

PROCESS RECORDING OUTLINE FOR INDIVIDUAL SESSION

Session #: _____ Student's Name: _____ Date: _____

Agency/Department: _____ Supervisor Completing Observation: _____

Introduction:

Include who participated in the session, the setting (office, home visit, etc.), general impressions of client's appearance and behavior, and purpose for the meeting. (Please disguise client name and identifying information.)

Student Learning Goals:

Identify 1-2 learning goals for the session, for example, explore affect, ask open-ended questions, intervene using a cognitive behavioral approach, etc.

Recording of Interview:

Text in gray below is there to guide you as you fill in your process recording. You may delete that information after you know what is expected in each area. This section should be at least 4 pages.

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?	
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What are your impressions about how you handled the interview? What are your thoughts about your client's progress? How do you understand your role?

Reflection on Policy, Research, and Ethics:

Choose one of the following topics to reflect on for this session. Over the course of the semester, please reflect on each of the topics.

- 1. What specific public policies are currently impacting your client and how? How do they affect your work with the client?*
- 2. What data, research, or evaluation tools might be helpful in growing your work with this client?*
- 3. What ethical dilemmas have arisen in this clinical situation and what questions do you have?*

Plan:

What is the plan for future sessions?

Questions for Supervision:

Which aspects of the interview would you like feedback on? What questions do you have for your Practicum Instructor?