Due to the high rates of burnout and compassion fatigue in many of the helping professions, it's becoming increasingly important for students and professionals to better understand theories and strategies that will help them build resiliency and protect themselves from the negative effects of burnout and fatigue. This session focuses on how we as a department assist family studies students in developing a broad understanding of self-care and in helping them establish practical habits that promote resiliency in their respective professions. This presentation provides participants with practical examples of self-care.

As professionals who work in clinical settings with couples and families, and in academic settings preparing undergraduate and graduate students to enter the helping field, we recognize that therapists, ourselves included, far too often ignore and/or forget about attending to our own selves and what we need - both intrapersonally and interpersonally. In understanding systems theory, we likewise recognize that how therapists care for their own selves will have an impact on their work with their clients; and as such, it's important to learn strategies for better self-care, so that therapists are more protected from burnout and compassion fatigue.

Recognizing that one of the goals of family science education is to help launch clinicians who can function ethically and with high levels of ability in self-reflection and self-awareness, the presenters' sought to develop practical ways to cultivate these skills within their classrooms that honored and gave voice to each student's developmental processes and learning style. Participants will leave this workshop with a minimum of three unique examples of how they too can incorporate activities and assignments that promote self-care into their courses, while also considering how to implement self-care activities and plans in their own lives. These activities are grounded in andrological research related to methods of adult learning, concepts informed by the revised Bloom's taxonomy, and the AAMFT Code of Ethics. The delivery method of this presentation will include the utilization of case examples, group discussion and activity, and personal narrative.

Learning Objectives
After viewing this presentation, attendees will learn at least three specific ways to integrate self-care into their current or future practice.
After viewing this presentation, attendees will gain a better understanding of the need for self-care principles to be taught and cultivated within both undergraduate and graduate students in helping profession programs.
After viewing this presentation, attendees will learn at least three specific ways to integrate teaching methods that cultivate self-care into their courses
After viewing this presentation, students will be able to see how translating research/theory to practice is done in ways that enhance the professional field.

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