



Process Recording Handbook
Adelphi University
School of Social Work

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INTRODUCTION

The Adelphi University School of Social work views process recordings as an integral part of a social work student's learning in their practicum. A process recording is a learning and teaching tool that is reviewed in collaboration with your practicum instructor. Process recordings help to create spaces for students and practicum instructors to work collaboratively to identify areas of learning and opportunities for growth.

This handbook should serve as a place to provide guidance on the use of process recordings. It provides practical information about Adelphi University School of Social Work's requirements for process recordings and details information about the purpose and use of process recordings in a student's learning.

Our goals for this handbook are to help you to :

- Understand the purpose and importance of process recordings in social work practicum education.
- Be informed of the School's process recording requirements for each educational level.
- Be informed about the School's process recording templates.
- Be informed about navigating the Sonia field management platform as it relates to process recordings.

For further questions about process recordings, contact the field education department or the assigned faculty liaison.

For questions about Sonia, our field management platform contact, email our Sonia helpdesk at sswsonia@adelphi.edu.

We are learning

That though we weren't ready for this,

We have been readied by it.

- Amanda Gorman

OVERVIEW OF PROCESS RECORDINGS

What is the purpose of process recordings?

Writing process recordings will help you to:

- Develop critical thinking skills.
- Develop your ability to be fully present and to engage in active listening.
- Analyze your work with individuals, families, groups, communities, and systems.
- Demonstrate competencies.
- Integrate theory, research, and policy into direct practice.
- Describe and record your work.

Process recordings will also help you to develop skills for reflective practice. Writing and reviewing process recordings will:

- Facilitate self-reflection and use of self.
 - Challenge you to become aware of, articulate, and critically examine your thoughts and feelings.
 - Help you to cultivate a heightened sense of empathy.
 - Provide opportunities for analysis of power, oppression and other issues related to positionality, identity and difference.
 - Support the development of professional identity.
-

How many process recordings will I write, and how often?

Undergraduate process recording requirements:

- **B.S.W. Juniors** will write **1** process recording each week.
- **B.S.W. Generalists (Seniors)** will write **2** process recordings each week.

Graduate process recording requirements:

- **All M.S.W.** students will write **2** process recordings each week.
-

The When, Where, and How of Process Recordings

In your practicum, your “client” may be a system, community, group, family, or individual. You may write process recordings about any client-related practicum activities including, but not limited to:

- Face-to-face or remote contacts with individuals, families, groups, or communities.
- Contacts with collateral service providers.
- Administrative or project-related activities.
- Telephone interactions.

- Staff meetings, case conferences, community meetings, Grand Rounds, agency trainings, or committees that you observe or participate in.
- Observed interactions among agency staff, clients, and/or systems.

Your practicum schedule should include “protected time” for writing process recordings.

- You and your practicum instructor should plan for one hour of protected time for writing each process recording. This time should be integrated into your practicum schedule.
- Process recordings are most effective when they are written just after an activity or experience for accuracy of recall as well as authenticity and immediacy of reactions.

How do I get the most out of process recordings?

Process recordings should be submitted to your practicum instructor a few days in advance of practicum instruction conferences.

- This allows your instructor time to read, review, and comment on your recordings.
- Students should collaborate with their instructor to determine the day and time that recordings should be submitted, on a consistent basis, each week.
- Process recordings should provide a framework for learning during practicum instruction conferences.

Use the template that is the best fit for the type of service you are providing.

- The Adelphi University School of Social Work has five different process recording templates available for use on Sonia, our practicum education management platform:
 - Administrative Log-** For use when students are writing a process recording focused on projects or macro practice work.
 - Group Process Recording-** For use when students are writing a process recording on observing or facilitating a group or family session, agency or community meetings, or committees.
 - Narrative Process Recording-** For use when students are writing a process recording on any client contact. Narrative process recordings “tell the story” of all or part of a contact.
 - Reflective Journal-** The reflective journal is designed to promote reflexive practice and focuses most on the thoughts, feelings and responses of the student.
 - Verbatim Process Recording-** For use when students are writing a process recording on any client contact. A verbatim recording is a word-for-word transcription of all or part of a contact.
- Students should consult with their practicum instructor to determine which template is most appropriate for recording a particular assignment.
- Students are encouraged to use as many different templates as possible throughout the course of the semester, as appropriate, to have the experience of writing recordings based on different types of interactions or assignments and with different foci.

The Do's and Don'ts of Process Recordings

- Do be brave, be honest, and take risks.
- Do allow yourself to be a learner: Process recordings are a learning and teaching tool that allow you to learn from reviewing and analyzing successes, missteps and misfires.
- Do use your protected time to generate recordings that are thorough and thoughtful and that include questions for discussion with your practicum instructor.
- Do write and submit recordings on a consistent schedule.
- Don't view recordings as merely a task to tick off your "to do" list.
- Don't fall behind and then try to catch up by writing a bunch of recordings at one time. Recordings lose their educational value and effectiveness if the learning is not integrated and applied to your practice in a progressive and ongoing manner.

In alignment with the N.A.S.W. Code of Ethics, students should ensure that the privacy and confidentiality of clients, agencies, communities, and systems, are protected when writing process recordings:

- Students should not use names of participants in sessions or meetings when writing process recordings. Students may use a pseudonym or, at the discretion of the practicum instructor, may refer to participants using initials.
- Relevant background information should be included in the recording, using the standard of "minimum necessary requirement". This means that identifying information should be included as necessary to support the learning goals and objectives of the process recording, and unnecessary identifying information should not be included. Your practicum instructor will be able to provide feedback and guidance related to the "minimum necessary requirement".
- Process recordings should never be included in agency or client files, and should not be shared with future practicums or prospective employers.

COMPONENTS OF A PROCESS RECORDING

While there are variations in the format and structure of process recordings, all process recordings will include the following elements:

- Tell the story of the interaction, the observed interaction, or the experience using either verbatim or narrative writing.
 - Include relevant quotes with particular attention to your own words and communications.
 - Identify themes.
 - Consider relevant theories, research, and policy implications.
 - Identify your own thoughts and feelings.
 - Explore issues related to power, positionality, and identity.
-

There are five main components of process recordings:

Pre-engagement

- Pre-engagement is the process of seeking knowledge about a planned interaction.
- Pre-engagement includes information such as the purpose of the interaction from both the organization's and client's perspectives, including a description of the assignment.
- Pre-engagement should include relevant information regarding the client's background, the source of that information, and cultural context.
- Pre-engagement should reflect the cultivation of preparatory empathy. According to social worker Brene Brown, to cultivate empathy "...I need to learn how to listen to the story you tell about what it's like in your shoes and believe you even when it doesn't match my experiences".¹
- For group sessions, community meetings, or other agenda-based activities, you may attach any handouts or other materials that you will use. Be sure to include citations for your sources and an intentional plan for using those materials.

Narrative

- Tell the story of the interaction. You may do this using a verbatim, or word-for-word, format that is a transcription of all or part of the interaction, based on your recall. Alternatively, you may use a narrative format which summarizes the interaction; This summary should be punctuated and illustrated with some verbatim excerpts.
- When interactions involve more than one participant, include observations regarding relational patterns or dynamics.
- Include observations about the body language, facial expressions, or other non-verbal communications between and among yourself and others.

Impressions and Analysis

- How do you feel things went? What stands out for you? What worked well? Were there any parts of the meeting that you felt did not work as well? Were there any moments where you felt uncomfortable or uncertain?
- What are your thoughts or feelings in response to your own words and communications? The words and communications of your client?
- What do you think was accomplished? What might you have said or done differently?
- What are some of the skills that you used during this session? What are skills that you might have used or used differently?
- How did your knowledge of theory, research and/or policy, including organizational policies and group stage theory, influence your approach or shape the session? What gaps in knowledge did you notice? What would you like to learn more about?
- In what ways did culture, identity, and positionality impact this interaction? How are your identities similar or different from the client or system you are engaging with? What assumptions or biases did you notice? How might culture and identity impact the power dynamics in your relationship with this client or system?
- What issues related to ethics or values were present during the meeting? How did these issues guide your actions or responses? How did you manage any ethical dilemmas?

¹ Brown, B. (2021). *Atlas of the heart*. Random House.

Plan/Next Steps

- How will you approach your work in upcoming sessions or meetings?
- Are there any issues for follow up or further exploration?
- Are there any advocacy or follow up tasks?
- What possible challenges or resource needs should be considered?

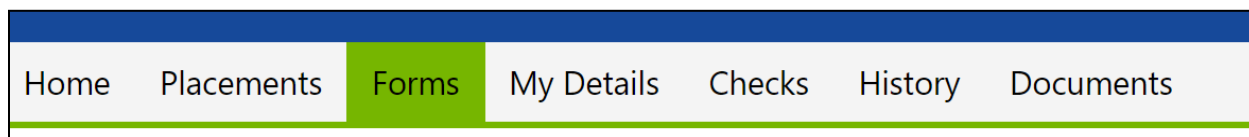
Questions

As an engaged and self-directed learner, you will identify 2 or 3 questions for discussion with your field instructor.

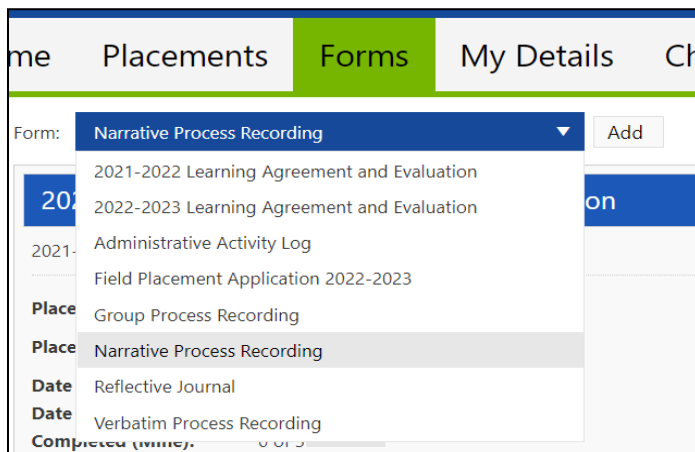
PROCESS RECORDINGS ON SONIA

All process recordings must be completed on Sonia, our field management system. In order to access your process recording, follow the steps below.

1. Select '**Forms**' from your Sonia navigation bar.



2. From the drop down menu, select the process recording template that you would like to use, then select the '**Add**' button.



3. The process recording template you selected will be added to your 'Forms' page.

- a) Select your **placement group** (current educational level) and **placement** (current placement agency) from the drop down menu on the newly added process recording template.
- b) Select the red **'Edit'** button on the right side to open and complete the process recording.

Form: Narrative Process Recording

Add

Name

Ascending

Filter

Hide completed forms

Narrative Process Recording

Delete

Edit

Narrative Process Recording

Placement group:

B.S.W. Senior

Placement:

Adelphi University's Alice Brown Early Learning Center

Date Added:

7/26/2022 1:37 PM

Date Updated:

7/26/2022 1:38 PM

Completed (Mine):

0 of 1

Completed (All):

0 of 3

New

Form added on 7/26/2022

Appendix A: Administrative Log Template

Administrative Activity Log



ADMINISTRATIVE ACTIVITY LOG

Student Name

Date

Use this tool to plan and manage the field work assignments/ projects assigned to you at the agency.

Describe your assignment, whether it is program development, program evaluation, community agency outreach, a fund raising event, etc.

STEPS

What are the steps/ primary activities that you'll need to accomplish?

Discuss potential obstacles and the resources you'll need to accomplish your primary activities.

Cultivating Cultural Humility

- What are your cultural identities? What is your positionality in relation to the system you are engaging with?
- What assumptions or biases may you need to be aware of?
- How might culture, identity, and positionality impact the power dynamics as you approach this work?

ANALYSIS

Identify two or three practice skills used in completing this task.

What theories, research or policy will inform your work on this task? How might this task contribute to building social work knowledge?

Questions/For Discussion with Your Field Instructor

Save Draft Student Submit

Field Instructor Comments

Save Draft Field Instructor Submit

Faculty Field Liaison Comments

Save Draft Faculty Field Liaison Submit

Appendix B: Group Process Recording Template

Group Process Recording



GROUP PROCESS RECORDING

Student Name

Date and Time of Group

Group Session Number

Group Agenda/Summary of Topics

Members Present (use initials only)

Members Absent (use initials only)

Preparation

- Summarize pre-group planning activities;
- Attach any hand-outs or literature that was used to prepare or distributed.

Cultivating Cultural Humility

- What are your cultural identities?
- How are your identities similar or different from the client or system you are engaging?
- What assumptions or biases may you need to be aware of?
- How might culture and identity impact the power dynamics in your relationship with this client or system?

Process

Dialogue and Summary of Content • Include verbal and non-verbal communications, themes, and selected verbatim excerpts.	Skill Utilized	Your Thoughts and Feelings	Observations and Analysis	Field Instructor Comments

Assessment and Analysis

- Identify the stage of the group (beginning, middle, end).
- What group behaviors or tasks did you observe that are particular to this stage?
- What did you learn from the session that adds to your understanding of the group and its members?
- What challenges were presented? What was accomplished?



What theories or research did you apply?



Planning/Next Steps

What follow up is needed prior to the next group session?
What is your plan for the next group session?



Questions/For Discussion With My Field Instructor



Save Draft Student Submit

Field Instructor Comments



Save Draft Field Instructor Submit

Faculty Field Liaison Comments



Save Draft Faculty Field Liaison Submit

Appendix C: Narrative Process Recording Template

Narrative Process Recording



Narrative Process Recording

Student Name:



Date:



Relevant Background Information

Include information such as referral source, reason for referral, date of session and any pre-engagement information pertaining to the encounter.



Social Work Intern's Purpose

Include information relating to the purpose of this engagement with the client



Narrative

Describe the interaction with the identified client(s). Include the entire contact or an excerpt of the contact.



Assessment/Analysis

Describe the Case-to-cause/Issues, Theory, Research /Skills



Cultural Humility

What are your cultural identities? How are your identities similar or different from the client or system you are engaging? What assumptions or biases may you need to be aware of? How might culture and identity impact the power dynamics in your relationship with this client or system?



Next Steps

Describe the plans and strategies for the next contact.



Next Steps

Describe the plans and strategies for the next contact.





Future Considerations/Questions

List any questions for your Field Instructor and areas for further exploration.





Agenda for Field Instuction

What possible challenges/resources need to be considered?





[Save Draft](#) [Student Submit](#)

Field Instructor Comments





[Save Draft](#) [Field Instructor Submit](#)

Faculty Field Liaison Comments





[Save Draft](#) [Faculty Field Liaison Submit](#)

Appendix D: Reflective Journal Template

Reflective Journal



REFLECTIVE JOURNAL

Name

Date

Summary of practice activities

Narrative description of salient exchanges or events

Critical Reflection: Integrating social work knowledge and practice

What theories guided my practice with a particular individual, family, group or system?

What are the different styles and approaches used by practitioners in my field setting? What can I learn from these different approaches?

What are the key policies of my field agency? What are the constraints associated with these policies?

Critical Reflection: Skills and practice behaviors

In which situation did I used my practice skills most effectively this week?

What skills were developed or strengthened?

What areas do I need to improve upon? What can I do to improve upon these skills?

What did I struggle with the most this week?

If faced with a similar situation, what would I do differently in the future?

Critical Reflection: Professional Identity and Ethical Practice

What ethics and/or values were challenged in my practice this week? How did this affect my actions?

Critical Reflection: Cultural Humility

What are your cultural identities?

How are your identities similar or different from the client or system you engaged with?

What assumptions or biases may you need to be aware of?

How might culture and identity impact the power dynamics in your relationship with the clients and/or system you engaged with?



Save Draft Student Submit

Field Instructor Comments



Save Draft Field Instructor Submit

Faculty Field Liaison Comments



Save Draft Faculty Field Liaison Submit

Appendix E: Verbatim Process Recording Template

Verbatim Process Recording



Student Name

Date

**Tuning In
Identifying Information**

Relevant Background

- Reason for Services
- Presenting Problem

Preparatory Empathy

- What do you think the client might be thinking or feeling?

Cultivating Cultural Humility

- What are your cultural identities?
- How are your identities similar or different from the client or system you are engaging?
- What assumptions or biases may you need to be aware of?
- How might culture and identity impact the power dynamics in your relationship with this client or system?

Verbatim Process

Verbatim Transcript (Entire Contact or Excerpt(s) of Contact)	Your Thoughts and Feelings	Analysis (Include Case-To-Cause Issues/Concepts/Skills)	Field Instructor Comments/Questions
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

Impressions/Assessment

Planning/Next Steps



Questions/For Discussion With My Field Instructor




Save Draft Student Submit

Field Instructor Comments



Save Draft Field Instructor Submit

Faculty Field Liaison Comments



Save Draft Faculty Field Liaison Submit