

GUIDELINES FOR POSITIVE TERMINATION (ENDING) FOR STUDENTS AND FIELD INSTRUCTORS

Also for Use in a Remote Student Evaluation Meeting and Field Visit

It is important to attend to ending experiences as it is to begin them. Students and Field instructors might want to consider the following reflective questions and activities as they work to conclude the field experience especially when sudden and unexpected.

- **Be aware of previous experiences and patterns with termination.**

For the student and Field Instructor: Identify a few particular meaningful separations that you have experienced previously. What were your emotional reactions to these separations? What were your behavioral reactions? What strategies did you use to deal with the losses involved in these separations? Will any of your experiences and patterns impact the current ending experience with the agency, with the student? Discuss in the final evaluation meeting reflecting on these previous experiences with separations and evaluate if they might affect the current ending relationships with clients, staff, members of committees or groups from the community, and each other!

- **Identify unfinished business related to the field placement.**

Identify any aspect of the field experience that remains unfinished from both perspectives. If unfinished aspects are identified, how do you choose to evaluate their importance? Do you need additional discussion with one another or with the school to finish business? **What remote work options are available if the student is required to complete some hours off site?**

- **Be self-aware, recognizing your needs and wants.**

A key question to consider as you reflect upon your relationship as student and field instructor, "What particular events in or components of this internship have caused each of us to learn, grow, and change?" Identify at least three specific events that have been particularly meaningful in your experience as a supervisor and as a student. In the case of each event, try to articulate what gives the event special significance. Ask the student to reflect on the same question. **Discuss and reflect upon the current situation in an honest caring way. What can be learned?**

- **Discuss the progress and changes that the student has made.**

As the field instructor looks at the student's development over the course of the internship, what are their observations? In what specific ways has the student grown, learned, and changed during the internship? Have the field instructor also changed?

Imagine that the student is interviewing for a human services position and that the interviewer asks, "So what did you get out of that internship?" Ask the student, "How would you respond to such a question?"

- **Anticipate and Plan for Future Needs**

As the student prepares to leave or has left this internship, assess what the next steps you might recommend for continued learning. What knowledge and skills does the student yet need to continue to develop? Ask the student to identify at least three to five goals for her or his own continued learning as well as a few strategies for achieving these goals. **Make this part of the remote field visit and evaluation review.**

- **Complete the Feedback Cycle**

Ask the student to identify at least two of your most important strengths in your role as an internship instructor. To identify these, suggest to the student that they might think of the qualities that they particularly appreciated about your style of supervision that benefited them as a student. Also ask the student to identify at least two specific suggestions as to how you might have further enhanced the student's learning experience.

- **Evaluate the use of rituals to conclude the experience.**

What rituals may you both use to terminate this experience? What kinds of rituals might you think are meaningful and appropriate? **What remote rituals can you conclude with?**