# DEVELOPMENTAL STAGES OF FIELD

### STUDENT

#### SUPERVISOR

## ANTICIPATION

- "What if..." is the question in the student's mind throughout this stage.
- Student often feel both excitement and anxiety at the same time.
- Student gather information about their agency.
- Build a foundation of rapport and trust.
- Supervisor should identify realistic, clear, specific goals and expectations for the student to help reduce anxiety.
- Learning your students learning style will be beneficial

### DISILLUSIONMENT

- Student feels overwhelmed
- Student experience disappointment related to unmet expectations and concerns about their performance.
- Supervisor should acknowledge, clarify, and normalize the gaps between student expectations and reality.

# CONFRONTATION

- Student must confront themselves and their feelings towards the placement (asking for help, being an adult learner, or tempering pieces of their personality, etc.).
- Supervisor 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

- Student begin to feel capable, can accept greater responsibilities, have a sense of autonomy and purpose.
- Student feel acknowledged and respected by their field instructor, coworkers, and clients.
- Student experience self-determination and self-actualization.
- Supervision becomes more of a mentoring relationship, leading to a more interpersonal and consultative relationship.
- 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
- Student redefine their relationships with clients, supervisors, and coworkers.
- Student 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 preparation for the placement concluding is the best support a supervisor can provide a student during this stage.

BY: SWEITZER, H. FREDERICK. (2004). THE SUCCESSFUL INTERNSHIP: TRANSFORMATION AND EMPOWERMENT IN EXPERIENTIAL LEARNING. BELMONT, CA:BROOKS/COLE,