

PROCESS RECORDING OUTLINE FOR LARGER SYSTEMS INTERVENTIONS

Student's Name: _____ Date: _____

Agency/Department: _____ Supervisor Completing Observation: _____

Use this outline to reflect on student's involvement in systemic approach/intervention dealing with the following:

- 1) *Organizational conflict(s)*
- 2) *Community issue(s)*
- 3) *Policy challenge(s)*

What is the presenting issue needing to be addressed? What is the larger system's goal?

For example:

Issue: *"Address the health disparities amongst the underserved Latino immigrant community in the inner city dealing with homelessness, access to affordable health insurance, language and cultural barriers."*

Goal: *"Improve the community health outcomes of Latino immigrants in the inner city."*

Objectives of activity in relationship to goal –

For example:

"Conduct community needs assessment to gather data on the needs of community members and analyze specific social determinants of health."

Description of activity/event –

Include other relevant information about context, identifying key stakeholders.

For example:

"Meet with community members and leaders to discuss the need for a community needs assessment to target specific social determinants of health amongst the immigrant Latino community. Key stakeholders would include community members, interpreters, community health workers, and local school staff."

Content –

What interactions occurred, roles of participants [including yourself], use of leadership roles. *(Please disguise client name and identifying information.)*

For example:

“Community members attended a community meeting to discuss the need for more bilingual and culturally sensitive community health center personnel including physicians, nurses and social workers available to assist patients at the local health center. Community health center staff discussed the limited funding to hire more trained bilingual staff and physicians. Immigrant Latino community members discussed their distrust in the health system due to language and cultural barriers, as well as not having access to affordable health insurance. Student interns helped facilitate the meeting, though at times, input from community members was not completely gathered as there was no translation available.”

Dynamics of power and difference –

Whose voice was most heard throughout the interaction? Whose voice was overshadowed or missing? What did the interaction highlight about the dynamics of the participant’s race, gender privilege, and difference?

For example:

“Community members who did not speak English did not speak up directly during the meeting. Instead, they used family members to interpret to voice their concerns. Community health leaders dominated the conversations and were oftentimes caught up in medical jargon and budgeting financial constraints related to the request for additional funding for community health workers, bilingual and culturally trained physicians and social workers. It is important to note the racial divide of the predominant white staff of the health center and the black and brown immigrant Latino community members.”

Analysis/Assessment –

Were objectives achieved? What factors contributed to a positive outcome? Which ones made it difficult to achieve objectives?

Assess student's role in activity, impact of activity, achievement of goals and analysis of improvement for future activities and or goals.

For example:

"Language and cultural barriers made it difficult to obtain the input from community members. To further improve the next community meeting, a more structured and specific agenda can be created to help community members understand the needs and purpose for a community needs assessment with the overall goal of achieving better health outcomes for the community."

Clinical Connections –

What individual/group clinical skills are useful in this context? How might a clinical analysis of the interactions provide additional insight and support for your work?

For example:

"Reflecting on the history of trauma in this community, many individuals may still feel hesitant to participate in systemic work. This may lead to further isolation and the potential for the continuation of harm if the root cause of the issue is not addressed."

Plans –

What needs to happen for continued success or forward movement of the activity?

For example:

"For the next community meeting, it is important to have translation services available in order to provide culturally sensitive interpretation to better gather vital data from active community participants."

Questions for Supervision –

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


For example:

“What research is available regarding the most effective implementation of a community needs assessment for inner city Latino immigrant communities, in particular?”

Supervisor’s Observations/Feedback.

References:

UMBSocialWork. (2018). *Office of Field Education: Macro Process Recordings Video* [Video]. YouTube.

 Office of Field Education: Macro Process Recordings Video