

## Thriving in the Law

The University of Tennessee College of Law, Institute for Professional Leadership  
Spring Semester 2024

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### I. Introduction to Wellbeing

*“The purpose of our lives is to be happy.”* – Dalai Lama

Most of us want to be happy, even if as lawyers we often profess not to like the word. Practically speaking, “happy” feels a whole lot better than “unhappy,” but studies emerging out of the field of positive psychology show that “happy” has evolutionary benefits as well. Research suggests that happy people live longer, have better marriages, experience greater life and work satisfaction, and are more creative, productive and successful than those people who are “unhappy” or merely languishing.

Throughout this course, we will often use the word “happy” as a synonym or short-hand for the construct, *wellbeing*. But scientists and linguists agree that wellbeing encompasses far more than the more ephemeral feeling of happiness. Wellbeing encompasses a broad sense of mental and physical health and vitality that arises from your thoughts, emotions, actions, and experiences. In other words, when we have wellbeing, we likely feel happy . . . and healthy, connected, engaged and purposeful.

The American Bar Association (ABA) has weighed in on the definition of wellbeing, explaining “We define lawyer well-being as a continuous process whereby lawyers seek to thrive in each of the following areas: emotional health, occupational pursuits, creative or intellectual endeavors, sense of spirituality and greater purpose in life, physical health, and social connections with others” (The Path to Lawyer Well-being, from the ABA Report of the National Task Force on Lawyer Well-Being (2017)).

In his widely acclaimed book *Flourish* (2011), respected psychologist, Dr. Martin E. P. Seligman, popularly referred to as the Father of Positive Psychology, introduced the PERMA model of wellbeing to identify certain psychological ingredients that are necessary for a “happy” life:

**Positive Emotions**

**Engagement**

**Positive Relationships**

**Meaning**

**Achievement.**

## II. Status of Attorney Wellbeing

*"[O]ur profession faces truly significant challenges related to attorney well-being."*

– Patrick R. Krill

Unfortunately, the legal profession is notorious for its lack of wellbeing. A 2016 study conducted by the Hazelden Betty Ford Foundation and the American Bar Association Commission on Lawyer Assistance Programs found that a third of practicing U.S. attorneys are problem drinkers (three times higher than the U.S. population as a whole); 28 percent of lawyers struggle with depression; and 19 percent demonstrate symptoms of anxiety. Patrick Krill, attorney, clinician and lead architect of the study, called these findings a call to action: "Any way you look at it, this data is very alarming, and paints the picture of an unsustainable professional culture that's harming too many people. Attorney impairment poses risks to the struggling individuals themselves and to our communities, government, economy and society. The stakes are too high for inaction."

## III. Is it possible to cultivate more wellbeing (even among lawyers)?

*"Most folks are as happy as they make up their minds to be."* – Abraham Lincoln

While there are many theories related to the reasons why attorneys struggle with wellbeing, it is scientifically proven that cultivating more wellbeing is within our power. In her popular book *The How of Happiness* (2008), Dr. Sonja Lyubomirsky explains that 50 percent of individual differences in happiness or wellbeing are likely dictated by our genetic make-up, and 10 percent of these differences are a result of our external circumstances (e.g. life events). The remaining 40 percent is up to us.

Researcher Shawn Achor, author of *The Happiness Advantage* (2010), summarizes these statistics by saying that 90 percent of your happiness basically comes down to how your brain processes the world around you. If either because of your biology or your professional training (say as a lawyer, to deftly identify potential problems or focus on the negative consequences of any perceived, actual or possible situation), then your ability to find greater happiness or wellbeing requires retraining your brain to process incoming information in a more positive or helpful manner.

In this course, we will focus on developing and strengthening strategies that will bolster your ability to process incoming information in a way that leads to greater wellbeing now and as a practicing attorney.

## IV. Thriving in the Legal Profession: Course Description and Goals

*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."* – U.S. Declaration of Independence

Even though a fellow lawyer may have famously written about the pursuit of happiness, it is clear that most attorneys are struggling to achieve it (even more so than other professionals), which puts us at high risk for burn-out, depression, alcoholism, divorce and even suicide.

A quick Google search will provide you with dozens of recent articles and blog posts offering tips for increasing your happiness. While many of these articles are derived from scientific research, others are no more than one person's opinions on the topic, and it often can be difficult to distinguish the former among the latter.

This course is designed to introduce law students to the scientific principles of positive psychology and how they may be applied to foster greater wellbeing among law students, attorneys and the legal profession at large. Positive Psychology is the scientific study of how people and organizations flourish. While the study of psychology traditionally has focused on improving the human condition by identifying and relieving what is negative in life, positive psychology complements this approach with a focus on strengthening what is positive. Please note that the use of the word "positive" in this context does not mean "always look on the bright side of life." But rather, *positive* is used to mean forward progress, helpful, better . . . good.

This course will explore certain empirically validated applications of positive psychology to enable law students and lawyers to enhance their opportunities for more meaningful and ethical service, improved performance and wellbeing, and greater resilience in the face of the challenges of the legal profession.

**The primary goals of this course are (1) to help law students recognize likely pitfalls in the practice of law and (2) to arm you with specific and pragmatic, science-backed strategies to overcome these pitfalls, thereby cultivating positive changes now that will increase the likelihood of thriving in the legal profession later.**

We also will explore the impact of lawyer unhappiness on the legal profession as a whole and consider the questions: What is the impact of lawyer unhappiness on clients, communities, government, economy and society? Are wellbeing and professionalism interrelated? In other words, is a happy lawyer a better, more ethical lawyer? If so, why, and what should legal institutions do about it? How do we create healthy, positive work/professional cultures that support thriving in the practice of law?

**Accordingly, a secondary goal of this course is to prepare students to teach your future colleagues about attorney wellbeing (and the negative effects resulting from a lack of it) and to arm students with the scientific theory and research data to support your own practical suggestions for positive, systemic changes among our legal institutions.**

As your professor, my personal goal for this course is that students feel challenged and cherished throughout the semester. I want you to think critically and thoughtfully about issues

impacting your personal wellbeing and the wellbeing of your network of influence and to seek ways to cultivate more wellbeing.

In sum, here are the major themes we will study and discuss in this course, and upon which writing assignments will be based:

1. Why are many lawyers so unhappy? How does this unhappiness or lack of thriving typically present itself? In other words, what are the symptoms of a lawyer in trouble? What are the signs someone is struggling?
2. What are the obstacles to thriving in the law? Why is happiness in the law so elusive?
3. Is it possible for the highest ethical behavior and client service to flourish under these circumstances? If not, should legal institutions (i.e. law schools, bar associations, law firms and corporate legal departments) encourage and promote wellbeing? If so, how?
4. What roles do personality, emotions and character strengths play in attorney wellbeing (or a lack thereof)? Should lawyers (and their employers) take these personal characteristics into account in making career choices (e.g. type of legal job or employer, practice concentration, etc.)?
5. What strategies/practices/habits/mindsets support lawyer wellbeing? What should lawyers do if they want to increase their own wellbeing?
6. How can these issues be articulated in a persuasive manner to leaders of legal institutions and lawyers themselves to promote lasting, positive change?

This is a serious course with substantial rigor, but within the bounds of a two-credit-hour course. Each class session will present a mix of: a) theory and data, b) discussion of assigned readings, and c) exercises where students test and apply their knowledge.

## **V. Class Attendance and Grading**

This course requires a high level of class discussion and participation. Students will be expected to participate in numerous in-class exercises and breakout sessions in cohorts or small groups throughout the two on-site weekends and in preparation for the final Student Cohort Presentation. Accordingly, physical attendance at all class meetings is a course requirement. If students miss a class, they may be asked to complete additional assignments reflecting their mastery of the assigned readings and subject-matter of the missed class. Due to the highly interactive nature of the class and group work involved, classes will not be recorded or simulcast via Zoom.

There is no final exam in this course, but a final group presentation. Students' final grade will be based upon the following:

- Class Participation: 30%
- Written Assignments: 30%
- Student Cohort Presentation: 40%

Please note that unlike many traditional law school courses, students' grades in this course will be reflective of effort, not necessarily mastery – meaning that I want to see you *play* with the course materials (e.g. readings, assignments, class discussion, etc.). With most assignments, there are no right and wrong answers. Rather, I am looking for evidence that students engaged fully with the material – that you listened in class, read the assigned materials, thought through relevant issues, tried new strategies, reflected on your experience with those strategies, determined what did or did not work for you, and considered why you experienced that particular outcome.

## VI. Office Hours

As an adjunct professor (living in Nashville), I will not have regular office hours on campus. However, I am happy for you to call, text or email me to schedule a time for us to chat by phone or Zoom. You also may email me your questions relating to the syllabus, assignments or topics raised during our class discussion. Additionally, please feel free to use your journal entries or our class Blog in the law school's Portal (<http://www.my.law.utk.edu>) to raise questions or thoughts to which you would like for me to respond.

Throughout the semester, as appropriate, I may schedule optional Zoom sessions if it appears that multiple students have similar questions concerning the course material so that we may discuss those questions or issues as a class. I will communicate the scheduling of any supplemental Zoom sessions via email and through the Portal.

## VII. Required Readings and Assignments

- A. Required Readings: The required readings for each On-Site Weekend are listed in section IX of the Course Syllabus. With the exception of any materials to which you may refer in preparation for your final Student Cohort Presentation, PDF copies or links to the assigned readings will be made available to students free of charge. It is expected that students will read these materials **PRIOR TO** class as indicated in section IX.

Please note that due to the scheduling of this course, students will be assigned multiple readings (and assignments) prior to each weekend. **Students are advised not to wait until the last minute to begin these readings.**

- B. Surveys: During the semester, students will be invited to sample a variety of psychological and personality surveys. These surveys are free, online, and confidential through the University of Pennsylvania's Positive Psychology Center (<https://www.authentic happiness.sas.upenn.edu/testcenter>). These surveys are offered as a pedagogical tool to help students better understand the theories we are discussing in class and are "gold standard" surveys in their field. Students' participation in these surveys is **voluntary**. You may choose not to participate in any

assigned survey and an alternative activity will be assigned to you to allow for full participation in the associated class discussion and application exercises.

- C. Journal Papers and Other Written Assignments: Students will be asked to maintain a journal wherein you will respond to certain readings, videos (e.g. TED Talks), podcasts, other prompts/questions or out-of-class exercises throughout the semester. Each journal entry is expected to be 2-3 pages in length (double- or single-spaced). Journal papers may be informal, but are expected to be thoughtful and reflect students' understanding of the assigned readings or out-of-class exercises. The written assignments are intended to be tools for students to reflect upon and process the issues raised through the readings, class discussion and exercises. They will not be shared with the class unless so indicated. Unless otherwise noted, all journal papers and other written assignments should be emailed to me at [creed@latitudelegal.com](mailto:creed@latitudelegal.com) by 11:59 p.m. ET on the day they are due.

Additional written assignments and their respective deadlines may be given throughout the semester to support and bolster understanding and application of the course material.

- D. Student Cohort Presentations: During our first weekend of classes (i.e. On-Site 1), students will be grouped into cohorts. Each cohort will be asked to select a topic (from the list provided in section XI of this Syllabus) on which to present during a 3-hour CLE, which will be marketed and presented to Knoxville-area practicing attorneys. I will provide 1-2 suggested resources for each topic, but it is expected that students will conduct additional supplemental research in preparation for their cohort's presentation. Each cohort will be expected to present for 30 minutes (not including audience Q&A). Additional instructions relating to the cohort presentation and CLE will be provided to students during On-Site 1.

The date of this CLE will be determined by class vote during On-Site 1, and likely will be March 22, 2024 or another Friday in April 2024 (12:30 to 4:00 p.m. ET).

- E. Extensions: Deadline extensions for written assignments may be granted if requested **before the due date** of the assignment. There will be no extensions granted for the Student Cohort Presentation.

## VII. Class Meetings

This course is approved for 2 hours of credit and will meet primarily over two weekends during the Spring semester for a total of 25 classroom hours. We are scheduled to meet **January 26-28, 2024** and **February 23-25, 2024**. Student Cohort Presentations will be given during a public CLE in March or April 2024 (Date TBD). The schedule for each weekend and the Student Cohort Presentations are outlined below:

**Friday, January 26, 2024 and February 23, 2024**

3:00 p.m. ET to 6:05 p.m. (with a 15-minute break)

**Saturday, January 27, 2024 and February 24, 2024**

9:00 a.m. to 12:10 p.m. ET (with a 10-minute break)

Lunch Break (on your own)

1:30 p.m. to 3:55 p.m. ET (with a 10-minute break)

**Sunday, January 28, 2024 and February 25, 2024**

9:00 a.m. to 12:10 p.m. ET (with a 10-minute break)

***Tentatively* Friday, March 22, 2024 (or another Friday in April 2024)**

12:00 p.m. to 12:30 p.m. (registration and lunch)

12:30 p.m. to 4:00 p.m. (3 hours CLE, with three 10-minute breaks included)

Students will be given advance notice of any changes to assigned readings or assignments.

**VIII. Itinerary for On-Site Weekends**

Below is the anticipated itinerary for each of our On-Site Weekends. The start and stop times will not change; however, it is quite likely that breaks may be adjusted to best coincide with the pacing of our class discussion, and I may reorder or change the topics discussed. Additionally, we may have guest presenters on certain topics that are not reflected below. While not anticipated, I will provide advance notice if these changes impact any student assignments.

**Friday, January 26, 2024**

3:00 to 4:35 p.m.

**Intentions for Course  
Introduction to Theory of Wellbeing  
Status of Attorney Wellbeing**

4:35 to 4:50 p.m.

Break

4:50 to 5:55 p.m.

**Positive Introductions**

5:55 to 6:05 p.m.

**Introduction to Final Cohort Presentation**

**Saturday, January 27, 2024**

9:00 a.m. to 10:30 a.m.

**Identifying and Using Strengths**

10:30 a.m. to 10:40 a.m.

Break

10:40 a.m. to 12:10 p.m.

**Identifying and Using Strengths (continued)  
Extroversion & Introversion**

12:10 p.m. to 1:30 p.m.	Lunch on your own
1:30 p.m. to 2:40 p.m.	<b>Resilience</b> <b>Explanatory Styles</b>
2:40 p.m. to 2:50 p.m.	Break
2:50 p.m. to 3:55 p.m.	<b>Explanatory Styles (continued)</b>
<b><u>Sunday, January 28, 2024</u></b>	
9:00 a.m. to 10:30 a.m.	<b>Thinking Traps</b>
10:30 a.m. to 10:40 a.m.	Break
10:40 a.m. to 12:10 p.m.	<b>Cultivating Positive Relationships</b> <b>Active-Constructive Response</b> <b>Guide to Difficult Conversations</b> <b>Introduction to Gratitude Journal Exercise</b>
<b><u>Friday, February 23, 2024</u></b>	
3:00 p.m. to 4:50 p.m.	<b>Recap and Thoughts on First Weekend</b> <b>Personal Experiences w/ Strengths, ABCDE and ACR</b> <b>methods</b> <b>Gratitude</b>
4:50 to 5:05 p.m.	Break
5:05 to 6:05 p.m.	<b>Practicing Attorney Panel</b>
<b><u>Saturday, February 24, 2024</u></b>	
9:00 a.m. to 10:30 a.m.	<b>Positive Emotions</b>
10:30 a.m. to 10:40 a.m.	Break
10:40 a.m. to 12:10 p.m.	<b>Mindsets</b> <b>Orientations Towards Work: Jobs, Careers and Callings</b> <b>Meaning/Purpose</b>
12:10 p.m. to 1:30 p.m.	Lunch on your own
1:30 p.m. to 2:40 p.m.	<b>Grit</b> <b>Burnout</b>



2:40 p.m. to 2:50 p.m.	Break
2:50* p.m. to 3:55 p.m.	<b>Physical Wellbeing Play</b> *Bring or wear comfortable shoes; weather permitting, we will be going outside.

**Sunday, February 25, 2024**

9:00 a.m. to 10:30 a.m.	<b>Givers and Takers / Reciprocity Circle</b>
10:30 a.m. to 10:40 a.m.	Break
10:40 a.m. to 12:10 p.m.	<b>Savoring Rest, Relaxation, Rejuvenation Summarize Class Discussion Class isn't over: What's next?</b>

**IX. Required Reading Assignments**

**Required Reading to be completed prior to On-Site Weekend One:**

[Subjective Well-Being: Three Decades of Progress](#). Ed Diener, Eunkook M. Suh, Richard E. Lucas, and Heidi L. Smith. Psychological Bulletin; American Psychological Association, Inc. Vol. 125; No. 2. pp 276-302. 1999. **Read pages 276-286.**

[The Prevalence of Substance Use and Other Mental Health Concerns Among American Attorneys](#); Krill, Patrick R. JD, LLM; Johnson, Ryan MA; Albert, Linda MSSW. Journal of Addiction Medicine: Jan/Feb 2016; Vol. 10; Issue 1; **pp. 46-52.**

Listokin, Yair and Noonan, Raymond. [Measuring Lawyer Well-Being Systematically: Evidence from the National Health Interview Survey](#). (2022)

Seligman, Martin E. P.; Verkuil, Paul R.; Kang, Terry H. [“Why Lawyers are Unhappy”](#) (2005) DeakinLawRw 4; (2005) 10(1) Deakin Law Review 40.

Bowling III, Daniel S. [Lawyers and Their Elusive Pursuit of Happiness: Does It Matter?](#) DUKE FORUM FOR LAW & SOCIAL CHANGE Vol. 7:37 2015.

[Herding Cats: The Lawyer Personality Revealed](#). 29 Report of Legal Management 1, 3 (Altman Weil, 2002).

[Strengths of Character and Well-Being](#). Park, Nansook; Peterson, Christopher; Seligman, Martin E. P. Journal of Social and Clinical Psychology; Vol. 23, No. 5, 2004, **pp. 603-619.**

Kern, Margaret L. and Bowling III, Daniel S. Character strengths and academic performance in law students. *Journal of Research in Personality* 55 (2015); pp. 25-29.

Seligman, Martin E. P. [Building Resilience](#). *Harvard Business Review*; April 2011.

[Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community](#) (2023).

Reed, Candice L. Other People Matter\*. Institute for Professional Leadership at The University of Tennessee College of Law, [leadingaslawyers.blog](#) (July 17, 2018). Read PDF version that includes references. \*Please note that this article was written in 2018, and the title is in no way connected or in response to the *Black Lives Matter* movement or organization.

**Required Reading/Listening/Watching to be completed prior to On-Site Weekend Two:**

Fredrickson, Barbara L. [The Value of Positive Emotions](#); *American Scientist*; Vol. 91 (2003); pp. 330-335.

[Jobs, Careers, and Callings: People's Relations to Their Work](#); Amy Wrzesniewski; Clark McCauley; Paul Rozin; Barry Schwartz. *Journal of Research in Personality* 31, pp. 21-33 (1997).

Beating Burnout at Work with Paula Davis, a Leveraging Latitude podcast available on [Spotify](#) or [Apple](#) (May 2021).

[The Effort Effect](#) by Marina Krakovsky (March/April 2007) *Stanford Magazine*.

Watch the Lavin presentation from Dr. Angela Duckworth on "[Why Effort Matters More Than Talent](#)."

Angela Duckworth; Christopher Peterson; Michael D. Matthews; and Dennis R. Kelly. [Grit: Perseverance and Passion for Long-Term Goals](#); *Journal of Personality and Social Psychology*, 2007, Vol. 92, No. 6, 1087–1101.

**X. Written Assignments/Surveys and Due Dates (in chronological order based on due date)**  
Written assignments may be turned in early. The due dates provided are intended to help with students' pacing for the course. **All written assignments should be emailed to [creed@latitudelegal.com](mailto:creed@latitudelegal.com) prior to 11:59 p.m. ET on the date due.**

A. **Positive Introduction.** Write a story that introduces you within the context of one of your finest moments. Think about a concrete moment in time when you were at your very best. Write it down. Make sure your story has a beginning, a middle and an end (and is no longer than 2 pages). Please email this paper to me at [creed@latitudelegal.com](mailto:creed@latitudelegal.com) by **Tuesday, January 23, 2024**. And bring a copy of it

to our first class meeting on Friday, January 26, 2024, as you will be asked to share it with some of your classmates during a breakout session.

- B. Take the *VIA Survey of Character Strengths* available at <https://www.authentic happiness.sas.upenn.edu/testcenter> and email your top 5 strengths to me at [creed@latitudelegal.com](mailto:creed@latitudelegal.com) by **Wednesday, January 24, 2024**. Bring your results to class on Saturday, January 27, 2024, as you will be asked to share them with your classmates (but please do not discuss them with each other prior to our class discussion).
- C. Take the *Satisfaction With Life Survey* and the *Well-Being Survey*, both available at <https://www.authentic happiness.sas.upenn.edu/testcenter>. Bring your results to class on **Friday, January 26, 2024**.
- D. Journal Entry #1 (post-class reflection; due **Friday, February 2, 2024**): Following our first weekend of classes, make a deliberate effort to use one of the strategies that we discussed relating to strengths, explanatory style or active-constructive response. Describe and reflect upon your experience. For example, how did it feel to utilize the strategy? Was it helpful? If someone else was involved, what was their response? Can you envision how this strategy will be helpful to you in the practice of law?
- E. Journal Entry #2 (due **Thursday, February 22, 2024**): Please note that there are three parts to this assignment, and you will need to begin Part Two no later than **February 1, 2024**.
1. Read the following article: Emmons, Robert A. and McCullough, Michael E. [Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life](#); *Journal of Personality and Social Psychology*, 2003, Vol. 84, No. 2, 377-389.
  2. Every day for the next three weeks, write down three things/events/people for which you are grateful (this part of the assignment does not need to be turned in). Consider how you contributed to each item listed.
  3. Following this exercise, write a journal entry reflecting on your experiences with this exercise. Was it easy (or cumbersome) to do? Did you experience any changes in the way you perceive the world around you? Do you intend to continue this exercise? Why or why not?
- F. Take the PANAS Questionnaire (measuring positive and negative affect) available at <https://www.authentic happiness.sas.upenn.edu/testcenter>. Bring your results to class on Friday, **February 23, 2024**.

- G. Take the Grit Survey available at <https://www.authentic happiness.sas.upenn.edu/testcenter>. Bring your results to class on Saturday, **February 24, 2024**.
- H. Journal Entry #3 (due Friday, **March 1, 2024**): Write a proposal to a (hypothetical) law school dean, law firm partner, bar association president or committee chair, etc. suggesting some action (on a systemic level) to increase law student or attorney wellbeing. Be sure to include specific recommendations, the basis for your recommendations, and scientific support for the likely efficacy of your recommendations (based upon our class discussions and readings).
- I. Journal Entry #4 (due Friday, **March 22, 2024**): Read Chapter 16 (Cold Water) of Katherine May's book, *Wintering: The Power of Rest and Retreat in Difficult Times* (2020), then identify a difficult activity that you have done (or will do). How does this activity (and the fact that you did/accomplished it) inform your beliefs about your ability to "bounce forward" or build resiliency?
- J. Journal Entry #5 (due Wednesday, **April 12, 2024**): Best Possible Self. Take 10 minutes to envision yourself in an imaginary future (20+ years from now) where everything has turned out in the most optimal way. Your family life is ideal; you spend your time the way you want to; you have performed to the best of your abilities; and you have achieved everything you wanted to in life. Describe this imaginary future and your future self. What does it look like? What have you done or what are you doing? Where are you (in the future)? How do you feel in the future? What thriving strategies, if any, will you take from this course and use in the future?

## **XI. Student Cohort Presentations**

Students' final assignment will be a group presentation that student cohorts will present during a public CLE to be held at the law school on the afternoon of **Friday, \_\_\_\_\_, 2024**. All students are required to attend the entire CLE. If students have an unavoidable conflict with attending any or all of the CLE, they should let me know ASAP so that other arrangements may be made.

Each cohort will be asked to select a topic (from the list below) upon which the cohort will present. You will see that I have suggested 1-2 resources per topic, but it is expected that you will research additional resources in preparing for your cohort presentation. Each presentation should run approximately 30 minutes, involve each member of the cohort in a meaningful way, and include an experimental learning opportunity for the audience.

Each Student Cohort is required to turn in (1) a written bibliography of all sources considered or reviewed in preparation for their presentation and (2) all presentation slides or handouts THE DAY BEFORE the CLE is scheduled.

### **Student Cohort Presentation Topics**

**A. *What is mindfulness and how does it impact attorney wellbeing (including and beyond a meditation practice)?***

Suggested Resources:

[The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness](#) by Rhonda Magee (TarcherPerigee 2019)

[The Anxious Lawyer: An 8-Week Guide to a Joyful and Satisfying Law Practice Through Mindfulness and Meditation](#) by Jeena Cho, J.D. and Karen Gifford, J.D. (Ankerwycke 2016)

**B. *How is our mindset and drive to be perfect impacting our wellbeing? (The power of “yet” and making the switch from perfection to excellence.)***

Suggested Resources:

[Mindset: The New Psychology of Success](#) by Carol S. Dweck (Random House 2006).

[Wire Your Brain for Confidence: The Science of Conquering Self-Doubt](#) by Louisa Jewell, M.A.P.P. (Famous Warrior Press 2017)

[The Pursuit of Perfect: How to Stop Chasing Perfection and Start Living a Richer, Happier Life](#) by Tal Ben-Shahar, Ph.D. (McGraw Hill 2009)

**C. *What systemic changes are needed in the legal profession (and among its institutions) to increase attorney wellbeing?***

Suggested Resources:

[Losing Our \[Best\] Minds: Addressing the Attrition Crisis of Women Lawyers in a Post-Pandemic World](#) by Bree Buchanan, Jodi Cleesattle and Katy Goshtasbi (California Lawyers Association and California Women Lawyers Winter 2022)

[Stress, drink, leave: An examination of gender-specific risk factors for mental health problems and attrition among licensed attorneys](#) by Justin Anker and Patrick R. Krill (May 21, 2021)

[Beating Burnout at Work: Why Teams Hold the Secret to Well-being and Resilience](#) by Paula Davis (Wharton School Press 2021)

[Positive Professionals: Creating High-Performing Profitable Firms Through the Science of Engagement](#) by Anne Brafford (American Bar Association 2017)

**D. *What is the connection between wellbeing and diversity, equity, inclusion and belonging (DEIB)? Can you have one separate from the other?***

Suggested Resources:

[DEI in Wellbeing](#) by Stacy A. L. Best, Esq. (Boston Bar Journal, June 2022)

Building a Diverse and Inclusive Team with Yanika Smith-Bartley, a Leveraging Latitude podcast available on [Apple](#) or [Spotify](#) (2021)

**E. *How is wellbeing tied to effective leadership? What responsibilities do lawyer leaders have to support their teams' wellbeing?***

Suggested Resources:

[Lawyer-Leadership Through Happiness: Harnessing Each Moment](#) by Joan Heminway (Leadings as Lawyers Blog, Dec. 2022)

[Leading Well-Being Resources Guide](#) by Anne Brafford (Institute for Well-Being in Law August 2022)

**F. I am open to other topics. Should your cohort wish to present on a topic not listed above, please consult with me ASAP and no later than Feb. 28, 2024.**