

▣ When Challenges Arise ▣

Student Lens

What might be happening for this student?

Consider:

Anxiety or self-doubt

Perfectionism

Fear of making mistakes

Difficulty adjusting to fieldwork expectations

Life stressors outside of fieldwork

Need for additional support or clarification

Educator Lens

What might be happening for me?

Consider:

Compassion fatigue

Productivity pressures

Frustration

Uncertainty

Emotional labor

Feeling responsible for student outcomes

Support Lens

What support might help both?

Consider:

Clarifying expectations

Providing specific feedback

Increasing communication

Creating opportunities for reflection

Consulting with the academic program

Establishing boundaries

▣ Developmentally Expected vs. Concerning ▣

Often Developmentally Expected

Anxiety before treatment sessions

Asking for reassurance

Over-documenting

Needing extra processing time

Initial time management struggles

Emotional responses to feedback

May Warrant Additional Concern

Unsafe clinical judgment

Repeated refusal of feedback

Persistent lack of engagement

Dishonesty

Lack of insight that creates safety concerns

Concerns that persist despite support and coaching

▣ Supporting Growth While Maintaining Standards ▣

High standards and supportive supervision are not opposing goals

Supportive Practices

Clear expectations
Timely feedback
Reflection
Coaching
Open communication

Standards-Based Practices

Accountability
Safety expectations
Professional behavior
Increasing independence
Honest performance discussions

▣ Contacting the Academic Program ▣

Contacting the Program Does NOT Mean:

The student is failing
Remediation is required
You have done something wrong
You need to have all the answers
You failed as a fieldwork educator

Contacting the Program CAN Mean:

You're noticing a pattern
You're looking for perspective
You're unsure what you're seeing
You want to support the student effectively
You want to problem-solve collaboratively

▣ Fieldwork Educator Well-Being ▣

Supporting students can be emotionally demanding work

Before Concerns Arise

Set clear expectations and boundaries
Establish communication routines
Know your program contacts

When Concerns Emerge

Address issues early
Document patterns
Consult rather than speculate

When You're Feeling Stuck

Reach out to the academic program
Seek peer/colleague support

Revisit what responsibilities belong to the student, educator, and academic program

▣ Key Takeaways ▣

Student and educator well-being influence one another
Support does not mean lowered expectations
Support is not the same thing as rescue
Early communication supports everyone
Supporting student well-being does not guarantee student success
You are not meant to manage fieldwork challenges alone