



The following resources were selected and compiled by faculty to support Fieldwork Educators' own wellbeing.

Fieldwork Educator Wellbeing

- [Fieldwork Educators: Tips to Optimize Your Well-Being While Supporting a Student While Supporting a Student](#) (Rush University)
A quick-reference sheet of concrete self-care and boundary-setting tips educators can apply in real time while supervising, designed so the act of mentoring a student supports rather than erodes the practitioner's own well-being.
- [Occupational therapy fieldwork educators: Examining professional quality of life](#) (Eddy et al., 2021)
This study measures compassion satisfaction, compassion fatigue, and burnout among practitioners who supervise students and tests which job characteristics predict each—reframing supervision as something that yields genuine satisfaction while also carrying stressors, and arguing for personal, educational, and organizational resources to sustain educators.
- [8 Tips for Being the Best OT Fieldwork Educator You Can Be](#) (OT Potential blog)
A practical blog post with tips that center on front-loading the placement: reviewing the student's program and background ahead of time and delivering a high-quality orientation, which the author notes AOTA considers important enough that fieldwork coordinators ask about it at midterm. Students who are well-oriented tend to gain confidence and independence sooner.
- [Wellness Workbook: Reflection for Fieldwork Educators](#) (Rush University)
This workbook offers structured reflection prompts and activities for educators to take stock of their own wellness, identify stressors, and plan self-care.
- [Strategies for Managing Fieldwork Burnout: Fostering More Self-Awareness, Setting Clearer Objectives, and More](#) (del Pozo & Herman, 2020)
A practitioner-facing OT Practice article aimed at fieldwork educators rather than students, offering workload-management and boundary-setting strategies to keep the demands of supervising from tipping into burnout.