

WEST CHESTER UNIVERSITY
Graduate Social Work Department
SWG 597

Process Recording Spring 2015

- I. Orientation to Client Interaction & Case Information
 - a. Date of interaction
 - b. Participants (use pseudonyms)
 - c. Relevant bio/psycho/social/cultural/spiritual client information
 - d. In what setting does the interaction take place? What are the objectives of the client contact?
 - e. How did you prepare for the interview and if you did not explain why.
 - f. What kind of social work roles are participants enacting? What should the reader know about the case/client(s)?

- II. 4-Column Chart
 - a. Transcript of Verbal and Non-Verbal Communication: In the Transcript column, students should describe in detail exactly what took place in natural sequence. Facts should include not only objective cultural, biological, psychological, and sociological data, but also behavioral observations (gesture, movement, facial expressions, and verbal responses).
 - b. Spontaneous Gut Reactions: An essential part of the recording is for the student to describe her/his own “gut-level” thoughts, feelings and comments. This will help the student to identify more accurately the associative relationship of stimuli and feelings as they relate to developing knowledge and skills.
 - c. Reflections on Gut Reactions, Thoughts, and Feelings: Reflect with some critical distance on your thoughts, feelings, and assumptions. Notice patterns. Notice how what people say and do affects your practice: What does this have to do with your interpretation? Your biases? Your assumptions? Your distortions? Your models of practice? Your models of human behavior? Think about a differential analysis. How you might approach the interaction differently if you were to do it over again, or how you would want to do it differently the next time you have an opportunity.
 - d. Supervisor Comments: Expect that even when you are reflective there will be blind spots. That's why your Field Instructor and Faculty Field Liaison read these process recordings -- we want to help you think about how you think and how you feel and how this influences your behaviors. While we are asking you to engage in a process of self-reflection, we also want to help you be reflective about those aspects of yourself you may not be able to notice without an outsider's perspective.

- III. Reflection on Professional Strengths and Challenges Identified During this Interaction and Recording

After reading your supervisor's comments, think about what you have learned about your professional strengths and challenges during this interaction and process recording.

- IV. Post-Meeting Assessment of Work and Next Steps

In this section review the objectives that you made for the interview and discuss if you were able to implement them (explain why if you weren't able to do this). Discuss if the planning that you did for the interview was helpful or what other types of planning might have helped. Discuss your next steps, including steps for you and the client to take (even if you won't be working with the client again discuss steps that you might take to be better prepared for another situation). Be clear in explaining what happened as a result of your intervention.

Section II: 4-column chart

Transcript of Verbal and Non-Verbal Communication	Spontaneous Gut Reactions	Reflections on Reactions, Thoughts & Feelings	Supervisor's Comments

(**note:** ONE conversational turn on each row)

**SWG 597: Process Recording
Grading Rubric**

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Case information	Information presented is <u>entirely salient</u> to interaction such that it is enough to understand the ecological setting without threatening the participants' rights to ethical disclosure of personal information.	Information presented is <u>salient</u> to interaction such that it is enough to understand the ecological setting without threatening the participants' rights to ethical disclosure of personal information.	Information presented is <u>not salient</u> to interaction and jeopardizes the participants' rights to ethical disclosure of personal information.
Gut reactions and feelings	Recording demonstrates a <u>sophisticated</u> ability to tune in to the personal element of the professional self.	Recording demonstrates a <u>satisfactory</u> ability to tune in to the personal element of the professional self.	Recording demonstrates a <u>limited</u> ability to tune in to the personal element of the professional self.
Reflections on gut reactions and feelings	Reflections demonstrate a <u>sophisticated</u> ability to identify the role of contextual stimuli, biases, and distortions relative to assumptions about human behavior and their resultant impact on practice.	Reflections demonstrate a <u>satisfactory</u> ability to identify the role of contextual stimuli, biases, and distortions relative to assumptions about human behavior and their resultant impact on practice.	Reflections demonstrate a <u>limited</u> ability to identify the role of contextual stimuli, biases, and distortions relative to assumptions about human behavior and their resultant impact on practice.
Reflections on professional strengths and challenges	Reflections demonstrate a <u>sophisticated</u> ability to identify professional strengths and challenges relative to client interaction.	Reflections demonstrate a <u>satisfactory</u> ability to identify professional strengths and challenges relative to client interaction.	Reflections demonstrate a <u>limited</u> ability to identify professional strengths and challenges relative to client interaction.
Presentation	Demonstrates <u>full</u> adherence to professional expectations for timeliness, completeness, and thoroughness .	Demonstrates <u>general</u> adherence to professional expectations for timeliness, completeness, and thoroughness .	Demonstrates <u>limited</u> adherence to professional expectations for timeliness, completeness, and thoroughness .