

PROCESS RECORDING INFORMATION AND MATERIAL

TEMPLATE FOR PROCESS RECORDINGS/LOGS

OFFICE OF FIELD EDUCATION 8/2016

STONY BROOK UNIVERSITY SCHOOL OF SOCIAL WELFARE OFFICE OF FIELD EDUCATION

PROCESS RECORDING PACKET

Field education is considered the signature pedagogy of social work education by Council on Social Work Education, the accrediting body for all schools/programs of social work in the United States. We follow a competency based model and have outlined nine competencies for all students in both our undergraduate and our graduate social work program. The 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.

Although the nine competencies are the same the descriptions of each are broken down by level of student learning. The undergraduate seniors and 1st year graduate students (foundation year) are to gain proficiency in the core competencies and the 2nd year graduate students (advanced year) should have more depth and breadth in learning and they will adhere to the advanced competencies.

This packet provides you with our template for writing process recordings/logs. 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. This packet provides 3 formats for process recordings – individual, group and macro projects.

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 behaviors for each have been included in the first section of this packet. Please review and feel free to contact 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. 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.

CORE COMPETENCIES For Undergraduate Seniors and Foundation 1st Year Graduate Students

Competencies & Descriptor	Behaviors
1. Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter- professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior
2. Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social	 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	- opply their understanding of accial
3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected	 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.
4. Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.	 use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation	 Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter- professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	 apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	 collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, personin-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.	 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and	 select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program.
and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and	
quantitative methods for evaluating outcomes and practice effectiveness	

ADVANCED GENERALIST COMPETENCIES 2nd Year Graduate Students

Competencies & Descriptor	Behaviors
1.Demonstrate Ethical and Professional Behavior <i>Practitioners in advanced generalist social work</i> <i>recognize the importance of therapeutic relationships,</i> <i>the person—in—environment and the strengths</i> <i>perspectives, the professional use of self with clients,</i> <i>and adherence to ethical guidelines of professional</i> <i>behavior at the micro, mezzo and macro practice levels.</i> <i>Practitioners in advanced generalist social work</i> <i>recognize their role on inter-professional teams at all</i> <i>levels of practice and the ethical use of technology tools</i> <i>for advanced generalist social work practice.</i>	 Models professional demeanor in behavior and communications Consistently and independently adheres to and models professional roles and boundaries Conducts oneself ethically and engages in ethical decision-making using different approaches and strategies
 2.Engage Diversity and Difference in Practice Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and difference and how these influence professional relationships and understandings of social problems at the micro, mezzo and macro levels of practice. Advanced generalist social workers critique, synthesize and differentially apply human behavior and the social environment (HBSE) theories to guide advanced generalist practice and recognize how practice choices on all levels can be culture—bound. Advanced generalist social workers use and apply research knowledge of diverse populations to enhance client wellbeing, to work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective. 3. Advance Human Rights and Social, Economic and Environmental Justice. Practitioners in advanced generalist social work are knowledgeable about the impact of oppression, historical trauma and human rights violations on the lives of clients	 Consistently recognizes and describes the impact of culture and diversity on one's personal and professional behavior Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression Actively promotes opportunities for diverse perspectives and participation of diverse constituencies Engages in practices that advance social and economic justice in agencies and organizations Designs and implements
at the micro, mezzo and macro levels of practice, particularly as these affect freedom, safety, privacy, income, health care and education. Advanced generalist social workers challenge the structures that perpetuate oppression and initiate community collaborations to	strategies to redress mechanisms of oppression and discrimination

advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably to advance social, economic and environmental justice, human rights and social change. 4. Engage in Practice-Informed Research and Research-Informed Practice Practitioners in advanced generalist social work are knowledgeable about the critical use of scientific evidence for social work interventions at all levels of practice (micro, mezzo and macro). Advanced generalist social workers understand the use of quantitative, qualitative and mixed research methods to generate data and evidence from the practice situations within which they work. Practitioners in advanced generalist social work use evidence based processes to identify effective interventions for particular populations, problems and settings across client systems and draw on practice experience to inform the development of new knowledge through research.	 Critically assesses and applies research evidence to inform and improve practice, policy and service delivery Analytically examines practice experience to inform systematic scientific inquiry
5. Engage in Policy Practice <i>Practitioners in advanced generalist social work are</i> <i>cognizant of the historical and structural impact social</i> <i>policy has had on individuals, families, groups,</i> <i>organizations and communities. Advanced generalist</i> <i>social workers analyze and evaluate the relationship</i> <i>between social policy at the international, federal, state,</i> <i>and local levels and the provision of social work services</i> <i>in communities and organizations. Advanced generalist</i> <i>social workers engage collaboratively with organizational</i> <i>and community interests to formulate and amend</i> <i>policies that improve the effectiveness of social welfare</i> <i>services and advocate for policy initiatives with</i> <i>lawmakers and organizational and community leaders</i> <i>based on practice insights and experience on the micro,</i> <i>mezzo and macro levels of social work intervention.</i>	 Develops, promotes and advocates for policies that affect social change Critically assesses policies at multiple levels (agency, local, state and/or federal)
6. Engage with Individual, Families, Groups, Organizations, and Communities Practitioners in advanced generalist social work engage with individuals, families, groups, organizations and communities in a client-centered, strengths-perspective orientation that builds rapport through affirmation of the client's perspective and goals. Advanced generalist social workers purposefully use differential engagement skills in preparing for interaction with multiple systems in	 Consistently identify and implement theoretically informed engagement strategies Purposefully use differential engagement skills in a culturally responsive manner with multiple client systems

environments in a culturally responsive manner.	
environments in a culturally responsive manner. 7. Assess Individuals, Families, Groups, Organizations, and Communities Practitioners in advanced generalist social work assess individuals, families, groups, organizations an999999999 communities using a multi-level, structural approach to identify the locus of intervention targets. Advanced generalist social workers apply a complex analysis of human development and life-cycle issues as well as relevant policy, environmental and structural issues within a strengths-based assessment of social change potential. Advanced generalist social workers engage in diagnostic processes using currently accepted diagnostic tools and can identify the challenges and limitations of diagnosis in relationship to diverse socioeconomic status, racial, ethnic, gender, sexual orientation, cultural and lifestyle factors.	 Demonstrate the ability to autonomously collect, organize, critically analyze and interpret client/system data (including application of assessment tools and approaches) in complex practice situations Critically identify and implement theoretically informed assessment strategies
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Practitioners in advanced generalist social work differentially apply multiple types of intervention strategies, including program design policy development, utilizing culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalist social workers use and critically analyze multiple theoretical perspectives and evidence- based practices to target obstacles encountered at multiple levels including individual, family and group dynamics as well as community and societal structural impediments to client health and well-being.	 Demonstrate practice autonomy in selecting appropriate intervention strategies Demonstrates the ability to move a client system through the practice intervention process
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Practitioners in advanced generalist social work evaluate practice with individuals, families, groups, organizations and communities at multiple levels of client system intervention. Advanced generalist social workers, using appropriate evaluation tools, conduct process and outcome evaluations to determine the effectiveness of applied interventions across multiple client systems.	 Engages in evaluation of social work intervention using appropriate methods and strategies for process and outcome evaluation at each level of practice Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

SCHOOL OF SOCIAL WELFARE STONY BROOK UNIVERSITY

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 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**. 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	Field Instructor Comments

Competencies Used:

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 antigroup 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	Field Instructor Comments

Competencies Used:

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: