

PROCESS RECORDING OUTLINE FOR GROUP OR FAMILY SESSION

Student's Name: _____ Date: _____

Agency/Department: _____ Supervisor Completing Observation: _____

Group Name: _____ Session #: _____

Group Facilitator(s): _____

Instructions:

Complete Section I:

A two-page Process Recording on a portion of a group or family session.

(Please disguise client name and identifying information.)

Complete Section II:

Reflections on additional aspects of the group or family session.

Section I. Group or Family Session Dialogue Process Recording

| Student – Client Interaction Dialogue | Self-Reflection/ Rationale for Intervention | Reflection on Diversity | Supervisor's Observations |
|---|--|---|--|
| <i>(Beginning students should record all interactions, verbal and non-verbal. As the first year progresses, students will become more selective and develop better recall of the interview and key interactions and use of words. By the end of the first year and in second year, the recordings should take less time and will focus on learning goals like diagnostic assessments, sitting with or pursuing affect, beginnings or endings, listening skills, etc.)</i> | <i>(Students share their affective and cognitive reflections about the client, the interview, and the student's use of self. This is a place to critique one's work and progress in mastering interviewing skills, planned interventions, self-awareness of countertransference feelings,) and integration of theory with observations.</i> <i>(Rationale for intervention: includes application of theory, reasons for choosing a particular intervention, use of evidence informed practice.)</i> | <i>(Use this section to reflect on different aspects of diversity (i.e. race, ethnicity, class, gender, sexual orientation, religion, spirituality, physical ability, etc.)</i> <i>What instances during the interview/interaction did your race or ethnicity come to influence the conversation or your choice of intervention? How does power, privilege, and/or intersectionality play a role in your interactions?</i> <i>What elements of your client's experience are different from yours?</i> <i>Highlight how intersectionality, power, and privilege influence your client's behavior, choices or current state.</i> | <i>(Supervisor's comments should be constructive and supportive. May include modeling of different ways to phrase questions or intervene.)</i> |

| | | | |
|--|--|---|--|
| | | How did you engage in dialogue with the client about these aspects? | |
|--|--|---|--|

Section II. Reflections

What was the purpose of the group/family session?

Who was present in the group? If the seating arrangement was relevant to the group process, please explain, including facilitator/co-facilitators' positioning. Was the group virtual or in-person?

Briefly describe what happened in the session (key issues, themes, flow of the session).

In what ways were family or group members included in the conversation? How were you responsive to both content and process (what was being said), (affect, non-verbal communication, what seemed under the surface)?

Describe the different roles that group members took on during the session.

Discuss some of the interventions you and others used or you observed in the group/session?

What data, research, or evaluation tools might be helpful in growing your work with this group?

Please describe the plans for the next session.

What other questions, thoughts, concerns about facilitation/co-facilitation, did this group/session raise for supervision or class?

Supervisor's Observations/Feedback.