

6353 Well-Being in the Law 19260 - Fall 2026

Room: 310

Professor: Cindy Moulton

Professor Moulton is a distinguished trial lawyer with over 30 years' experience. She has a consistent mindfulness and well-being practice and is passionate about sharing her insights and experiences with others.

Time: T/Th 2:30-4:00 P.M.

Email: cmoulton@moultonwilson.com I will generally communicate through this email account. You may email me on this account any time. I will seldom if ever use my *cougarnet* account.

Cell Phone: 713-824-8066

Office Hours: I am generally available to meet when mutually convenient and often before or after class. Please email me to schedule a more specific meeting time.

Chosen Names/Preferred Pronouns: I believe the nature of this class lends itself to engaging on a first name basis. You may call me Cindy and, unless requested otherwise, I will call you by your first names. I will, of course, honor requests to use alternate/preferred names or gender pronouns. Please let me know your preference early in the semester.

Texts

The Anxious Lawyer: An 8-Week Guide to a Joyful and Satisfying Law Practice Through Mindfulness and Meditation, available on Amazon. There are some used versions available on betterworldbooks.com and other booksellers.

The Giving Heart: Folktales for Exploring Generosity, by Margo McLoughlin, available in class on 8/20 when we first meet; I will get the books directly from the author (cost \$20.00).

Course Description

Throughout this course, we will explore the factors that influence happiness and well-being, particularly as law students and future lawyers. We will identify and explore the challenges to well-being and happiness facing law students and lawyers and consider ways to overcome those challenges by engaging in practices that may improve happiness and enhance well-being.

We will learn, and will engage in, compassionate communication.

We will consider, among other things:

- The factors that influence happiness and well-being in law school/law practice?
- What law students and lawyers can do to improve their well-being and, perhaps, the well-being of others?
- Tools available to enhance happiness and improve well-being?
- How finances and spending decisions affect our well-being?
- What resources may be available to achieve and maintain financial well-being?

We will participate in a variety of mindfulness practices, including meditation, intended to improve happiness and well-being and will discuss and consider the benefits of each as well as how to maintain a consistent practice. You will learn from guest speakers and trained mindfulness practitioners throughout the semester.

Learning Objectives/Goals/Outcomes

The goals of this class are:

To openly reflect on and discuss well-being challenges in law school and the legal profession and consider how to effectively manage those challenges.

Much has been written on the challenges to well-being faced by law students and lawyers. More and more, law schools, law firms, lawyer associations, and others are evaluating well-being challenges in the legal profession and implementing techniques to address those challenges. In 2017, The American Bar Association's National Task Force on Lawyer Well-Being created a movement to improve well-being in the legal profession, recognizing "To be a good lawyer, one has to be a healthy lawyer" and acknowledging the profession was falling short when it came to well-being.

To learn and become comfortable with various techniques to enhance well-being.

Implementing consistent practices to enhance and maintain well-being requires knowledge of the options available, how to access them, and thoughtful reflection on how to implement them into regular practice.

To enhance writing and oral communication skills.

Confident, compassionate, audience focused communication will support interpersonal communications necessary in your law practice and in life generally.

Instructional Mode (IM)

This course is designated as a face-to-face course, which means classes are in person by default. If necessary, designated classes may be held via Zoom to accommodate scheduling needs or unforeseen circumstances. Students will be notified in advance of any classes that will be held remotely and a Zoom link will be provided.

Expectations and Guidelines

Attendance: Due to the participatory and collaborative nature of this course, punctuality and regular attendance are vital. It is recommended you enroll only if you foresee minimal absences. Though four missed sessions are permissible without penalty, exceeding this may affect your grade. Nevertheless, prioritizing consistent attendance is more valuable than the grade impact.

Class Participation. Students are expected to meaningfully participate in class discussion, group break-out sessions, and colloquy/Q & A with guest speakers; and to be attentive. Computers should be used only for notetaking and should otherwise be closed. Participation counts for 30% of the final grade.

Meditation/Journaling Apps

There are several smart phone and online apps that available for meditating and journaling. Here are some:

- Insight Timer (there's a pretty robust free version, as well as a paid premium version)
- Calm (free version, as well as a paid premium version)
- Smiling Mind (I believe most of what they offer is free)
- Stop, Breathe & Think (I believe there are about 30 free sessions)
- UCLA Mindful (there are about a dozen free meditations—in both English and Spanish)
- Headspace (a number of meditations are free; also paid subscription available)
- 10% Happier: Meditation for Fidgety Skeptics (limited free trial option; paid subscription thereafter)
- Happy Tapper Gratitude Journal: Gratitude App
- Waking Up (requires a paid subscription)
- YouTube (there is a large variety of free meditations of various kinds)

Assignments

Date	Description
August 25, 2026 (T)	Introductions, syllabus and planning, open discussion
August 27, 2026 (Th)	Before class read (please focus on pages 573-621; you do not need to read the footnotes or Section IV in any detail): https://dc.law.utah.edu/cgi/viewcontent.cgi?article=1325&context=ulr Take the free survey at: https://www.viacharacter.org/character-strengths-via

	<p><u>Assignment</u>: Character Strengths paper (see handout). Due by 5:00 pm on 8/27/24</p>
September 1, 2026 (T)	<p>Listen to Martin Seligman on Positive Psychology https://www.youtube.com/watch?v=G-D2kDuP-5A</p> <p>Read: https://ppc.sas.upenn.edu/learn-more/perma-theory-well-being-and-perma-workshops</p> <p>Take the following surveys: https://www.purposeplus.com/survey/perma-profiler/</p> <p>https://www.authentic happiness.sas.upenn.edu/testcenter Authentic Happiness Inventory</p> <p>(https://ppc.sas.upenn.edu) – General resource fyi</p> <p>Record your survey scores and by noon (before class) email them to me along with any comments/thoughts you may want to share about your surveys. This is an informal ungraded, participation assignment.</p>
September 3, 2026 (Th)	<p>Meet in small groups (to be assigned)</p> <p>Before class read: https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=5864&context=flr</p> <p>Write (and bring with you to class as well as email to me) your top three for each question below:</p> <p>What are you most looking forward to in your law practice or about being a lawyer?</p> <p>What are you most anxious about regarding being a lawyer?</p>
September 8, 2026 (T)	<p>Precious object. Find an item/object that brings you great joy or meaning when you hold it, look at it, think about it. Bring the item/object to class. It may, though need not, be physical (e.g. a stuffed animal, blanket, baseball, paperweight, picture, etc. or a poem, saying, or song).</p>
September 10, 2026 (Th)	<p>Before class:</p> <p>Watch Ted Talk: A New Way to Think About Stress, available at this link:</p>

	<p>https://ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?subtitle=en</p> <p>Read Getting Ready to Meditate (pp 17-35), <i>The Anxious Lawyer</i> Read Beginning to Meditate (pp 37-55), <i>The Anxious Lawyer</i></p>
September 15, 2026 (T)	<p>Before class:</p> <p>Read Mindfulness (pp. 61-85), <i>The Anxious Lawyer</i> Read Clarity (pp. 89-107), <i>The Anxious Lawyer</i></p>
September 17, 2026 (Th)	<p>The Bear ... Time (identify coulds and shoulds)</p>
September 22, 2026 (T)	<p>Before class:</p> <p>Read Compassion Toward Others (pp.109-134), <i>The Anxious Lawyer</i></p>
September 24, 2026 (Th)	<p>Before class:</p> <p>Read Self-Compassion (pp. 137-161), <i>The Anxious Lawyer</i> (Ruth Steinfeld?)</p>
September 29, 2026 (T)	<p>Awe walk</p>
October 1, 2026 (Th)	
October 6, 2026 (T)	<p>Before class:</p> <p>Watch Hack Your Health: The Secrets of Your Gut</p> <p>Guest Speaker: Dr. Kenneth Podell https://www.houstonmethodist.org/faculty/kenneth-podell/ The Gut/Brain connection</p> <p><u>Assignment:</u> By 5:00 pm on 10/8, submit a 1-2 page paper reflecting on and evaluating the class with Dr. Podell. Please describe what you gained from the experience (and anything you did not like about it) and please evaluate Dr. Podell's presentation, effectiveness, and value as a guest speaker. Please be candid in your feedback and self-reflection.</p>
October 8, 2026 (Th) Room 101	<p>Sound bath –</p>

	You may bring a yoga mat, blanket, something to lie on, whatever makes you feel comfortable; I will have extras
October 13, 2026 (T)	<p>Guest speakers: Transition to Law Practice James Dorough-Lewis, Ph.D., LL.M. Associate Seyfarth Shaw LLP Lindsay McNeil Contreras Drumheller, Hollingsworth, and Monthly Samuel Moulton and Angela Lee Pierce & Skrabanek</p>
October 15, 2026 (Th)	<p>Individual check-ins Ask me Anything</p> <p>Mandalas</p>
October 20, 2026 (T)	<p>Before class:</p> <p>Read Mantra Repetition (pp. 163-178), <i>The Anxious Lawyer</i> Read Heartfulness (pp. 181-196), <i>The Anxious Lawyer</i></p> <p>By now, you should have also read several stories in <i>The Giving Heart: Folktales for Exploring Generosity</i> by Margot McLoughlin, please continue doing so.</p> <p><u>Assignment:</u> By November 11, write a “true” story you can tell in 5 minutes (give or take 30 seconds). The story can be about anything—someone who/something that influenced you, someone who was a mentor to you; your history, family, future; a memory, aspiration, hope, ...</p> <p>At the end of your story write your reflections on: what does the story mean to you, what do you want listeners to get from it, why did you choose it, and any other reflections that give meaning to your story.</p> <p>I am giving you this assignment early so you may start thinking about it. You will have time after hearing Margot McLoughlin speak to work on/refine your stories.</p>
October 22, 2026 (Th)	<p>Work Culture and Financial Well-being</p> <p>Guest speaker: Loren Cook from the Cook Legal Group (bio available https://cooklegallgroup.com)</p> <p><u>Assignment:</u> By 5:00 pm on 10/24, submit a 1-2 page paper reflecting on and evaluating the class with Loren Cook. Please describe what you gained from the experience (and anything</p>

	<p>you did not like about it) and please evaluate Mr. Cook’s presentation, effectiveness, and value as a guest speaker. Please be candid in your feedback and self-reflection.</p>
October 27, 2026 (T)	<p>Before class:</p> <p>Read Gratitude (pp. 199-215), <i>The Anxious Lawyer</i></p>
October 29, 2026 (Th)	<p>Before class:</p> <p>Read Taking Your Practice Forward (pp. 217-237), <i>The Anxious Lawyer</i></p> <p>Discuss final projects—engage in a mindfulness practice 15-20 minutes/day, 5 days/week for 30 days</p>
November 3, 2026 (T)	<p>Financial well-being</p> <p>Before class, read:</p> <p>https://millercenter.org/the-presidency/educational-resources/age-of-eisenhower/mcarthyism-red-scare</p> <p>https://www.nytimes.com/2023/02/26/business/personal-finance-cognitive-bias-retirement.html</p> <p>https://www.abajournal.com/news/article/would-millennial-lawyers-trade-pay-for-better-work-life-balance-a-significant-percentage-say-yes#google_vignette</p> <p>https://www.morningstar.com/financial-advisors/difference-between-wealth-well-being</p> <p>https://hbr.org/2021/08/why-are-we-so-emotional-about-money</p> <p>Guest speaker: Michael Rudelson from LifeBridge Financial (bio available https://www.lifebridgefg.org/team/michael-g-rudelson);</p> <p>Assignment: By 5:00 pm on 11/5, submit a 1-2 page paper reflecting on and evaluating the class with Michael Rudelson. Please describe what you gained from the experience (and anything you did not like about it) and please evaluate Mr.</p>

	Rudelson's presentation, effectiveness, and value as guest speaker. Please be candid in your feedback and self-reflection.
November 5, 2026 (Th)	<p>Guest Speaker: Margot McLoughlin, author of <i>The Giving Heart: Folktales for Exploring Generosity</i></p> <p><u>Assignment:</u> By 5:00 pm on 11/7, submit a 1-2 page paper reflecting on and evaluating the class with Margot McLoughlin. Please describe what you gained from the experience (and anything you did not like about it) and please evaluate Margot's presentation, effectiveness, and value as a guest speaker. Please be candid in your feedback and self-reflection.</p>
November 10, 2026 (T) Room 101	
November 12, 2026 (Th) Room 101	Stories
November 17, 2026 (T) Room 101	Stories
November 19, 2026 (Th)	Class and group discussions re mindfulness practice
November 24, 2026 (T)	NO CLASS MEETING. Time to do something you want to do and are not making time to do (identify 2 things)
November __, 2026 2:45	<p>Current Meditation</p> <p>5186 Buffalo Speedway, Houston, TX 77005</p> <p>Phone: (281) 214-6600</p> <p>2:45-5:00 pm (end time is approximate)</p>

Grading

Your final grade will be a composite of your participation, preparation, written submissions, presentations, and reflective self-evaluations as follows:

1. **Class Participation (25%):** This encompasses:
 - o Regular attendance and punctuality

- Active engagement in class discussions
 - Interaction with our guest experts
 - Open communication with the instructor
2. **Short papers/writing assignments (45%).**
 3. **Final Mindfulness Practice/Self-reflection/evaluation (30%)**

All grading will be non-anonymous.

Required information from UH Administration

- **Syllabus Changes:** Due to a variety of factors, including class progress, weather, illness, global pandemic, etc., I may need to make modifications to the course syllabus and may do so at any time. Notice of syllabus changes will be announced as quickly as possible in class or through email.
- **Recording of Class:** Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.
- **Attendance:** UHLC policy requires students to attend at least 80% of class meetings; excessive absences (absent extenuating circumstances) will be considered a lack of preparation and result in a deduction to your final grade.
- **Lateness:** Students entering the classroom late (particularly for face-to-face classes) can be distracting to the instructor as well as to your classmates. Out of respect for everyone, please make every effort to be on time for class. If there is an exceptional situation where an outside commitment or emergency requires you to arrive late, please let me know if possible. Unless you have received permission from me (either before or after class), students are required to attend the entire class session in order to certify their attendance.

- **Accessibility and Accommodations:** UHLC is committed to ensuring that all students enjoy equal access and full participation. If you anticipate or experience barriers based on a disability (including any chronic or temporary medical or mental health condition), please feel free to reach out to me so that we may discuss options.

If you observe religious or cultural holidays that will coincide with synchronous class sessions or conferences, please let me know as soon as possible, so that we may make arrangements.

- **Counseling and Psychological Services:** The University of Houston has a number of resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now? - If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat 988lifeline.org.

- **Title IX/Sexual Misconduct:** Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.
- **Diversity, Inclusion and Wellness:** This is an inclusive learning space. At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you'll be treated with respect and dignity, and where everyone is provided the equitable opportunity to participate, to contribute, and to succeed.

In this course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, political affiliation, marital status and other diverse identities that we each bring to class. Our class is richer for this diversity.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences inside or outside of class, please reach out to me. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for you personally, or for other students or student groups.

- **Reasonable Academic Adjustments/Auxiliary Aids:** The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: @uh_CSAC and @uhcupbrd. YOU belong here.

- **Women and Gender Resource Center:** The mission of the WGRC is to advance the University of Houston and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, grab a snack, or check out one of the WGRC programs or resources. Stop by Student Center South room B12 (Basement floor near Starbucks and down the hall from Creation Station) from 9 am to 5 pm Monday through Friday.
- **Resources for Online Learning:** The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](https://uh.edu/power-on/learning/) website (<https://uh.edu/power-on/learning/>). Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, Blackboard, and Canvas; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.
- **UH Email:** Please check and use your CougarNet email for communications related to this course. Please communicate using the email addresses above for Professor Moulton.
- **Security Escorts and Cougar Ride:** UHPD continually works with the University community to make the campus a safe place to learn, work, and live. Our Security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called “Cougar Ride” that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

- **Honor Code:** The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code’s provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a

pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus. It is an Honor Code violation to review the graded assignments distributed to, or written by, any of my students from prior years.

- **Artificial Intelligence (AI):** Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to not prompt, generate, obtain, read, or use any AI Generated Text in relation to any activity or assessment in this course. This applies to AI Generated Text from yourself or others. This pledge includes that your assessment work product in the course is without any contribution from AI Generated Text.

Other UH Resources

- Non-Discrimination Statement: <https://www.uh.edu/equal-opportunity/anti-discrimination/policies/>
- Center for Diversity and Inclusion: <https://www.uh.edu/cdi/>
- Center for Students with DisABILITIES: <https://uh.edu/accessibility/>
- LGBTQ Resource Center: <uh.edu/lgbtq/>
- Cougars in Recovery: <https://uh.edu/cir/>
- Counseling and Psychological Services: <https://uh.edu/caps/>
- Veterans Services: <https://uh.edu/veterans/>
- Cougar Cupboard: <https://uh.edu/dsa/cougarcupboard/>
- CoogsCare: <https://uh.edu/dsa/coogscare/>
- DACA: What You Need to Know: <https://uh.edu/dsa/resources/daca/>
- Student Health Center: <https://uh.edu/healthcenter/>
- Wellness: <https://uh.edu/wellness/>