The Process Recording
A useful learning tool

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What Is a Process Recording?

- It is one method by which students record the content of an interview.
- It involves a written record of all communication, both verbal and nonverbal, spoken and observed.
- It involves the student’s feelings and reflection throughout the interview.
Why Process Recordings?

- Useful supervisory tool
  - Student and field instructor can examine dynamics of client-student interaction
  - Provides record of your progress
  - Become comfortable sharing difficult feelings and interactions
  - Can role play different scenarios in supervision
- Learn to distinguish between thoughts and feelings

Why Process Recordings?

❖ The “3 Rs”
   – Recall specifics
   – wRiting – develop documentation skills
   – Reflection – review and reflect

❖ Learn to apply theory to practice
   • … relevant theories to explain interactions and behavior
   • … techniques you are using
What Does a Process Recording of an Interview Look Like?

- **Part I: Introduction**
  - **Client System:**
    - Describe the client
      - Age, gender, residence, education, occupation/school year, family composition, social support system and other pertinent data.
      - What brought this client to the agency/program?
        - Identify the specific problems that agency or program will attempt to improve or alleviate.
What Does a Process Recording of an Interview Look Like?

- **Interview:**
  - What number interview is this?
  - Purpose of this interview? Is the purpose known/unknown? How does it build upon previous interviews and toward future interviews?

- **Observation:** *(no judgments)*
  - Describe the setting.
  - Describe client(s).
  - Describe yourself.
    - How are you feeling as the interview begins?
**What Does a Process Recording Look Like?**

<table>
<thead>
<tr>
<th>Part II: Analysis/Assessment</th>
<th>Content Dialogue</th>
<th>Gut level feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you <strong>think</strong> about the interview. Include techniques you used and how well you think they worked. Analyze client’s reactions.</td>
<td>Record what you remember, <strong>word for word</strong>. Include non-verbal communication (e.g. pause, sigh, interruption, client looked down)</td>
<td>What you <strong>feel</strong> about the interview. Identify your feelings about what you/client said and did. The more open you are, the more you can learn about yourself.</td>
</tr>
</tbody>
</table>
What Does a Process Recording Look Like?

Part III: Conclusion

– As a result of this interview, how has your understanding of this client and his/her/their problem in social functioning changed?

– OR

– Select one theory of human behavior and the social environment.
  • Select and define 1 or 2 concepts from this theory.
  • Apply concept(s) to the client’s current situation.

– Evaluate your work by:
  • analyzing the strengths and weaknesses of analysis column, evaluating ability to follow the content and process of the interview, identifying a personal gut feeling or emotional reaction which was surprising.
## An example ...

<table>
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<tr>
<th>Analysis/Thinking</th>
<th>Content Dialogue</th>
<th>Gut level feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce myself, indicate my student status – informed consent, state purpose of visit.</td>
<td><strong>SW</strong>: Hi Mrs. S. My name is Cindy Green – I’m a social work intern with Hospice of DC. (shake hands) We like to check in after someone’s loss to see how they are doing. How are you today?</td>
<td>She didn’t ask that I visit her – I feel like I’m intruding.</td>
</tr>
<tr>
<td><em>Nonverbal</em>: She says she’s fine, but she doesn’t look so fine.</td>
<td><strong>Mrs. S</strong>: Just fine, thanks.</td>
<td>I feel <em>stupid</em> asking this – of course she’s still going to be sad. I also feel <em>sad</em>, thinking about my dad’s death 6 years ago. Oh no. <strong>Panic</strong> – she’s going to cry -- what do I say now?</td>
</tr>
<tr>
<td><em>Open-ended</em> question to elicit more information.</td>
<td><strong>SW</strong>: How have you been doing since your husband died? Her eyes well up with tears.</td>
<td><em>Relieved</em> – I said the right thing.</td>
</tr>
<tr>
<td><em>Validation</em> of client’s tears.</td>
<td><strong>SW</strong>: You can be doing okay but still feeling sad. <strong>Mrs. S</strong>: I’m glad you came by today. I’ve been wanting to talk to someone about Herb. … Interview continued…</td>
<td></td>
</tr>
</tbody>
</table>
Suggestions ...

- Confidentiality is paramount.
  - Be sure you do not use actual names.
  - Process recording **never** becomes part of the client record.

- What if I don’t have a client yet?
  - Process record part of a meeting
  - Process record a phone conversation
  - Process record part of a supervisory session
    - If student & field instructor have comfortable relationship!

Suggestions ...

- Write the process recording as soon after interview as possible.
  - We forget!

- Try not to omit material, or edit (though it may be tempting!)
  - Defeats the educational function of the process recording.
Expectable Outcomes

- Increased conscious “use of self”
  - Student’s self-awareness increases
    - Of own feelings, thoughts, and motivations
    - Of how client may challenge personal beliefs, values, etc.
    - Of group process and how student ‘is’ in a group

- Increasingly effective interviewing skills
- Increasing awareness of the change process
- Increasingly conscious use of techniques
- Increasing awareness of theories being applied to practice
- Increasing awareness of transference and countertransference issues
Let’s try this …

- Find a partner
- Take 5 minutes to interview your partner to learn about his/her favorite movie
  - Try using some interviewing techniques from this morning
- Write the dialogue on the process recording form (middle column)
- Change roles & follow instructions above