

DEVELOPMENTAL STAGES OF FIELD

STUDENT

SUPERVISOR

ANTICIPATION

- Student feel overwhelmed
- Student experience disappointment related to unmet expectations and concerns about their performance.

- Build a foundation of rapport and trust.
- Supervisors should identify realistic, clear, specific goals and expectations for the student to help reduce anxiety.
- Learning your student's learning style will be beneficial

DISILLUSIONMENT

- Student feel overwhelmed
- Student experience disappointment related to unmet expectations and concerns about their performance.

- Supervisors should acknowledge, clarify, and normalize the gaps between student expectations and reality.

CONFRONTATION

- Students must confront themselves (asking for help, being an adult learner, or tempering pieces of their personality, etc.)

- Supervisors can support students in confronting themselves by recognizing that this is a normal developmental stage and initiating discussion about what the student may be experiencing.

COMPETENCE

- Students begin to feel capable, can accept greater responsibilities, have a sense of autonomy and purpose.
- Students feel acknowledged and respected by their field instructor, coworkers, and clients.
- Student experiences self-determination and self-actualization.

- Supervision becomes more of a mentoring relationship, so more interpersonal and consultative in nature.
- The supervisor can focus on coaching the student for general professional success at this point as opposed to strictly task management and basic skill development.

CULMINATION

- Termination
- Students redefine their relationships with clients, supervisors, and coworkers.
- Students could disengage early as they plan for the future.

- Goodbyes in general are difficult, but students may need support in terminating with clients in an appropriate manner.
- Open dialog about and preparation for the placement concluding is the best support a supervisor can provide a student during this stage.