

PROCESS RECORDING
Example

Intern: Mary Jones

Field Placement: Acme Rehabilitation Facility

Field Instructor: Jane Smith

Date: September 8, 2005

Identifying Information: C. is a 26 year old Caucasian male, with an array of physical and emotional problems from a childhood accident. He has been in this facility for several months due to escalating symptoms with the goal of discharge to a group home. The facility is a two hour drive from his home.

Purpose of the session: To use the techniques of reflection and interpretation to help an otherwise non-verbal client clarify his thinking and feelings in several areas, such as family support, his current situation.

Initial observations: I walked into C.'s room and he seemed open to talking to me. His roommate was in the room reading a book. C. readily engaged in our conversation about the upcoming weekend.

Field Instructor's Comments	Content/Dialogue	Emotional Response	Student's Analysis/ Assessment/ Theory	Competency
<p>Good thinking. It may be difficult for mother to ask for help.</p>	<p>C: My mother is not coming.</p> <p>SWI: She won't be here this weekend?</p> <p>C: She called last night and said she wouldn't be able to come, that she couldn't afford it.</p> <p>SWI: It costs too much money.</p> <p>C: Yeah, she doesn't have enough money in her check book and the things can't be shut off- electricity has to be paid.</p> <p>SWI: You feel bad she's not coming?</p> <p>C: Oh, it's okay.</p>	<p>Silence. Ugh, she hasn't come in a while.</p> <p>Silence. I'm not sure if there are funds to help this situation. Wish I could do something.</p>	<p>The disconnect from his family has been an issue impacting his stabilization.</p> <p>Denial about mother's possible disinterest?</p> <p>Exploring his feelings.</p>	<p>Core Competency 2.1.10 I am practicing empathy and other interpersonal skills</p>
<p>Good.</p>	<p>SWI: It's alright with you she won't be here?</p> <p>C: I haven't seen her for</p>			

<p>I agree with your comment about not getting into the financial situation at this point.</p>	<p>three weeks and now it will be three weeks more because she'll have to work on the weekends.</p> <p>SWI: You'd like to have seen her.</p> <p>C: She has to pay the bills. She doesn't have too much in her checking account and I don't have that much in funds so she won't be here.</p> <p>SWI: You understand that money is a problem.</p> <p>C: Yeah.</p> <p>SWI: Does she usually do this?</p>		<p>I know I should clarify his exact financial situation but that didn't seem the most important thing at this moment.</p>	<p>Core Competency 2.1.10 I am analyzing and evaluating my intervention</p>
<p>She let you down?</p>	<p>C: She'd come if she had the money. I'm going to have a big meeting with the lawyers. It's not going to be pleasant. I'm going to say some things that have to be said.</p>	<p>Silence.</p> <p>I really wanted to say, "You're sad because you need her to be here now," but didn't.</p>	<p>Clarification.</p>	
<p>Who exactly is client talking about here?</p>	<p>SWI: You have some things to straighten out with them.</p> <p>C: Yeah. I haven't seen them since I've been here. We've talked over the phone a lot, but this is the first time we'll be meeting here. There's some things to be straightened out. His personality is difficult for some people and that makes it hard for them and they then come back and tell me, and these are the people I have to deal with.</p> <p>SWI: he alienates people who are important to</p>	<p>They haven't been to see him either!</p>	<p>He seemed so sad (low tone of voice, looking towards floor). The bravado was gone, but he couldn't say he felt bad.</p>	

<p>Good analysis.</p>	<p>you. How does this happen?</p> <p>C: It happened with my mother. I decided we should have a new refrigerator for the house and she said she wanted the money for it and he said no.</p> <p>SWI: That made a problem.</p> <p>C: She said she wouldn't have anything more to do with him.</p> <p>SWI: That puts you in the middle. You need him and you need her.</p> <p>C: I have to work it out. I have to straighten out the finances with him. My bills come to \$200 less than is in my checking account.</p> <p>SWI: He's in charge of your finances.</p> <p>C: He signs the checks.</p> <p>SWI: Is he a guardian for you?</p> <p>C: I'm not sure exactly how it works. He signs the checks. I can't fire him because he's under contract.</p>	<p>Silence.</p>	<p>Empathy.</p>	<p>Core Competency 2.1.10 Using empathy</p>
<p>I believe you're right.</p>	<p>SWI: You feel in a bind?</p> <p>C: It makes me too sad to talk about it.</p> <p>SWI: You're angry with the lawyer?</p> <p>C: I guess he's okay. He knows his job. He just puts people off.</p>	<p>I had a feeling through the whole time of his feelings of helplessness, inability to assert himself and cope with this as he would like to. I think his bravado was gone and he tried to use being mad to escape his feelings. I</p>	<p>Depression. Reflection.</p>	<p>Core Competency 2.1.10 Critical analysis of intervention</p>

<p>“How does he put you off?”</p>	<p>SWI: He puts you off? C: He always returns my calls when he gets the message.</p> <p>SWI: When he gets the message?</p> <p>C: He’s good about that.</p> <p>SWI: But there is a problem between him and your mother?</p> <p>C: So tell me about your day in the wheelchair.</p>	<p>was feeling so frustrated.</p>		
<p>Good. Confrontation.</p>	<p>SWI: I’ll be happy to tell you, but you know, you changed the subject. It was difficult for you.</p> <p>C: I didn’t know I was doing that- I guess I did. I don’t feel very talkative.</p>	<p>Silence.</p>	<p>He knows I spent a day in a wheelchair to find out what it is like.</p>	<p>Core Competency 2.1.10 I am helping client to resolve problems</p>
<p>You’re making a breakthrough.</p>	<p>SWI: That’s okay. You don’t have to feel talkative with me. You don’t have to be pleasant. This is a hard thing to talk about, isn’t it?</p> <p>C: I’d sometimes like to go to sleep and not wake up.</p>		<p>He smiled when I said this. My reason for this was to show that I was aware of his changing the subject and to be in control of the interview.</p> <p>Empathetic response.</p>	
<p>Let’s discuss this in supervision- how to address such situations in the future. The interruption came at a significant moment.</p>	<p>SWI: We can still talk.</p> <p>C: Tell me about your day in the wheelchair.</p> <p>SWI: Is that what you’d like to talk about? C: Yeah, what happened?</p>	<p>Oh my, this is scary for me.</p> <p>At this moment some other person came into the room and started talking to my client’s roommate. I was startled. They did a lot of talking,</p>	<p>Depression.</p>	<p>Core Competency 2.1.1 I am reflecting on my own emotional response</p>

		but neither my client nor I said anything. I finally turned my back on them. I wasn't sure what to do.		
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Analysis: C. presents as very sad and with a lack of family support. It seems difficult for him to explore and acknowledge his feelings. Some progress was made by being empathetic and using reflection.

Plan for next session: I will follow-up with C in our next session next week to see how the weekend went without a family visit. I will explore another meeting space to see if we can meet without his roommate in the room. I will explore his expressions of extreme sadness and assess the need for a safety contract.

Example Reference:

Wilson, S. (1980). Recording guidelines for social workers. New York: Free Press.