

Process Recording

### As part of your Evidence of Learning, you need to complete and share with your Supervisor at least two Process Recordings. These do not need to be submitted to the University, but your Supervisor will identify in the Final Assessment of Learning Report that both of these have been completed.

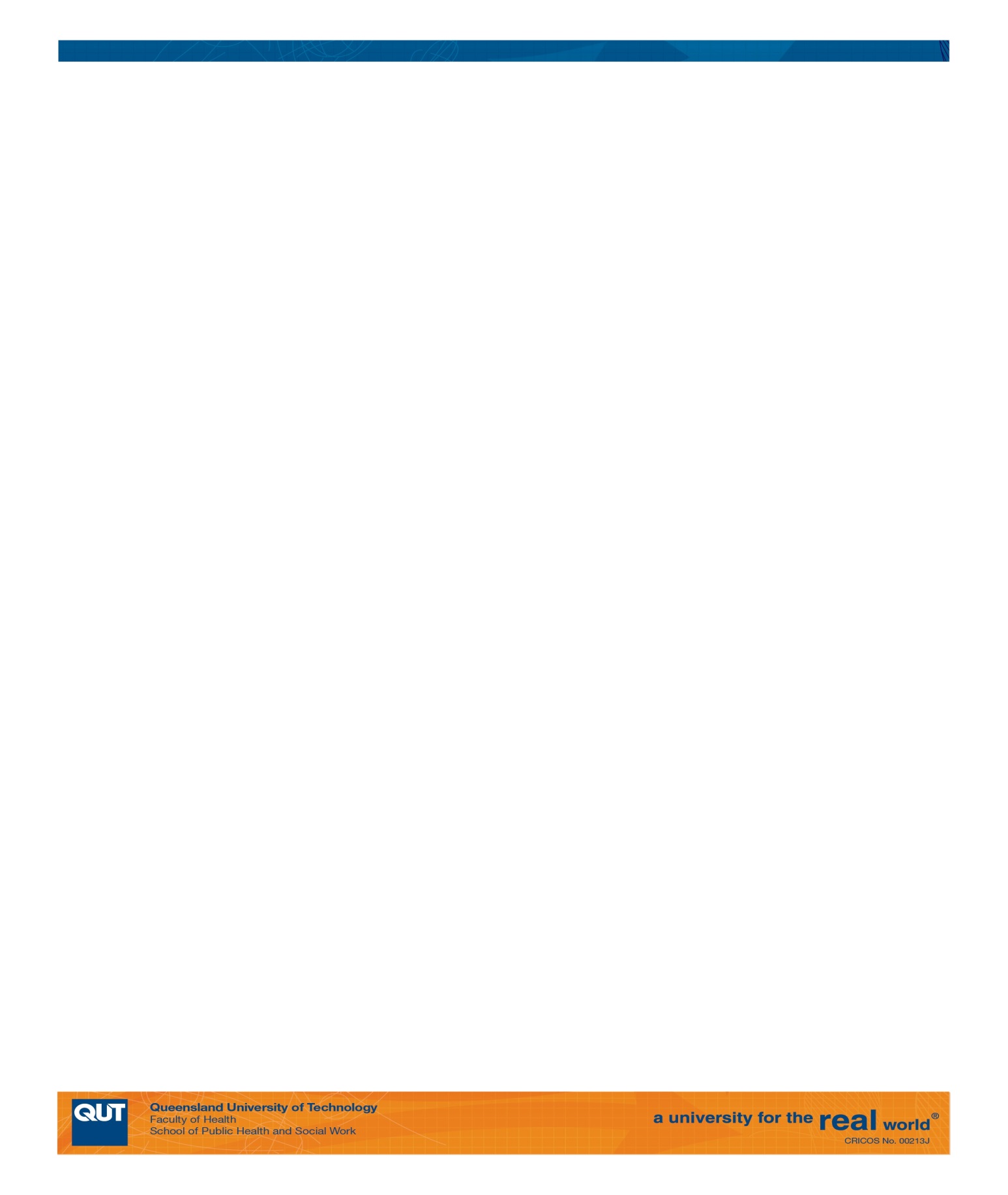
### (Note: These are incredibly valuable critically reflective learning tools, so you are encouraged to do as many as you feel would be beneficial to your development on placement)

Process recording involves a written process of recalling the detail of an interaction and adding a description of the emotional content and dynamic that was present. As much as possible is recorded and then used as the basis for discussion and exploration with one’s supervisor. The information which is recorded includes what was said, the non-verbal communication which occurred, the thoughts and feelings of the student or practitioner, reflections on what took place and the process issues. There will usually be space for the supervisor’s comments or suggestions. The critical aspects of process recording are the emotional content and dynamics. There is close examination of these aspects of the interaction as they assist the student to develop awareness of their own emotional responses and blind spots, and the ways in which the client will likely be interpreting them. It is an invaluable tool for sorting your way through the maze of information which makes up an interaction with a client. It helps you to explore and understand the dynamic processes that occur in helping relationships.

If the student or practitioner has significant personal issues to work through, this method is a way of sifting through the processes to determine the extent to which their own issues are intruding with the outcomes for the client. It is fair to say that this process of self-exploration can at times be a painful one which is nevertheless, an essential and rewarding part of professional development.

On the following page there is a possible format that could be employed for a process recording, but this is only a suggestion and the format should be experimented with to get it right.

(See further the recommended text for field education: Cleak, H. & Wilson, J. 2007 (2nd edition) *Making the Most of Field Placement* pages 75-80).



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| Student Name: | Click here to enter text. | Student Signature: |  |
| Agency Name: | Click here to enter text. | Agency Supervisor Name: | Click here to enter text. |
| Placement: | **First  Final** | Agency Supervisor Signature: |  |
| Process Recording: | **First  Second** | Date: | Click here to enter a date. |

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| **Provide an overall description of the event, client interaction, meeting etc.:** |
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| **Sequence of ‘events’/what happened**  *E.g. team meeting, observing a client assessment, etc.*  *This is essentially a ‘blow by blow’ account of the situation* | **Student’s feelings/thoughts at the time**  *Reflect and comment on what you were thinking and feeling during the actual event/process against each ‘event’* | **Observations of client**  *Reflect in the client or team member, etc. reactions, non-verbal cues, etc. against each ‘event’* | **Reflections about theories/approaches used** | **Learning/further questions – student & supervisor**  *This includes what your learning has been from undertaking the exercise, learning from discussions with your supervisor, etc.* |
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