

## **APPENDIX G**

### **DOMINICAN UNIVERSITY GRADUATE SCHOOL OF SOCIAL WORK**

#### **STUDENT PROCESS RECORDING**

A process recording is a written, narrative account of the contact between a worker and the client or client system, in which the service of the agency is offered. It includes the facts significant to the contact and describes the psychosocial dynamics of the service as it is offered and either used or not used by the client. Although most agencies find the writing of process records too time consuming to make use of this method of recording for all service contacts, it is a valuable tool to enable the student to improve the quality and effectiveness of his/her practice.

Ideally, each student should process record most, if not all, service contacts making adaptations peculiar to their particular agency. Process recordings are used in the supervisory conference as a tool for helping the student develop and enhance the beginning knowledge, skill and values required to offer the agency's service. The process recordings, which the student makes of his/her contacts with clients, are the property of the agency and must be treated with the highest confidentiality to preserve the rights of the agency's clients. Most agencies require that all records and reports remain in the agency at all times.

From time to time, students submit a process record, which is duplicated and used as the basis for this class discussions or presentation. It is understood by field agencies that students are required to occasionally present process records in class. The student, on the request of a Field Instructor, selects records for presentation. Before bringing a record to school for duplication and distribution, the student should secure the permission of his/her Field Supervisor to submit the record. This permission is not intended to restrict the student's decision as to which record he/she believes will be most helpful to his/her own learning. Rather, it is intended to allow the Field Supervisor to correct any information data (names, addresses, etc.) in order to preserve the right of the client confidentiality.

Records for class should be typed on 8 ½" X 11" paper, single-spaced (with an extra space between paragraphs), and with at least a one-inch margin all around. This is to enable the record to be photocopied for class distribution. Records for class should include:

1. An agency "face sheet" which includes, in standardized form, data which will assist the student and the Field Instructor in understanding the social and agency context in which the service took place. If your agency has a "face sheet", use it, if not, develop your own by including pertinent information necessary to understand the client and client system.

2. A description of the agency with a particular focus of the department/program offering the service.
3. A description of the client and the circumstances and the events leading to the particular service contact of the process record. How did the client come to be served by the agency? By the student? What has already taken place in the delivery of services? What was the initial purpose of the particular service contact recorded?
4. Date, number, and length (hours and/or minutes) of service contact.
5. The process record itself, including, in chronological order:
  - a. The student's general impression of the physical and emotional climate at the outset of the interview and its impact on the client.
  - b. A description of how the interview began.
  - c. Pertinent factual information and responses to it by both the client and the student.
  - d. A description of the feeling content of the interview on the part of both the student and the client.
  - e. Notes on the client's preparation for the next interview and how the interview ended.
6. The student's impressions (based on facts) concerning what happened in the service contact, what was accomplished, and his/her own tentative steps.
7. Several questions which focus the attention of the class on significant aspects of the service contact and the student's actions in relation to the client. Questions should reflect the student's struggle to better understand what took place in the service contact and his/her part in facilitating it.
8. See format on following page.

**PROCESS RECORDING**

(To be used with foundation or concentration levels)

Student's Name \_\_\_\_\_

Client's Name \_\_\_\_\_

Date of Session \_\_\_\_\_ Session # \_\_\_\_\_

**SESSION CONTENT:**

Using the format presented below, briefly provide a verbatim account of a small portion of your session with the selected client system (target system) at the beginning, middle and end of your session.

Content of Session

Client's Feelings

Client's Thoughts

Student's Feelings

Student's Thoughts

Supervisor Comments/Feelings/Thoughts

**Beginning of the Session:**

**Middle of Session:**

**End of Session:**

**ASSESSMENT OF SESSION:** How would you assess this session? Did it go well or did you assess any problems you encountered? Please describe.

**CENTRAL ISSUES and MAJOR THEMES in the session:**

**SIGNIFICANT INTERVENTIONS MADE:** Describe what you perceive to be your most significant intervention with the client/target system. How does the intervention fit in with the overall plan that you have negotiated with the client for a change?

**STUDENT'S FEELINGS/PROFESSIONAL USE OF SELF:** Describe the major feelings that you were aware of while working with this client. How might you use those feelings to help the client reach the goals that they have set for themselves. (Include body language, use of space, voice, social worker's own feelings, and an account of how you are dealing with your own feelings, etc.)

**EVALUATION:** Evaluate your interactions with the client system and the interventions you used.

**IMPRESSIONS:** Consolidate your impressions by; providing an overall summary of the case/situation

**FUTURE PLANS:** What are your plans for further contact/interaction? Describe a brief treatment plan or action plan to intervene into this action.