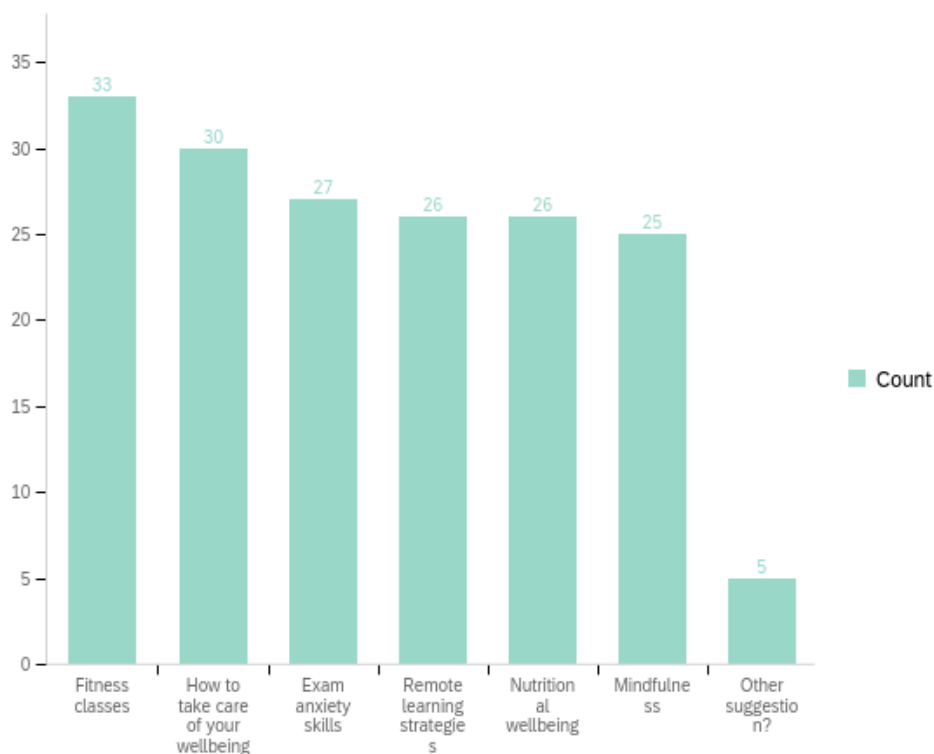


Figure 4. (Q8) Which topics are you most interested in?



Also, there did not appear to be a significant perceived loss or gain related to offering asynchronous or synchronous events. 53% of respondents preferred asynchronous wellbeing programming and 47% preferred synchronous (Q4). This, again, suggests that there are different needs amongst students. One insightful response, however, recommends providing more off-line tools:

“We need fewer online events, and more tools that can be used in a tech-free environment, on our own time.”

Even though our research project is specifically interested in increasing participation in online programming, this interest in off-line wellbeing programming suggests one area for future research to examine how to engage with students uninterested in online events.

Finally, one surprising finding from the analysis is that financial incentives were not mentioned at all in response to Q9, nor were they prominent in responses to other questions. These findings contradict the literature that found financial incentives were the most powerful perceived resource gain to encourage participation (Hill-Mey et al., 2013; Kruger et al., 2007). Instead, our research suggests that other perceived resource gains, such as opportunities for social connection, are more significant in the context of law students.

## **5.4 The Website**

The Allard Wellbeing website is an important avenue for distributing information on wellbeing programs to students, particularly for students who may not want to engage on social media platforms. One deliverable of this research project is to critically examine the website. While our survey did not ask specifically about the website, we can apply our findings from the survey to discuss some effective and ineffective features of the website.

### **5.4.1 What Works**

The Wellbeing website emphasizes resource gains for students including the benefits of good wellbeing for multiple aspects of intelligence and provides strategies for students in the remote learning environment. Consistent with Conservation of Resources theory, this information provides the incentive and the tools for students to improve their wellbeing. Additionally, a large section of the website is devoted to providing students with information on one-on-one counselling services. In our survey, we found that one-on-one counselling was the most likely way that students wanted to engage with Allard Wellbeing (Q6). Therefore, it seems to correspond well that it takes a prominent role on the website's interface. From our survey, we also found that there was interest in asynchronous wellbeing content. However, from looking at the Wellbeing website, there is evidence to suggest that this content already exists. 17.44% of respondents were specifically interested in information on how to take care of their wellbeing (Q8). On the homepage of the Allard Wellbeing website, there is a wealth of such resources for students to access on their own time on how to improve their wellbeing located on the right-hand column.

#### **5.4.2 What's Missing**

One question that arises, however, is whether this information is easily accessible and navigable for students. One survey respondent indicated the importance of how online content is visually represented in response to the open-ended question (Q9). This respondent found visually appealing online events held on Zoom more effective. We can extrapolate this insight to the website. The Wellbeing website is primarily text-based and does not have many colours. This may make it difficult for students to navigate if their eyes are already tired from looking at a computer screen all day. Additionally, there is little information on wellbeing events/programs besides one-on-one counselling. Some respondents in our survey expressed that having too little

information about wellbeing events was a barrier to participation. There is an opportunity for Allard Wellbeing to expand the website to incorporate more information on workshops, events, mentorship opportunities, or other programming.

## **6. Significance**

### **6.1 Scholarly**

Despite the wealth of literature on poor law student wellbeing, there is a lack of research on student participation in university-administered wellbeing programs. Building off of COR's theoretical framework (Toker et al., 2015), our study begins to address this gap by identifying reasons for non-participation and identifying perceived resource gains to improve participation in these programs. Similarly to employees in worksite health promotion programs, a multi-component strategy to wellbeing programming may be most effective in increasing student engagement (Robroek et al., 2009). In the context of Allard Wellbeing, this may include expanding the options for students to get involved by implementing asynchronous self-paced content, expanding events geared towards social connection rather than specific wellbeing topics, or offering programs at a variety of different times.

Additionally, our study is a preliminary response to the unique challenges of operating university programs during a global pandemic. While previous research (Jones et al., 2019) examined law student wellbeing in ordinary distance education contexts, our findings address the online delivery of wellbeing programming in the context of a global crisis. Previous findings suggested that lack of social connection had a significant impact on student wellbeing for remote learners (Jones et al., 2019). Our study finds a consistent trend with Allard Law students. However, given additional social restrictions from the pandemic, we speculate that there may be an even greater desire amongst students for social connection. Given the scarcity of this resource,

Allard Wellbeing could expand the perceived resource gains of participation in their programming by emphasizing opportunities for social connection.

## **6.2 SMART Recommendations**

Based on our literature review, survey responses, and analysis, we developed three SMART recommendations. We base these recommendations in response to areas where Allard Wellbeing may be able to make manageable changes to programming.

To begin, our literature review found that there is a need and a strong desire for social connection amongst law students studying remotely (Jones et al., 2019). These findings are supported by survey responses indicating a preference for programs related to social connection, such as one-on-one counselling sessions or activities like board games nights. Building off of these findings, we developed the following recommendation for Allard Wellbeing:

### **Recommendation #1 Increase the offerings of wellbeing programming that specifically emphasize social connectedness with peers, professors, or professionals.**

In order for this programming to be most effective, we suggest considering existing programs at Allard Law School including student-run clubs or orientation activities to ensure there is no overlap.

Next, in our research we found that Zoom fatigue was just as big a barrier to participation in programs as lack of time. While Allard Wellbeing is limited in its capacity to reduce Zoom fatigue resulting from students' other involvements, like time spent in online class, Allard Wellbeing can create materials that promote time off-screen.

### **Recommendation #2 Increase off-line wellbeing resources for students to use on their own time.**

These offerings could include an asynchronous Canvas course or techniques for practicing mindfulness or relaxation. Additionally, these resources could incorporate other important influences to student wellbeing including nutrition, sleep, time management, or exercise advice. It is important for these resources to be readily accessible to students. From survey responses, it was evident that some students did not know where to access information. We suggest making these off-line resources easily accessible on the website.

On the topic of the website, we see this as another key area for improvement. Our analysis found that the website was heavily focused on one-on-one counselling services provided by Allard Wellbeing. This concentration makes sense given the popularity of these services found in our survey results. However, the emphasis on one-on-one counselling on the website may be part of an explanation of why other programming is not as popular. Building off of Robroek et al. (2009) and Erfurt et al's (1990) suggestions of multi-component strategies— that is, responding to the diverse interests of participants — to increase participation, we make the following recommendation to improve the website:

**Recommendation #3 Develop a tool for students to navigate the website based on their personal needs or preferences.**

One suggestion we have includes a “quiz” on the homepage to lead students to resources or programs that best suit their interests. Alternatively, a homepage that is less text-based and instead contains different “buttons” linking to other pages may be another effective way of improving the navigability of the website. These changes may also improve the visibility of Allard Wellbeing’s other programming to students that do not use social media or do not pay attention to the emails.

### **6.3 Limitations**

In addition to the limitations discussed in the methodology section, another important limitation we identify based on the analysis is the lack of depth in survey responses. Despite gathering data from a large sample size, the data collected was limited in its ability to allow us to draw conclusions about Allard Law students' participation in wellbeing programming. Interviews or focus groups may have allowed for more in-depth insights on the topics addressed in the survey. Further, these alternative methods could have allowed us to ensure that participants were not rushing through questions. We expand on this in the future research section below. Additionally, the survey was sent out through the Allard Wellbeing email. This may have impacted the external validity of these results as the students who responded were already partly engaged with Allard Wellbeing; at least engaged enough to read the emails!

Given the findings that social connection is a strong need and desire for law students, it would have been useful to include more questions related to how Allard Wellbeing specifically could address this need; especially since social organizations already exist at Allard Law School. Overall, limiting our survey to less than ten questions constrained the ability to explore certain areas, such as social connection, in more depth.

Finally, it is important to consider how our positionality as researchers may have influenced our research findings. Like law students, we are students that have also transitioned to online learning in the last year. We may carry certain assumptions or biases about student life in the online university environment that may have crept into the formation of our survey questions and into our research findings. Additionally, the interpretation of our survey data was very subjective. Other than discussing coding procedures within our team, we had a limited ability to mitigate biases that may have influenced the development of the codebook, the interpretation of responses, and overall conclusions drawn. Despite these limitations, however, this research

critically examines Allard Wellbeing programming and offers new perspectives on how to improve programming in the future.

## **7. Areas for Future Research**

There is opportunity to build on this preliminary research to learn more about how to engage law students in virtual wellbeing programming. To begin, we suggest expanding our particular research question to other methods. Given the time constraints of law students during the academic term, we did not want to use methods other than a survey. However, now we recognize the depth that interviews or focus groups could have added to our findings. We suggest that future research from Allard Wellbeing should take the findings we have identified to other research methods which could help validate these results and add depth. One of these methods to consider could be a combination of both surveys and interviews.

Other than expanding on the methods, there are certain themes and findings we believed should be expanded upon. The largest piece of feedback we received from our methodology course instructors was to look into the identity factors of our respondents. This could range from asking about students' year level, where students are from or their gender to see whether these identity factors determine participation or non-participation in Allard Wellbeing programming. Using this information, Allard Wellbeing may be able to learn more about developing programs attractive to students who currently do not participate. As mentioned earlier in our report, Zoom fatigue, lack of interest, and time conflicts are some of the reasons why students choose not to participate. Doing future research centered on one or more of these topics could help to find ways to eliminate or mitigate these specific barriers to participation. For example, to study about time conflicts may be useful. Researchers could ask about how law students manage their time

each day. Some straightforward questions could include what time of the day they are free or when and how frequent the events should be.

Additionally, future research related to perceived resource gains may be useful. Researchers could ask existing wellbeing program participants about variables that contribute to their recurring participation. Alternatively, researchers could identify other successful virtual university programs unrelated to wellbeing and investigate the resource gains that students may perceive in those.

Finally, conducting evaluative research on the effectiveness of our proposed SMART recommendations could be useful. Due to the constraints of using only survey data to build recommendations, further research on each of the SMART recommendations should be done to ensure the recommendations are feasible and effective. One piece of advice from our research team would be to collaborate with law department staff, professors, and even students in order to evaluate the recommendations and findings from this report. Evaluative research could include tracking levels of engagement with our proposed changes to programming outlined as SMART recommendations or asking participants for feedback.

## **8. Final Thoughts**

Ultimately, this research report raises more questions than it answers. However, as university programs continue online, it is important to continue having these discussions and raising new questions to ensure that universities are able to promote student wellbeing in this unique online learning environment. Core to these discussions are critical analyses of programs such as Allard Wellbeing and the resources they provide to students.



### References

- Bartholomew, C. P. (2013). Time: an empirical analysis of law student time management deficiencies. *University of Cincinnati Law Review*, 81(3), 897-952.
- Benjamin, G., Kaszniak, A., Sales, B., & Shanfield, S. (1986). The role of legal education in producing psychological distress among law students and lawyers. *American Bar Foundation Research Journal*, 11(2), 225-252. doi:10.1111/j.1747-4469.1986.tb00240.x
- Collier, R. (2014). 'love law, love life': Neoliberalism, wellbeing and gender in the legal profession-the case of law school. *Legal Ethics (Oxford, England)*, 17(2), 202-230. doi:10.5235/1460728X.17.2.202
- Crowley-Cyr, L. (2014). Promoting mental wellbeing of law students: Breaking-down stigma & building bridges with support services in the online learning environment. *QUT Law Review*, 14(1), 129.
- Davis, K. E., Jackson, K. L., Kronenfeld, J. J., & Blair, S. N. (1987). Determinants of participation in worksite health promotion activities. *Health Education Quarterly*, 14(2), 195-205.  
<https://doi.org/10.1177/109019818701400206>
- Eby, K. (2019). *How to Write SMART Goals*. Smartsheet. Retrieved from  
<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>
- Erfurt, J. C., Foote, A., Heirich, M. A., & Gregg, W. (1990). Improving participation in worksite wellness programs: Comparing health education classes, a menu approach, and follow-up counseling. *American Journal of Health Promotion*, 4(4), 270-278. <https://doi.org/10.4278/0890-1171-4.4.270>
- Field, R., Duffy, J., & Huggins, A. (2013). Supporting transition to law school and student well-being: The role of professional legal identity. *The International Journal of the First Year in Higher Education*, 4(2), 15-25. doi:10.5204/intjfyhe.v4i2.167

- Flynn, A. M., Li, Y., & Sánchez, B. (2019). The mental health status of law students: Implications for college counselors. *Journal of College Counseling, 22*(1), 2-12. doi:10.1002/jocc.12110
- Hill-Mey, P. E., Merrill, R. M., Kumpfer, K. L., Reel, J., & Hyatt-Neville, B. (2013). A focus group assessment to determine motivations, barriers and effectiveness of a university-based worksite wellness program. *Health Promotion Perspectives, 3*(2), 154-164.  
<https://doi.org/10.5681/hpp.2013.019>
- Jolly-Ryan, J. (2009). Promoting mental health in law school: What law schools can do for law students to help them become happy, mentally healthy lawyers. *University of Louisville Law Review, 48*(1), 95.
- Jones, E., Samra, R., & Lucassen, M. (2019). The world at their fingertips? the mental wellbeing of online distance-based law students. *Law Teacher, 53*(1), 49-69.  
doi:10.1080/03069400.2018.1488910
- Kruger, J., Yore, M. M., Bauer, D. R., & Kohl, H. W. (2007). Selected barriers and incentives for worksite health promotion services and policies. *American Journal of Health Promotion, 21*(5), 439-447. doi:10.4278/0890-1171-21.5.439
- Larcombe, W., Tumbaga, L., Malkin, I., Nicholson, P., & Tokatlidis, O. (2013). Does an improved experience of law school protect students against depression, anxiety and stress? An empirical study of wellbeing and the law school experience of LLB and JD students. *Sydney Law Review, 35*(2), 407-432.
- Linnan, L. A., Sorensen, G., Colditz, G., Klar, N., & Emmons, K. M. (2001). Using theory to understand the multiple determinants of low participation in worksite health promotion programs. *Health Education & Behavior, 28*(5), 591-607. <https://doi.org/10.1177/109019810102800506>

- Neve, M., Morgan, P. J., Jones, P. R., & Collins, C. E. (2010). Effectiveness of web-based interventions in achieving weight loss and weight loss maintenance in overweight and obese adults: A systematic review with meta-analysis. *Obesity Reviews*, *11*(4), 306-321.  
<https://doi.org/10.1111/j.1467-789X.2009.00646.x>
- Norman, G. J., Zabinski, Marion F., Adams, M. A., Rosenberg, D. E., Yaroch, A. L., & Atienza, A. A. (2007). A review of eHealth interventions for physical activity and dietary behavior change. *American Journal of Preventive Medicine*, *33*(4), 336-345.e16.  
<https://doi.org/10.1016/j.amepre.2007.05.007>
- O'Brien, M. T., Tang, S., & Hall, K. (2011). Changing our thinking : Empirical research on law student wellbeing, thinking styles and the law curriculum. *Legal Education Review*, *21*(1), 149-182.
- Orenstein, J. (2014). Mindfulness and the law - a different approach to sustainable and effective lawyering. *QUT Law Review*, *14*(1), 106-109. doi:10.5204/qutlr.v14i1.546
- Robroek, S., Lenthe, F., Empelen, P., & Burdorf, A. (2009). Determinants of participation in worksite health promotion programmes: A systematic review. *The International Journal of Behavioral Nutrition and Physical Activity*, *6*(1), 26-26. <https://doi.org/10.1186/1479-5868-6-26>
- Shanfield, S. B., & Benjamin, A. (1985). Psychiatric distress in law students. *Journal of Legal Education*, *35*(1), 65-75.
- Sked, N. K., Rogers, S. L., & Johnson, W. R. (2020). The role of place, people and perception in law student well-being. *International Journal of Law and Psychiatry*, *73*, 101631-101631.  
doi:10.1016/j.ijlp.2020.101631

Srichaiyarat, P., & Lao-Amata, P. (2020). Legal education during COVID-19 pandemic: An experience of a Thai law school. *Asian Journal of Legal Education*, 7(2), 228-230.

doi:10.1177/2322005820935753

Toker, S., Heaney, C. A., & Ein-Gar, D. (2015). Why won't they participate? Barriers to participation in worksite health promotion programmes. *European Journal of Work and Organizational Psychology*, 24(6), 866-881. <https://doi.org/10.1080/1359432X.2014.968131>

Verheijden, M. W., Jans, M. P., Hildebrandt, V. H., & Hopman-Rock, M. (2007). Rates and determinants of repeated participation in a web-based behavior change program for healthy body weight and healthy lifestyle. *Journal of Medical Internet Research*, 9(1), e1-e1.

<https://doi.org/10.2196/jmir.9.1.e1>

## Appendices

### Appendix A

#### The Survey

Q1. Select all the following wellbeing programs you've attended or interacted with in the past.

Wellbeing workshops

Ask a lawyer workshop series

Wellbeing Wednesday Outreach

Lawyer Wellbeing Mentor office hours

Lawyer Wellbeing Mentor individual sessions

Mini experiential sessions

Facebook posts

Instagram posts

Q2. How have you become aware of Allard Wellbeing events?

Email

Student Services Facebook post

Class group Facebook post

Friends

Instagram

Weekly bulletin

Newslash

Unaware of Wellbeing programs

Other

Q3. What limits/stops you from participating in Allard Wellbeing programs?

Don't know how to access

Lack of time

Not useful

Tired of online events

Please write down other reasons you have here

Q4. Which form of meetings are you most likely to attend for Wellbeing programming?

Synchronous

Asynchronous

Q5. If Allard Wellbeing offered online activities, which platform would you prefer? [pick two]

Instagram

Facebook

Zoom

Canvas

Other

Q6. Rank in order from most likely to the least likely the ways you would engage in online Wellbeing programming.

One-on-one

Phone call

Small group discussion

Social media

Email

Other

Q7. Rank in order from greatest to least what may increase your participation in Allard Wellbeing programming.

Bringing in lawyers to participate

Experiential activities (e.g. yoga)

Lunch/refreshments

Gift of your choice

Prizes

Other suggestions?

Q8.

Which topics are you most interested in? [pick two]

- How to take care of your wellbeing
- Fitness classes
- Mindfulness
- Remote learning strategies
- Nutritional wellbeing
- Exam anxiety skills
- Other suggestion?

Q9. Describe a memorable online event you've attended.

Q10. Overall, on the scale of 1-10, how likely is it that you are going to attend future Allard Wellbeing events? 1 being Extremely Unlikely to attend and 10 being Extremely Likely to attend.

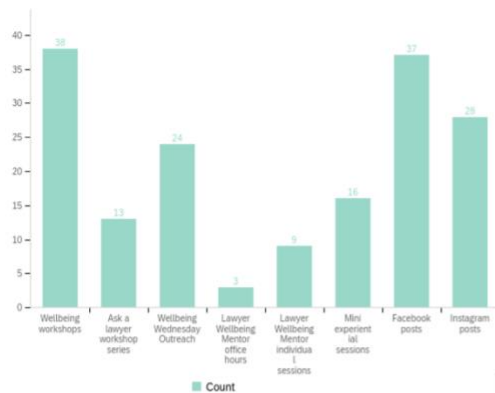
Extremely unlikely 0 1 2 3 4 5 6 7 8 9 10  
Somewhat unlikely Neither likely nor unlikely Somewhat likely Extremely likely



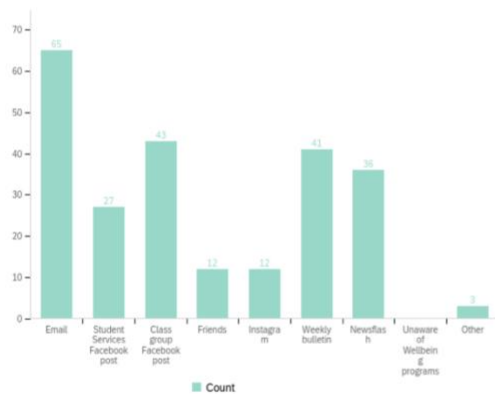
## Appendix B

### Survey Responses

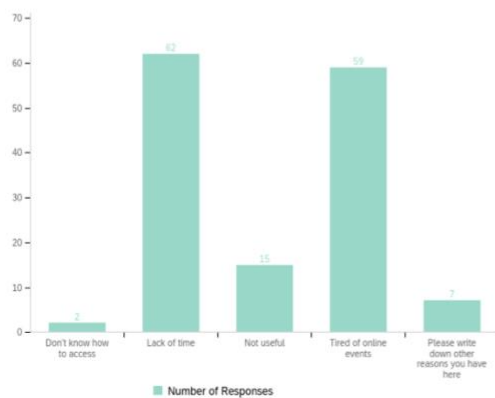
Q1 - Select all the following wellbeing programs you've attended or interacted with in the past.



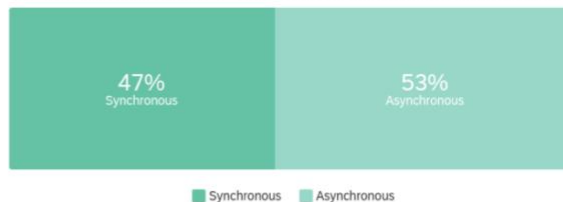
Q2 - How have you become aware of Allard Wellbeing events?



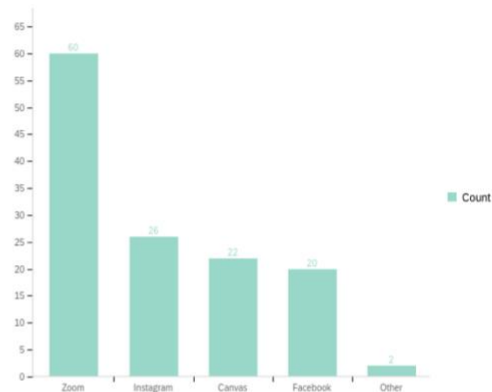
Q3 - What limits/stops you from participating in Allard Wellbeing programs?



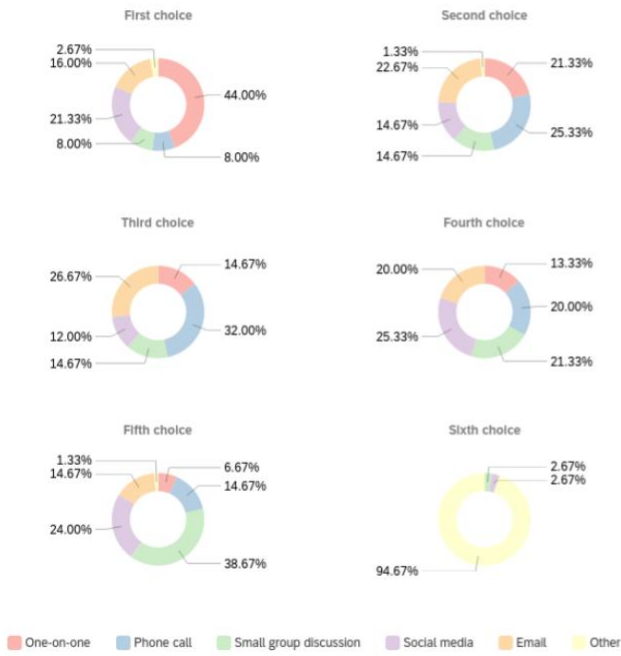
Q4 - Which form of meetings are you most likely to attend for Wellbeing programming?



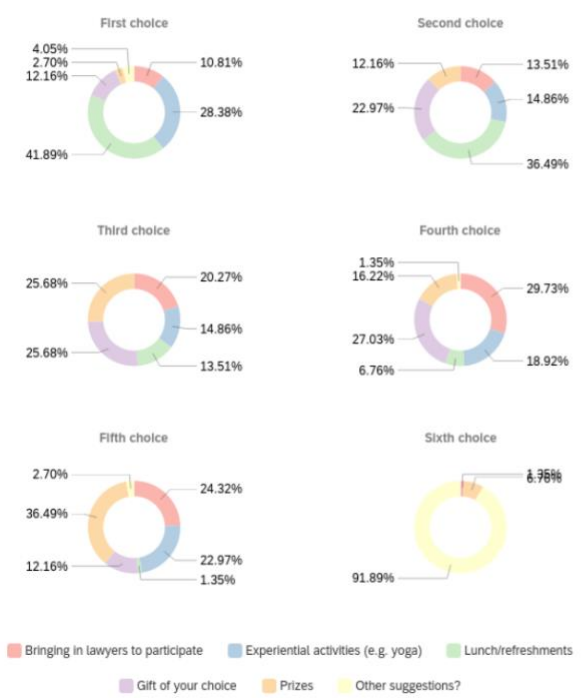
Q5 - If Allard Wellbeing offered online activities, which platform would you prefer? [pick two]



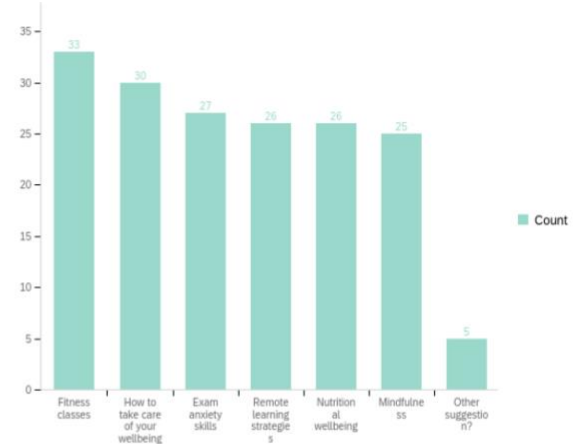
Q6 - Rank in order from most likely to the least likely the ways you would engage in online Wellbeing programming



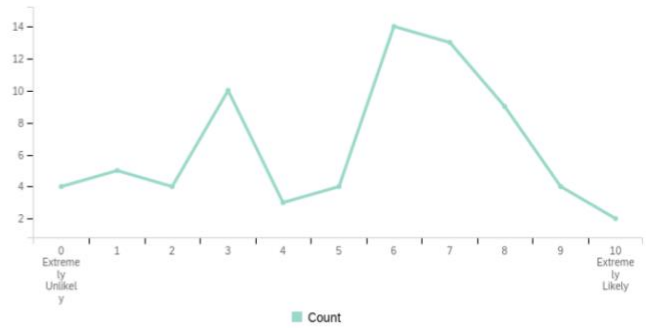
Q7 - Rank in order from greatest to least what may increase your participation in Allard Wellbeing programming



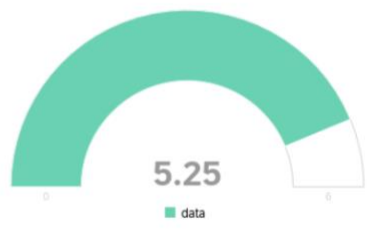
Q8 - Which topics are you most interested in? [pick two]



Q10 - Overall, on the scale of 1-10, how likely is it that you are going to attend future Allard Wellbeing events? 1 being Extremely Unlikely to attend and 10 being Extremely Likely to attend.



Average/Mean of Likeliness from Question 10





## Appendix C

Additional Selection of Response for “Other” For Each Question:

Q2 - What limits/stops you from participating in Allard Wellbeing programs?

- “...one off sessions dont help i need consistent help and support”
- “some felt stigma around being seen to be accessing help”
- “when there is an event that I want to attend, it's during a time I can't attend”

Q5 - If Allard Wellbeing offered online activities, which platform would you prefer?

- “Having modules students can go through at their own pace surrounding mindfulness would be amazing”

Q6 - What may increase your participation in Allard Wellbeing programming?

- “I think that I'd be interested in activities that are a bit less typical and grounded in research.”
- “Love crafts and relaxing small activities we can do together...something calming and casual where socialization is easy around a common activity.”
- “Connecting with faculty/other students in program”

Other helpful comments for Allard Wellbeing :

- “Was unaware we had social media! Would like to see that tag in the contact information in the emails.”

## Appendix D

## Codebook

Legend (Number of responses):

0	1-3	4-6	7-9	10+
---	-----	-----	-----	-----

CODE	NUMBER OF RESPONSE
------	--------------------

**Resource Gains**

Increased learning	2
Relaxation (includes techniques to de-stress)	13
Career/professional experience	9
Social connection	6
Incentives (includes “massages, dogs, and food”)	1
Personal feedback	1
Energy boost/fun	5
Support during a tough time	2
Convenience	1

Tech-free tools	1
Interesting speakers	6
Financial incentives	0

### Resource Losses

Long waiting time	1
-------------------	---

### Features of the event itself

Optimistic/positive tone	1
Personal (“intimate”)	4
Clear structure/objective	2
Visually based	1
One-on-one sessions	3
Casual/loose structure	1

## Events Mentioned

Kumospace Social	1
Virtual Scavenger Hunt	1
Games nights	1
Indigenous Legal Clinic	1
Escape rooms	1
Dance/fitness classes	3
Small group discussion	1
Career-related	3
Orientation sessions	2
Overcoming Imposter Syndrome Workshop	1
Existing Allard Wellbeing programs:	10 total
Drop-in advising with Anna	2
Workshops	6
Wellness Week	1
Lawyer Wellbeing Mentor	1

**Other Responses**

	7 total
Explicit disinterest in online events	3
Listed “none” or “couldn’t think of any”	4