

# Process Recording Instructions

## PROCESS RECORDING

Process recording is a tool used by the student, the field supervisor and the field liaison to examine the dynamics of a particular interaction in time. The process recording is an excellent teaching device for learning and refining interviewing and intervention skills. The process recording helps the student conceptualize and organize ongoing activities with client systems, to clarify the purpose of the interview or intervention, to improve written expression, to identify strengths and weaknesses, and to improve self-awareness. The process recording is also a useful tool in helping to explore the interplay of values operating between the student and the client system, through an analysis of the filtering process used in recording the session.

Students in the MSW degree program are required to submit 2 process recordings to the assigned faculty advisor during field placement. Students in the MSW degree program are required to submit 2 process recordings per semester to the assigned faculty advisor each semester while in field.

## EXPLANATION

When creating a process recording, use this format:

Field Instructor's (supervisor) Comments: statements provided by the field instructor to help the student grow and develop. Because the process recording serves as a tool for self-discovery and continued growth, there are no right or wrong answers. The process recording is a powerful tool for analyzing difficult situations; a way of stepping outside one's self, recording a situation on paper, and analyzing it with the assistance of an objective person. This section is for comments by that objective person. There are no requirements as to the length, type of interview, etc. of a process recording. It is solely detailing a point in time that is analyzed to strengthen student growth and development. The process recording should be complete and thorough. You need not record an entire interview, meeting, or interaction; however, the portion that is recorded should include a "beginning, middle, and end phase" that completely addresses one problem or issue.

Dialogue: word-for-word description of what happened (to the extent that it can be recalled). Student's Gut-Level Feelings: describes feelings about the specific dialogue. Use feeling words, such as anxious or happy. These help identify some of the non-verbal messages that may be affecting the interaction between the student and the client system, thus helping the student develop a better conscious use of self.

Analysis: describes what has happened and why. This section allows you to identify type of response and reason for selecting the response. Student should state what they think client may be thinking or feeling and also to analyze the feelings described in the student's gut-level feelings column. Analysis: describes what has happened and why. This section allows you to identify type of response and reason for selecting the response. Student should state what they think client may be thinking or feeling and also to analyze the feelings described in the student's gut-level feelings column.