

**PROCESS RECORDING GUIDE FOR SOCIAL WORK PRACTICE WITH INDIVIDUALS**

**PROCESS RECORDING  
GUIDELINES & OUTLINES**

Individuals, Couples or Families

Small Client Groups

**PROCESS RECORDING GUIDELINES AND FORMATS**

**Purpose of Process Recordings:** To enhance students’ ability to recall the details of their interactive work with clients and/or colleagues; to write clearly and coherently about the complex thoughts, actions and feelings that comprise their social work practice; to reflect on their work, integrating theoretical concepts, skills and values that are being taught in the curriculum; and how they are mastering the ten core competencies.

**Process:** Each process recording should begin with IDENTIFYING INFORMATION, PURPOSE OF THE INTERVIEW OR CONTACT and the student’s INITIAL OBSERVATIONS. This information sets the objective and subjective aspects of the interaction into context for the field instructor as well as demonstrating the student’s growing understanding of the biopsychosocial realities and unique nesses of each practice situation. In addition, regardless of whether the student uses the Exemplar format below, those that follow, it is critical that a section on ASSESSMENT or ANALYSIS and PLANNING be included in the process recording.

**Example:** The following format is designed help students differentiate and integrate the cognitive and affective components of their interactions with clients .

<b>Supervisor’s Comments</b>	<b>INTERVIEW CONTENT (I said, She said)</b>	<b>Gut-Level Feeling/Response</b>	<b>CLIENT’S FEELINGS/AFFECT</b>	<b>IDENTIFY INTERVENTIONS &amp; MAJOR THEMES</b>
The field instructor can make <b>comments</b> and give <b>feedback</b> right opposite the interaction or feelings/reactions the student records.	Student uses this space to record <b>interaction word-for-word</b> . includes verbal and non-verbal components. Include all others present, communications such as silence, interruptions, and other unplanned interactions.	Record how <b>you</b> were <b>feeling</b> as the dialogue, activity, or interaction was taking place. Be as open and honest as you can. Use this to look at your feelings and not to analyze the client’s reactions.	Record what you observe to be <b>client’s feelings</b> , and also what the <b>client tells you about how she/he is feeling</b> .	<b>IDENTIFY EPAS CORE COMPETENCY</b>  <b>Analyze</b> your interventions; <b>Articulate</b> the skills you are using; <b>Assess</b> your work.  <b>Identify</b> practice behaviors used to master core competencies.

**PROCESS RECORDING OUTLINE  
FOR SOCIAL WORK PRACTICE WITH**

**INDIVIDUALS, COUPLES OR FAMILIES**

**A. Identifying Information**

1. Write a clear, concise statement about the client(s) and why they are seeing help.
2. Include a brief statement about the age, sex, role, and other pertinent information for each person present in the session.
3. If relevant, include a brief statement about other people involved in the situation, which are not present, and how they influence the situation.

**B. Purpose of the Session**

1. In a clear, concise statement, discuss the purpose of the session.
  - a. Indicate what the client or family considers the purpose of the session to be.
  - b. Indicate what you, as student social workers, consider the purpose of the session to be.
  - c. Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.
2. Discuss the relationship between this session and the previous one(s).

**C. Initial Observations of the Client(s)**

1. Describe briefly, in general terms, the physical and emotional climate at the beginning of the session.
2. Describe your initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.
3. Describe the feelings and attitudes you brought to the session.
4. Describe any significant changes in the client(s)' appearance and surroundings that occurred since the previous session.

**D. Content of the Session**

1. Describe how the session began.
2. Describe the actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.
3. Specify pertinent information (content) communicated by the client(s) during the session.
4. Describe how the client(s) and how you responded to this information (content).
5. Describe the "feeling" content of the session, as it occurred, both on your part and the part of the client(s).
6. Describe how the session ended.

### **E. Assessment**

1. What is your current assessment of this client(s)? Include client(s)' strength and weaknesses.
  - a. How is your current assessment the same as or different from your original assessment?
  - b. Indicate the theory or other knowledge, learned in your other courses, that helps you understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

### **F. Plan for the Next Session**

1. Write a brief statement of the plan for the next session.
  - a. Explain how you and the client(s) engaged in a mutual process to formulate the plan.
  - b. Explain how the plan relates to the problem for which the client(s) sought help.
2. If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

### **G. Analysis of the Student Social Worker's Practice**

1. Discuss your use of social work practice knowledge and skill during the interview or family session.
  - a. What specific social work skills and/or techniques, learned in your practice courses, did you use during the session?
  - b. What specific social work skills and/or techniques, learned in your practice courses, could you have used during the session?
  - c. What were the strengths and weaknesses in your practice during the session?
2. Was the purpose of the session accomplished?

After completing the table, reflect upon the session and respond follow-up questions and use of EPAS competency practice behavior.

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**PROCESS RECORDING OUTLINE  
FOR SOCIAL WORK PRACTICE WITH**

**SMALL CLIENT GROUPS**

**A. Information about the Group**

Group Name or Type  
Meeting Number Date  
Group Members present:

**B. Purpose of the Group or Meeting**

1. Write a brief statement on the overall purpose of the group
  - a. This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.
2. Write a concise statement about the goals of the meeting of the group being recorded.
  - a. How were these goals perceived by the group?
  - b. How did you perceive these goals?
  - c. What are the similarities or differences between the group's perception of these goals and yours?

**C. Group Process at the Meeting**

1. Initial Observations
  - a. Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
  - b. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
  - c. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.
2. Group Member Interaction (Group Process)
  - a. Describe what went on within the group during its meeting. For example:
    - (1) Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
    - (2) Describe the feeling reactions of the members to this interaction.
    - (3) Describe your feeling reactions to this interaction.
  - b. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
  - c. Describe your role in the group's interaction.

- d. Describe the ways the group moved toward attainment of its goals
- e. Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

#### **D. Analysis of the Group Meeting**

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
2. Indicate the theoretical or other knowledge, learned in you other courses, that helps you to understand the process and content of this group meeting.
3. On the basis of your analysis, what is your current assessment of:
  - a. The stage of the group's development;
  - b. The commitment of the group members to the group's purpose;
  - c. The climate and tone of the group;
  - d. If relevant, discuss specific roles played by individual group members and how they impact the group process.

#### **E. Plan for the Group's Next Meeting**

1. Write a brief statement of the plan for the next meeting of the group.
  - a. Explain how the members of the group, including you, arrived at this plan.
  - b. Explain how the plan relates to the purpose of the group.
2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

#### **F. Analysis of the Student Social Worker's Practice**

1. Discuss your use of social work practice knowledge and skills during the group meeting.
  - a. What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
  - b. What were the strengths and weaknesses in your practice during the group meeting?

After completing the table, reflect upon the session and respond follow-up questions and use of EPAS competency practice behavior.

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