**Process Recording**

*A Microsoft Word version of this form is available on Canvas*



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| **Name of Student:** |  |
| **Date of Interview:** |  |
| **Purpose of Interview and Background Information on Interviewee** (age, gender, and any other relevant social history information except for their real name) |  |
| **The following elements should be contained in this process recording:**1. A word for word description of what happened, as well as the student can remember;
2. A description of any action or non-verbal activity that occurred;
3. The student’s feelings and reactions to the client and to the interview as it unfolds. Include in the recording unspoken thoughts and reactions as the interview proceeds;
4. The student’s observations and analytical thoughts about what has been happening during the interview, it is usual for all social workers to have silent thoughts and questions at different phases of the interview e.g. what does the client mean by that statement? By his/her body language? I wonder how should I proceed here? If I ask about this, how will they react? It is useful to record these unsaid thoughts.

*Note: It can often be difficult to retain information on the whole of an interview or large parts of the interview may not be relevant to your learning. Therefore, students can either process a full interview or focus on a particular segment of an interview where you felt there was most learning.* |
| **Introduction:**Identify the purpose of the interview, what preparation you had undertaken and try to include the direction you wished the interview to take. Give the setting similar to a play and describe the room, lighting, seating arrangement and so on. Give as much information as necessary for your tutor and practice teacher to understand the recording.[Type your text here]. |

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| **Description of situation /event**  | **Student’s feelings, comments / thoughts, questions etc.** | **Narrative content of interview / contact meeting** | **Practice Teacher’s Comments** |
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| **Student’s Summary Comments:**1. A paragraph on your impressions that summarises your thinking and feeling about the interview / intervention / content;
2. Intervention plan or action plan, indicating future contact, goals or interventions;
3. In this section you are required to reflect on the issues emerging for you in the incident(s) described. You are expected to present clear evidence for any assertions you make in relation to the practice incident(s) described in this enquiry. Please refer to the CORU competencies throughout your reflection. As Neil Thompson puts it: ‘*the reflective practitioner is a worker who is able to use experience and theoretical perspectives to guide and inform practice. Reflective practice involves being able to apply theory to practice, drawing on existing frameworks of ideas and knowledge so that you do not have to reinvent the wheel for each new situation as it arises but also being aware of ‘ready-made solutions’* (Thompson, 2002, p. 222).
 |
| [Type your text here]. |

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| **Practice Teacher’s Page** Reflective Learning requires practice teachers to work collaboratively with the student and the college to support the reflective process. In particular, the importance of providing on-going feedback (written and verbal) to students throughout the placement is essential in terms of scaffolding reflective inquiry. This is a space for the Practice Teacher to comment on what has been written by the student so far, and in particular, on the student’s efforts to engage in the process of looking at his/her practice through this process recording. Reflective feedback is different from more traditional forms of educational feedback. It involves fewer statements of judgement, and it focuses more on posing questions for students in order to prompt further reflection. Example: Can you explore that statement or issue further with reference to a particular agency policy /social work theory/evidenced based research/personal values, social work ethics/values/cultures of practice/ anti-discriminatory practice? Practice Teachers are specifically asked to address the student’s reflections on their own practice learning here, rather than commenting on the student’s academic abilities. Where appropriate, refer to feedback on the student’s work from service users, team members, and/or other sources. Practice teachers can also make notes in the far right column on the process recording form. |
| [Type your text here]. |

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| **Practice teacher’s signature:** |  |

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| **In the light of your reflections on this process recording and of subsequent conversations with your Practice Teacher (and perhaps with others also e.g. peers, colleagues, clients, etc.) and of any other knowledge you have gained, what have you learned?** |
| [Type your text here]. |

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| **Student’s signature:** |  |

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| **Reference List** |
| Type your text here. |