CALIFORNIA STATE UNIVERSITY, LONG BEACH

**SCHOOL OF SOCIAL WORK**

**GRADUATE FIELD EDUCATION**

**EDUCATIONALLY BASED RECORDING**

What Are Educationally Based Recordings?

Educationally Based Recordings are effective learning tools utilized in the supervisory sessions with field instructors. The use of the Educationally Based Recording is a **requirement** of the School of Social Work. As a supervisory tool, EBRs help students integrate the multiple levels of learning occurring in field and the classroom. They also provide field instructors and field liaisons with insight on the progress of a student’s professional development.

How Do Educationally Based Recordings Support Student Learning?

Process or verbatim recordings provide an opportunity for the student to rethink interviews, with a focus on remembering the interview content, analyzing the various interventions, and developing an understanding of their experiences and perceptions of these interactions. The process of completing the recording allows the student the opportunity to reflect upon the interaction with the client(s) and focus on transference and counter-transference issues. This written reconstruction of an interview or interaction assist the student with learning how to pay attention, observe verbal and non-verbal cues, describe behavior and affect, analyze responses, and to become more self-aware.

Other formats of recordings are more suited to observe and record the interactions of a group meeting in order to evaluate the purpose, goals, and effectiveness of the meeting, as well as the outcome.

Educationally Based Recording Formats

The Educationally Based Recording can be completed in a variety of styles and formats. The completed **process recording** format requires a verbatim recording; a written transcript of all events that took place in a 1:1 interview/interaction, both verbal and non-verbal. It is appropriate to use verbatim recordings to process face-to-face sessions with an individual client, a phone call with a client, or contact with a family member or service provider. Additional formats provide a basic structure and outline to support a student’s learning needs when engaged in a variety of internship activities. Such activities include staff meetings or process groups, professional trainings, macro projects, and community organizing.

Requirements for Educationally Based Recordings

**First-Year Field Education** - Foundation first-year field students are required to complete one educationally based recording every other week throughout the first-year of field education.

Submission of educationally based recordings may be a combination of process recordings and some other type of format (see attached). A minimum of **50% of the recordings must use the**

**process recording format in direct practice settings.**

**Second-Year Field Education** - Advance second-year field students are required to complete one educationally based recording every other week throughout the second-year of field education. Recordings can be completed on direct practice experiences, special assignments, administrative assignments, and/or interactions with staff that you would like to reflect on and learn about yourself.

Submission to Field Instructor

The student and field instructor will need to develop a system whereby the field instructor will have a copy of the recording prior to individual supervision. Students and field instructors should identify a submission day/time that allows the field instructor adequate time to review the document and prepare for discussion. *For example: If weekly individual supervision is scheduled on Thursdays, the student and field instructor could agree that EBRs will be submitted on Mondays; giving the field instructor several days to review the document before supervision.*

**All students are responsible for any documentation that is required by the agency itself for its own records and files. Educationally based recordings do not take the place of, nor should they be used as documentation on a client’s chart.**

**Students complete the educationally based recordings during their internship hours. They should be allowed one hour to complete each recording.**

Students are required to submit a copy of an EBR to their faculty field liaison during mid-semester. Students are also required to submit an EBR Log to their field liaison at mid-semester and the end of both the Fall and Spring semester. Field liaisons may also request to review one or more EBRs during the scheduled agency site visit and during seminar.

EBR Packet Contents

This packet includes:

1. Verbatim Process Recording Guidelines
2. Sample of How to Complete Content Section of Process Recording
3. Process Recording Format (Verbatim)
4. Small Group Meeting Format
5. Macro Practice Format
6. Community/Organization Group Format

Attachments:

1. Intervention Techniques, Interviewing Skills and Strategies
2. Emotions Vocabulary Guide

**1) Verbatim Process Recording Guidelines**

The verbatim process recording consist of five sections.

1. Content – The form page is used to identify participants and to record a chronological replay of a significant exchange or interaction.
2. Impressions & Assessment – Student documents their impression and/or assessment of the exchange.
3. Use of Professional Self – Student identifies interventions used, to include their intent/goal and the outcome.
4. Plans – Student identifies their plan on how to proceed in future interactions with this person.
5. Professional Exploration – Student explores any issues of counter-transference, bias, cultural humility, ethical dilemmas, or value conflicts.

Below are guidelines for recording the CONTENT section of a student’s learning interaction. The verbatim process recording form is divided into five columns. The *Interview Content*, *Student’s Feelings* and *Reactions, Client’s Feelings and Affect*, and *Identify Interventions* columns ask students to capture specific elements of their interaction. The *Supervisory Comments* column is where a student’s field instructor will add their observational notes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUPERVISORY COMMENTS | CONTENT/DIALOGUE | STUDENT’S FEELINGS & REACTION | CLIENT’S FEELINGS & AFFECT | IDENTIFY INTERVENTIONS |
| In this column, the supervisor provides comments and analysis of the interaction. | Record word for word (best recollection) of the interaction or exchange to include both verbal and nonverbal communication.  If there were unscheduled interruptions or breaks, record those as well. | Indicate how you were feeling as the interaction was taking place. Take notice of strong emotional reactions.  Recall any thoughts you had at the time and note any physical response in the body such as nervous twitching or flushed face. | Indicate what you perceived the client or participant was feeling at the time. What was the person’s affect? What non-verbal cues did you observe in the other person?  Note if the person’s affect was consistent with what they were expressing. | Identify the intervention strategies or techniques you employed during this interaction. |

**2)** **Sample of Process Recording Content**

Student’s Name: Jane Adams Client’s Name: J.S - student

Interview Date: 3/12/21 Session #: 3

**PURPOSE OF THE SESSION:** To gather information necessary to best provide services for family.

To better understand the child through what parent shares.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUPERVISORY  COMMENTS | CONTENT/  DIALOGUE | STUDENT’S FEELINGS & REACTION | CLIENT’S FEELINGS & AFFECT | IDENTIFY INTERVENTIONS |
|  | SW: So, how do you feel about school?  JS: It’s okay, but some people are judgmental. I just stopped hanging out with some people.  SW: Why did you make this decision?  JS: I don’t like to be used.  SW: That was good self-awareness that you were able to make that decision for yourself and know that is not something you’re okay with in friendships.  JS: Thank you.  SW: of course.  SW: What do you think is the causes of your tardiness to classes?  JS: well, I use the restroom during passing periods and then I end up being late.  CW: How could you manage your time better? | Nervous  Concerned  Glad  Calm  Curious | Confident in choice  Looking down  Smiling, seems proud of herself  Slightly laughing, looks down at her hands | Exploring  Clarifying  Validating, building rapport  questioning  Open-ended question, explore options |

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SSample Verbatim Process Recording - Page 2

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUPERVISORY  COMMENTS | CONTENT/  DIALOGUE | STUDENT’S FEELINGS & REACTION | CLIENT’S FEELINGS & AFFECT | IDENTIFY INTERVENTIONS |
|  | JS: I don’t know. No one has ever taught me how to do that.  SW: Do you feel like you have someone reliable to talk to about those things?  JS: Sometimes I talk to my mom but she’s always working and not around much.  SW: Do you have any siblings to talk to? Or close friends perhaps?  JS: I have two half-brothers but they get on my nerves.  SW: I noticed your frustration as you said that, how old are they?  JS: 8 and 10.  SW: I know you mentioned your father is not around. Do you have any contact with your father?  JS: Yeah, up until a few years  ago…  SW: How do you feel that he  is no longer in the picture?  JS: I feel bad for my brothers for not having their dad. But I also feel very relieved.  SW: Relieved?  JS: He fought with my mom and yelled all the time. Now it’s just quieter at home. | Sad for her  Concerned  I can relate to this  Nervous asking about dad  Cautious about her getting sad or upset  Surprised, not expecting this response  Appreciation for her honesty | Matter of fact  Hesitant, seems sad  Confident, rolls her eyes down  Hesitant, doesn’t finish her sentence  Shrugs her shoulders  distant | Seeking information about her support system at home  Exploring how she copes  Reading non-verbal cues, reflecting feelings  Exploration relationship dynamic with father  Feelings work  Clarifying, furthering response |

\*Use feeling words to describe your own feelings from the session (see attached at end of packet).

**3) Process Recording (Verbatim)**

Student’s Name: Client’s Name:

Interview Date: Session #:

**PURPOSE OF THE SESSION:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUPERVISORY  COMMENTS | CONTENT/  DIALOGUE | STUDENT’S FEELINGS & REACTION | CLIENT’S FEELINGS & AFFECT | IDENTIFY INTERVENTIONS |
|  |  |  |  |  |

**Process Recording (Verbatim)** - Page 2

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUPERVISORY  COMMENTS | CONTENT/  DIALOGUE | STUDENT’S FEELINGS & REACTION | CLIENT’S FEELINGS & AFFECT | IDENTIFY INTERVENTIONS |
|  |  |  |  |  |

\*Use feeling words to describe your own feelings from the session (see attached at end of packet).

**Process Recording (Verbatim)** - Page 3

II. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session -- behavior and affect; 2) was the behavior/affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the client’s past behavior/affect; and 4) identify the major themes/issues that emerged.

III. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.

IV. PLANS: (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)

V. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include issues of diversity, value dilemmas, ethical dilemmas, bias, counter-transference etc.

**4) Small Group Meeting Format**

Small Client Group Sessions/Meetings

(Therapy Groups, Support Groups, Family Sessions, Psycho-Education Groups, Task Groups)

Write in narrative format – No longer than 2 ½ pages

###### A. Information about the Group

Type of Group:

Date of Group:

What number is this Group:

Participants Present:

Participants Absent:

Physical Configuration of Group Participants:

###### B. Purpose of the Group

1. Write a brief statement on the overall purpose of the group.
   1. This statement is included only in the first process recording, or if there is an agreed upon change in the group’s overall purpose.
2. Write a statement of the goals for the group.
   1. How were these goals created?
   2. Were all members in agreement of these goals?
   3. How were these goals perceived by the group?
   4. How did you perceive these goals?
   5. What are the similarities or differences between the group’s perception of these goals and yours?

###### C. Group Process During this Meeting

1. Initial Observations
   1. Briefly describe, in general terms, the physical and emotional climate at the beginning of the group.
   2. Briefly describe your initial impressions of the attitudes and feelings of the group members at the beginning of the group, including your attitude and feelings.
   3. Describe any significant changes in the attitudes and feelings of the group members since the last meeting.
2. Group Member Interaction (Group Process)
   1. Describe what went on within the group during this meeting. For example:
      1. Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
      2. Describe the emotional reactions of the members to this interaction.
      3. Describe your emotional reactions to this interaction.
   2. Describe the effectiveness, responsibility, and energy of the group’s members during the interaction.
   3. Describe your role in the group’s interaction.
   4. Describe the ways the group moved toward attainment of its goals.
   5. Describe how the group’s members dealt with obstacles to attainment of the meeting’s goals.

**Small Group Meeting Format – Page 2**

###### D. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
2. Indicate the theoretical or other knowledge, learned in your other courses, that helps you to understand the process and content of this group meeting.
3. On the basis of your analysis, what is your current assessment of:
   1. The stage of the group’s development;
   2. The commitment of the group members to the group’s purpose;
   3. The climate and tone of the group;
   4. If relevant, discuss specific roles played by individual group members and how they impact the group process.

###### E. Plan for the Group’s Next Meeting

1. Write a brief statement of the plan for the next meeting of the group.
   1. Explain how the members of the group, including you, arrived at this plan.
   2. Explain how the plan relates to the purpose of the group.
2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

###### F. Analysis of the Student Social Worker’s Practice

1. Discuss your use of social work practice knowledge and skills during the group meeting.
   1. What specific social work skills and/or techniques, learned in your practice courses, did you use during the group meeting?
   2. What were the strengths and weaknesses in your practice during the group meeting?
   3. Did any of the following issues of diversity, value dilemmas, ethical dilemmas, bias, and/or counter-transference etc., come up during this group meeting? If so, what social work skills and/or techniques did you use to overcome them?

**5)** **Macro Practice Format**

Macro Practice

(Meetings, Tasks, Events)

(Note: Macro students must use this format for 50% of all EBRs.)

Student: Date of Meeting/Task/Event:

Date Submitted: Date Reviewed:

**Title of Meeting/Task/Event:**

**Purpose of the Meeting/Task/Event: (clearly state the goals and objectives)**

**Macro Intervention Plan:** *In relation to the meeting/task/event and the corresponding goals and objectives, identify and describe the macro intervention plan used and how it was implemented. What was the process? What steps did you take to help formulate the plan?*

**Identifying Macro Skills:** *Identify and describe the use of the macro-level skill(s) used during the process. Do not describe the plan. Highlight the macro skills used.*

**Micro Skills/Use of Self**: *Identify and describe the use of the micro-level skill(s) and how it was implemented. What foundation-year practice skills did you use? How did you engage with the community, group, organization, etc.?*

**Macro Practice Format – Page 2**

**Gut-level Reactions:** *Describe how you were feeling as the meeting/activity/event was taking place. Describe how you feel the group/agency/community felt or reacted to the macro intervention plan and your use of self. Describe any areas of anxiety or vulnerability felt by you. Describe any factors that had an impact on your behavior.*

**Observations:** *During the meeting, event, or process of the task, did you observe any social, economic, ethnic/racial inequalities in policies, protocols, or practices?*

**Evaluation:** *Do you believe the objective was accomplished? Why or why not? Is there anything that you would do differently to improve the outcome?*

**Self-Analysis:** *Identify any areas of improvement needed at the macro/micro levels. Where could you use more direction and instruction or critical feedback?*

**Field Instructor Comments**:

* + 1. **Community/Organization Format**

Community and Organizational Groups

(types here)

Write in narrative format – No longer than 2 ½ pages

###### A. Identifying Information

1. Group Title:
2. Purpose of the Group (Committee, Task Force, Board, etc.):
3. Date of the Meeting:
4. Participants Present
5. Participants Absent:
6. Lead Agency/Person:

###### B. Identify the Goals and Objectives of the Meeting or Activity

1. Briefly describe the goals and objectives stated for the meeting or activity (attach agenda).
   1. Were the goals and objectives clear? If not, how would you make them clearer?
   2. Was there a discussion of the goals and objectives during the meeting? What was

the substance of the discussion?

1. In your own perspective as an intern, briefly describe your own expectations of goals and

objectives for this meeting or activity.

###### C. Meeting or Activity Process

1. Describe the role played by the chairman or leader.
   1. Indicate how the chairman or leader played this role(s).
   2. Indicate the impact/influence of the chairman or leader on the actions of the others present, including you.
2. Summarize the overall interaction of those present.
   1. Indicate the interactional roles played by different group members.
   2. Describe any cliques, leadership patterns, or other factors that develop during the interaction.
   3. Describe the atmosphere of the meeting or activity.
3. Describe any decisions made or actions taken during the meeting or activity: how they were introduced and how the decisions were made.
4. Describe plans for the next meeting or activity of this group, e.g., future agenda items. Include a brief discussion of how the group decided on this plan(s).

**Community/Organization Format – Page 2**

###### D. Analysis of the Meeting or Activity

1. Analyze the actions, decisions, conclusions, or other interactions that occurred in the group and indicate why you think they occurred.
   1. Include a brief discussion of roles that members played that were significant to the interaction.
   2. Include a consideration of the cliques, leadership patterns, or other significant variables that influenced the interaction in your analysis.
   3. Consider the personal motivations of members in regard to the roles, cliques, patterns and other behavior that emerged in the meeting or during the activity and how these personal motivations might be influencing the interaction.
   4. During the meeting or activity, did you observe any social, economic, ethnic/racial inequalities in policies, protocols, or practices?
2. On the basis of your analysis, what is your current assessment of:
   1. The commitment of the people involved in this committee, task force, board, etc. to the group’s purpose;
   2. The motivation of the community or agency people involved to achieve this purpose;
   3. Evaluate the growth of leadership in this committee or activity, including the group’s capacity to solve the problems or tasks facing it.

###### E. Analysis of the Student Social Worker’s Practice

1. Identify and analyze your feelings during the meeting or activity.
   1. Briefly describe and analyze your feelings about specific people during the meeting or activity.
   2. Briefly describe and analyze your feelings about the content of the meeting or activity, e.g., apprehension, elation, anger, fear, frustration, etc.
2. Analyze how your feelings influenced the actions and course of the meeting or activity, including your own action or non-action.
3. Were your goals for the meeting or activity attained? Explain how you attained them or why they were not attained.
   1. What specific social work skills and/or techniques, learned in your practice courses, did you use during the meeting or activity?
   2. What specific social work skills and/or techniques, learned in your practice courses, do you think you could have used during the meeting or activity?
   3. What were the strengths and weaknesses in your practice during the meeting or activity?

**Attachment - A**

Intervention Techniques, Interviewing Skills and Strategies

The following list is a partial running list of some of the social work intervention techniques, skills, tools, and strategies used by social workers and helpful to students in identifying interventions used in their therapeutic counseling sessions.

* Acceptance: “…a warm regard for [the client] as a person of unconditional self-worth-of value no matter what [their] condition, [their] behavior, or [their] feelings…respect…a willingness for [the client] to possess [their] own feelings in [their] own way” (Carl Rogers, On Becoming A Person p.34).
* Active Listening: Using verbal and non-verbal communication to demonstrate the therapist is listening to and understanding the client (i.e., “I see” with head nodding).
* Assertiveness: for clients with poor social skills, lack of speaking up for self, or sharing feelings.
* **Being there**: Listening, supporting, and providing feedback
* **Behavioral Techniques**: Positive reinforcement, behavioral strategies, assertiveness, re-direction, and/or ignoring.
* **Catharsis**: Moving from unconscious to conscious awareness.
* **Closure:** A way of wrapping up the session or group. You may make use of summarizing what was discussed, goals for the next session.
* **Cognitive Restructuring**: Cognitive restructuring was first developed as a part of Cognitive Behavioral Therapy for depression (in Dr. Beck's version) and as a part of Rational Emotive Behavioral Therapy (in Dr. Ellis' version) in which the client examines distorted or irrational beliefs, is made aware of these beliefs and works to restructure them. The technique is designed to help the client assess and alter habitual appraisal habits so that they can become less biased in nature and the client less moody. Client alters appraisal habits by becoming aware of them as they occur, and then criticizing and critiquing them. Usually there is no logical or rational basis for the client’s appraisal bias. When the client really examines their judgments carefully, looking for evidence to support them, they find that there is none. The client is then in a position to form a new, more accurate appraisal.
* **Communication Skills Training**: I message, listening, reflecting, and problem solving.
* **Confrontation:** Therapist may confront the client with faulty beliefs and patterns.
* **Congruence**: When the therapist is genuinely himself or herself without putting on a façade or fake front, without a polite or professional front (Carl Rogers)
* **Coping Skills Exploration**: exploring strategies in dealing with stressful situations.
* **Defense Mechanisms Exploration**: Strategies for dealing with emotions and behaviors. Client may use these to cope with feelings: acting out, denial, displacement, projection, and splitting, etc.
* **Educating:** Therapist provides factual knowledge and information to the client about a specific topic, issue, diagnosis, etc.
* **Encouragement (verbal):** Repeating words, one-word questions, short phrases, “um-hum”
* **Encouragement (non-verbal)**: Head nods, looking expectantly, other postures and gestures.
* **Emotional Cues**: Therapist picks on emotional cues, alert for indications of high emotional concern. “I thought you looked a little sad when you were talking about your mother. What were you feeling?”
* **Empathy/Empathetic Response:** Responding to client in an understanding and compassionate manner. Allows the therapist to reflect his/her awareness of the client’s feelings.
* **Exploring:** Clients are encouraged to recognize, define, and refine how they wish to meet their needs. Explore the client’s problems and concerns
* **Feelings Work**: Exploring the client’s feelings and helping the client identify these feelings
* **Front loading information:** Useful intervention of providing information and any changes in routine up front, ahead of time, to children who are intellectually challenged/developmentally delayed.
* **Furthering Responses:** Used to convey interest in and attention to what the client is saying and to encourage the client to continue speaking (i.e., “yes”, “I see” with head nodding).
* **Genuineness:** To be oneself and true to self as a therapist (Carl Rogers)
* **Giving Feedback**: Therapist provides feedback to the client: “It sounds like you had a very stressful week, but you really rallied and prioritized what needed to be done.”
* **Goal Setting:** Working with the client to identify short term and long-term goals and prioritizing goals. Therapist works with the client to encourage the client to sort through the problems and concerns, develop goals, and prioritize those that are most critical or important to the client.
* **Grief & Loss Work:** Interventions and techniques in working with issues of loss, adjustment to change, grieving and includes “anticipatory grief work” in relationship to death and dying, caregiver grief, and other losses.
* **Homework**: The therapist assigns a task or assignment for the client to do in between sessions and to bring the results of this assignment back to the next session. For example, practicing stress management technique of “deep breathing” at times of stress.
* **Teaching Client, the Use of “I” Messages:** – teaching an effective communication method, client owns their feelings.
* **Journaling:** A technique to process feelings, events, and coping skills, etc.
* **Letter Writing**: Enables client to express feelings, resentments, hopes, fears, and appreciation, etc.
* **Life Review:** A therapeutic technique and skill set of reminiscence therapy to review one’s life, key events, life experience in which one can tie in coping skills, emotional experiences and adapting to changes, losses, and accomplishments, etc.
* **Limit Setting:** Setting limits gives parameters, structure, and boundaries to the therapeutic process. Especially good with children, adolescents, mental health arena, developmental disabilities, and couples and family work.
* **Modeling:** Therapist models or demonstrates a skill, communication technique, etc., to the client in order to teach the client another way of relating to others.
* **Mourning:** Exploring loss and change, and griefwork.
* **Normalizing:** To put into perspective for the client to help realize that he or she is not alone.
* **Open Ended Questions:** Encourages the client to describe an issue more in depth. For example, “Tell me more about …” “What was that like for your, describe it for me?” How did you feel when your husband drove away?”
* **Positive Regard:** Therapist shows real caring for the client.
* **Rapport Building:** Building the therapeutic relationship between the therapist and the client. The clinician’s attitude-sympathetic, nonjudgmental, and respectful of patient is likely to foster a good working relationship. Words and body language should express real interest in the client.
* **Reality Testing/Reality Orientation:** This technique is often used to address the client with cognitive deficits or distorted reality due to dementia or mental health issues.
* **Reflecting Feelings:** Stating what you think the client is feeling as they are speaking, or to clarify the feeling for yourself and the client.
* **Seeking Concreteness**: Used to clarify the meaning of a vague term a client has used and to elicit specific information that might not otherwise be revealed. A furthering response may be used to encourage a client to expand on a particular subject in order to make it more concrete and less vague.
* **Silence**: Wait for client to speak; reassure that silence is acceptable, ask about the silence.
* **Summarizing:** Stating the main points of what the client has been saying to ensure comprehension and connection to the client; organize and review interactions. Helps the client make connections that he/she might not otherwise see. Often used at the end of an interview.
* **Support System Exploration:** Exploring the client’s support network, family friends, clergy, resources, and crisis linkages, etc.
* **Supporting:** Therapist conveys messages of support. For example, “This is a safe place to discuss this, I am here for you.”
* **Team Treatment/Interdisciplinary/Multi-Disciplinary Teamwork:** Working with an interdisciplinary or multi-disciplinary team may consist of Social Worker, Occupational Therapist, Physical Therapist, Physician, Psychiatrist, Nursing, and Educational staff, etc.
* **Terminating:** Preparing to or ending the therapeutic client/therapist relationship.
* **Unconditional Positive Regard**: Carl Rogers: positive affective attitude from the therapist to the client.

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**Attachment B**

