**INFORMATION THAT SHOULD GO INTO PROCESS RECORDING**

**FOR MICRO WORK**

There are various formats for completing a process recording. The following is an outline that covers the major areas we want included within a process recording. Please utilize the template that follows for completing a process recording with an individual, couple or family client(s).

1. **Description/Identifying information:** The social work student’s name, date of the interview and the date of submission to the field instructor should always be included. Identify the client, always remembering to disguise client name to protect confidentiality. Include the number of times this client has been seen (i.e., "Fourth contact with Mrs. S."). On a first contact include name and ages of the client(s) you have written about. If client is seen in location other then the agency say where client was seen.
2. **Purpose and Goal** **for the interview**. Briefly state the purpose of the interaction and if there are any specific goals to be achieved, the nature of the presenting issues and/or referral.
3. **Verbatim Dialogue (in the table below)**. A word-for-word description of what happened, as well as the student can recall, should be completed. This section does not have to include a full session of dialogue but should include a portion of dialogue. The field instructor and student should discuss what portions should be included in the verbatim dialogue.
4. **Assessment of the patient/client/consumer.** This requires the student to describe the clients’ verbal and nonverbal reactions throughout the session. Consider everything that is occurring such as body language, facial expression, verbal outburst, etc.
5. **The student's feelings and reactions to the client and to the interview (in the table below).** This requires the student to put into writing unspoken thoughts and reactions s/he had during the interview e.g. "I was feeling angry at what the client was saying, not sure why I was reacting this way…”. “ I wonder what would happen if I said such-and-such.”
6. **Identify skills and/or theory/ conceptual frameworks used (in the table).** The student should be able to identify what skills they used in an interaction, and/or what theoretical framework came to mind as they dialogued e.g. “I used the strengths perspective “ “I used the skill of partializing”
7. **A summary assessment/analysis of the student's impressions**. This is a summary of the student's analytical thinking about the entire interview and/or any specific interaction the student is unsure about. Include any client action or non-verbal activity that the student may want to discuss. (See Guided Questions at the end of the template for this section A-H)
8. **Future plans**. The student should identify any unfinished business and/or any short/long term goals.

**Process Recording Template**

Student Name:

Date of Contact:

Session/Contact # and Location:

1). Description of Client(s):

1). Presenting Problem:

2). Purpose of Session (why is the client being seen):

2). Objectives/Goals of this session:

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| **3). Verbatim Dialogue/Content** | **4). Assessment of Patient/Client** | **5). Student Impressions/Feelings/Thoughts/Reactions** | **6). Identify Practice Skills/Theory/Conceptual Framework Used and/or thinking about using** | **Supervisor: Comments/Feedback** |
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|  |  |  | *Columns/tables expand outside the table, put your cursor outside this box and hit enter to add hit enter if you need more rows; include multiple pages for session write-up* |  |

**6). Summary Assessment/Analysis of the Session**

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation). Why ?
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes of the session?
4. What were the challenges presented during the session?
5. What was accomplished during the session?
6. What concepts or theories or interventions did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues?
7. Explain how your interpretation of what occurred in the dialogue relates to the week’s lesson (ie. Week #2 – Engagement, Week #4 – Assessment, Week #6 – Intervention, Week #8 – Evaluation)
8. A summary of the student’s impression:
9. Questions for Supervision:

**7). Future Plans**