

## **INDIVIDUAL PROCESS RECORDING INSTRUCTIONS**

**SOCW 413: Integrative Field Seminar**

**Instructor: Kathy Purnell: MSW**

Process recording assists in the development of social work practice skills by allowing reflection on communications used in interviewing clients. This enables the student key insights into their process of engagement, thought content and skills utilized during a session.

### **Tasks:**

Each student is to select a client, where they will conduct a brief session.

As discussed in class and at the Orientation Training in July, please be clear about your agency's policies regarding audio-taping a session.

If an audio-recording is NOT possible, you will need to take notes during your session.

You are to select the 'meat' of your session, and utilize the Process Recording Sheet to document your session in the columns.

*The process recording should include the following:*

### **Pre-Engagement Comments (Small Talk)**

Prior to meeting with the client, the student writes down the purpose, goal, and intended outcome. Also list any planning and preparation efforts.

### **Session (The "Meat" of the session)**

The student writes down at least 10 minutes of communications with the client(s). Each statement, question, or response is recorded along with any emotional (laughter, crying, yelling) display. Use "SW" for student and "C" for client, "C2" another client etc. Record as accurately as possible.

### **Feelings/Gut Reactions (What am I thinking/feeling?)**

The student records their emotional-gut level responses to what has transpired.

### **Using the Knowledge Base**

The student will apply social work *practice knowledge, values, and theory* to their communication with clients.

See the example below.

*The following are some examples of the social work "knowledge base" & documentation of skills:*

**(HBSE)Theories: Systems, Ecological, Feminist, Behavioral, Psychodynamic, Life Span Theory, Cognitive Development Models, Models of oral development, etc.**

***Frameworks/Approaches: Empowerment, Strengths, Generalist skills, Case Management, Cultural Competence, Crisis Intervention, etc.***

***Practice Skills: Introduction and development of rapport, Reflecting content, Reflecting feeling, Conducting assessments & social history, Seeking clarification, Goal setting, Reaching consensus or agreement, etc.***

**Examples for process recording:**

2. Session (student)	4. Using the Knowledge Base
<p><b>“Sounds like you’re pretty upset about your sister”.</b></p>	<p><b>Reflecting feeling and content; Building rapport</b></p>
<p><b>“Would you describe a time when you got through a rough situation?”</b></p>	<p><b>Crisis Intervention Theory; Strengths perspective</b></p>
<p><b>“Which of these concerns do you think you want to talk about first?”</b></p>	<p><b>Goal setting; Empowerment perspective</b></p>
<p><b>“Who do you go to for support?”</b></p>	<p><b>Strengths perspective; Assessment of assets</b></p>
<p><b>“Has your sleep been affected by worrying about this issue?”</b></p>	<p><b>Bio-psycho-social; Systems Theory</b></p>
<p><b>“I know you will make the decision that is best for you.”</b></p>	<p><b>SW values; self-determination</b></p>
<p><b>“Would the neighbors get together to discuss the impact of drug dealers on the well-being of the community?”</b></p>	<p><b>Community development tenet</b></p>
<p><b>“I would suggest that residents and local authorities works together to address this community challenge.”</b></p>	<p><b>Social Action</b></p>
<p><b>“Let’s check the Living Wage web-site before we</b></p>	

finalize our slogans for Monday's demonstration"

**Field Facilitator/Instructor Comments**

The field Instructor should make comments, notes, or raise questions in relation to the interview.

**Plans**

The student thinks ahead and projects the next steps in the intervention.  
The client is already discharged.

**Questions**

The student takes initiative for her/his own learning and identifies areas where knowledge, skills and/or help are needed.

**SOCW 413 Integrative Seminar: Process Recording Outline**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Client Client's Words</b>	<b>SW (Student) Student's Words</b>	<b>SW Gut feelings Student's feelings</b>	<b>Knowledge Base</b>
<b>Yeah that's fine; ya always need to learn one way or another.</b>	<b>Hi, my name is Jamie Garretson, I am currently a UTC social work student and I was wondering if I could ask you a few questions.</b>	<b>I felt fine with interviewing him. Seemed really nice and that he was willing to tell me anything I wanted to know.</b>	<b>Building rapport and generalist skills</b>
<b>ok</b>	<b>I'll go ahead and ask you some questions if that ok</b>	<b>I felt like he was ready</b>	
<b>Well, I threatened officers and a C.R.T. The doctor was giving me a hard time about not taking my medication.</b>	<b>What was your reason for your admission here at Moccasin Bend</b>	<b>Still seemed agitated about the situation.</b>	<b>Empowerment and SW Values: respecting clients perspective</b>

<p><b>Well, at the age of ten my dad sent me to a training camp, in Pikeville, TN, for about three years. Then at the age of eighteen, I was sent to Silverdale, for stealing guns from white folks and selling them. And back in 2002 I was released from the “Wall” in Nashville for good behavior.</b></p>	<p><b>Oh ok, have you ever been arrested?</b></p>	<p><b>Very confident about what had happened and was ok with the consequences.</b></p>	<p><b>Ecological perspective</b></p>
<p><b>Arson!</b></p>	<p><b>What was your reason for time spent in the “Wall”</b></p>	<p><b>Did not seem like he was bothered about his actions or going to prison</b></p>	<p><b>Bio-psycho-social</b></p>
<p><b>I was living at ....., for about three or four years, until I came here. Now, I don’t have a home.</b></p> <p><b>He smiled.</b></p>	<p><b>Once you moved back to Chattanooga, where did you find a place to live?</b></p> <p><b>Hopefully your social worker will find you placement.</b></p>	<p><b>Seemed like he really liked where he lived. Did not seem like he cared about where the social worker place him.</b></p> <p><b>He seemed like he was very happy and enjoyed talking</b></p>	<p><b>Bio-psycho-social</b></p> <p><b>Empowerment perspective</b></p>
<p><b>No!</b></p>	<p><b>Do you have a history of substance abuse problems?</b></p>	<p><b>I felt like he was being very honest.</b></p>	<p><b>Bio-psycho-social</b></p>

<b>Nope, I was a long time ago to a white lady.</b>	<b>Are you currently married?</b>	<b>Seemed like he didn't really want to be married</b>	<b>Bio-psycho-social</b>
<b>I believe I dropped out in the eleventh grade, but I later learned how to cook in trade school.</b>	<b>What was the highest grade you have completed in school?</b>	<b>Very honest answer.</b>	<b>Life Span Theory</b>
<b>He laughed! Well, just about anything I guess  Oh, yes ma'm. All of those.</b>	<b>That's a good trade to have; I wish I knew how to cook better, because if it's not in a box, I can't make it! What is your favorite thing to cook? Do you like cooking chicken or steak or what about fish?</b>	<b>Seemed happy about talking about his passion. His body language changed to a more comfortable stage.</b>	<b>Strengths perspective and Empowerment to learn trade</b>
<b>Umm, probably my job in prison! Since I have spent a majority of my life there.</b>	<b>What is the longest job you have ever had?</b>	<b>Seemed like he like having a job while in prison</b>	<b>Life Span theory and Strengths perspective</b>
<b>Maintenance</b>	<b>What was your job title there?</b>	<b>I felt like he was being honest</b>	<b>Bio-psycho-social</b>
<b>Yeah I guess.</b>	<b>That's a good job to have</b>	<b>Seemed happy</b>	<b>Strengths perspective</b>

Nope	Let's see, have you ever been in the military?	Didn't seem like he would have ever wanted to be in the military.	Bio-psycho-social
Yes ma'm, I have a sister that lives here and we keep in contact.	Do you have any family support here in Chattanooga?	By the way he talked he was close to his sister.	Strengths perspective
Yeah and so is my dad.	So you're saying that your sister is your main support system?	He acted like he was closer to his sister than his father.	Reflecting feeling and content
Nice to meet you too and hope you have a good day!	Well, thank you for talking with me, I really appreciate it. I hope you have a good rest of the day!	I think he really enjoyed talking with me. It was good to get to know him.	

Signature of Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_