



MORGAN STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

Urban Strong

**Process Recording Guidelines
Handbook
2018-2020**

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Introduction

With field placements, students and field instructors work together to construct, assess and promote students' learning through practice. Morgan State University's School of Social Work is committed to the utilization of process recordings in field education. With consistent use and a mindset for learning and understanding, these are important tools in connecting students, field instructors, the work being done and students' professional growth over time. When used creatively, process recordings can be applied to most of the diverse interactions that students have in both clinical and macro practice.

Our goals are for you to:

- Be informed of the School of Social Work's requirements for recordings
- Be able to use these tools flexibly within your Social Work education
- Be familiar with all process recording templates

If you have further questions about process recordings and analyses, please contact the Field Education Program.

Definition of Process Recordings and Process Analyses

Process recordings/analyses refer to detailed written accounts of professional interactions involving a social work student. Recordings and analyses usually contain a section of verbatim conversation between client(s), group participants, community constituents or other professionals. Other key elements of the recording are the social work student's self-reflection on the interaction, thoughts and feelings about the interaction and use of self, space for comments by the field instructor, and identification of the competencies they demonstrated and/or are developing.

Purpose of Process Recording

Recordings have a number of educational and administrative purposes including:

- Development of skills in sorting and remembering important information
- Understanding of client(s), consumers, other professionals, projects
- Student's perception of the interactions and interventions
- Student's self-reflection about developing skills
- Student's ability to apply theory and empirical evidence to practice
- Student's ability to plan ahead and to transfer learning from one activity to another
- Evaluating the student's progress over time

In addition, the recordings/analyses provide the field instructor with:

- A source of information about the student's activities
- A framework for supervisory conferences

Common Elements in All Process Recordings and Process Analyses

1. Student name, brief description of the client (or other involved people/group/family/committee meeting), date of contact, # of session

2. Goals for the interaction: The outcome the student hopes to achieve; does the client have the same goal(s)? If not, how are they different?
3. Student's plans to accomplish those goals
4. Verbatim content: In dialogue format (I said, she said), what was the content of the interaction? This section can include the entire contact or can focus on specific sections that were:
 - a. Challenging
 - b. Indicative of client/consumer or social worker insight, growth, change
 - c. Thematically related, e.g. loss, difficulty in relationships, feelings of hopelessness, examples of self-efficacy, participation, empowerment, leadership
 - d. Indicative of phases of the work, e.g., getting started, middle phase, ending
 - e. Evidence of specific skills the student demonstrated
5. Student's observations of behaviors, thoughts and feelings of clients or others involved in the interaction
6. The student's thoughts and feelings throughout interaction
7. Competencies demonstrated and/or requiring further work
8. The student's assessment of the client's situation and use of the session, as well as of interventions. Can include changes in assessment of the client from previous interactions, significant moments or interactions in which progress was made, barriers were encountered, insight was gained, etc. Did the student and client(s) or others involved achieve their goals? What are the goals going forward?
9. Questions for supervision such as:
 - a. What progress in the student's knowledge/skill development can be identified from this client contact?
 - b. How can the field instructor be helpful in this interaction?
 - c. Do you need additional learning resources and where they can be located?

Supervisory Comments on Process Recordings/Analyses

Supervisory comments can address (but not be limited to):

- Strengths of the interaction
- A few areas for in-depth review, e.g. client behavior, behavior of others involved in the interaction; student verbal or non-verbal responses to particular feelings or behaviors, student's insights into use of self or demonstration of skills, ethical challenges, issues related to diversity and difference, power or other dynamics, leadership issues, effectiveness of outcomes, conflict resolution
- Connection of student's interventions or understanding to
- competencies, theory and/or research evidence
- Alternative ways of thinking about interaction or interventions
- student could have made
- Ways to help student increase empathy, change perspective,
- deepen relationship with client or others, broaden role (e.g., case management, advocacy, education)
- Resources/options that could be helpful
- Systems issues (either internal agency or external policy or other organization) that need to be addressed
- Linkage of learning from this interaction to previous and future
- learning
- New areas of learning for student to pursue

Using Recordings and Analyses in Supervision

Suggested ideas for utilization of process recordings/analyses can be used in supervision:

- Focus on most critical issues the recording demonstrated
- Respond to student's questions
- Have a discussion of skills, themes, and challenges evident in the recording/analysis
- Use the recording as a script for a role play (in which student plays client and field instructor plays student) –try different responses/interventions based on student/client's responses
- Identify where student is demonstrating improved skills in more than one interaction or assignment
- Include some line by line review with discussion of student's intentions and alternative responses the student could have used
- Expand generalized discussion of student's learning experiences in the internship

Confidentiality

The following guidelines apply to all practice material (e.g., process recordings/analyses, case records, meeting minutes, group recordings). Students and field supervisors should ensure that agency documents and recording are de-identified in accordance with HIPAA regulations. Agencies are expected to provide students with the same training provided to employees regarding HIPAA regulations related to the specific setting. In settings which are not covered by HIPAA, students are expected to protect client/consumer/participant confidentiality in accordance with professional practice standards, including but not necessarily limited to the following:

- Delete any reference to the agency name and/or staff names
- Change names (first and last) and initials.
- Delete any reference to address or any information specifying geographical area, such as street names, businesses, or hospitals
- Delete any information that would enable identification of clients, other professionals, agencies, or agency personnel.
- Use email and other electronic means to send recordings/analyses between the student and field supervisor (and the student and field liaison) with attention to the privacy of the people about whom the document is written.

Process Recording Policies

- **Students are required to complete 4 process recordings per semester within the field seminar course. Field instructors may require more than this number and this expectation should be clarified in the interview process and documented in the learning contract.**
- Process recordings/analyses should be used flexibly to support the student's learning goals and level of knowledge and skill.
- Recording/analysis expectations should be specified in the Learning Contract.
- Recordings/analyses are in addition to the documentation required by the agency for its own records or files.

- Time may be allotted in the student's schedule at the agency to work on recordings, although it is likely that outside time will be needed for completion.
- Recordings and analyses should be disguised to protect the confidentiality of clients or consumers. See guidelines for confidentiality of documents above.
- Recordings should be destroyed at a point in the student's internship when they no longer serve their educational usefulness (end of contact, end of semester, end of placement). This should be done in compliance with state law and agency policy.
- Other forms of recording (e.g., audiotape, videotape, recording device) can be very useful learning tools, but do not serve the same educational or supervisory functions as written recordings. At the discretion of the field instructor, these forms of recordings may be used in place of a select number of written recordings.
- Failure to adhere to the policies and procedures regarding recording and analyses may lead to the convening of a Problem Resolution meeting and/or may be reflected in the student's grade in Field Education.
- Teaching skills related to recordings and analyses is primarily the responsibility of the field instructor, although this learning is supported and reinforced in the first year Field Seminars and required practice courses.

Appendix A

- Policy: Process Recording Template
 - <https://drive.google.com/open?id=1IEZw62GP4BRO38KVILEemczcPgkqDVao>
- Policy: Process Recording Template for Groups
 - https://drive.google.com/open?id=1bNefzZAAmurjIzrANX8nb9_nPOsJq2O
- Process Recording Template for Projects
 - https://drive.google.com/open?id=1bECes-ux8MBteh9peyZmOI_RtRmQ9NtU
- Process Recording Sample
 - <https://drive.google.com/file/d/1Y64LIMc0bP2cSvoIMxr6wmMnFH5Rdqr8/view?usp=sharing>