

## Process Recording Guidelines

### Purpose

Process recordings are a time-honored tradition in social work and are an invaluable teaching and learning tool. Process recordings accent the capacity to observe, recall, report accurately, and gain further insight into what occurred in the process with a client or system. Process recordings may be used to establish the student's:

1. Learning needs
2. Knowledge gaps
3. Ability to address a variety of potential personal issues which influence decision-making, e.g., dependency, aggression, resistance, ambivalence, authority, separation, etc.
4. Knowledge of social work values, ethics, and human variability

### General Requirements

Process recordings (or audio/video taping) are required of all students with the expectation that the field instructor will give written feedback on the recording to reflect teaching issues. The creative use of electronic equipment is encouraged as a teaching/learning tool. Process recordings are not a part of the official client record. All confidentiality requirements apply including written permission from the client before any electronic recording occurs per agency and MSU policy.

Generally speaking, there is a basic structure of three columns that can be made up on any computer using the "create a table" option. Create a simple three-column table in landscape format. The labeling categories across the top can be arranged as you or field instructor prefer. Usually one column includes what you and the client said (verbally or non-verbally), another is what you were thinking and/or feeling in response, and another is for your field instructor's comments.

Select a specific experience to process record, particularly a challenging situation such as beginning or ending a session, helping the client to participate, obtaining necessary information, offering feedback, etc. It is important for the student to pay attention to what's being said, body language, and internal processes of thoughts and feelings.

As soon as possible after the session, complete the columns. The field instructor then adds his/her comments and suggestions. The student and field instructor discuss the experience in supervision. The student uploads the document in Sonia for the field liaison's review.

The student and field instructor will negotiate the number and due dates of written process recordings. There is a minimum requirement of one process recording per semester. In the graduate program, recordings are to be available for the field liaison to review during their scheduled visit. In the undergraduate program, students are required to submit all process recordings to their field liaison.

Please see sample of process recording format below.

### Process Recording Sample

Content/Dialogue C = Client S = Student	Client Body Language/ Non- Verbals	Student Thoughts/Feelings/Gut Reactions	Field Instructor Comments	Task Supervisor Comments
I said, "How are you?" She said, "Whatever!"		<i>She's looking sad, I hope she doesn't cry.</i>	What would it mean if she did cry?	
*silence*	She just looked at the floor.	<i>I didn't know what to do so I was quiet.</i>	This is a good use of silence.	
She finally sighed and asked, "What do you do when you're all confused? Have you used drugs to just get away from it all?"	She leans towards me in the chair.	<i>I feel anxious. This is a personal question. I don't think I should say I've used drugs. She wants me to tell her what to do with her confusion. I'm going to change the subject.</i>	It is understandable that you'd feel uncomfortable disclosing personal information. We'll talk more about how to handle these types of situations in supervision.	
So I said, "Let's talk about your goal of getting a job."	She has a slight furrow to her brow and glances towards the window.	<i>Is this a good question to ask?</i>	Yes, you redirected her and kept the focus of the meeting on her goal of finding a job. You may need to address the issue of her using drugs to cope in the future. We'll talk about it in supervision.	