



**SCHOOL of SOCIAL WORK**  
Office of Field Education

August 1, 2017

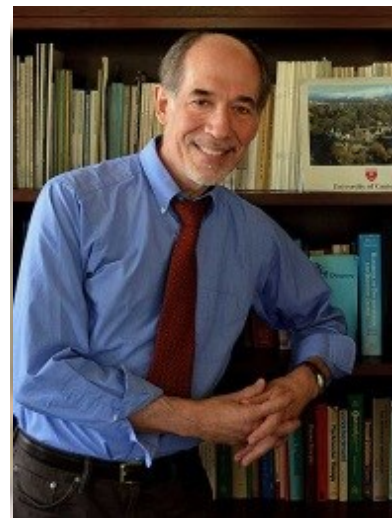
# Field Instructor Newsletter

## JERROLD BRANDELL NAMED ITERIM DEAN

Jerrold Brandell, distinguished professor and associate dean for faculty affairs in the Wayne State University School of Social Work, will serve as the School of Social Work’s interim dean.

Brandell is a practicing child, adolescent and adult psychotherapist and psychoanalyst who has twice held the role of interim associate dean for academic affairs in the School of Social Work (2011-12 and 2016). Brandell has been a Wayne State faculty member since 1992, has extensive experience as a practicing social worker and academic in the publication of 13 books and is a recipient of Wayne State’s Distinguished Faculty Fellowship Award.

Brandell succeeds Cheryl Waites, who announced she would be stepping down as dean. After serving as acting dean and then interim dean, Waites became the seventh dean of the School of Social Work in 2012. She will now return to the faculty to continue her research and leadership activities in the areas of healthy or successful aging, health equity, social justice, and social work education.



## FALL 2017 SBIRT TRAINING SESSIONS

### SBIRT— Alcohol Screening, Brief Intervention, and Referral to Treatment

SBIRT is an approach to the delivery of early intervention and treatment to people with substance abuse disorders and those at risk of developing these disorders.

The Wayne State University SBIRT team has trained health professionals, faculty, preceptors, and students to become SBIRT service providers and increase access to and availability of care, reduce behavioral health disparities, and promote the use of SBIRT in medically underserved communities in Michigan.

**Training Dates:**

- September 19, 2017
- September 26, 2017
- October 10, 2017

**Location:**

WSU—College of Nursing, Rm. 21

**Time: 9:00 am to 4:00 pm**

Reserve your space today!  
Tiffany Baldrige  
Program Project Assistant  
SBIRT@wayne.edu

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### SPECIAL POINT OF INTEREST

Field Instructor Orientation  
August 29, 2017  
1:00—4:00 pm  
Rm. 101  
School of Social Work  
RSVP: 313-577-4446  
or by email:  
field\_education@wayne.edu

Dialogue

Feelings

Analysis



## WHAT ABOUT PROCESS RECORDINGS & 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.

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*“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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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.

## OVERVIEW OF REQUIRED FORMS AND DUE DATES

**Learning Plan** – Required, Due: September 29, 2017

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/PRACSYS** – 5 Required each Semester, Due:

Fall: 1. Sept. 30, 2017	4. Nov. 11, 2017	Winter: 1. Jan. 27, 2018	4. Mar. 10, 2018
2. Oct. 14, 2017	5. Dec. 2, 2017	2. Feb. 10, 2018	5. Mar. 24, 2018
3. Oct. 28, 2017		3. Feb. 24, 2018	

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.

“The heart of social work field education is just sharing time, talent, and experience.”

Joseph Scalise

**Midterm Evaluations** – Required, Due: Fall - October 20, 2017; Winter - March 2, 2018

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. 8, 2017; 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, recommended

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

### Important Dates

#### Fall Term 2017

- ♦ Aug. 30: Field Internships begin
- ♦ Sep. 29: Learning Plan due
- ♦ Oct. 20: Midterm Eval. Due
- ♦ Dec. 8: Final Evaluation (FIASC) due
- ♦ Dec. 15 Last day of field for Fall 2017

#### Winter Term 2018

- ♦ Jan. 8: Field Placement begins
- ♦ Mar 2: Midterm Eval Due
- ♦ Apr 13: Final Evaluation (FIASC) due
- ♦ Apr 20: End of field for Winter 2018

### 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/](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.

## FIELD INSTRUCTOR MEETINGS WITH STUDENT

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 that the student is fulfilling the needed core competencies, including review of completed assignments via the IPT system and verification of required hours.

### TASK SUPERVISOR

If the field instructor is not able to provide daily supervision to the student then a task supervisor must be assigned. A task supervisor is responsible for the day-to-day supervision of tasks performed by the student while in field, excluding weekly supervision. Individuals holding this position are not required to have two years of post-MSW experience or be a LMSW. However, the task supervisor must be employed at the field placement site in a similar area as the student doing field work and be responsible for performing social-service-type tasks. A task supervisor should meet all objective listed for a field instructor except weekly supervision, and is encouraged to attend New Field Instructor Seminars. The student must still be provided the minimum number of weekly supervision hours from an assigned field instructor.

## ROLE OF THE FACULTY FIELD LIAISON

The Faculty Field Liaison is a member of the school staff or faculty who serves as a liaison between the student, the field instructor, and the staff of the field placement site. Each student is assigned a Faculty field Liaison upon starting a field placement. The Faculty Field Liaison meets with the field instructor and student to specify and clarify assignments and concerns, assess student process recordings, make recommendations to the Office of Field Education, review student evaluations, and grade the student in field work. The Faculty field Liaison can also discuss career plans with students and suggest courses that will enhance employment options.



Faculty Field Liaison  
Nida Donar

### Faculty Field Liaisons:

- Develop plans with the agency and deal with field placement issues related to the school;
- serve as a conduit between the school and agency;
- interpret the school's various programs for field instructors and agencies;
- help students plan their educational experience in field;
- discuss student concerns about field instruction, and agency experiences;
- work with the field instructors to ensure that student field assignments reflect the field work curriculum and student needs;
- ensure that the school's standards for field work instruction are upheld;
- review student progress with field instructors;
- act as educational consultants to field instructors to enhance their field-education skills;
- grade students, after consulting with field instructors;
- Discuss any problems related to student education in field placement with the Director of Field Education; and
- Provides feedback to agencies.

## FACULTY FIELD LIAISON VISITS

Each student registered for field education will be assigned a Faculty Field Liaison. The Faculty Field Liaison will make a minimum of two field visits per academic year for students in full time and part-time BSW and MSW programs. The first visit should be scheduled no later than the end of the first month of field work. The Faculty Field Liaison will schedule a subsequent field visit at the beginning of the second semester.

## FIELD INSTRUCTOR SEMINARS

We offer Field Instructor seminars for new field instructors throughout the year and CECHs (Continuing Education Contact Hours) can be earned at each one. A list of the seminars offered for the 2017-2018 school year along with other pertinent documents for the field instructor, can be found under the "For Field Instructors" heading at the following link: [Field Instructor Info](#).





## School of Social Work

### OFFICE OF FIELD EDUCATION

#### Staff:

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## OUR MISSION & PROGRAM GOALS

### WSU MISSION STATEMENT

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

### SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily
- emphasizes urban Settings; conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.



It is our belief that the field education experience is the cornerstone of our student's professional social work education and our goal is to ensure that our students have a successful field practice. If you should encounter any problems in field, please reach out to the Faculty Field Liaison for guidance.

Office of Field Education