

PROCESS RECORDING

Process recording is a tool used by the student, the field instructor, and the faculty advisor to examine the dynamics of a particular interaction in time. The process record is an excellent teaching device for learning and refining interviewing and intervention skills. The process recording helps the student conceptualize and organize ongoing activities with client systems, to clarify the purpose of the interview or intervention, to improve written expression, to identify strengths and weaknesses, and to improve self-awareness (Urbanowski & Dwyer, 1988). The process record is also a useful tool in helping to explore the interplay of values operating between the student and the client system, through an analysis of the filtering process used in recording the session.

Students in the BSW degree program are required to submit 6-8 process recordings per semester to the assigned faculty advisor during both the junior and senior year. Students in the MSW degree program are required to submit 2-3 process recordings per semester to the assigned faculty advisor during the Core Year. In the advanced year, students who selected the interpersonal concentration are required to submit 2-3 process recordings per semester to the assigned faculty advisor; students who selected community practice and social action are required to submit PRACSIS.

EXPLANATION

Use the following format when creating a process recording:

Content: word-for-word description of what happened (to the extent that it can be recalled).

Social Worker's Gut-Level Feelings: describes feelings about the specific dialogue. Feeling words, such as anxious or happy, should be used. These help identify some of the non-verbal messages that may be affecting the interaction between the student and the client system, thus helping the student develop a better conscious use of self.

Logical Interpretation: describes what has happened and why. It can also be used to analyze the feelings described in the social worker's gut-level feelings column.

Field Instructor's Comments: statements provided by the field instructor to help the student grow and develop. There are no right or wrong answers because the process record serves as a tool for self discovery and continued growth. The process record is a powerful tool for analyzing difficult situations, a way of stepping outside one's self, recording a situation on paper, and analyzing it with the assistance of an objective person. This section is for comments by that objective person. There are no requirements as to the length, type of interview, etc. of a process recording. It is solely detailing a point in time that is analyzed to strengthen student growth and development. The process recording should be complete and thorough. You need not record an entire interview, meeting, or interaction; however, the portion that is recorded should include a "beginning, middle, and end phase" that completely addresses one problem or issue.

FIELD EDUCATION PROCESS RECORDING - EXAMPLE

Field Placement Agency _____
 Date Submitted _____

CONTENT DIALOGUE	SOCIAL WORKERS GUT-LEVEL FEELING(S)	LOGICAL INTERPRETATION OF SOCIAL WORKER FEELING(S) and CLIENT INTERACTION	FIELD INSTRUCTOR'S COMMENTS
W- "Good morning Ms. P, what can I help you with?"	Happy/ Unsure	Ms. P is a nice lady who I enjoy working with, but she can get upset without warning	* Completed by Field Instructor
C- "I need help with my checkbook, I keep bouncing checks."	Anxious/ Pessimistic	Ms. P is bad with money and checks are always bouncing, I don't think I can help	
W- "Okay, why don't you sit down and we'll see what we can do."	Anxious	Ms. P wants others to handle her financial problems, is she going to ask me?	
C- "I don't really want to help; I just want you to fix the problem."	Apprehensive	Telling Ms. P no is SO hard because she is such a nice person, but I have to be firm	
W- "I can't fix the problem without you, maybe we can figure out a way so this does not happen again."	Apprehensive	I want to tell Ms. P yes, but I know I can't, I hope she doesn't get upset with me	
C- "I'm not good at anything, I screw everything up."	Sympathetic	I don't want her to feel bad about herself	
W- "I know you feel bad, but that isn't true, you are a very hard worker and care about others. You simply need some help balancing your checkbook, and that's okay, everyone needs help sometimes."	Sympathetic	I need to validate her feelings while reassuring her everyone needs help, I feel awful that she is upset	
C- "I just feel like I can't do anything."	Sympathetic	Ms. P is embarrassed, but I need to steer the conversation to action	
W- "I understand you feel bad about bouncing some checks, but these things happen. Can we look at your checkbook now?"	Hopeful	Maybe me changing the subject will get her to do the same	
C- "I don't want to, I want you to do it for me."	Frustrated	I wonder if she said those things so I would feel sorry for her and handle the problem	
W- "I am not going to do it for you because if this happens again you need to be able to fix it."	Frustrated	I have to set limits and explain my reasoning AGAIN!	
C- "Why, won't you be around?"	Nervous	I don't know whether she will get upset with me or not	
W- "I am an intern and will be here until April, and then someone else will be working with you."	Nervous	I need to be clear and honest to avoid future confusion, but it is hard	
C- "Okay, let's figure this out so if it happens again and you aren't here then I can do it on my own."	Relieved	Ms. P is ready to work and didn't get upset	
W- "Great, let's get to work."	Optimistic	Ms. P may learn how to balance her checkbook, she is finally interested	

W- Worker
 C- Client/ Other