So, What about Process Recordings and PRACSIS?!

A process recording or PRACSIS (for macro interactions) is a written record of an interaction with a client (or client system in the case of PRACSIS). They are used as major learning tools in social work and help students learn intervention skills. A social worker’s major tool is one’s self and one’s ability to interact effectively with clients and other professionals; therefore, training must focus on the interactive skills necessary to be effective. Process recordings and PRACSIS require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students’ work by both agency and school.

Students learn to pay attention and to be aware of their own experience when completing these recordings; they are able to describe behavior, affect, and content, recognizing significance of these skills. In addition, students become adept at analyzing their responses and those of their clients, they recognize the consequences of an intervention and develop the ability to intervene purposefully with their clients.

Writing a process recording or PRACSIS allows students to pay attention to clients and to reflect on and analyze their own work. Along with the field instructor, learning patterns are identified and students learn to recognize results of interventions. In addition, students have access to the field instructor’s factual and clinical knowledge and experience.

What is appropriate to process in a recording?

These recordings are not limited to individual sessions with a client! Students may process a face to face session with an individual client, a telephone contact with a client, a brief interaction in a waiting room, hall, community room, etc. with a client, a group session, contact with a family member or a family meeting, or even contact with a service provider. PRACSIS are used by students in macro settings and may include community meetings that may focus on research, advocacy or program development. This may occur within an agency, neighborhood block groups, agency programming or small community groups. Students do not need to transcribe the entire session or meeting; instead, they may choose a portion of an interaction that was particularly challenging and use this as a learning opportunity with the field instructor and faculty field liaison.

There is no better tool that forces students to stop and think about what they are doing with a “client(s)”, how this relates to what they are learning, and assessing if their work is having an impact!

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**Important Dates**

**Fall Term 2015**
- Sept. 2: Fall 2015 Field Internships begin
- Oct. 30: Midterm Evaluations for Fall due
- Dec. 9: FIASC for Fall 2015 are due
- Dec. 18: Last day of Field for Fall 2015

**Winter Term 2016**
- January 4: Winter Field Placement begins
- February 26: Mid-term evaluations are due
- April 13: FIASC for Winter term are due
- April 22: Last day of Field for Winter 2016
Learning Plan — Required, Due: September 11, 2015

A guide for field placement in order to ensure specific, agreed upon learning goals, objectives, and tasks are met throughout the duration of the placement. A learning plan is done to minimize the possibility of misunderstandings between the student, the field instructor, and the faculty field liaison as it provides a measurable level of accountability through the use of detailed goals, objectives, and tasks. It is strongly recommended that this document be completed within the first week of field placement.

Overview of Required Forms

**Learning Plan** — Required, Due: September 11, 2015

A guide for field placement in order to ensure specific, agreed upon learning goals, objectives, and tasks are met throughout the duration of the placement. A learning plan is done to minimize the possibility of misunderstandings between the student, the field instructor, and the faculty field liaison as it provides a measurable level of accountability through the use of detailed goals, objectives, and tasks. It is strongly recommended that this document be completed within the first week of field placement.

**Process Recording/PRACSIS** — 7 Required each Semester, Due:

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A tool used to examine the dynamics of a particular interaction the student participated in while at the field placement site; it will help them to reflect on specific interactions they had with clients or other persons (i.e. staff, community members, etc.). A process recording is intended to capture one encounter so that the techniques, feelings, and reasoning demonstrated can be reviewed to help identify areas of strength and weakness, to better understand interpersonal relationships, and to improve self-awareness.

**Midterm Evaluations** — Required, Due: Fall - October 30, 2015; Winter - February 26, 2016

Midterm evaluations are completed by the field instructor and faculty field liaison, and they are used to gauge a student’s progress in his/her field placement. These are completed roughly seven weeks into the semester.

**Field Instructor Assessment of Student Competencies - FIASC** — Required, Due: Fall - Dec. 9; Winter - April 13

This instrument is used to assess student performance in field placement and connects directly with the learning plan. It is to be completed (and signed) by the agency field instructor near the end of the semester and turned in to the assigned faculty field liaison. Faculty field liaisons need these forms to submit semester grades for students.

**Supervision Meeting Agendas** — Optional, strongly recommended

This is a tool to help students and field instructors to structure their meetings efficiently.

**Weekly Supervision Meetings**

Field instructors are required to meet with students weekly for at least one hour to provide supervision. Field instructors may meet individually or as a group, depending on the nature of work performed. This meeting should be used to discuss and reflect on student concerns regarding client, agency, and field placement issues. The field instructor should ensure the student is fulfilling the needed learning objectives, including the verification of required clock hours.

**Field Instructor Seminars**

We offer Field Instructor seminars for new field instructors throughout the year. You can earn CECHs (Continuing Education Contact Hours) at each one.

Please click on the following link: New FI Seminars 15-16 for the list of monthly seminars, including a brief description and date offered.

**Helpful Links**

For an explanation and examples of the student assignments (i.e. learning plan, process recordings, supervision agenda) please click on or copy and paste the following link into your web browser: http://socialwork.wayne.edu/field/forms.php

For step-by-step instructions for filling out the above forms using your IPT account, including audio and visual instruction, please see our Field Instructor tutorial at: http://socialwork.wayne.edu/ipt/field_instructor_tutorial/
The tutorial is broken down by part with a table of contents, so it can be revisited as needed.
Role of the Field Instructor

Field instructors supervise students at their field placement site, with their primary role being educational. A field instructor is a Masters-level Social Worker (LMSW) with 2 years post-MSW experience and is eligible for licensure in the State of Michigan or another qualified individual identified by the Wayne State University School of Social Work.

A field instructor:
- assures that the student placement experience is educational;
- explains the educational purposes to appropriate agency staff;
- establishes suitable working conditions for student learning, including adequate space and other necessary supports for carrying out responsibilities;
- helps students to plan their educational experience in class and field;
- discusses work satisfactions and concerns about practice, field instruction, agency experience, and class work with students;
- learns the field and class curricula;
- selects suitable assignments in consultation with the faculty field liaison;
- develops and maintains a system of student record writing;
- prepares for field instruction conferences, including reading student recordings;
- holds weekly conferences with the student;
- evaluates student performance periodically during the term and at the end of each term;
- meets periodically with the assigned faculty field liaison to discuss assignments, review work, and recommend marks;
- informs the assigned faculty field liaison of any concerns about progress, activities, and any other issues;
- prepares evaluation reports as required by the school;
- works with the assigned faculty field liaison to evaluate the agency’s relation to school and curricula as they relate to student learning experiences;
- attends classes, meetings, and participates in workshops and institutes that may enhance field instruction skills; and
- promptly informs the agency and the School of any changes affecting student education.

Role of the Faculty Field Liaison

The faculty field liaison is a school staff or faculty member assigned by the Director of Field Education to serve as a liaison between the student, the field instructor and the university, and to be an advisor to the student and the field instructor. Each student is assigned a faculty field liaison upon starting a field placement and during the semester the faculty field liaison meets with the field instructor and student, specifies assignments, addresses concerns, reads student process recordings, makes recommendations to the Office of Field Education, reviews student evaluations, and assigns a field grade. For both student and field instructor, the faculty field liaison is the first point of contact for any questions or concerns regarding the student’s educational experience at the agency. The faculty field liaison further guides the student’s educational experience into professional growth by overseeing educational objectives and by discussing career plans with students.