

Empirically Based Self-Care Approaches to Prevent Burnout among College Faculty

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Abstract:

Empirically Based Self-Care Approaches to Prevent Burnout among College Faculty

This presentation will explain factors that influence burnout among college faculty, describe empirically based professional approaches to prevent burnout, and help faculty develop and implement a self-care plan of action.

The spiritual, mental, physical, etc. commitment required to manage one's professional and personal obligations can be overwhelming. For many college faculty, the concept of work-life balance is elusive. Research studies have found that being overwhelmed and feeling stressed can lead to compassion fatigue, burnout, and a lack of professional productivity. Because burnout can increase feelings of hopelessness and frustration among college faculty, this subject matter is significant to explore.

This presentation will:

- Explain the most salient factors that influence burnout among faculty.
- Describe empirically based professional approaches to prevent burnout; and
- Help faculty develop and implement a self-care plan of action.

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Notes:

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