

SECTION: Field Education Program - Process Recording

The major purposes of process recording are the following:

1. To structure thinking about professional practice - whether critical, communication organization, group work, or social administration
2. To conceptualize what happens in the transactions between the social work and the client systems,
3. To heighten your awareness of yourself in action and as part of the transaction.
4. To separate facts from judgments.
5. To practice identifying the specific social work skills that are most effective in certain types of transactions.

I. Description of the transaction(s) - Content and Reaction

1. Record factual occurrences. Record the words you said and the words your client said. record what actually took place, how the meeting or interview began, what was done and said (including by you), omit feelings and judgements about these actions.
2. Record observations about the client system, yourself in action, the environment.
3. Describe the feeling content or tone of the transaction(s), on the part of both the client and yourself.

Overall Assessment of the Interview

Reflecting on the interview as a whole, how effective were you in achieving your purpose?

The overall session with the student went well; I was able to communicate with her and learn more about her thoughts, feelings, and behaviors in relation to her emotions.

II. Skills Used

1. Identify the social work skill that you used.
2. If you used more than one skill, record them all.

What techniques and skills were successful?

The techniques and skills I found to be successful were open-ended questions and active listening. Because it allowed me to effectively engage the student in proactive dialogue, whereas I was able to get a lot of conversation from her.

III. Reaction Thoughts/Feelings

1. When you are talking, describe the subjective reactions (thoughts, feelings, sensations) that you experienced when you expressed these words.
2. When your client is talking, describe your subjective reactions to the client's verbal and nonverbal communications.

What specific skills should you emphasize in the future?

Learning new skills that I can utilize throughout sessions in addition to open-ended and active listening.

Content for Sections I,II,III should be placed in a table as provided in the example below.

Example:

Content/Description Worker - How are you feeling during this difficult time? **Skill used** Open probe **Reaction, Thoughts/Feelings** I have a hunch that the client wants to and probably needs to talk about her feelings, but I'm scared it might be too much for her-and perhaps for me-- to handle
Content/Description Client - I'm just so tired all the time **Reaction Thoughts/Feelings** I can believe it! I'd be exhausted too. If I were in her shoes, I don't know if I could even get out of bed to face the world.

KEEP CLICKING "ADD NEW RECORD" to create new spaces for you to keep writing.

	Worker/Client	Content/Description of Transaction	Skill Used	Reaction Thoughts/Feelings	Supervisor's Comments
1	SWI	Hello little lady how are you feeling today?	Open-ended		
2	A.C	It feels great not to be in the 2nd grade. I'm in 5th grade today.	Active Listening	Why is she in the 5th grade class.	
3	SWI	Why do you say it feels great not be in your class?	Open-ended		
4	A.C	Because when I am in 2nd grade I feel like I am in prison. But in 5th grade I feel freedom.	Active Listening	What is her interpretation of prison and freedom.	
5	SWI	Can you tell me the meaning/difference of what prison and freedom is to you?	Open-ended		
6	A.C	Prison is when you're locked away in one place, and freedom is when you're free. In 2nd grade I feel trapped with a bunch of misbehaved kids that makes me feel uncomfortable.	Active Listening	Prison, freedom, misbehaved what is the emotion behind her thoughts.	
7	SWI	What type of emotions do you feel when you say you're uncomfortable?	Open-ended		
8	A.C	I have anger issues, and my anger gets ahead of me.	Active Listening	That is a very strong self-determination for a 7 year old to make about herself.	
9	SWI	So when you say you have anger issues, how does that make you feel.	Open-ended	She either thinks this or heard someone else say she have anger issues.	
10	A.C	Well my emotions are separated.	Active Listening	Do she really have a proper understanding of emotions.	
11	SWI	How are you emotions separated.	Open-ended	How do she define positive and negative emotions.	
12	A.C	My friend helps me by putting my anger in a safe. But it breaks out because its very strong.	Active Listening	Who is this friend and is this friend real? This is a very powerful statement.	
13	SWI	Who is your friend? Explain to me how does your emotions become strong enough to break out?	Open-ended	Wondering if she receiving outside therapy.	
14	A.C	I feel sad, frustrated, angry, isolated, confused, grumpy, and disappointed all of those emotions together are very strong and it breaks out.	Empathy	Speechless for a moment trying to process my thoughts to respond.	
15	SWI	I can see how the combination of all these emotions in one safe can become strong enough to break out	Closed-ended	I have a lot of questions to ask Ms. Muschett.	

Specific lessons have you learned that you will take into consideration in your next interview?

What specific lessons have you learned that you will take into consideration in your next interview with this client and/or other clients?

I realized I should have given the student a task to complete, like drawing me a picture related to her feelings so I could see things from her point of view.

Plan/Contract for future intervention

A) What have you and client system decided to work on at this point?

We have decided to work on mood regulation by creating useful coping skills for when emotions are overwhelming.

Indicate next steps as you see them

Weekly sessions with the student and I will continue.

Signatures**Student**

Zakiya Mitchell: Submitted on 2/2/2023 11:53:44 AM

Comment:

Field instructor

Field Instructor Signature

Simone Muschett: Approved on 2/10/2023 2:33:56 PM

Comment: Great reflection. I like that you incorporated the feedback from supervision about having a tangible activity. With that same notion, please be clear and specific about what coping strategies you will be teaching or be clear about what activity (how) you will assist the client with identifying coping strategies. Great work!

Faculty Liaison

Faculty Liaison Signature

Mark Jennings: Finalized on 4/11/2023 11:55:02 AM

Comment: