

PROCESS RECORDING

Definition

Process recording, as used in teaching, is the written description of the dynamic interaction of an interview or other encounters with a client system. It is expected to reveal facts, feelings, observations plus responses and interaction of the client and student. It expands into an analysis of the student's observations of and reaction to the interview or encounter and graduates into analytical thinking and interventive planning.

Value

For Students:

1. It serves as a basic instrument in guiding students' learning and helping them to conceptualize thinking and organize ongoing activities with client systems.
2. It helps students clarify thinking about the purpose of an interview or activity and their role in it.
3. It helps students to rethink each interview with the consciousness that the experiences and interactions with clients must come through clearly to the field instructor who reads the recordings.
4. It is a basic tool for stimulating communication and self-awareness on the part of students.
5. It gives students an opportunity to gain the ease and freedom in written expression that are important for professional development.
6. It permits instructors and students jointly to identify students' strengths and weaknesses without students feeling threatened or exposed.
7. It provides a base for developing summarized and other styles of recording required by the agency and educational institution.

For Field Instructors:

1. It plays an important part in providing direction and a structural framework for the supervisory conference.
2. It gives field instructors an opportunity to individualize both student and clients with whom the students are working.
3. It enables field instructors to assess quickly students' ability to respond to the feeling content of interviews or activities with clients.

4. It reflects the extent to which students are able to integrate theory gained from previous experiences, classroom courses, and outside readings.
5. It assists field instructors in planning for evaluation conferences.

Approach:

1. Purpose of Client Contact. The student should be directed toward formulating a statement of purpose that is concise, clear and specific in relation to the proposed interview or encounter. It should show the relatedness between this meeting and the previous contact and should also reflect the student's awareness of the particular function of the agency and of the client's capacity and motivation.
2. Observations. This section of the recording will vary in length and content in accordance with the stage of the student-client relationship. More detail is likely to be needed in relation to the initial contacts. The student should record general impressions of the physical and emotional climate at the outset of meeting, and more specifically, its impact on the client. Significant changes in the client's appearance and/or surroundings are also important.
3. Content. This part of the recording should be devoted to the actual description of the interactions during the planned contact. Although each student develops his/her own style of writing, this section should include the following:
 - a. a description of how the interview or activity began,
 - b. pertinent factual information and responses of both the client and the student in relation to it,
 - c. a description of the interaction between the client and student in dealing with the purpose and concerns identified in the client contact. This includes facts and feelings revealed by both client and student.
 - d. a description of the client's preparation for the next interview or activity, and a statement of how the contact ended.
4. Impressions. As early as the student's first contact with the client, he/she should make a statement of impressions based on the facts. This process gradually develops into analytical thinking as the student begins to integrate course content and gains understanding of the interaction between self and the client.
5. Worker's Role. This section should highlight the student's activity with the client and reflect use of the social work skills and techniques. The student should include an evaluation of his/her effectiveness as a helping person in each interview or encounter with the client.

6. Plan. The student should make a brief statement of plans for the next contact and record some of his/her thoughts about the long-range goals for the client.