

PROCESS RECORDING OUTLINE

Process recording is a tool used in social work education to enhance the student's ability to communicate effectively with clients and other professionals. In the Process Recording, a student learns to attend to verbal and nonverbal communication while applying theoretical analysis to the interactions as they happen. The exercise is structured to enhance the social work students' self-awareness by analyzing her/his responses to the client. It also assists the student in seeing the connection between the intervention and the results of that interaction, enhancing purposeful interactions. It also allows the Instructor to help the student identify communication patterns that are helpful as well as unproductive.

For this exercise, you will need to have a face-to-face contact with a person whom you will interview. Use the "Bio-Psycho-Social-Spiritual Assessment" form to interview someone other than a family member.

Use the format below to record your interview. In the first column, record word-for-word what you said, what the person you interviewed said in response, etc. Also include any nonverbal communication that occurred (e.g., "the interviewee cried," "shifted in her seat," "crossed his arms and appeared angry," "hung her head as if ashamed," etc.). In the second column, comment about what you were thinking and feeling as the person talked (e.g., "I began to feel uneasy as she began to cry," "he looked at me as if he hoped I had the answer to his problem and I didn't know what to say next," etc.). In the third column, write your analysis of the interview and its process (e.g., "I wondered if she was concerned that her marriage would not survive this crisis," "It sounds as though he and his father had not developed a way of relating to one another now that they were both adults," "she said she was happy but her body language seemed to indicate she was conflicted about it. I decided to probe this area with her further," etc.). Leave the fourth column blank for the Instructor's comments and feedback to you. Make additional copies of this form to cover your entire interview.

**PROCESS RECORDING
OUTLINE**

VERBATIM RECORD OF INTERVIEW	WHAT YOU WERE THINKING/FEELING	YOUR PROFESSIONAL ANALYSIS OF THE INTERVIEW AND ITS PROCESS	INSTRUCTOR'S COMMENTS

PROCESS RECORDING OUTLINE (EXAMPLE)

VERBATIM RECORD OF INTERVIEW	WHAT YOU WERE THINKING/FEELING	YOUR PROFESSIONAL ANALYSIS OF THE INTERVIEW AND ITS PROCESS	INSTRUCTOR'S COMMENTS
<p><i>Krystal, age 8, and I are seated on my office floor, making a journal. In this journal, Krystal can record her feelings about her frequent temper tantrums, what triggers them, and how she feels afterwards.</i></p> <p>J: So, Krystal how was school today?</p> <p>K: <i>[Looking down on the floor.]</i> OK, I guess. I learned why the kids at school tease me.</p> <p>J: Why?</p> <p>K: <i>[Looking up at me.]</i> Because they are jealous of me. I heard them talking during lunch about me.</p> <p>J: What did they say about you?</p> <p>K: They said that they didn't like me because</p>	<p>Krystal looks upset. I wonder what is going on.</p> <p>I feel badly for Krystal— children shouldn't have to deal with being teased or bullied.</p> <p>Oops! I learned in class a "how" question is better than a "why" question!</p> <p>Krystal is very mature to I have realized that children often tease others because of jealousy and their own insecurities.</p>	<p>I continue to use open-ended questions.</p>	

<p>was the teacher's pet. <i>[She crosses her arms across her chest and her face looks like she is hurt by this.]</i></p> <p>J: What kind of things do you do that would make them feel that way?</p>	<p>This was a poor comment. I made it sound as if I automatically believed she was the one doing something wrong!</p>		
<p>K: I help the teacher clean up the classroom and wash the board sometimes.</p> <p>J: But that is a very good thing to do. Do you think you might stop helping the teacher because of what the kids say?</p>	<p>I should have let her talk about her feelings more instead of probing about what she was going to do next.</p>		
<p>K: <i>[Again looking down on the floor.]</i>No-I feel better about going to school now that I know why the kids tease me.</p>	<p>I am trying to give her positive feedback to increase her self-esteem.</p>		
<p>J: I am glad you are more comfortable with going to school. I am very proud of you for realizing that sometimes kids tease out of jealousy.</p>	<p>This is terrible! Her clothes are often worn and out-of-style but her parents keep them clean.</p>	<p>I'm beginning to understand her "temper tantrums." This young girl is dealing with a lot of rejection and pain that may be coming out inappropriately. We might explore her feelings more and give her an outlet to express her emotions more directly.</p>	
<p>K: They also tease me about my clothes.</p>	<p>I'm glad I didn't try to "fix" things here but just let her talk about how she was feeling.</p> <p>This is so sad. I feel kind of helpless. I want to help her and</p>		

<p>J: How does that make you feel?</p> <p>K: [<i>Her eyes tear up.</i>] Sad. I can't help it if I have bad clothes. We don't have money to spend on my clothes.</p> <p>J: Do you wish you had more money for clothes and other things you want?</p> <p>K: Sometimes. I really wish I had enough money for a kitten. I really love cats! [<i>Her face brightens at the thought of a cat.</i>]</p> <p>J: So do I. What do you like best about them—they are friendly and soft and are a good friend.</p> <p>K: [<i>Smiling</i>]They are cuddly and cute.</p> <p>J: Have you ever had a cat?</p> <p>K. Yes, but we had to give it away because the landlord said we couldn't have pets. [<i>Looking sad again</i>]But my dad said when we move I can get one if I behave.</p>	<p>her family but I don't know what to do.</p> <p>Here I go rushing into things again. I should've said "That sounds really hard" or something to let her continue to explore it if she wanted to.</p> <p>I thought I might have gotten her off-track by my question, but it seemed to have touched on an important issue.</p>	<p>I need to discuss parenting classes with the Case Manager.</p>	
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<p>J: You said you don't have a kitten now, does that mean your dad thinks you aren't behaving?</p> <p>K. [<i>Scowling</i>] He is a liar. He almost never does what he says.</p> <p>J. When your dad lies, it must make you mad, huh?</p> <p>K. It makes me more sad. [<i>She is beginning to pound the floor with her fist.</i>] I try to behave but he still doesn't do what he promises. It makes me feel that I'm not good enough. He never notices me.</p> <p>J. Do you feel proud of yourself when your mom praises you when you do something good?</p> <p>K. [<i>Sighs.</i>] Yeah, I guess.</p>	<p>It's hard, but I'm trying to stay with her feelings and just let her talk.</p> <p>She looks very hurt and angry.</p> <p>Her anger scares me a little and I switch the subject.</p> <p>I should've stayed on topic. She was expressing very deep feelings that needed to be explored but I freaked out and tried to find something "nice" to talk about. She immediately seemed disinterested and didn't really want to talk anymore. I need to get into the literature and find out what to do next.</p>		
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