

Stony Brook University

PROCESS RECORDING INFORMATION AND MATERIAL

TEMPLATE FOR PROCESS RECORDINGS/LOGS

STONY BROOK UNIVERSITY
SCHOOL OF SOCIAL WELFARE
OFFICE OF FIELD EDUCATION

PROCESS RECORDING PACKET

The Council on Social Work Education has identified field education as the signature pedagogy of social work education. They have moved to a competency based model and have outlined ten competencies with descriptions, as well as practice behaviors that complement each competency. Competencies assist in providing direction for designing learning experiences and assignments that will help students gain practice in using and applying the competencies in different contexts. The competencies are for both undergraduate and graduate social work students although additional practice behaviors will be developed for second year graduate students. As we develop additional practice behaviors for our second year graduate students you will be notified.

The Office of Field Education has begun to utilize these competencies in field education. This packet of information regarding process recordings will be the first formalized material you have received on implementing the competencies in the field curriculum. It is also the first time that we have given field instructors and students a template for writing process recordings/logs.

Within the template you will see that students and field instructors are asked to identify the competency that is being used as the student works with a client system. A list of competencies and a descriptor as well as practice behaviors for each have been included in the first section of this packet. Please review and feel free to contact the Office of Field Education or your Field Liaison if you have questions.

We require that all students in field placement become familiar with recording the process of interaction and/or steps taken to complete tasks and assignments. Typically when a student is practicing on a micro level this takes the form of a process recording and when a student is practicing on a macro level this takes the form of a log. BSW and first year MSW students should complete 1-3 process recordings/logs per week, while second year MSW students should complete 1-2 process recordings/logs per week. The number of process recordings/logs per week is based on learning needs of the student, the type of clients being seen and the needs of the field instructor/agency.

SOCIAL WORK EDUCATION COMPETENCIES

Competencies & Descriptor	Practice Behaviors
<p>1. Identify as a professional social worker and conduct oneself accordingly <i>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</i></p>	<ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation
<p>2. Apply social work ethical principles to guide professional practice <i>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</i></p>	<ul style="list-style-type: none"> • recognize and manage personal values in a way that allows professional values to guide practice; • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³ • tolerate ambiguity in resolving ethical conflicts; and • apply strategies of ethical reasoning to arrive at principled decisions
<p>3. Apply critical thinking to inform and communicate professional judgments. <i>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</i></p>	<ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

<p>4.Engage diversity and difference in practice</p> <p><i>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</i></p>	<ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants.
<p>5.Advance human rights and social and economic justice.</p> <p><i>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</i></p>	<ul style="list-style-type: none"> • understand the forms and mechanisms of oppression and discrimination; • advocate for human rights and social and economic justice; and • engage in practices that advance social and economic justice.
<p>6. Engage in research-informed practice and practice-informed research</p> <p><i>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</i></p>	<ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice.

<p>7. Apply knowledge of human behavior and the social environment <i>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</i></p>	<ul style="list-style-type: none"> utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services <i>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</i></p>	<ul style="list-style-type: none"> analyze, formulate, and advocate for policies that advance social well-being; and collaborate with colleagues and clients for effective policy action.
<p>9. Respond to contexts that shape practice <i>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively</i></p>	<ul style="list-style-type: none"> continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. <i>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing,</i></p>	<p>Engagement</p> <ul style="list-style-type: none"> substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; and develop a mutually agreed-on focus of work and desired outcomes <p>Assessment</p> <ul style="list-style-type: none"> collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies

advocating, and providing leadership for policies and services; and promoting social and economic justice

Intervention

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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**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. **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 than 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.** 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. **The student's feelings and reactions to the client and to the interview.** 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."
- 5.* **Identify skills and/or theory/frameworks used.** 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"
- 6.* **Competencies used.** The student should identify what competency s/he was using during interactions.
7. **A summary 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.
8. **Future plans.** The student should identify any unfinished business and/or any short/long term goals.
9. **Identification of questions for supervision.**

*BSW and first year MSW students may not be able to complete all sections as outlined in the early stages of their field education experience. Please allow the students the necessary time to acclimate themselves to the agency, the clients, and their classroom learning before expecting the student to complete a full process recording.

PROCESS RECORDING TEMPLATE FOR MICRO WORK

Student Name:

Date of Contact:

Date of Submission:

Client name or initials:

Session/Contact # and location:

Goal and/or Purpose of Contact:

Verbatim Dialogue	Student Feelings/Reactions	Identify Skills/Theory Used	Competencies Used	Field Instructor Comments

A summary of the student's impressions:

Future plans:

Identification of questions for supervision:

INFORMATION THAT SHOULD GO INTO PROCESS RECORDING FOR GROUP SESSIONS

A process recording can be used when a student is co-facilitating/facilitating any type of group. The process recording should include information as per below. The process should record verbal dialogue and non-verbal behaviors engaged in by specific members of the group. Focus on the dynamics of the group rather than only on the content of what is said.

1. **Description of the Group:** Type of group/meeting; overarching goal of the group; purpose of the group; identify the specific population attending the group;

2. **Structure:** How does the group organize to accomplish its task?
If this is the first process recording for a particular group then consider the following questions. What group rules emerge? What leader behaviors are displayed? How are decisions made? How active is the facilitator(s)?

3. **Climate:** Climate refers to the atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? Were issues dealt with and how were they dealt with; Are there racial, ethnic or sexual diversity issues within the group and were they dealt with? What non-verbal behavior indicates changes in the climate? Discuss the roles of various group members and how they influenced the climate of the group. How do members' voices denote feelings and impact/shift the overall tone?

4. **Facilitation:** How do group members influence the development of the group? What group dynamics are observed; What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) is student engaged in? Include group dialogue to show group interaction, to show an understanding of process, and/or to review with field instructor on group dynamics.

5. **Obstacles:** Behaviors that hinder the accomplishment of the group's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns create barriers or obstacles to the group?

6. **Development:** How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus statements/behaviors (such as "if you say so", or "yeah, right" or client looks at the floor) are displayed?

7. **Future Plans:** What possible next steps are recommended? What changes or plans might be required?

PROCESS RECORDING TEMPLATE FOR GROUPWORK

Student Name:

Date of Submission:

Date of Contact:

Description of the Group:

Structure:

Climate:

Facilitation:

Include verbatim dialogue to show the group dynamics, how the student dealt with an issue. The entire group dialogue does not need to be included but just those discussions that the student needs to discuss in supervision to gain an understanding of the group dynamics. *(Please refer to micro section for clarification of dialogue captions below)*

Verbatim Dialogue	Student Feelings/Reaction	Identify Skills/Theory Used	Competencies Used	Field Instructor Comments

Obstacles:

Development:

A summary of the student's impressions:

Future plans:

Identification of questions for supervision:

INFORMATION THAT SHOULD GO INTO A LOG FOR MACRO ASSIGNMENTS

Logs are often used when a student is working on a longer term macro assignment. Logs should not be used as an hour by hour summation of the work being done to complete an assignment but as a way to show steps that are being taken to complete the assignment. The log should include emerging challenges to completing the assignments, laying out ideas and thoughts about ways to complete the assignment and the process that the student is going through to complete the assignment. Each of the areas listed below should be included in a log.

Description of the Assignment: Explanation of the assignment/project and its purpose. Identify the need that the assignment/project will be meeting for the agency/community and the goal of the project.

Task Plan: *This section should be completed for the initial assignment but does not need to be completed each week with the Log submission.* Lay out the steps or primary activities required to complete assignment listed in the order in which they will occur with projected completion dates (e.g. MBO, GNATT chart, PERT may be used). Identify the resources both from within and outside the agency which must be obtained to complete the project. Include a timeline for completion.

Challenges/Obstacles: Are there issues that hinder the accomplishment of the group's task? What concerns does the student have about completing the assignment? State any anticipated problems to the success of the completion of the assignment.

Progress Summary: Detail activities that are in process, completed and progress to date.

Revised Task Plan: Modifications in task plan and timetable as a result of problems encountered or experience gained during completion of work should be included in this section. If there is a major revision, a new plan should be described.

Student Assessment of Activity: Included in this section should be questions, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how tasks might have been done differently.

Competency: Discuss the competency (s) that was used during the completion of tasks and assignments.

Future Plans: What possible next steps are recommended? What changes or plans might be required? How might this project or similar projects be adjusted going forward.

LOG TEMPLATE FOR MACRO ASSIGNMENTS

This template can be completed in a way that works for both the student and the field instructor. It is often advisable to complete a log on the computer and save in a shared file with the field instructor. In this way both student and field instructor are able to look at it when time is available and also allows both parties to go back and review the history of the work.

Student Name:

Date of Submission:

Week Work Completed (e.g. week of 9/10/12):

Project Working On:

Description of the Assignment	Task Plan	Challenges/Obstacles

Progress summary:

Revised Task Plan:

Student Assessment of Activity:

Competencies Used:

Future Plans: