

**LIVING WELL IN THE LAW**

## WELCOME TO HARVARD LAW SCHOOL!

The Living Well in the Law initiative at Harvard Law School provides opportunities for students to reflect on issues of balance, professionalism, ethics, emotional intelligence and mindfulness as they embark on their legal careers and identify and navigate their own route to a fulfilling life in the law.

Law school is time-consuming, but it should not consume your life.

Keep doing the things that make you happy and that have enabled you to succeed thus far.

If you love playing the guitar, keep playing it.

If you enjoyed pick-up basketball in college, you can keep it up at Hemenway.

Your only reading material need not be casebooks (Langdell carries Shakespeare too).

When you're busy or stressed, the activities that are the first to go are too often the ones that you enjoy the most.

Pencil those into your calendar and try not to cancel them.

Your work will be better for the breaks you take.

### *Written by:*

*Lisa Dealy, Assistant Dean for Clinical and Pro Bono Programs*

*Jon D. Hanson, Alfred Smart Professor of Law*

*Todd D. Rakoff, Byrne Professor of Administrative Law*

*Marcia Lynn Sells, Associate Dean and Dean of Students*

*Alexa Shabecoff, Assistant Dean for Public Service*

*Susannah Barton Tobin, Managing Director of the Climenko Fellowship Program, Assistant Dean for Academic Career Advising, and Lecturer on Law.*

*Mark Weber, Assistant Dean for Career Services*

*David B. Wilkins, Lester Kissel Professor of Law*

## PREPARING FOR CLASS AND EXAMS

This year, you will be accumulating intellectual capital that will be the basis of your work life for the next half-century. (The fundamental nature of what you will be learning is part of the reason that almost your entire program is required.) If you want to be a good lawyer, you really need to know this stuff—and “stuff” doesn't include only the subject matter (like “the law of contracts”) but also the skills involved in using the raw materials of the law to fashion reliable legal conclusions. It is a mistake—a common mistake because of what 1Ls have to do to get to Harvard Law School, but a mistake nonetheless—to think that what you want to do, and how you want to measure your success, is to impress your professors and do well on the exams. More important, what you want to do is learn the subjects and skills that will make you adept at the law. If you don't learn that, somehow getting good grades won't substitute; and if you do learn that, the fact that your grades aren't at the top of the heap doesn't matter that much. This time, school and education are not a game; they're for real.

So how do you go about accumulating this intellectual capital? The structure of most law school courses in the first year will likely be new to you. Instead of units of work followed by periodic assessments or problem sets, you will usually have a semester's worth of work that is assessed by only one exam, during which you will be asked to demonstrate both substantive knowledge and analytical ability. To master the material (and succeed on these exams), you will need to use your time and energy wisely from the very beginning of the semester<sup>1</sup>. What follows are suggestions for managing your reading load, preparing for class, studying, outlining, and taking exams. All of these tasks are deeply interrelated—you prepare for each exam by putting together your outline, which is based on your in-class notes and out-of-class discussions with colleagues and faculty, which are in turn based on your active reading of cases, statutes, and secondary materials. There are no short-cuts here. But the same hard work and determination that brought you to Harvard Law School will serve you well at Harvard Law School.

Before reviewing the following general advice on how to approach most law school classes, you should note that, thankfully, not all law classes are the same. Different professors' materials, pedagogical styles, priorities, and legal-theoretic emphases often vary significantly. Similarly, different students have different learning styles and different goals. Consequently, you should not approach your courses with a one-size-fits-all strategy. The advice offered below is intended to be instructive for many students in the more traditional law school course, nothing more. We urge you to tailor your strategies based on your own proven learning styles and the cues, both explicit and implicit, of each professor.

---

<sup>1 1</sup> For a very helpful and fully developed guide to preparing for law school exams and law school generally, check out *Open Book*, by our own Professor John Goldberg and NYU's Barry Friedman (Aspen, 2011).

## READING FOR CLASS

The two most important things you can do when preparing your readings for class are: (1) give yourself ample time to read each assignment in its entirety without skimming; and (2) read actively (about which more below).

Reading law cases is significantly different from reading you've done in prior settings. Don't worry that your reading is taking you longer than similar amounts of reading have taken you in the past. Six pages of legal text may take as long as 60 pages of non-legal text. Give yourself time to do it. For the first several weeks, you will find unfamiliar terms in almost every sentence or paragraph. Don't gloss over them. Stop and look them up (*Black's Law Dictionary* is a helpful text to keep on your desk). You will get faster as the semester and year goes on, and the time you put in now will help you build a base of knowledge from which you will draw again and again. Remember too that you are developing new mental skills, and mental skill development (like physical skill development) works much better in a slow but steady development over time, as efforts that are clumsy and challenging at first grow fluid and automatic with practice. It can be helpful to map out a schedule that includes chunks of time each day when you will do your reading. Just as you wouldn't skip class, you shouldn't skip your reading time.

As you work through your reading, your attention may—or more likely, will—wander. We all struggle to read massive amounts of text in one sitting, so it's important to find ways to engage actively as you read. Keep in mind that students have developed a wide range of successful study habits so no one piece of advice fits all. That said, for many of us, nothing concentrates the mind like actually working something out in writing.<sup>2</sup> Try to keep a pen in your hand. Even if you don't have time to brief all your cases, you should try to work through some of them and develop an analysis on paper, before class. Some students may prefer to make notes in the margins of the book rather than brief or outline them, but the idea is the same—understand what you are reading, why you are reading it, and how it fits into the framework of the class. If you find your mind wandering even with the pen in your hand try to break your readings down into manageable pieces. Focus intently for 20-30 minutes and then give yourself a five-minute break to walk around, stretch, get a snack, and check your email. Then return to your reading without distractions. Reading doesn't count if you do it with one eye on your Twitter feed or with your ears on a football game. We live in a multi-tasking world, but no one is actually good at multi-tasking. Every time we try to do two or more things at once, each task suffers. Keep this truth in mind as you organize your time.

---

<sup>2</sup> In fact, a recent study by Princeton psychologists supports our intuition. They found that people remember information from lectures better when they've taken handwritten, rather than typed, notes. See Pam Mueller & Daniel Oppenheimer, *The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking*, 25 *Psychol. Sci.* 1159 (2014).

At the end of each reading assignment, you should have read carefully through the cases and made notes about the content of those cases, including essential facts, the rule(s) applied, the holdings, and the reasoning. If you are asked to read excerpts of law review articles, try to paraphrase the main ideas of the piece to yourself and make some notes about how the argument relates to the cases you've just read.

### IN CLASS

Having done the reading and taken notes, you are now ready for class. You may be concerned about getting "cold-called" as part of a professor's use of the Socratic method, but your notes will help refresh your memory about the facts and holdings of each case. The Socratic method, nerve-wracking though it may be at the beginning, is an excellent way to develop skills all lawyers need—the ability to think on your feet, to draw analogies to other cases, to derive newly relevant rules from old precedent. You probably won't get called on in every class, but you should prepare and listen as if you will be. Try to anticipate in your head the answers to the questions the professor asks, even as a colleague may be answering out loud. When a new fact pattern is on the table, think through potential comparisons and contrasts to cases you've read for prior classes.

As you follow along with your own mental cold-calls, take careful notes. Depending on the course, you may or may not be permitted to use a laptop or tablet to type. We take the possibly controversial position that you should try to take notes in hand. Doing so has a couple of advantages. First, without your laptop, you are unlikely to be distracted by the siren call of the Internet or of solitaire. Second, if you are writing your notes in longhand, you cannot transcribe what is being said and thus must think critically in real time about what the important points are. Typing verbatim notes puts you on autopilot and robs you of the necessary engagement with the material in each class. As you write your notes, find a way to call attention to interesting points or open questions that confuse you, whether by putting those questions in the margin, circling them, or putting stars around them. You want to be able to return to those parts of your notes after class in order to clarify and expand your thinking.

After class, if your schedule permits it, sit for 5-10 minutes and write up (or type—it's okay now that you're not listening at the same time) quick reflections of what happened that day. Don't refer to your notes; instead, just draw on your own recollections and jot down what jumped out at you from class. Imagine that you're talking to a non-law student friend who is nonetheless fascinated by your description of what happened in Crim on Wednesday. Those reflections will help you to cement the material you learned in class and will also provide a helpful foundation for the outline you will create for exams.

### AFTER CLASS: DISCUSSION AND STUDY GROUPS

Though some of your work in beginning to learn the law will be solitary—you and your casebooks together for hours at a time—you should make sure that some of it is also

communal. Engage in lunchtime discussions after class and get together with friends for dinner to talk about the week's work. You should be discussing the cases and classes and ideas with your classmates for several reasons. First, as we've noted, we learn better when we are active with the material we are trying to learn, and few things are as active as a good discussion or debate. Second, the law is a public, much more than a private, discourse. Being a lawyer for a client is much more about convincing others than about convincing yourself; being a law reformer is much more about what the public as a whole understands than about what you by yourself know. One of the fundamental skills of the first year of law school is learning to formulate and transmit ideas in this public way—and your public awaits you in the lunchroom, if only you will sit down and talk. Third, this isn't just our idea. Research suggests that study groups can be quite important to the educational experience and especially valuable before exams.

Books and movies have romanticized the notion of a “study group,” but in fact, few students participate in a study group in the way it has been traditionally portrayed. Some students chat with “pick up” groups over lunch or dinner, others plan to meet a few times around exams. Don't focus on the notion of a formal study group; rather, just get into the routine of discussing the material with classmates throughout the semester.

### OUTLINING

You will start to hear about outlines almost immediately upon beginning law school, if not before. You may have in mind an image of the gigantic, handwritten outline at the center of “The Paper Chase” whose pages are scattered across campus at a crucial moment. The reality is much less dramatic; an outline is the physical manifestation of many hours of study distilled into an overview of the course's content and themes. It is a document that varies in form and content depending on the course and the outline's creator. At the end of the day, it is a guide that is only as useful as the time spent in making it.

You will discover, if you haven't already, that there are sometimes premade course outlines available to you from upper-class students and student organizations. Some will be excellently detailed and accurate; some will not be. But even if you find yourself in possession of what is said to be the world's greatest outline, you haven't discovered the keys to the kingdom. The value of outlines lies not in having them, but in making them. The process of reviewing your class notes, synthesizing the material, noting the themes and cross-currents, and clarifying questions that have arisen over the semester, is the process that leads to success on exams and, more importantly, true command of the material. You might occasionally turn to that legendary outline for reference as you edit your outline, but you should not rely on it. As former Professor and now Senator Elizabeth Warren has noted, using someone else's outline is like watching an exercise video from your couch.

Some students may be tempted to start outlining right away, the better to get a jump on the composition of these critical documents. But starting too early with outlining is not a good use of your time. You need to get used to the reading and the class itself before you can

develop a sense of the course's main ideas. We recommend that you wait at least until about 4-6 weeks into the semester before turning to outlining. And then, as you develop your outline, you may start to compare your work with that of others and worry that you don't have as many pages as others do. But remember, a 150-page outline is not an outline; it is a restatement of the material. Synthesis is key; try to distill the course into 50 pages, and then again in 20-25 pages. For in-class exams particularly, try to develop a one-page checklist or flow chart that highlights the major topics in the course and how they fit together—such a list or chart can be a great guide when you are tackling an issue-spotter under time pressure.

### PREPARING FOR EXAMS

As may be clear by now, the bulk of your preparation for exams happens each and every day, as you do your reading, actively take notes, and engage in discussion during and after class. When you add outlining to the mix, you are well on your way to being ready for exam day. The last element of preparation is the taking of practice exams. As you devise your study schedule, make sure to give yourself time to finish your outlines and then practice using them by taking old exams. Your professors will make available previous exams and sometimes model answers, and there is no better way to check your knowledge and skills than by putting them into action under simulated test conditions. Try to spot the issues and write your analysis using your outline. After you've completed a practice test, meet with friends who've taken the same test to discuss what you found. Remember that issue-spotter questions are designed to be challenging; it's highly unlikely that you will see every issue in the question. But when you and your friends put your heads together, you'll be able to see most if not all of the issues and figure out where your weak spots are. The very act of talking over the issues will also help you to remember the content of the course and the best ways to apply your knowledge to a new set of facts. These discussions may prompt revisions and additions to your outline. When it comes to taking the exam, your outline will be the tangible symbol of the time and effort you have put in to mastering the material.

### FINAL THOUGHTS

You may reasonably distill the advice in this section down to the following: take lots of time, work really hard, and talk about what you learn. As noted at the outset, you are embarking on the first stage of your career<sup>3</sup>, and any career, be it law, medicine, journalism, or art, requires tremendous amounts of hard work, reflection, and cooperation. Any career also requires balance. As you plan your study and class schedule, make sure to include time for sleep, food, exercise, and spending time with friends and family. The way we spend our time reflects our priorities and often predicts how we will spend our time in the future. Think about how you want to spend that time.

---

<sup>3 3</sup> For a helpful definition of "career" from a highly esteemed legal source, check out Justice Sotomayor on Sesame Street at <http://www.youtube.com/watch?v=EHICz5MYxNQ> ("A career is something that you train for and prepare for and plan on doing for a long time").

## GET TO KNOW FACULTY

You will frequently hear about the importance of getting to know faculty. There are many reasons for this advice. First, faculty are interesting people. They are leading scholars, cutting-edge practitioners, innovative and dynamic teachers. You will miss the chance to find mentors and role models if you don't reach out. Second, faculty know a great deal about the subject matter and profession you have chosen. You will learn from them not just inside the classroom but in substantive conversation outside it. Third, they can be helpful to you as you plan your career. They can give advice and recommend you for jobs and clerkships. This last point is understandably often the focus of students' efforts to get to know faculty, but your experience here (and your recommendations as a result) will be richer if you begin to engage with faculty early and often on the substance of your shared interest in the law. They – and you! – will be much more comfortable in a relationship that is substantive rather than instrumental.

In the first year, and even the first semester, there are several good opportunities for getting to know a faculty member:

- The first is to take one of the 1L reading groups: these are small (not more than a dozen students) and informal settings for students and faculty to get to know each other. Most students find the experience easily justifies the added work (which is usually interesting in its own right).
- Go to lunch with one of your teachers. Many faculty invite students to lunch: go and participate in the conversation. If your teachers don't formally make the offer, get a few classmates together and invite the professor. Later in the year the Student Representative Board organizes lunches with faculty from all over the curriculum: sign up!
- Go to office hours and talk to a professor about the course you are taking. This approach seems intimidating to some students, but it needn't be. Go in with a specific question or two about the recent work in the course: both you and the professor will feel more natural talking about the substance of the course. (Don't worry: you're sure to have questions!) Or go in with another student or two and ask the questions as a group.
- Go to the office hours of one of the other professors assigned to your section as an advisor. Pick one who teaches something you are especially interested in, and you'll have something to talk about.

As law school progresses, additional opportunities will appear:

- Many faculty members hire students as research assistants. These are great opportunities to work with faculty members on their current research and to hone your research and writing skills.

- You can also work with a faculty member on a research topic of your own. If you have an idea for a paper topic in a faculty member's area of expertise, you may ask whether he or she can serve as an advisor to your independent writing project. The process of working on your own ideas and scholarship with the advice of a specialist is rewarding, earns academic credit, and can sometimes lead to publication of your paper.
- Another way to explore more advanced academic interests with faculty in their area of expertise—and to get to know them—is to take a seminar in your area of interest. Some 1Ls are admitted to seminars in the spring of the first year; and a great many students take seminars as part of their upper level programs.
- Some faculty have pro bono caseloads and hire students directly or through the Office of Clinical Programs.
- Most students take one or more clinical courses at HLS in their second or third years. The obvious purpose of clinics is to train you in putting the law into practice. But clinics are also small courses that allow you to work one-on-one with an instructor.
- Finally, the elective curriculum of the law school is organized into various, voluntary Programs of Study that are led by faculty with associated interests. Go to the meetings for a Program (or Programs) that interests you—and see who those faculty members are.

### GETTING INVOLVED

The Law School has more than 100 journals, student practice organizations (SPOs) and student organizations. Virtually all students will become involved with one or more of these organizations during their time at HLS. In addition, HLS requires all JD students to contribute at least 40 hours of legal pro bono work. By giving back to the community, we hope our students will develop a lifelong commitment to using their education and skills to contribute to the public good.

HLS' journals, SPOs, and organizations, bring together students with similar interests and help build community outside of one's section or dorm. They help connect 1Ls to upper level students and thus support the development of informal mentoring and networking relationships. They expose students to a breadth of legal interest areas and help narrow down one's areas of potential interest. Many journals/organizations sponsor annual conferences which address cutting edge issues of law and allow students to interact with politicians, practitioners and thought leaders. Journals, SPOs, and organizations provide opportunities to lead, to negotiate and to advocate.

As you begin to think about which activities to add to your schedule, it's important to have a sense of your baseline. Sketch out a calendar that includes your classes, the amount of time you'll need to prepare for those classes, and the essentials of your day-to-day life—eating, sleeping, exercise, time with family and friends. It may take you a couple of weeks to get a sense of how much time your schoolwork takes; that is why the Law School

intentionally builds the various student fairs (journals, SPOs, and organizations) a few weeks into the school year so you have a better sense of what you might want to take on. Start slow and build. It will take at least one semester to get a sense of the flow of law school. Better to engage in one or two activities at the outset than overload to the detriment of your free time, sleep, or class preparation. Don't think about activities as resume builders. In fact, most employers would tell you that activities help to make you well rounded but shouldn't come at the expense of your class preparation.

Rather, this is a time for you to pursue your passions and explore long-term interests. In some cases, you may choose to satisfy your intellectual curiosity in a field regardless of any obvious career benefits or, you may wish to take a short break from your legal work and feed your soul with artistic pursuits.

As a student, you should be developing and enhancing a range of skills inside and outside the classroom (analytic skills, negotiation skills, organization skills, leadership skills, etc.) Take time to think about areas where you wish to develop professionally and that can help you identify how to allocate your remaining time.

Finally, it is worth noting that the Law School hosts approximately 6000 events a year. When you divide the terms into 26 weeks, you can quickly see the wealth of opportunities that are available to you. You will never be able to attend every interesting event offered at the Law School. It is physically impossible to do so. Do not feel guilty. Keep your focus on your priorities and schedule: class preparation and essentials first and let events enhance your experience as you are able. Activities should be a break in your routine or a complement to your classes and, except in extraordinary circumstances, secondary to class work. If you find yourself becoming overwhelmed with obligations for your activities, it is time to stop and reassess.

Here is a short description of the commitments for each type of activity:

### JOURNALS

Law reviews, also known as law journals, are the scholarly publications of the legal profession. Our profession is unusual in that almost all of our scholarly publications are student edited. Working on a journal is a wonderful opportunity for students but also a significant responsibility

Most HLS students participate in a journal for at least some time during their law school experience. Law journals can expose students to a variety of interesting legal topics and gives students a chance to write and/or edit.

Before the interesting work begins however, students must often engage in a process called "sub-citing." Sub-citing involves checking all of the legal citations in an article against their appropriate sources to ensure the citation is technically correct and that the original source stands for the proposition for which it is cited. It is a painstaking, time-consuming, and,

frankly, dull task. Most journal sub-cites take place over one or two weekends in the fall semester.

We recommend focusing on one journal but if you are having trouble deciding which journal to choose, some students join a second journal during the fall semester. Doing so will cut into your available time significantly so you have to weigh the benefits of the two experiences against the costs of time and energy. If you do decide to try two journals, we recommend that you not take on other significant obligations for the term and plan to drop one by the start of the spring semester.

You should note that most journals will accept students after the fall semester so students should not feel obliged to sign onto a journal immediately. If you want a journal experience, you can get it anytime during your time at HLS. If you want to be able to assume a leadership role in a journal however, many journals will require that you start your work as a 1L.

There is one notable exception: during the summer following the first year, students may participate in a competition to become a member of the *Harvard Law Review* which is open only to second and third year students. Journals are widely considered a worthwhile endeavor, and while they are not required for many legal jobs, they can reflect research and writing skills as well as a commitment to a relevant practice area. Journals are considered an important pre-requisite for students who wish to clerk for a judge after graduation and/or enter academia.

Student responsibilities and time commitment requirements vary widely among the journals. We encourage you to research your journal(s) carefully before you commit.

### SPOs

Student Practice Organizations (SPOs) provide opportunities for students to gain legal experience under the supervision of a licensed attorney within the HLS Clinical and Pro Bono Programs. Students generally participate in SPOs to get hands on training, to explore an area of potential interest, and/or to develop leadership skills. SPO experience is important for students who wish to pursue public interest careers, and for those who did not come to law school with substantial or relevant experience. Participation helps signal an interest and commitment to the field. SPOs help build valuable practical experience, including client interviewing and counseling that will help students succeed in jobs regardless of field. Students may participate in SPOs at any time during their three years at HLS (though there are some limitations related to pre-requisites such as training dates).

Responsibilities and time commitments vary widely among the SPOs and due to the nature of legal work, students cannot always control their time working on individual cases. Often the SPO is a student's first experience as a student attorney and it is important for students to take their obligations to their client(s) seriously. We generally discourage students from participating in more than one SPO at a time.

In addition to the SPOs, during the second and third year, most HLS students get hands-on experiences by participating in clinics for academic credit and the Harvard Legal Aid Bureau.

### ORGANIZATIONS

HLS' student organizations generally center on social, political, service and professional interests. Organizations hold a range of events from workshops, panels, and conferences to concerts, networking opportunities, and athletics.

The commitment for a student organization is often substantially less than that for an SPO or a journal. Students can engage in an organization in a variety of ways: by attending some of the organization's programs, by signing up for a listserv, by volunteering to help support certain events. Time commitments are generally less of an issue as a 1L. Here the bulk of the work begins in 2L year as students assume leadership positions.

We recommend investing in a couple of organizations rather than becoming a superficial member of everything.

Students are eligible to apply for the Board of Student Advisers at the end of the first year. The Board of Student Advisers is an organization of second and third year law students who serve as teaching assistants in the first-year Legal Research and Writing course, act as advisers and mentors for 1L students, and run the Ames Competition.

### HOW TO THINK ABOUT GRADES

It is normal to wonder how your grades will affect your job search, but make sure you understand the "big picture." That is, students from Harvard Law School are here because they are exceptionally talented and have incredibly bright futures ahead of them. Employers in the public and private sectors love to hire from Harvard. For example, more than 400 employers typically recruit at HLS each year, and there is a lot of depth in most of the geographic markets our students pursue.

Grades sometimes matter, but not as much as you might think. The most important item on your resume is "J.D., Harvard Law School." Personality, writing skills, communication skills, commitment to undergraduate and law school activities, prior volunteer or work experience, geographic ties to an area, diversity, language abilities, relevant course of study, and practice area interests, are some of the non-grade-related factors that affect hiring decisions. Take comfort in knowing that, you will have excellent opportunities from which to choose if you prepare well for interviews, educate yourself about the markets and employers you target, and make wise and informed choices.

There are a handful of employers where grades actually make a difference. For the vast majority of employers, however, grades are a much smaller factor and only one of many factors considered by potential employers in their decision making process.

Generally, public interest employers care a great deal more about experience, including SPOs and clinics. Even if grades play a role in students' job opportunities directly out of law school, they fade to irrelevance quickly after that.

Don't let grades define you or your law school experience. If your grades turn out not to be what you expected, don't become distressed. You can seek help from the Dean of Students office with study skills. And you can find many other ways to "compensate" for a disappointing grade or even grades. In the end you will still have many options if you make sure you are well-rounded.

During the weeks and months ahead, advisors from OPIA and OCS will help you explore your options, clarify your goals, and craft a strategy to maximize your results.

## CONCLUSION

Law school, and especially the first year of law school, is hard work—almost no one is a "natural" at doing what you will be asked to do. You should expect to experience some difficulty and some stress. Indeed, for most people a bit of tension helps them learn. But law school is not meant to be a stress test, and at some point more tension reduces learning rather than increases it. You know yourself better than others know you—and if you reach the point where you have gone beyond the useful stress to the harmful stress, you should take action. You should take action because you are here to learn, and doing something about the situation is the rational thing to do. And the place to start is the Dean of Students office.

## WELLNESS RESOURCES

### HARVARD RESOURCES

- *Harvard Law School Wellness* <https://hls.harvard.edu/dept/dos/wellness/>
- *Harvard University Health Services* <http://huhs.harvard.edu/>  
Harvard University Health Services (HUHS) provides high quality, comprehensive health care 24 hours a day, 365 days a year including Primary Care, Pediatric Care, and Mental Health Counseling.
- *Law School Clinic*  
<http://huhs.harvard.edu/AboutUs/OurLocations/LawSchoolHealthService.aspx>

The Law School Health Services, located in Pound Hall

- *Mental Health Services* <http://huhs.harvard.edu/HealthServices/StudentMentalHealthServices.aspx>  
Mental Health Services offers Harvard students comprehensive outpatient care for a wide variety of mental health concerns, such as anxiety, depression, stress/crisis management, transitional issues, grief, and eating, sexual or relationship concerns.
- *Behavioral Health* <http://huhs.harvard.edu/HealthServices/BehavioralHealth.aspx>  
Behavioral Health offers evaluation, consultation, referral, treatment, and follow-up services to individuals, couples, children, and families.
- *Alcohol & Other Drug Services* <http://aods.harvard.edu/>  
The Office of Alcohol & Other Drug Services (AODS) is a multidimensional resource for students offering a wide range of programs and services aimed at reducing the negative consequences associated with heavy, episodic drinking and substance abuse through prevention, education, intervention, policy development and coordination with treatment providers.
- *Sexual Assault Prevention and Response* <http://osapr.harvard.edu/>  
The Office of Sexual Assault Prevention and Response (OSAPR) provides confidential support, information and resource referrals to survivors of sexual violence. OSAPR provides empathic, supportive services to students of the College who have experienced sexual assault and works to provide easy linkages to off-campus resources.
- *Harvard Center for Wellness* <http://cw.uhs.harvard.edu/>  
The Center for Wellness draws upon the wealth of expertise and resources in the Harvard community to offer a wide array of innovative programs and workshops designed to assist you in improving your own well-being. Whether you are exploring complementary therapies, practicing new ways to enjoy physical activity, restoring balance to your life, learning new skills, or better managing stress, our programs provide opportunities for optimal wellness.
- *Bureau of Study Counsel* <http://bsc.harvard.edu/home>  
Resources on anxiety, stress, time management, sleep, and relationships.
- *Harvard Chaplains* <http://chaplains.harvard.edu/>  
A group of religious and secular professionals who are available to help with spiritual, personal, ethical, and religious concerns.

- *Student Parents* <http://hls.harvard.edu/dept/dos/for-student-parents/>  
HLS resources for student parents or prospective parents.

#### ATHLETIC RESOURCES

- *Hemenway Gymnasium*: Harvard facility located on the Harvard Law School campus  
<http://recreation.gocrimson.com/recreation/facilities/Hemenway>
- *Harvard Athletics*: For Harvard facilities and athletic resources  
<http://recreation.gocrimson.com/landing/index>

#### EDUCATIONAL RESOURCES

- *Academic Support Services*  
<http://hls.harvard.edu/dept/dos/accessibility/academic-support-services/?redir=1>
- *Langdell Library*  
<http://hls.harvard.edu/library/>

#### MENTAL HEALTH AND ADDICTION RESOURCES FOR LAW SCHOOL STUDENTS AND LAWYERS

- *Lawyers Concerned for Lawyers (LCL)* [www.lclma.org](http://www.lclma.org)  
LCL is a private, non-profit Massachusetts corporation. As the state's sole lawyer assistance program, LCL assists those who are experiencing any level of impairment in their ability to function as a result of personal, mental health, addiction or medical problems.
- *LawLifeline* [www.lawlifeline.org/](http://www.lawlifeline.org/)  
A mental health resource specifically for law school students.

- *ABA Lawyer Assistance Programs* [www.americanbar.org/groups/lawyer\\_assistance.html](http://www.americanbar.org/groups/lawyer_assistance.html)  
The American Bar Association Commission on Lawyer Assistance Programs educates the legal profession concerning alcoholism, chemical dependencies, stress, depression and other emotional health issues.
- *Lawyers With Depression* [www.lawyerswithdepression.com/](http://www.lawyerswithdepression.com/)  
Website dedicated to helping Lawyers find valuable information about Depression in their occupation.
- *Association of American Law Schools –Section on Balance in Legal Education*  
[www.law.fsu.edu/academic\\_programs/humanizing\\_lawschool/index.html](http://www.law.fsu.edu/academic_programs/humanizing_lawschool/index.html)