Benefits of Process Recordings:
- Teaches the student how to listen and attend to critical points of a conversation
- Increases the student’s awareness of skills utilized and names them
- Provides a forum for the student to assess their practice and identify areas of strength, to include the WAY a student sees things, the WAY a student understands, and the WAY a student might conduct the intervention differently in the future
- Gives the student an avenue to be honest about what they were feeling/how they reacted during a session
- Improves the student’s ability to recall information
- Creates a supervisory bond as discussion of the client interaction takes place
- Gives the student permission to self-reflect directly after a client interaction for professional development

What a Process Recording is:
A Process Recording in social work education is a written format designed to provide a structure for the student to become aware of and gain a greater understanding of themselves in the process of intervention with an individual client or target system. As a learning tool, a process recording assists the student in assessing the degree to which they are achieving their learning objectives during their interactions with individuals and/or groups. A process recording is holistic in that it incorporates the skills, theories and interventions learned in other social work courses, particularly direct practice courses. There are many types of process recordings. The two formats utilized by George Mason University are the Direct Service Process Recording and the DEAL Process Recording.

The field instructor uses the student’s process recording as an evaluation tool to gauge the student’s growth and development as a professional social worker. The Field Instructor’s observations, noted in the process recording, provide an opportunity for the student to gain experience in the use of consultation and to critically analyze and improve their practice skills.

Tips for writing Process Recordings:
- Write a draft immediately after the session so you capture the dialogue and your gut reactions accurately
- Give yourself 30-45 minutes after an interview to write the process recording (you may need more time depending on the intensity/length of the session)
- For the analysis section, reflect on what you have learned in your social work courses (theory, direct practice, human behavior) and how it relates to your interaction.

Direct Service Process Recordings:
This type of recording is performed when the student has a face-to-face interview with an individual, family or group. The student may also use this format in conjunction with a direct telephone contact with an individual client.

Process recording in this context is a detailed word for word exchange between the student and the client. It would be prudent to recount this exchange as soon as possible in order to accurately retain information. If there is an opportunity to use an audio or video recorder, then
permission to record from the client is necessary, and their consent should be documented. In the case where you will not be electronically recording, it would be helpful to take notes in a manner that does not detract from your engagement with the client.

Following is a brief overview of the Direct Service Process Recording Format:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SKILLS USED</th>
<th>YOUR GUT REACTIONS</th>
<th>YOUR ANALYSIS</th>
<th>FIELD INSTRUCTOR COMMENTS</th>
<th>FIELD LIAISON COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word for word account of the interview. Include verbal and non-verbal content.</td>
<td>Identify the social work skills utilized during the interview.</td>
<td>Describe your subjective reactions during the interview (thoughts, feelings, sensations)</td>
<td>Objectively evaluate the interview in terms of your intervention, impressions, strengths and areas for improvement.</td>
<td>Comments are provided for educational purposes.</td>
<td>Comments are provided for educational purposes.</td>
</tr>
</tbody>
</table>

**Content:** Begin this section with a short description of where and when (the date and time) the interview took place, (e.g. standing in a hallway, meeting in an office, etc.), who was present, and its purpose. For purposes of confidentiality, change the name of your client or use initials only.

Select a 10-15 minute exchange and record word for word what happened during the interview including verbal and non-verbal content, which may include silence, gestures, and other details that occurred during the interview. The goal is to write the exchange as closely as possible to the actual interview.

**Skills Used:** Identify the social work skills utilized throughout the interview. Identify the skills you learned from your social work courses. This section will raise your awareness of the techniques you are using in your practice.

**Your Gut Reactions:** Record how you were feeling as the interaction was taking place. Before you write this section, take a few moments to read through your exchange section by section and then reflect back to how you felt during that time. Describe your subjective reactions (thoughts, feelings, sensations) to your own words during this exchange. How did you respond to your own words or those of your client?

**Your Analysis:** Interpret the interview. Include detail about the tone and climate of the setting, your initial impressions of attitudes and feelings of the client, what attitudes and feelings you brought to the interview, what significant changes in the client occurred during the interview in terms of appearance, gestures, posture? Analyze why you think your interaction with the client unfolded in the manner it did. What is your assessment of your client’s reaction(s)? Include the theory behind your practice and why you chose a particular technique, and what knowledge of human behavior helps you to understand this interaction. Reflect on the strengths and weaknesses of your intervention and identify an area you would like to improve upon for your next session.
**Field Instructor Comments:** Supervisor provides critical feedback in writing to the student, and discusses their review of the process recording with the student during supervision. The focus of the Field Instructor's analysis should be written in clear language so that the student understands the educational value of the feedback, including references to social work knowledge, values and skills.

**Field Liaison Comments:** The Field Liaison offers comments to accompany those of the Field Instructor for educational purposes.

**Process Recording as a DEAL Format:**

In circumstances where the student is attending and/or facilitating an agency or community meeting, observing an event, such as a legislative vote, or performing administrative tasks, a narrative DEAL format in process recording is used to document student observations and interactions.

**Narrative process recording should conform to the following outline:**

**Step 1: Describe:** include who is in attendance and why; and the purpose of the meeting or event. Record the date, location and other pertinent issues or problems. Document if there was a formalized or articulated agenda for the meeting. Summarize your observations.

**Step 2: Examine:**

1) Write in an objective manner what interactions you viewed during the course of this meeting and your role, if any, in participation.

2) Detail the resolution of the meeting and include whether or not the result matched the issues identified in the initial agenda. Document if there are any future goals or plans, outlining interventions.

3) Critically evaluate this event, applying appropriate social work theory and include any practice interventions you did or would use in such a context.

**Step 3: Articulate Learning:** document your impressions; detail what your thoughts and feelings were during this event. Formulate from the facts of the event what you think occurred and reflect on the social work knowledge, values and skills that you have learned in the classroom and use this information in writing your analysis.

**Field Instructor Comments:** timely, written critical feedback to the student. Feedback should include the Field Instructor's viewpoint of whether or not the student is demonstrating objective observation and information gathering skills, unbiased language and perspective, integrating social work knowledge, values and skills from the classroom and field experience, and demonstrating growth in their critical thinking of the assessment and evaluation process. Students depend on feedback from the Field Instructor to develop professionally; therefore, the feedback should be meaningful and applicable to the student's learning needs.

**Field Liaison Comments:** written critical feedback to the student to accompany the Field Instructor's comments.