

GUIDE FOR PROCESS RECORDING*

(Adapted from School of Social Work, Virginia Commonwealth University)

I. IDENTIFYING DATA

Type of client system: _____

Number of prior contacts between you and this system _____

II. PURPOSE OF THE CONTACT

A clear, concise, specific statement in relation to the purpose of this contact.

Should show relatedness between this and previous contacts and reflect awareness of agency functions, worker's role with this system, the capacity and motivation of the person (s) being helped by the worker, and the contract (if any) between worker and this system.

III. OBSERVATIONS

General impressions of both physical and emotional climate at the beginning of the interview and, more specifically, its impact upon the object of help.** This requires the student to describe and reflect upon her/his own feelings and attitudes that s/he brings to the relationship which may have contributed to the emotional climate of the interview.

Significant changes in appearance and surroundings are important as well as changes in student's feelings and emotional responses compared to previous contacts.

IV. CONTENT

This part of the recording should be devoted to the actual description of the interaction between the student and others during the interview. The following should be included:

1. A description of how the interview began;
2. Pertinent factual information and responses of both the object of help and the student in relation to this;
3. The feeling content of the interview, as it occurs, both on the part of others and the student, and particularly, the student's response to this (how it was handled, etc.);
4. A description of any action or nonverbal activity that occurred;
5. The social worker's observations and analytical thoughts regarding what has been happening during the interview;
6. Notes on the preparation for the next interview and a description of how the interview ended.

* Process differs from summary in that summary shows what happened process shows how it happened.

** The object of help refers to whomever the worker is helping in this contact.

V. IMPRESSIONS

The student's impressions, based on the facts, developed assessment skill, integrate course content, and increases understanding of interaction. This requires assessment of what went on during the interview and some understanding of it.

Attempts should be made to integrate classroom and other theory to show efforts to use these in practice. Utilize hindsight in thinking through your role and use of self in the interview so as to better enable others to become involved with you in a purposeful manner. Evaluate your effectiveness as to the helping process and reflect the use of intervention skills and techniques you did and did not use in specific parts of the interview. Evaluate whether your purpose was accomplished and show how this was done or why it was not. Indicate how the above affects your change strategy with other systems involved in the total interventive plan.

VI. PLAN, NEXT STEPS

A brief statement of plans for the next interview that you have made together and record some of your mutual thoughts about the long range goals for achievement of objectives. Show how these may or may not seem logical or realistic to you. Indicate goals for the next interview (both task and process goals should be stated).

VII. FORMAT.

Process recording may be completed in a paragraph form, or with 3 columns, one For supervisory comments, one for content dialogue, and one for feelings/process. See Susanna Wilson (1980) for details on this format.

NOTE: Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as material is confidential.

REFERENCES

Papell, C. & Skolnik, L. (1992). The Reflective Practitioner: A Contemporary Paradigm's Relevance for Social Work Education.. Journal of Social Work Education. 28 (1), 18-26

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Wilson, S. (1981). Field Instruction: Techniques for Supervisors. New York: Free Press.

Wilson, S. (1980). Recording: Guidelines for Social Workers. New York: Free Press

http://www.vcu.edu/slwweb/currentstudents/field_instruction/process_recording.html

http://www.ssw.umaryland.edu/ssw_students/student_info/swok630_process_recording_form.doc

http://www.dom.edu/gssw/pdf/fieldpracicum/sample_process_recording.pdf

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