

**COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK**



Department of Field Education

**Handbook for
Student Social Work
Recording**

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To: Students, Field Instructors and Field Advisors
From: Cheryl L. Franks, PhD
Assistant Dean, Director of Field Education
Re: *Handbook for Student Social Work Recordings*

Communication is essential in social work. How we speak and how we listen have enormous impact on how well we do our jobs and how successful we are in them. Effective communication is also absolutely necessary if we are going to be helpful to clients, whether those clients are individuals, families, groups, organizations or whole communities. This *Handbook* addresses one form of communication: written. Specifically it addresses those forms of written communication that are a component of social work learning in the Field: Process Recordings, Reflective Journals, and Logs.

A valuable tool in social work education has been the use of recordings. Students, regardless of the Method Concentration they are studying at Columbia University School of Social Work, use a variety of recording formats to document, measure, and reflect upon, their work. Field instructors, in turn, use these recordings to teach students the skills they will need, and the necessity of "conscious use of self" in the process of working with others. All first year Direct Practice students will complete Process Recordings. Advanced Clinical Practice students continue doing process recordings in their second year. AGP&P students do Process Recordings as appropriate to their assignments and Reflective Journals. Policy Practice and Social Enterprise Administration students produce Logs, Reflective Journals and, as indicated, use specific tools such as GANTT charts and memos.

What is not covered in this *Handbook*, but is of equal importance, are other forms of written professional communication. These include business letters, memos, and emails. Unfortunately, emails are often not considered professional products but simply informal notes. The written word is the written word and any electronic message can quickly be printed out on hard copy. Spelling, punctuation and grammar are just as important in emails as they are in any other professional writing. And all work related writing is a presentation of your professional self.

I hope you find this *Handbook* helpful. Any suggestions from Field Instructors, Students, or Field Advisors to enhance this *Handbook* would be very welcome. Email them to any one of us in the Field Education Department.

Contents

Overview of Process Recording	2
Logs	4
Direct Practice, Clinical Practice and AGP&P (when indicated):	
Sample Process Recording: Narrative Model #1	9
Sample Process Recording: Narrative Model #2	14
Narrative Process Recording Outline	18
Sample Process Recording: Narrative Model #3	19
Sample Process Recording: "Verbatim" with Columns #4	22
"Verbatim" with Columns Outline	27
AGP&P Recordings	29
Model 1-A: Process Recording (Verbatim Model)	36
Model 1-B: Process Recording (Narrative Model)	44
Model II: Reflective Journal	47
Model III: The Project Log	49
Social Enterprise Administration Recordings	51
Sample Logs	54
Policy Practice Recordings	58
Sample Products for Portfolio	58-61
Reflective Log Entries	58-61

PROCESS RECORDING

- I. What is a Process Recording? A process recording is a written record of an interaction with a client.
- II. Why are Process Recordings required?

Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.
- III. What do you learn from them?
 - A. To pay attention
 - B. To be aware of your own experience
 - C. To describe behavior, affect, content and recognize its significance
 - D. To analyze your responses and those of your clients
 - E. To recognize the consequences of an intervention
 - F. To develop the ability to intervene purposefully
- IV. How do you learn from them?
 - A. Writing a process recording allows you to pay attention and to reflect on and analyze your own work
 - B. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor's factual and clinical knowledge and experience, recognize results of interventions
- V. What is appropriate to process in a recording?
 - A. A face to face session with an individual client
 - B. A telephone contact with a client
 - C. A brief interaction in a waiting room, hall, community room, etc. with a client
 - D. A group session
 - E. A contact with a family member or a family meeting
 - F. A contact with a service provider
- VI. Elements of Process Recordings

All process recordings must contain certain elements. Models are variants with different foci of attention and learning. They should include at least the following:

- A. I identifying pertinent information: The student's name, date of the interview and the client's initials of identifying number (remember: always disguise client name to protect confidentiality). It is helpful to state who was present during the contact and the number of the interview (i.e., "Fourth contact with Mrs. S; Mrs. S and Johnny were present"). On a first contact, it may also be helpful to include name and ages of the client system under consideration.
- B. Objectives for the interview. Briefly state whether there are any specific goals to be achieved, the nature of the referral, the nature of the initial or presenting issues, the student's plans, and the client's agenda.
- C. A word-for-word description of what happened as well as the student can recall.
- D. A description of any action or nonverbal activity that occurred.
- E. The student's feelings and reactions to the client and to the interview as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview is going on. (E.g., "At this point I began to feel uneasy. I was a little frightened and wondered what to do next.")
- F. The student's observations and analytical thoughts regarding what has been happening during an interview. (E.g., "I wondered what would happen if I said such-and-such. I chose not to but I wondered whether I should have raised it," or "Mrs. S. said she felt happy but this seemed to contradict what she said earlier. I didn't think she looked very happy so I asked her to explain further.")
- G. A summary of the student's impressions. This is a summary of the student's analytical thinking about the entire interview.
- H. Future plans. Identification of unfinished business, identification of short and longer-term goals.
- I. Identification of questions for field instruction. This provides the student with the opportunity to build upon their ability to become autonomous workers.

VII. Models of Process Recordings

- A. There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages.
- B. In the Columbia University Field Education Manual, the model used is the narrative/verbatim model.
- C. Students should use whatever model is suggested by their field instructors.
- D. The model you use may change as your learning needs change. As you progress, your field instructor may suggest audio or video taping as well. Any questions about recordings should first be addressed to your field instructor then to your field advisor.

VIII. Requirements for Process Recordings

- A. Students must complete two to three full process recordings per week. Keep copies of all process recordings for yourself.
- B. Process recordings must maintain confidentiality. All clients should be identified only by initials or a pseudonym.
- C. Students must submit copies of their process recording weekly to their field instructor.
- D. Process recordings should be discussed in supervision after the field instructor has read them.
- E. Once a month students must submit one or more process recordings to their field advisor for review of the learning process.
- F. Practice courses also frequently have assignments that involve submission of process recordings. See individual courses for expectations.

IX. Practical Concerns

- A. How do I remember all that stuff? Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session. If you want to take notes during the session to remember factual information, you must clear it with your agency and field instructor, as different agencies have different policies about this.
- B. How much should I tell? The more information you are willing to provide, the more opportunity you will have to learn. Omitting or changing the process to fit what you think is your field instructor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.
- C. Should I type or hand write? This again is up to you and your field instructor and field advisor. The legibility of your handwriting is a factor, as is accessibility of a computer.
- D. How do I respect confidentiality? Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff has access to them.

X. Groups, family sessions and committee meetings may also be the subject of a Process Recording. Record verbal and non-verbal behaviors engaged in by specific members of the group. Guide your observations by the statements and questions included below. Focus on the process that emerged in the meeting rather than on the content of what is said.

- A. DESCRIPTION OF THE SETTING: context, type of group/meeting
- B. STRUCTURE: How does the group organize to accomplish its task?

- What group rules emerged? What leader behaviors are displayed?
How are decisions made? How is information treated?
- C. CLIMATE: the psychological/emotional atmosphere of the meeting. How are feelings (as opposed to points-of-view dealt with? What non-verbal behavior indicates changes in the climate? How do members' voices denote feeling tone?
 - D. FACILITATION: How do group members influence the development of the group? Does the group process or run itself? What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are utilized by whom?
 - E. DYSFUNCTION: What behaviors emerge that hinder the accomplishment of the group's task. For example, what anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that is dysfunctional to the group task?
 - F. CONVERGENCE: How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus behaviors (such as "me too," "I'll go along with that") are displayed?
 - G. ASSESSMENT OF THE NEXT STEPS: What possible next steps would be recommended? What changes or plans might be feasible?

- XI. Logs may be used for more Macro Level assignments:
- A. Brief description of the assignment--a few sentences providing background, origin, and context of the assignment.
 - B. Task Plan--the assignment purpose and need being addressed, "steps" or primary activities required to complete the assignment listed in the order in which they will occur with the project completion dates (e.g. MBO, GNATT chart, PERT may be used). Resources both from within and outside the agency which must be obtained to complete the project.
 - C. Obstacles--initial ideas about the problems anticipated.
 - D. Progress summary--a detailing of activities completed and progress achieved to date.
 - E. Student assessment of activity--questions raised in the process of attempting to complete tasks, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how it might have been improved
 - F. Agenda--questions, issues for discussion in supervision.
 - G. Subsequent entries: The following format may be utilized for assignments which are in progress and for which an initial description and task plan have been submitted in a previous entry.

- H. Brief assignment description--a few sentences providing background, origin, and context of assignment.
- I. Activity Summary--a description of primary project activities completed during the week; and identification of problems or barriers encountered.
- J. Revised Task Plan--modifications in task plan and timetable as a result of problems encountered or experience gained during conduct or work. If there is a major revision, a new plan should be described.
- K. Student assessment of activity- (as above).
- L. Agenda- (as above).

SAMPLE PROCESS RECORDING #1

Narrative Model

INTERVIEW WITH CLIENT

Relevant Background Data

Mr. and Mrs. B., both 79, were in a car accident, in which Mr. B was driving. Mr. B. suffered a fractured left leg and Mrs. B had two fractured legs. Mrs. B. also lost her right eye and suffered partial hearing loss in one ear.

They are located in the same room in a rehabilitation center. The student met each client briefly alone once, prior to this first joint interview. Each was reported by the nurse to be anxious about recovery, each fearing for himself/herself and for each other.

Worker's Purpose

Clarify services worker (or other hospital personnel) might provide; evaluate areas of strength and difficulty; help clients with adjustment to rehabilitation center, any interpersonal needs or tensions, discharge plan.

Interview with Mr. & Mrs. B

As I entered the room, Mrs. B. was half-lying, half-sitting in bed, working on a small pile of correspondence. Mr. B. was sitting in his wheelchair, beside her bed. As I said hello, Mrs. B. looked up, grinned, and said hello, Ms. Jones (pleased at showing that she remembered my name, I think) and Mr. B. turned his wheelchair so that he could face me. I sat down in the available chair, telling them I had wanted to talk with them to find out how they were doing and if they were worried about anything that perhaps they'd like to talk about.

Mr. B. immediately began a fairly long complaint about the boredom of his diet, the low sodium diet he was on, his "wasting away". I asked if he had spoken to the dietitian about this matter, and he said yes, many times. She was being very helpful and doing all she could, but he hated this food, and the restrictions on the diet imposed upon him. I asked if he had spoken with his M.D. re: the need for these dietary restrictions. He answered rather vaguely that he hadn't seen the doctor since shortly after they arrived at the center. How could he ask him if he never saw him? And his daughter, Carol, was too busy to take time out to help her own family. Carol had said that they should come here because they would have the finest doctors available. And they had been here seven days and seen a doctor only once.

I commented that Mr. B. sounded very upset with his daughter. He said no, he wasn't upset, that Carol was too busy even to help "this poor girl" (referring to his wife) get a hearing aid.

At this point Mrs. B., who had been working on her letter at times, listening to her husband at other times, sometimes understanding what was being said, sometimes not from the look on her face, entered the conversation. (It seems the pattern is for Mr. B. to do most of the talking, and to translate as necessary for his wife. If she cannot understand or hear what he is saying, he tells her he will tell her about it later, and she nods and seems content. Whether or not this is so I do not know, but during Mr. B's outpouring of feelings, it did not seem advisable to attempt to draw Mrs. B. into the conversation.) In any event, Mrs. B. burst in at this point with a comment addressed to me that their daughter Carol worked very hard and was very busy. Mr. B. interrupted her saying, "You're defending her again, sticking up for her!" Mrs. B. looked at me, asking me what her husband was saying. I said that it seemed as though Mr. B. was quite angry with their daughter Carol and seemed upset that she was speaking positively about the daughter when he was feeling so angry with her.

Mr. B. said he was not angry with her. I said that perhaps "disappointed" more accurately described his feeling. At this, he broke down into tears, saying yes, he was disappointed; it was very hard. Then he began to make excuses for his daughter; she really did work hard and didn't have much time.

I said I thought it must be very difficult for them being so far away from their home, their neighbors and friends. Mr. B. said yes, it was very hard. He went on to describe the visits and general helpfulness of his fellow church members, his neighbors, etc., when he and his wife were in the hospital. He spoke of many cards and letters they had received in the hospital. Then he looked at his wife, nodded and told me proudly how she had written a letter to all their friends. Indeed, he said, every Christmas his wife would write a long letter on all their Christmas cards--150 of them. I said that was quite a job. He nodded, smiling at her.

Mrs. B. caught the look and asked me what was going on. I told her that her husband was bragging about her and her letter-writing ability. She said "Is he," smiling and seeming pleased. Mr. B. returned to talk about New Jersey, their friends, how nice it was. I said that it must be lonely for them out here in Long Island, away from all of those friends. At this, Mr. B. again started to cry, then began to speak of the accident that had hurt them so. He described how carefully he had driven, how careful he always was, how he'd never gotten a ticket until just a few months ago. He was still tearful and clearly very upset. I said that it must be very hard and rather scary to be so very careful and still not be able to avoid such an accident. After a quiet minute or so, he stopped crying, looked at me and said we're alive, we're going to get better, we're going to get out of here and go home.

Then he returned to his daughter, muttering that she wanted to send them to a nursing home. She didn't even have room for her own parents. I told Mr. B. that it was too soon yet to make plans for their discharge, we had to wait to see how quickly they healed. I said I didn't know if they would be able to return to their own home -I hoped so, because I knew they both wanted to do so very much. If that was not possible, then we'd deal with that too. In either event, I was going to be available to help them sort out their plans and help them deal with any problems they encountered with discharge.

Mr. B. seemed somewhat reassured--at least he didn't look angry. At that point, an aide came in to take Mr. B. to his p.t. session. I told him I would see him after the session to say good-bye and I remained in the room with Mrs. B. I moved over to stand by her bedside, and we talked for the next 10 minutes or so. Some of the conversation was about trivialities, some about her background as an Englishwoman, some about her daughter's education and career. (During this conversation, we were interrupted by the nurses who had to put drops in Mrs. B's eyes. I did not feel so flustered by a nursing interruption as in earlier meetings, and we continued our conversation after they left.) I wanted to touch base with Mrs. B., feeling uncomfortable that the conversation among the three of us was difficult with the shouting, repetitions, hard stares, etc. She was important too, and despite the physical impairments, perhaps the more dynamic of the two of them, and I wanted her to know that I regarded her as capable and intelligent. She asked me whether or not I was a social worker, and I said yes, and she asked what school I went to, and I told her. She said she had heard of Columbia. She said, you know, I don't know if it does any good to talk about your problems and how you feel, but I think maybe it does. I answered what sounded to me like a hope, a question, and a challenge all in one, that I thought it did help me to talk about what was troubling me and that I thought that was true for a number of people. Also, I said, that sometimes talking about difficulties leads to new ways of looking at them and maybe even ways of solving them or at least dealing with them. She nodded and smiled at me. I told her that I would leave my card with my name and phone number with her, and if she or Mr. B. should want to talk about difficulties, if they were upset or feeling worried about their future plans, they could call me and I would also come talk to them a couple of times a week.

At this point Mr. B. returned from p.t. He turned to me and said, I need a straight answer to a question. How long are we going to be here? I told them that I did not have the medical knowledge to make an expert judgment about that, but that I knew from discussion with medical staff that he and Mrs. B. were expected to be at the center for 2-3 months. I said I could not guarantee that time period; to some extent it depended on their rate of recovery. But that was our best guess at this point.

Mr. B. sighed, with relief, apparently, and said "That's not so bad. I was

afraid it would be much longer." It's always harder he said, not knowing. I agreed that that was very difficult. I added that I understood how important it was for them to have an idea about their length of stay here.

I told Mr. B. about the card I had left with Mrs. B., my availability to discuss their feelings and concerns, and said good-bye.

I returned to my office where 5 minutes later the phone rang. It was Mr. B. and it had occurred to his wife as they were talking things over that they might be separated at some future point. She was very upset, he said; he himself sounded shaky. I told them I would come back to their room to talk to them, which I immediately did. Their concern was that Mr. B. would be ready for discharge before Mrs. B., since the severity of her injuries was so much greater. Then, she might be in Long Island, and he might be in New Jersey. I told them I could understand how upsetting that thought would be to them. Then I said that, again, I couldn't predict rates of recovery, but that what I could do was work with them to try to arrange things in the best way possible. If Mr. B. was ready to go home and Mrs. B. was not, then we would explore the possibilities of Mr. B. remaining temporarily in town--or of Mrs. B. at that juncture moving to a facility in New Jersey. I didn't know what the possibilities were, but if there were such a need I would work with them to see what we could do. They seemed reassured. Again good-byes were said, we scheduled another appointment, and I left the room.

Impressions

The couple seems comfortable with my presence, and I attempted to make somewhat clearer today the kinds of concerns with which I can deal. Today Mrs. B. seemed quite sharp, witty, less frightened and Mr. B. was somewhat depressed. Tears were very near the surface today for him and any touching upon the areas of loneliness or disappointment with his only child triggered those tears. The two seem very close to each other and very supportive of each other. I think the B's would benefit from continued opportunities to discuss their present and future situations. Also, the information gathered from these meetings could be very useful in assessing how realistic are the plans that the B's propose for their discharge.

Generally, I felt this interview went well. Hopefully, I will become more skilled at dealing with the difficulties posed by Mrs. B's hearing incapacity and more confident in focusing the conversation in helpful ways. I am still suffering from uncertainty regarding my role and uncertainty regarding the aging - i.e. degree of frailty, etc., my own fears--(to be infirm, to be unable to hear, to have to rely on my child to do for me.)

I wonder if Mrs. B. is angry with her husband for his role in the accident.

I don't know how to respond and help when they complain about their daughter or the doctor, especially since they may be neglected and I feel upset about that. I would also like to discuss future plans.

Sample Process Recording #2 Narrative Model

Interview with Client

Tune-in

Mark is beginning to feel more comfortable with me. I am hoping that he will soon disclose information to me concerning his father and mother and his home. I think he is beginning to trust me, so I believe it will make the sessions better. I know that every time that he comes to see me he is mad because he wants to go home. I feel bad for him because he wants to go, but also know that he cannot return yet. It would be very discouraging to him if he had to come back. I feel very stuck with the case, but I am ready and willing to try to work and intervene not only with Mark, but with his mother and father as well. I am trying to alter his perception about the people at work and his feeling that no one is doing anything for him. I feel it is easy to talk with him about subjects that he wants, but he does not want to talk about what needs to be discussed. I feel I really need to talk about his relationship with his father and mother but I feel that he wants to avoid it.

Focus for Work/Connection to Overall Purpose

For today's session, I would like to explore his feelings that no one understands. I want him to see that I know that I cannot completely understand what he is doing, but that I am willing to listen and try to comprehend it. I think this may show him that I do care and am interested in how he is feeling. I feel it is a relatively safe topic and that it could be a good way to establish more trust in our working relationship. This relates to our long-term goal because it will give me a better understanding of how he views Green Chimneys. It will also tell me how he is feeling, besides angry, about placement and what I do not understand. It is important to explore this. He could share with me how he feels like he is getting lost in the crowd and why. I am hoping that he may be able to tell me a definite example of how he is forgotten and to try to remedy it.

Content

Today's session was rather interesting and did not go as well as I thought it would. I feel very overwhelmed and confused almost at the happenings. First, I called for Mark to be sent down to my office. He came a few minutes later and was excited to see that I had the art supplies. We talked a little about that and then he told me he had a good weekend. He said he played football and was happy because his mother had brought his cleats up on Thursday. He asked me a "really huge" favor, which was to have his sister come to Green Chimneys on Thursday for his birthday. I told him I would have to make sure it was ok and he wanted me to

call his sister to see if she could. We called and I spoke with her briefly, explaining that I had to just check it. She said she would call me back as to whether or not she could make it. I was feeling okay with the session and felt that Mark was not in a bad mood. That's why I was totally surprised at what happened.

I began to bring up the topic I wanted to talk with Mark about and he started to get very tense. His face changed and he began drawing a new picture. I did not notice it at the time, but looking back, I see that before he had been drawing a "happy" picture, and then he began to draw one that was not as cheerful. I explained to him that there were things that had to be discussed in order for me to help him. He began to say how "you people do not understand and that "all of you are trying to keep me here." I told him that he was right that I could never really understand what he was doing, but that I would like to try. He got even angrier, saying that he was never going home, that maybe he would be discharged in June, and that no one is doing anything to help him, especially me. I asked him what he meant, told him that I was helping him and listening to him, but that he had to talk to me more about himself. He became very mad and, before I even knew what was happening, he stormed out. I was very shocked for a split second and then I grabbed my keys and walked after him. I watched him go into his classroom and I was completely clueless as to what I should do next. I went up to Candace's office and explained what had happened. She told me that he has a tendency to run off and that I should make it clear to him right away that he could not do that. I left her office feeling like a failure because this happened. Even though she said that he has done it before, I felt like I had said something wrong, maybe even something I should not have said. I thought it was mostly my fault and that maybe I should not have asked him anything when I saw he was beginning to get mad. But, I feel like anytime I bring up something he does not like, it will end up making him angry. This is usually what I would need or like to talk to him about. So, I was feeling down and I went back to my office.

Three minutes later there was a knock at the door and Mark comes in. He told me that his teacher sent him back to me to apologize. I told him that we were going to have to talk about this. As I began to tell him that this was not going to be tolerable, the phone rang. It was Candace who was inquiring if Mark was with me. When I said yes, she told me that he was AWOL. I told her that he had said his teacher said he could come, but it turns out that he just walked out. She told me that someone was coming to take him to Transition. When I hung up with her, I asked Mark if he had a pass with him, from his teacher to come up to my office. He showed me a pass from 10:00 when he would have come to the session. It was not 10:55. When I asked him about this, he said that the teacher told him just to take this one. He also began telling me that a kid, Dantes was making fun of him and that he was going to kick Dantes' ass. I told him that he should tell his teacher that he was being teased. Then we got a knock at the door and when the man came in, Mark was pissed and started yelling and cursing. He said he was not going to Transition. The man told me to call over there and when I picked up the phone, Mark put his hands on it so I could not call out. We got his hands off and I called.

At this point Mark was screaming and cursing. When I hung up, he said that I was an f' bitch and that he did not want me as his social worker anymore. He said he wanted Ms. Loya back and that he did not want to talk with me anymore. He told me I was not his friend and that he did not do anything wrong. I told him that he was going to Transition because he left the classroom without getting permission from his teacher. He said that was bullshit that I did not even ask his teacher. He was crying and every word out of his mouth was the "f" word. He was yelling at me and the man. When Transition got there, he told him he was not going. The worker told him he was and Mark said he would go with him. He held his hand and they left. This interaction was very intense and I had never seen him so angry and upset.

How did I feel? Very dumbfounded and astonished at what had occurred. I could not believe that he had turned around in his personality so quickly. I was so shocked at the language that I had just heard and the anger had come from a thirteen-year-old boy. I also felt badly that in some way, I was to blame for this and that I had let him down. I basically felt horrible. I felt like I had lost any engagement that I had made with him and that he would never trust me again. Along with this, I felt like I needed to do something, even though there was nothing I could do at that point. I had never experienced anything like that before so it came as a big surprise. I guess I never really thought that he would curse me out, even though I had read and heard that he has a bad mouth and gets very mouthy. I was not sure what to do and the staff meeting had been canceled, so I had time to really think about what happened.

Around three, there was a knock on my door. In came Mark who apologized to me. My first reaction was to ask him if anybody knew he was there. He said yes, that he was at the Health Center to get his meds. I told him we could talk about this on Friday during our session. He also asked if he could borrow one of the drawing pencils that I had brought in. I politely told him no, maybe another time. I said this because I did not want him to think that I would reward him for his behavior that had occurred only a couple hours earlier. When he left, I questioned if maybe I should have pushed to talk about it then, but I thought it may have been better to give him some time to think about things.

Assessment of the Client/Assessment of your Own Work

I am beginning to learn that I cannot think that everyone is going to respond to me right away. I also know that I am going to have to mend the rapport that Mark and I had begun to establish. I realized how much anger he has and that he does not know what to do about it. I also think that I need to keep the session focused right from the start and then maybe allow him to talk freely and draw for the last five or ten minutes. But, I noticed that he talks more when he is doing something, so I am not sure that this would be beneficial. I am not sure how I can get him to talk about everything and I do not want him to get the same way when I try to. I feel I may need a different way to approach and

engage him in the matter. I also saw how angry he can get when he does not get his way. He can say very hurtful things to people, not caring because he just wants them to be upset.

Next Steps

I believe it is imperative to talk about this with Mark and work to mend whatever needs to be fixed. This is a good way to talk about dealing with anger in a healthy way. We could use this as an example and talk about what he may have done differently to address his anger. He has to learn that there are people you should respect and that there are rules that need to be followed. I am just not sure how we can bring this up, but I know that he is fully aware that this is going to be our main topic of conversation.

PROCESS RECORDING OUTLINE
Narrative Model

Student's Name:

Date of Interview:

Client's Name (Masked):

TUNE IN (THINKING/PLANNING BEFORE THE INTERVIEW):

FOCUS FOR WORK/CONNECTION TO OVERALL PURPOSE:

CONTENT OF INTERVIEW:

ASSESSMENT OF THE CLIENT/ASSESSMENT OF YOUR OWN WORK:

NEXT STEPS:

SAMPLE PROCESS RECORDING #3

Narrative Model INTERVIEW WITH A COLLATERAL CONTACT (a teacher in an urban elementary school)

Interview with Mr. R. on 10/20

...The girls had all failed Mr. R.'s course and, also, Milly's mother had received a letter concerning her daughter's behavior in his class.

Mr. R. met me in the general office as planned. I asked him if he was Mr. R. and I introduced myself and said I was a social work intern at the X Family Center. I didn't get out much except my name and he asked me who I was there about. I said that I worked with a group of girls who are having difficulty in elementary school and he seemed to have several of them in his classes. I mentioned a couple of names and he jumped in saying that the only reasons he failed anyone was if they got below 50 on the exam, and he really didn't believe in charity grades. His tests were so amazingly simple that anybody should be able to pass them. And he started pulling out exam papers, etc., for me to see. I said, "Mr. R., you don't have to justify your grades to me, really." He said, "Yes, I know" and went on to do so and show me how easy his homework assignments are, and how there is no excuse for the kids not to do them, and no excuse for their failing to pass his tests.

It became noisy in the office so Mr. R. and I went upstairs and he got his list. Then we went into the teachers' room to talk. I took this opportunity to sort of start all over again. I told him where I was from and the purpose of the group. He said he had taken a course in the summer about teaching in "this kind of a school, in this kind of neighborhood and he knew there were such things as 'ego building' grades and tests, to make a kid feel good, but he did not think it was right to give a kid a good mark when he didn't work for it." I said I could see it was a dilemma for him. Then I mentioned that Milly's mother had received a letter from him about her behavior. He said, "Oh yes, she is continually creating a disturbance...always talking and turning around. I finally got fed up and when I get fed up I send a letter home - not that it does any good." I said that I thought Milly took the letter to heart. She was pretty upset about it and burst into tears when her mother told me about it. He seemed surprised and said that Milly was a nice girl and he liked her. Then he said that she just talked all the time. I said that she had just mentioned something about there being some conflict in the class between the Black and the Hispanic girls, and I asked him if he had noticed anything. He said there was none of that in his classes, no discrimination...he wouldn't stand for it. They knew that he treated them all alike...I said that I was sure that he did but I was talking about among the kids themselves. He said he had not noticed anything.

There was an awkward silence.

He said that he still didn't understand why they didn't do their homework. It is so easy and wouldn't take any time at all. He said Milly never did hers. I said I knew that Milly is in the middle of real family crisis at this point and the apartment is really in confusion most of the time. He said, you mean that she couldn't find a quiet place for her homework, for an hour? I said that it would be hard. He then said that you have to learn to concentrate sometime, and that there was an afternoon study center. I added "and an afternoon play center - I guess I'm saying that I think you're asking for more self-discipline that I think a lot of kids have."

Then I began to feel that I was pushing too much and I said, I guess you're probably tired of hearing what problems the kids have at home and that you should be more understanding --- it doesn't make your job any easier. He said that he supposed you have to give the kids a lot of credit for coming to school at all, with all they have to contend with at home. It would be easier for them not to come at all. I said it seemed like it sometimes.

I felt sort of lost at this point, but it was a less tense moment between us. I decided to end our meeting and asked if I could meet with him again next month when we both had a better sense of these girls and how we might work together to help them. He readily agreed, shook my hand and walked me to the door and we said good-bye.

Summary

This was a hard interview for me. Mr. R. approached the meeting as if I was going to criticize him and I hadn't anticipated that reaction. Then when he started to talk about "this kind of school", I found myself getting angry. He is a talkative man in his late 30's, and teaching here for his second year. I wouldn't be surprised if he is overwhelmed by his large class (35 kids). I never got to my agenda to try to figure out with him why the kids might be neglecting their homework and feeling so isolated in his class, and how we might address this.

My Agenda

- 1. I would like to discuss how I might have responded to his defensive position and whether I provoked it.*
- 2. I didn't get anywhere with trying to understand the racial tensions in the class and what his perception might be. I'd like to review that piece.*
- 3. In "contracting" I never ascertained what he might like to talk about in relation to the kids we both work with, and need to think that through for our next meeting. I also didn't focus or explain my agenda in seeing him. I'd like*

to plan next steps.

- 4. I think I ought to call Milly's mother, but I don't know what to say since we didn't talk much about Milly or his note.*

Sample Process Recording #4 "Verbatim" with Columns

Narrative	Gut Level Feelings	Analysis	Supervisor's Comments
Krystal and I are seated on my office floor, making a journal. In this journal, Krystal can record her feelings about her frequent temper tantrums, what triggers them, and how she feels after.			
J: So, Krystal how was school today?			
K: OK. I learned why the kids tease me.	I feel bad for Krystal--no child should have to be teased.		
J: Why?	How stupid! I learned in class "how" is better than "why."	I keep using open-ended questions.	
K: Because they are jealous of me. I heard them talking during lunch about me.			
J: What did they say about you?			
K: They said that they didn't like me because I was the teacher's pet.	Krystal is very mature to have realized that children often tease others because of jealousy and their own insecurities.		
J: What kind of things do you do that would make them feel that way?			
K: I help the teacher clean up the classroom and wash the board sometimes.			
J: But that is a very good thing to do. Do you think you might stop helping the teacher because of what the kids say?			
K: No-I feel better about			

going to school now that I know why I get teased.			
J: I am glad you are more			

comfortable with going to school. I am very proud of you for realizing that sometimes kids tease out of jealousy.			
K: They also tease me about my clothes.			
J: How does that make you feel?			
K: Sad. I can't help it if I have bad clothes. I don't have money to spend on clothes.			
J: Do you wish you had more money for clothes and other things you want?			
K: Sometimes. I really wish I had enough money for a kitten. I really love cats!			
J: So do I. What do you like best about them--they are friendly, soft, what is it?			
K: They are cuddly and cute.			
J: Have you ever had a kitten before?			
K: Yes, but we had to give her away because the landlord said we couldn't keep her. But, my dad said when we lived on 47 _____ Avenue in _____ that I could get another one if I behaved.	Oh my God! Hasn't this girl had enough disappointment in her life?		
J: You said you don't have a kitten now, does that mean your dad thinks you			

aren't behaving?			
He is a liar. He almost never does what he says.			
J: When your dad lies to you, it must make you so angry. Is that true?	I hope I am not putting ideas into this child's head about how she should be feeling		
K: Sometimes it makes me more sad. I mean I am trying to behave but he still won't let me get a kitten. It just makes me feel like not behaving. He	Dad and K's relationship is not very good.	Dad needs to be talked to. He is a very important figure in K's life and needs to support her.	

doesn't notice anyway.			
J: Krystal, don't you feel proud of yourself when your mom comments on how you're behaving?	Good-I am trying to get K to look at the positives in her life.		
K: Yes-mommy has been talking to me a lot more but a lot of times she ignores me for Stephanie.		Mom possibly favors Stephanie which leads K to have temper tantrums to get some attention *attention seeking behavior	
J: Well Stephanie is a lot younger so she needs to be watched a lot more than you, K. I know you must feel like your mom favors your little sister but that's not true. When you were little, you probably needed a lot of attention, too.	Here I go again putting ideas into the child's head! Stupid. And I used the word MUST--that's a strong word.		
K: I guess you're right, but sometimes it doesn't feel that way.	Jeez--does anyone pay attention to this child?	K feels neglected sometimes by mom, too.	
J: What way?			
K: Like she doesn't love me. It is my fault my parents' fight you know.			
J: Why do you feel that way?			

K: Because usually when they fight it's because I did something bad. My temper tantrums make everyone mad.	Wow! It's good this child realizes that her emotions can affect others in her family	K is mature beyond her years and is observant	
J: K, what ever is between your mom and dad is between them. It has nothing to do with you. It's not your fault.			
K: What do you mean?		I'm glad Krystal is not afraid to ask questions when things are unclear	
J: Like, when you fight with Stephanie. That's not your mom and dad's fault, right?	I think using an example the child could relate to is a good way to get the idea across.		
K: No.			
J: Well, when you fight sometimes with Stephanie your parents sometimes get upset, right?			

K: Yes. See its just like that with your mom and dad except when they fight, they may take it our on you.			
J: I see. It makes sense now.			
K: Can I stay a little longer. I like being here.			
J: Sure. I do have to stop in 10 minutes because I have another client.	Making it sound as if she's not as important as other clients!	K is feeling engaged in therapy and is enjoying it.	Q
K: OK. Do you like my journal?	I can't wait to analyze it in my art therapist "way."		
J: Its beautiful!		Very creative girl.	
K: Will you talk to my dad about getting a kitten?			
J: I can't promise you I can get you a kitten but I	I hope not getting a kitten doesn't ruin our		

can talk to him about his lying and how it makes you feel. Is that what you want?	established relationship		
K: Yes. Thank you.			

PROCESS RECORDING OUTLINE

"Verbatim" with Columns

Student's Name:

Date of Interview:

Client's Name (Masked):

Narrative	Gut Level Feelings	Analysis	Supervisor's Comments

Narrative	Gut Level Feelings	Analysis	Supervisor's Comments

ASSESSMENT OF THE CLIENT/ASSESSMENT OF YOUR OWN WORK

NEXT STEPS THAT YOU PLAN TO DO/QUESTIONS

AGP&P RECORDINGS

The complex nature of AGP&P Field Education calls for three different kinds of reflective writing in the field: 1) writing that helps a social work student to integrate, in a self-reflective manner, client-centered practice—using the format of the process recording; 2) writing that connects the client-centered practice to the development of the programmatic assignments, moving from case to cause—the reflective journal; and 3) writing that focuses a student's attention on a particular programmatic assignment and on the relationship and meaning of that assignment to the larger organizational context of the field placement—the project log.

Therefore, the AGP&P Concentration of the Columbia University School of Social Work requires all three kinds of writing during the student's third and fourth semesters of Field Education. Sometimes the field instructor may require both kinds of writing at the same time. At other times, the field instructor may think it wiser to assign only one at a time.

The first kind of writing, represented by the **Process Recording** is described, with Models, at the beginning of this Handbook and two models are described here. The first model is the verbatim process recording in which the student records the dialogue of the session, board or community meeting, etc. (entire or excerpts). The second is the narrative process recording in which the student writes the story of the session (entire or excerpts). The style of process recording to use should be negotiated between student and field instructor. Normally, a student will begin with process recordings to use direct practice encounters as a means of further developing interactive practice skills and develop increased capacity for professional use of self. The process recording will also highlight the types of service recipients that come to the agency that might inform the development of programs as the student moves from case to cause. As the student moves through the first semester and into the second semester, they should continue to use the process recording in supervision to analyze their direct encounters. They may eventually use only one a week as they progress to more use of the reflective journal and/or the project log. The **AGP&P Reflective Journal**, described below, is designed to be used in an ongoing fashion. Its purpose is to help AGP&P students integrate the varied dimensions of social work that they are called upon to perform in responding to clients' concerns.

To assist AGP&P students with integrating their AGP&P practice in its many, inter-related forms, CUSSW requires its AGP&P students in field placements to write reflectively and regularly about their practice. AGP&P integrates direct practice with individuals, families and groups; the assessment of the needs of populations, groups and neighborhoods; program planning; program evaluation; supervision; community social work; advocacy; the creation of coalitions; and the evaluation of the efficacy of social work practice and programs. There are two types of reflective journals—from case **to** cause and case **and** cause. The second type will accommodate students learning the AGPP model when their direct practice and programming experiences

are not directly related. While we encourage an open dialogue between student and field instructor about the nature of their writing requirements, we suggest that the student write some combination of the three types of recordings listed below and that they submit between 2-3 writings per week.

A field instructor may want to begin by assigning the student **Process Recordings**. Then, sometime later, may want to shift to the format for reflective writing on field practice that is suggested below, the **AGP&P Reflective Journal**. Or the field instructor may choose to design, together with the AGP&P student, another format for reflective writing on integrative AGP&P practice that suits well the agency's context, pace, and activities. Or the field instructor may prefer to start with the **AGP&P Reflective Journal** at the beginning of the field placements.

The third kind of writing, the **Project Log**, is an assignment intended to help students plan, begin, and monitor periodically, the development and implementation of programs or projects. Once a project is identified, a Project log should be used to track the course of the work done on that project. Please assign and review writing projects each week as best fits the learning needs of the AGPP student assigned to your agency.

I. The Process Recording

The first kind of writing, represented by the **Process Recording** is described, with Models, at the beginning of this Handbook and two models are described here. The first model is the verbatim process recording in which the student records the dialogue of the session, board or community meeting, etc. (entire or excerpts). The second is the narrative process recording in which the student writes the story of the session (entire or excerpts). The style of process recording to use should be negotiated between student and field instructor. Normally, a student will begin with process recordings to use direct practice encounters as a means of further developing interactive practice skills and develop increased capacity for professional use of self. The process recording will also highlight the types of service recipients that come to the agency that might inform the development of programs as the student moves from case to cause. As the student moves through the first semester and into the second semester, they should continue to use the process recording in supervision to analyze their direct encounters. They may eventually use only one a week as they progress to more use of the reflective journal and/or the project log.

The Process Recording (verbatim)

1. Student Name
2. Date of Interview
3. Client Identifying/Background Information
4. Purpose/ goals of session
5. Four Columns
 - a. Verbatim recording of session

- b. Feelings that emerged
- c. Analysis- including case to cause issues that emerge.
- d. Field Instructor's comments
- 6. Impressions/Assessment of client
- 7. Assessment of session/work
- 8. Planning/Next steps
- 9. My agenda
- 10. Future considerations/questions

See Model I-A. The Process Recording (verbatim) Attached

The Process Recording (Narrative Model)

- 1. Student Name
- 2. Date of Interview
- 3. Client Identifying/Background Information
- 4. Purpose/ goals of session
- 5. Narrative of session (entire or excerpts)
- 6. Impressions/Assessment of client
- 7. Assessment of session/work
- 8. Planning/Next steps-- including case to cause issues that emerge.
- 9. My agenda
- 10. Future considerations/questions

See Model I-B. The Process Recording (narrative) Attached

II. The AGP& P Reflective Journal

The **AGP&P Reflective Journal**, described below, is designed to be used in an ongoing fashion. Its purpose is to help AGP&P students integrate the varied dimensions of social work that they are called upon to perform in responding to clients' concerns.

To assist AGP&P students with integrating their AGP&P practice in its many, interrelated forms, CUSSW requires its AGP&P students in field placements to write reflectively and regularly about their practice. AGP&P integrates direct practice with individuals, families and groups; the assessment of the needs of populations, groups and neighborhoods; program planning; program evaluation; supervision; community social work; advocacy; the creation of coalitions; and the evaluation of the efficacy of social work practice and programs. There are two types of reflective journals—from case **to** cause and case **and** cause. The second type will accommodate students learning the AGPP model when their direct practice and programming experiences are not directly related.

A field instructor may want to begin by assigning the student **Process Recordings**. Then, sometime later, may want to shift to the format for reflective

writing on field practice that is suggested below, the **AGP&P Reflective Journal**. Or the field instructor may choose to design, together with the AGP&P student, another format for reflective writing on integrative AGP&P practice that suits well the agency's context, pace, and activities. Or the field instructor may prefer to start with the **AGP&P Reflective Journal** at the beginning of the field placements. One suggestion concerning the format of an integrating writing tool follows. If it is off the mark for the student and setting, another should be assigned. Contact the field advisor assigned to the agency by the School of Social Work at Columbia University if help is needed in devising the best format for the student and situation.

In a given week, a student should write both process recordings and a reflective journal. The reflective journal could be an assignment to be done along with process recordings. Some field instructors may prefer to use process recordings, instead of the reflective journal, with a particular student at certain points of the year or throughout the year. If so, that's fine with us at the School. Usually students will do both until they move, later in the year to the logs. Second year students should generally not be required to do more than one or two process recordings per week.

One Possible Format: THE AGP&P REFLECTIVE JOURNAL

Keep a reflective journal (in a loose-leaf binder, spiral notebook) in which you:

1. Briefly summarize cases from process recordings to ground your move from case to cause.
2. Write a narrative of salient moments, activities, or events during this past week in your work with clients and colleagues and in your work on programmatic assignments.
 - a. Compare your direct practice with your programmatic work
 - b. Discuss the case to cause or case/cause parallels emerging in your work
 - c. What have you learned from these tasks that you can apply to new situations; what is transferable
 - d. What would you have done differently based on what you now know
 - e. How does this all relate to the overall assignment?
3. Examine next steps in terms of programmatic tasks.
 - a. What opportunities for programming are suggested by your work that would benefit your service users.
 - b. Identify and discuss any emerging program needs that you may identify
 - c. Have you identified areas or issues that suggest a needs assessment
 - d. Discuss next steps of strategies for work.
 - e. Discuss possible obstacles and alternatives that need to be considered.

- f. Discuss your plan and timetable
4. Create an agenda for supervision from the issues presented in your reflective journal.
 - a. Identify the skills have you used in the past week in your different levels of work
 - b. Discuss the strengths and weaknesses you have observed about your use of self in both your direct practice and programming work.
 - c. Reflect on the conscious use that you have made of your professional self in the moments, activities, or events you have identified. Pay particular attention to your best uses of self and those you would like to improve over the year.
 - d. Comment on any parallels that you notice between your way of working with clients, your way of working on programmatic tasks, your way of working with colleagues, and your use of supervision.
 - e. Comment on any contradictions that you notice between your way of working with clients, your way of working on programmatic tasks, your way of working with colleagues, and your use of supervision.
 - f. Invite and incorporate feedback from the supervisory session.
 - g. Reflect on what you have learned and discovered about yourself, the people you have worked with and the activities you have participated in.

See Model II: The AGP& P Reflective Journal Attached.

III. The Project Log

The third kind of writing, the **Project Log**, which follows, is an assignment intended to help students plan, begin, and monitor periodically, the development and implementation of programs or projects. Once a project is identified, a Project log should be used to track the course of the work done on that project. For each project, a separate project log should be kept. We propose the particular formats that follow as suggestions only. Field instructors may, at any point, use substitutions for the proposed models. Many field instructors may want, for example, to begin with process recordings and then shift later to the format of the reflective journal and/or the project log as students are spending more of their time developing and implementing their programmatic assignments.

One possible format: The Project Log

1. Describe in brief the **task** to be processed in this log entry. Specify your particular interaction/intervention.
 - a. Why did you choose this one?
 - b. What led up to this week's development?
For example:

- collateral contact
 - telephone calls
 - committee or other meetings
 - supervisory feedback
2. Identifying Information
 - a. Project Title:
 - b. Initial Start Date
 - c. Project Description
 - d. What is/are the goal(s) and objectives of this project?
 3. Task Plan and Timeline (GANTT chart or equivalent)
 - a. What tasks need to be accomplished?
 - b. What are projected timelines to begin and complete these tasks?
 4. Necessary Resources—what resources will be needed to accomplish this task (e.g. staff, equipment, etc.)
 5. AGPP Practice Skills
 - a. What transpired for this entry and what skills related to AGPP instruction were used—connect to classroom activity
 - b. Describe observations of both verbal and non-verbal content
 - c. Identify skills
 - d. Analyze how and why those skills were used
 6. Possible Enhancement and Obstacles to Project
 - a. What situations may arise that will help or hinder this project (add a force field analysis, if appropriate)
 - b. Who might support the project—who are my allies?
 - c. Who may hinder or prevent this project
 - d. What is the organizational stage of readiness for the new project?
 - e. How will you enhance the support and counteract the obstacles identified?
 7. Project Assessment:
 - a. Record impressions of the work done using the following questions as a model:
 - What is my role in the organization?
 - Is the proposed work new? Understood?
 - Does my function fit in the organization?
 - Did I bring an agenda?
 - What potential interventions are there?
 - Have I sought support from others?
 - Were my goals met? To what extent? If not, what could I have done differently? What will I do next time to change the outcome?
 - How did I feel during this process? How did these feeling affect my performance?
 - In summary, what did I learn about myself, the organization and the interaction between the two?
 - b. Is this project needed? How was that determined?
 - c. Is the project feasible?

- d. Do the goals and objectives correlate with the SMART (specific, measurable, attainable, realistic, and time-specific) model? Are the resources attainable?
- 8. Create an agenda for supervision from the issues presented in your project log.
 - a. Discuss next steps for the project
 - b. What modifications to tasks or timelines are suggested and why
 - c. What would you have done differently based on this week's log
 - d. Reflect on our professional use of self.
- 9. Some Questions For Field Instructors to Think About as They Review the Log Entry:
 - a. Does student understand his/her role?
 - b. Does student know what his/her agenda is?
 - c. Does student perceive where his/her actions fit, as part of a programmatic goal-oriented process?
 - d. Does student understand the possible consequences and impact of his/her actions?
 - e. Does student anticipate the likely resistances to his/her actions?
 - f. Does student mobilize adequate support for his/her actions?
 - g. Does student reassess and redefine his/her objectives or agenda when new circumstances arise?
 - h. Does student perceive growth and gain new insights as a consequence of his/her actions?
 - i. Does student understand the function of self reflection and are they able to demonstrate this in their log entries?

See Model III: AGP & P Project Log Attached

Model I-A: Process Recording (Verbatim Model)
Social Work Intern Name: _____
Date: _____

Identifying/Background Information

Client: A, 17 y/o, female, born in the United States, first language is English (fluent in Spanish—both written and verbal), lives with her mother and older sister in a two bedroom apartment, both caretakers receive public assistance appeared very distraught, concerned, and anxious

Referral Source and Reason: Services were self-selected by client; in need of counsel in regards to possible medical situation

Location of Session/Event: Counseling office

Date of Session: September 17, 2007

Purpose/Goals for the session

SWI's Session Purpose: -Engage client; Continue to develop a counseling relationship
 -Identify areas of strengths of and challenges faced by client
 -Discuss client goals and objectives

Client's Session Purpose: -Discuss possible medical situation
 -Explore possible options concerning medical situation

Verbatim transcript (entire session/excerpt of session)	SWI's feelings, thoughts	Analysis- Include case to cause issues.	Sup's comments, feedback
A: I am mad stressed!	I was a bit concerned b/c A had an extremely troubled look on her face.		
N: What's going?			

A: I may have a problem.	She rubbed her stomach as she said this.		
N: What's the problem you think you may have?	I think she may be pregnant. In my head I was thinking, "Oh my Gosh. She cannot be pregnant. She is only 17 and a bit immature!"	I notice that this is the third pregnant student this semester and begin to wonder if a group could be developed for support and information.	
A: I think I am pregnant.			
N: Why do you think you may be pregnant? Have you taking a pregnancy test?			
A: No. I can't go to my doctor b/c I don't have my card yet. Plus, I am not going to my doctor. My mom and my sister go there.		Mom is very traditional and religious. A and her sister have a good relationship. I need to probe this connection a bit.	
N: Have you ever heard of the _____ Clinic?			
A: No. What's that?			
N: It is a clinic that you can go to and you don't need a Medicaid card. It only cost \$5. Would you like the information?			
A: Yeah.			
N: How do you feel about this?	I can only imagine how she is feeling. Her face is telling a lot. She looks stressed, disappointed, and scared.		

A: I'm stressing out. I cannot be pregnant!			
N: This can be an extremely stressful thing to deal with, especially someone your age.	I wanted her to feel that I understand that she is in a scary and stressful situation.		
A: I really messed up! What am I going to do?		She needs to know all options available to her.	
N: You don't know for sure yet. Do you have time tomorrow before classes to go to the clinic?	I could tell by her tone and facial expressions that she was blaming herself. I really didn't know how to ease that for her.		
A: Well, I don't really want to go yet. I haven't missed anything yet. I'm just scared.			
N: What makes you think you may be pregnant?	I am hoping she is not pregnant. This will be a hard situation for her and her family. Neither her mother nor her sister work and she does not have the financial ability or stability to have a child.		
A: I just have that feeling. I've been getting headaches and feeling really sick and really tired. I won't be late until next week. Should I wait to take a test?			
N: If you think you're not late you can wait until next week and			

see if it comes. But do you feel comfortable waiting?			
A: Yeah, I want to wait b/c it might come. Maybe, I can even wait longer than next week.		This is a pattern of A. She prefers to wait until a situation/problem gets too big for her to handle and she feels overwhelmed.	
N: That may not be such a good idea. If you still feel anxious next week and you are late let's discuss your next steps.		Again, I think about the need for more information for all of the students.	
A: Ok. But if I find out I am - I am going to die. I don't want to take care of no baby!		A is very immature and her immaturity is something we have been working on.	
N: If you are, can you speak to the father, or anyone at home?			
A: I am not telling him! I know this doesn't sound right but I won't keep it.			
N: I'm not here to judge you. That's your decision to make and it will be a hard one to make but it is your decision.	Everything in me wanted to shake her and say, "Why didn't you use a condom!!!"		
A: How did this happen? We only did it once.			
N: Do you mind if I ask you who it was with?			
A: It could be one of two people. But, I think I know which one.			
N: Did you guys use a condom?		Perhaps the students also need more information	

		and skills building around condom use.	
A: Yes, but it broke. You know condoms don't always work.	She didn't look me in the eye when she said that.		
N: No, they are not 100% protective and sometimes things happen, but it is important they are always used. Do you always use a condom?	I didn't believe her that the condom broke.		
A: Not always. You know how it is, you get caught up in the moment. Like when I was with my ex we didn't always, but with C___ yes.	This is such dangerous behavior.		
N: Getting caught up in the moment happens sometimes but you always have to protect yourself. That's important because the consequences of not using condoms could be extremely harmful.			
A: Yeah, I know, but sometimes it just doesn't work like that and the boys don't have them.	Girls need to know how to negotiate when it comes to sexual activity. They may want to use a condom but they get caught up.	This has become a common issue amongst many of the female clients.	
N: That's true, they don't always have them. But, you know you can always be prepared. Do you have any condoms that you keep for those "just in case	I wanted to say, "What about HIV/AIDS or other STI's?" But, I did not want to overwhelm her or make her feel as though I was		

moments?”	judging her.		
A: No.			
N: Would you like some?			
A: You have some to give me?			
N: Yes I do. Keep them with you and if the situation comes up where you need them you will have them.	I hope she uses them!		
A: Do you think I am a bad person for not wanting to keep it if I am?			
N: No, not at all. Like I said before, this can be a hard situation to be in and you have to make the best decision for you. You can't make decisions for other people or based on what you think other people may think of you. And I know that is a hard concept to grasp, especially being 17. But, you have to make the decision that is best for you and one that you can live with. It is hard. I cannot tell you not to worry and everything will be okay. I am going to tell you the truth, give you as much information as I can, and be here when you need someone to talk to no matter what decision you make.			
A: Ok. I guess I have a lot to			

think about huh?			
N: Yes. There are things you have to definitely think about. I am not going to tell you not to worry and stress over the next week, b/c I know you are going to, but try not to let it overwhelm you. If you find yourself really stressing next week where you can't focus come and talk to me so we can discuss next steps. How does that sound?			
A: I'm going to try, but I don't know.			
N: That's all I am asking you to do, is try.			

Impressions/Assessment

A responded well to the session. She is often abrasive and confrontational when discussing personal topics, but there has been progress. This was not our first meeting and she felt comfortable enough to come and share this with me. At first she was very tense, but, by the end of the session, though still stressed, she was a bit more relaxed. I am very worried for A. I am concerned about her age and maturity level. A has a very strong personality. She is able to communicate her feelings without much probing. However, A does have challenges in establishing healthy relationships. She is extremely trusting of men in particular and at time does not use good judgment.

The session went well. The first goal was achieved. However, due to the client's objective for session the second was not met (but will be revisited in another session). A was responsive and engaged in the dialogue. I was understanding and non-judgmental of her situation. The questioning was non-threatening and non-critical.

Planning/Next Steps

A may go to the Clinic next week to take a pregnancy test. After the appointment, A will report back to me the results of the test. From the results we will determine the next steps to take. If she is pregnant we will discuss her options, which will include the opportunity to have a meeting with her older sister. If she is not pregnant, we will discuss safe sex practices, as well as the consequences of risky behavior. We will also discuss the possibility of A joining the upcoming “Safe Sex” discussion group.

My Agenda

- To develop focus groups (girls, boys, coed) to discuss topics regarding safe sex, facts and myths about sex, and teenagers’ knowledge and values around sex (Part of Needs Assessment)
- Create a proposal for a student designed, implemented, and managed Sex Education Program
- Collaborate with _____ Health Van personnel
- Establish training sessions for “Safe Sex Educators”—students

Future Considerations/Questions

- Can we discuss birth control options with the clients?
- If A is pregnant and decides to have an abortion should I discuss other options?
- Because of her relationship with her mother and her mother’s beliefs would bringing in her family/sister be beneficial or detrimental?
- The possible child’s father is also a client. If it is determined she is pregnant, how should we proceed?

Model 1-B: Process Recording (Narrative Model)

Social Work Intern Name: _____

Date: _____

THIRD SESSION WITH CLIENT

Relevant Background Information

A is a 17 y/o female, born in the United States but immigrated to the Dominican Republic when she was 12 years old to live with her father's wife (not her mother). She went to school in the Dominican Republic until her sophomore year in high school. She recently immigrated back to the U.S. and now lives with her mother and older sister in a two bedroom apartment. Both caretakers receive public assistance. A has not had much contact with her father but presently is working on rebuilding that relationship. A's initial presenting problem was stress in connection to academic failure. Presently A is working on issues of self-esteem, body-image, and stress in connection with a variety of variables.

Social Work Intern's Purpose

Continue to build client counselor relationship; identify areas of strengths of and challenges faced by client; begin to develop goals and objectives determined by client

Session (entire/excerpt)

A entered the office with a look of panic and concern on her face. She slumped down in the chair next to my desk and let out a deep and resounding sigh. She quickly informed me that she was extremely stressed. This concerned me because though stress was her initial presenting problem, she had never come into the office appearing so distraught. While she told me she had a problem, she was continually rubbing her stomach. I immediately thought she may be pregnant. When I tried to elicit what the problem was she blurted out "I think I am pregnant" I explored with her what she had done to verify this and where she might go to help her determine what resources were available to her. My goal with her was to help her see there are options. During this time, her body language revealed how stressed she was partially in response to how this would be seen by her mother who is traditional. My struggle during this was to keep her talking about what was a very scary discussion. In an effort to clarify with her, I asked her "what makes you think you are pregnant". When she responded that she "just had that feeling" along with symptoms that could accompany a host of different illnesses, headaches and stomach aches, I was relieved. However, given her pattern of not anticipating possible problems, I suggested that if she was late next week, we could talk about next steps. I hoped by doing this I could take some pressure off her and let her know that 1) I would be there for her and 2) she did not have to feel overwhelmed. Her non-verbal communication

throughout this portion of the interview continued to be pressured and reflected her sense of being out of control. During this conversation I realized A was the third girl this semester to face a possible pregnancy and that we were not doing a very good job in educating the kids on safe and healthy sex practices. From her narrative, A felt there were no supports for her either at home or with the young men she had been dating. While I want to shake her and say "why didn't you use a condom?" I struggled to maintain my non-judgmental stance and said to her "I am not here to judge you". I think this help me re-focus on her and her dilemma. I realized she would not be facing this dilemma if she had been using condoms regularly, so I choose to explore this with her. When she told me it broke, it was hard to believe. Knowing how important safe sex is for her and the other young women in the program, I keep thinking about how we can address this need with them. As we talked she did reveal that she didn't always use condoms for a variety of reasons; the spur of the moment, boys don't always have them etc. I mentioned that the consequences could be extremely harmful and then realized that this might increase her sense of panic. It made me wish she was part of the group where we could discuss healthy choices and safe sex where the group support would help her, and the others, better understand the consequences of behavior. With A, I felt I needed to empower her and offered her condoms that she could have available in the event of a situation where she needed protection. On a couple of occasions she talked about not wanting to keep the baby if she were pregnant; here it was easy for me to reassure her that she needed to think about the best decision for her even though it might be a difficult one. I will have to remember she is faced with some religious and cultural issues that impact on decision to pursue an abortion. This seemed to help her calm down and reflect on what she needed to consider. I reinforced this by telling her that she did need to think about our discussion. At the same time I did not want to minimize what she might be facing so I told her "I am not going to tell you not to worry over the next week because you will. If you find yourself really stressing next week where you can't focus, come and see me and we can discuss next steps." She said she'd try.

Assessment (Client and Session)

A responded well to the session. She is often abrasive and confrontational when discussing personal topics, but there has been progress. This was not our first meeting and she felt comfortable enough to come and share this with me. At first she was very tense, but, by the end of the session, though still stressed, she was a bit more relaxed. I am very worried for A. I am concerned about her age and maturity level. A has a very strong personality. She is able to communicate her feelings without much probing. However, A does have challenges in establishing healthy relationships. She is extremely trusting of men in particular and at time does not use good judgment.

The session went well. The first goal was achieved. However, due to A's objective for session the second was not met (but will be revisited in another

session). A was responsive and engaged in the dialogue. I was understanding and non-judgmental of her situation. The questioning was non-threatening and non-critical.

Next Steps

- Determine if A will go to _____ Clinic for a pregnancy test
- Determine the next steps to take after results are known
- Discuss A's options if she is pregnant
- Discuss safe sex practices/consequences of risky behavior
- Offer opportunity to join the upcoming "Safe Sex" discussion group

Agenda

- To develop focus groups (girls, boys, coed) to discuss topics regarding safe sex, facts and myths about sex, and teenagers' knowledge and values around sex (Part of Needs Assessment)
- Create a proposal for a student designed, implemented, and managed Sex Education Program
- Collaborate with _____ Health Van personnel
- Establish training sessions for "Safe Sex Educators"—students

Future Considerations/Questions

- Can we discuss birth control options with the clients?
- If A is pregnant and decides to have an abortion should I discuss other options?
- Because of her relationship with her mother and her mother's beliefs would bringing in her family/sister be beneficial or detrimental?
- The possible child's father is also a client. If it is determined she is pregnant, how should we proceed?

Model II: Reflective Journal
Date of Entry: _____

Summary of Cases

Approximately 60% of my clients have a common theme of risky sexual behavior and attitudes. There is a representation of both males and females, between the ages of 17-22, within my client group demonstrating these behaviors. The topics range from a lack of negotiating skills, the misuse or non-use of condoms, different characterization of what constitutes sexual acts, exposure to casual sex, and multiple sex partners. Approximately 35% of my clients are parents, expecting parents, or intimately connected to pregnancies that have not been carried to term. Approximately 50% of my clients have received at least one positive result for contracting an STI and at least 2 of my clients are HIV positive. There is currently no nurse or health educator located on school premises. Presently, there is no program designated to the topic of safe sex or sex education. Through my counseling of individual students, there is a desire to create such a program and/or discussion group.

Narrative of Salient moments/activities/events

This week I have had sessions and held group meetings with students who share similarities in terms of their lack of safe sex education. From the information (needs assessment) I have received from my cases I have been meeting with my supervisor as well as the agency director to discuss the possibility of creating a sex education program, sponsored by the agency and utilizing school space. I have noticed that the use of my engagement and contracting skills with my clients has been very helpful in terms of those skills transferring over to my programmatic work. There are clear parallels drawn between my direct practice and programmatic work. Through discussions with key staff and case sessions I can visual how my casework/group work is influencing my programmatic work as well as how the development of the program will affect my work with my individual clients.

Next Steps

Through my work with clients I have determined that a sex education program may be beneficial to the clients served. Clients need education regarding safe sex practices, information on STI's and how they are contracted, and to develop empowerment strategies. Initially, I will complete a literature review by next week on teenage sexual behaviors and attitudes, as well as evidence regarding successful programs and strategies with this population. Also, I will conduct focus groups to assess needs in the following areas: 1) the most important sex education topics to the clients; 2) the presentation approaches most suited to the population to impart the information, and; 3) the person(s) to disseminate the

information to whom this population would be most responsive. These groups can be held within the next three weeks during the three lunch periods. Participants will be self-selected through a referral process from agency staff. Social work interns will conduct these focus groups. Interns, from information gathered from process recordings and literature review can develop focus group questions. Because we have a significant truancy rate and many students eating lunch off campus, a possible obstacle may be students not attending the focus groups. Another obstacle we may face with the focus group is students feeling uncomfortable discussing in groups various topics concerning sexual attitudes and behaviors. Also, because space is very limited in the school, finding accommodations for the focus groups may prove to be difficult, especially if administration and staff—both from the school and the agency—are not vested in this program.

Agenda for Supervision (This can be adapted to your specific assignment/agency)

The skills I have utilized during this week, both programmatically and in direct practice are negotiation, contracting, engagement, developing a needs assessment, and conducting a literature review. I saw a clear strength this week was my ability to connect with both clients in terms of direct practice as well as key staff for my programmatic work. An area of improvement I feel, at this point in my educational attainment would be that I still need to get a better handle on identifying the barriers I may face while in the developing phases of program development.

Model III: The Project Log

Title: *Teens Staying Safe*

Start Date: March 15

Description: An educational and informative class for students around the ideas of safe sex and increased self-esteem.

Goals and objectives: To establish better senses of safe sex practices and self-esteem among the students at the school.

Task: The task I am working on this week is the ongoing preparation for the Sexual Education and Safety class. There have been new developments in the planning stages, and as deadlines approach and the start of the class looms, it is important to further record and understand the work that is going on. This is clearly a most relevant topic, given recent circumstances including the admission of students to practicing unsafe sex. Up to this week, planning has been ongoing, but in the next week, the actual class should be set up, and the arrangements to enroll students should begin.

Timeline: Within the next week, permission slips must be written, printed and distributed. Within the next two weeks, an agency employee must be designated to run the class, and space must be confirmed for the class. Within the next four weeks, materials must be purchased and the instructor must submit a curriculum for review. As they are needed, any phone calls must be made.

Necessary Resources: Staff, space, materials, and visual and audio equipment. This all must be further developed over the next two weeks with the instructor.

AGPP Practice Skills: Over the course of my time working on the project, I have used a number of AGPP related skills. First, I have used many of the skills from Program Development, including a literature review and a needs assessment to make sure that the program would be well received and achieve the best results possible. Additionally, as we have talked to students, staff and parents, I have used empathic listening and surveying skills, including how to run a focus group, which will help guide the course of our class. Finally, I have used the budgeting skills that I learned through AGPP to make a clear and concise budget for the organization, which will help to guide the program and expenditures.

Enhancements/Obstacles to Project: There are a number of potential problems for running the program. First, if the participants are under the age of 18 parents must agree to allow them to attend, and there must be a significant interest and investment on the part of the students. The instructor must be engaging, and there must be incentive to come (perhaps food).

The staff of the school, including social workers and supervisors, and the Safe Sex Advocates will support the program, as will most of the parents. This will be tremendous in pushing students to attend and to learn about the practice of safe sex. Support can be enhanced, across all potential obstacles, with information

dissemination, and with individual discussions about what will be covered in the class, as well as the potential concerns that any students have.

Project Assessment: I believe that, thus far, the program is running well. The struggles have been in terms of space, staffing, and time constraints, but thus far we have overcome those concerns to build a strong program that is almost ready to begin. I know that I am a dedicated intern, and that I understand the importance of the work that I am doing. This work is definitely needed, and we have worked hard to get the support of the school staff and of parents. To this point, goals cannot be measured because the program is still in the works. During this process, I have been a bit stressed, but I am also excited about the potential that lies ahead. The project is both needed and feasible and the resources needed are attainable. In summary, the organization and I are both in the safety business, looking out for our kids and always having their best interests in mind.

Agenda for Supervision: Next Steps

- Go over the meeting time and place
- Ensuring that staff and materials are all set up
- Discuss the timeline
- Discuss any barriers faced.
- Talk to more parents to make sure that they were all on board with the class, encouraging their children to attend.

Questions for Field Instructor:

- Does student understand his/her role?
- Does student know what his/her agenda is?
- Does student perceive where his/her actions fit, as part of a programmatic goal-oriented process?
- Does student understand the possible consequences and impact of his/her actions?
- Does student anticipate the likely resistances to his/her actions?
- Does student mobilize adequate support for his/her actions?
- Does student reassess and redefine his/her objectives or agenda when new circumstances arise?
- Does student perceive growth and gain new insights as a consequence of his/her actions?
- Does the student understand the function of self reflection and are they able to demonstrate this in their log entries?

SOCIAL ENTERPRISE ADMINISTRATION RECORDINGS

Field Education recording requirements in the Social Enterprise Administration area will involve the weekly maintenance of a student log. This log serves as an instrument for student assessment of weekly activities as well as a document for discussion and consideration in weekly supervision. Two to three entries should be submitted each week utilizing the following format:

Format for Social Enterprise Administration Log Entry

I. Identifying Information

Overall Assignment:

Date of Log Entry:

Specific Task to be Processed:

1. Describe in brief the task to be processed in this log entry. Specify your particular interaction/intervention.
2. Why did you choose this one?
3. What led up to this week's development?
For example:
 - collateral contact
 - telephone calls
 - committee or other meetings
 - supervisory feedback

II. Practice skills

1. Record what transpired, then identify which Social Enterprise Administration practice skills you worked with in this task/intervention/interaction (Describe the 3 or 4 most relevant skills). Social Enterprise Administration skills can include, but not be limited to, those involved in managing organizational processes, exerting influence, conducting interpersonal relations, designing, expediting and implementing.
2. Describe your observations of both verbal and non-verbal content.
3. Briefly analyze why you chose these particular skills.

III. Assessment

As an outside observer of yourself, record your impression of the

task/interaction/intervention. Comment on your reactions and assess your personal impact. Think about these and other reflective questions as you write this section:

1. What is my role in the organization, meeting, committee?
 - Is there precedent for this or is it new?
 - Is it understood and accepted?
 - Does my function conflict or overlap with that of others?
2. Did I bring both an explicit and an implicit agenda? What are they?
Did others?
 - Are these unstated but commonly understood?
 - Do they accommodate systemic discrepancies, gaps in leadership, academic requirements, etc.?
3. What interventions can I perform that will result in a successful outcome?
Have I sought the support of other constituencies?
 - Who are my allies in this effort and what will I have to do to continue eliciting their support?
 - Where may the resistance come from, what forms will it take, what will be the most constructive response?
 - What can I do to anticipate and offset negative reactions?
4. To what extent were my goals met?
 - If they were not, what could I have done differently and what could I do next time to reinstate these goals?
 - Should the goals be amended given new information?
 - How do I understand/explain why my goals were accomplished?
 - Were there unexpected factors which contributed to this end?
 - Could I achieve my outcome in a more efficient/effective manner?
If so, what would I have done differently?
5. How did all of this make me feel and what impact did my feelings have on my actions and observations?
6. In summary, what did I learn about myself in the context of the organization?

IV. Reflective Agenda for Supervision

1. Create an agenda for supervision from the issues presented in this log entry.
2. Discuss next steps of strategies for work.
3. Discuss possible obstacles and alternatives that need to be considered.

4. Discuss any modifications in your plan and timetable, and the reasons for the modification.
5. What have you learned from this task that you can apply to new situations; what is transferable?
6. What would you have done differently based on what you now know?
7. How does this relate to your previous work?
8. How does this all relate to the overall assignment?

V. Some Questions For Field Instructors to Think About as They Review the Log Entry:

1. Does student understand his/her role?
2. Does student know what his/her agenda is?
3. Does student perceive where his/her actions fit, as part of a programmatic goal-oriented process?
4. Does student understand the possible consequences and impact of his/her actions?
5. Does student anticipate the likely resistances to his/her actions?
6. Does student mobilize adequate support for his/her actions?
7. Does student reassess and redefine his/her objectives or agenda when new circumstances arise?
8. Does student perceive growth and gain new insights as a consequence of his/her actions?
9. Does the student understand the function of self reflection and are they able to demonstrate this in their log entries?

SAMPLE LOGS

INITIAL ENTRY

Project: Compendium of Policy Statements

Week of: October 7

Project Description

My Assignment is to develop a compendium of all the policy statements on people with disabilities that have been released by the organizations affiliated with the National Council of Agencies (NCA).

Purpose and Need

The compendium will serve as an educational tool for groups and interested individuals. But more importantly, it will serve political purposes. Since there is tremendous consensus among the member organizations on the issues regarding people with disabilities, a publication documenting this fact will assist the lobbying, advocacy, and networking efforts of the NCA in Washington, D.C.

Task Plan

- 1) Develop strategies for selecting which groups and organizations to include in the compendium. (3 weeks)
- 2) Draft and mail out a letter that will be sent to the chosen organizations, requesting that they send me all their policy statements on people with disabilities. (5 days)
- 3) Collect the response letters, following up as necessary. (1 month)
- 4) Write the table of contents, acknowledgments, introduction, etc. (6 days)
- 5) Create final format for compendium. (2 days)
- 6) Print compendium. (2 weeks)
- 7) distribute final copies to all interested parties. (3 days)

Necessary Resources

- 1) Access to phone, computer, Xerox machine, and mailing materials, including postage.
- 2) Someone to typeset and print compendium

Political Considerations and Obstacles

The main political consideration in compiling the compendium will be deciding who to include and exclude. Careful consideration will have to be given to the impact that the selection process will have on the various members of the NCA and our relationship with them.

A significant obstacle is that there is competition on this project between this office and Central Office. I have been warned that BT in Central Office may not be eager to cooperate with us. He reportedly engages in power struggles with new staff (especially students) and has a tendency to control and dominate projects. At the same time, he may attempt to dump most of the work on us.

Progress

So far, I have obtained a list of all the current member organizations in the NCA, along with a reference book that has the phone numbers and addresses of the NCA affiliates.

Self Assessment

I think I have done a good job in getting background information on the compendium project and figuring out what needs to get done to complete the project. the biggest challenge for me will be to develop a working relationship with BT at Central Office. My tendency is to shy away from conflict, so I will have to think clearly about how can I gain access to necessary resources without either buckling under or getting into a power struggle? Since I am still new here, I want to avoid any direct conflict at this point, but I do not want to handle it by allowing all the work to be duped onus as that would perpetuate a long-standing problem between this office and Central Office. I will also need to be mindful that I will have to balance my need to successfully complete this project with the needs of the agency and my supervisor.

Agenda for Supervision

- 1) Discuss concerns about BT and strategies for handling the situation.
- 2) Discuss the other projects on which I might work.
- 3) Find out which days I should work next week.

SUBSEQUENT ENTRY

Project: Compendium of Policy Statements

Week of November 1

Week's Task Plan

Have a meeting with David to discuss the various strategies I have considered for developing a politically feasible process for determining: a) which churches and organizations to include; b) how many years back the statements should go; and c) who will be responsible for actually producing the compendium (us or Central Office)?

Political considerations and Obstacles

While clarifying some things, David was not able to give me a definite answer on which strategy to use. He suggested I decide which one I think is best to present to BT in Central Office when he returns from Washington D.C. next week. I was hoping to get a final decision on this issue this week and not have to go through Central Office, but David made me think about the political ramifications of proceeding without first discussing it with Central Office

Progress

So far I have compiled a list of 32 churches and 4 religious organizations whose statements might be pertinent to the compendium. I have decided to present a strategy of developing a committee made up of representatives from NCA (critical actors) to advise us on the selection process. This should help mitigate any political problems over which statements are chosen for the compendium.

Next Week's Task Plan

Get input from BT on the advisory committee idea. If this strategy is acceptable to all concerned, select advisory committee members and set up meeting.

Self Assessment

I am concerned that I am spending too much time alone in my office which keeps me from interacting with others who might be able to help me on the project. I want to get better at networking with others. I am becoming much more aware that I isolate as a way of handling the anxiety I feel when I have to work with others.

Agency for Supervision

- 1) Discuss ways to network with others in the department, even when I may not have any immediate business to transact with them.
- 2) discuss which office I should report to next week.
- 3) Get feedback on whether my log entries are on the right track.

ENTRY ON COMMITTEE MEETING (Meeting Analysis)

Assignment: Conduct Advisory Meeting on Selection Process

Week of: November 21st

I felt anxious and impatient as the meeting seemed to be dragging on and on. People kept asking questions or making suggestions that had already been explored. However many new and valuable suggestions kept emerging, so I allowed it to continue. In retrospect, I think my attitude was all wrong. I reflected on other advisory meetings I have attended and noticed that I tend to go to meetings thinking I have all the information and it is just a matter of dispersing it. But that is not the case. A committee meeting is really a time to bring up issues, tell what we know, and solicit further ideas or confirmation--a crucial piece of planning. Clearly, judging by all the active participation from the committee and useful suggestions, you cannot depend on yourself to plan alone. What's more, I have to encourage participation and be sure it happens. Otherwise, I get no validation of my own work and defeat the political purpose for calling the meeting in the first place.

Instinctively, I tend to just give out information and have doing so be the last work. But that is not working together, cooperating. Nor does it give me any indication of whether I am doing my job satisfactorily. Now I am realizing that half the job of planning is soliciting, listening to, and acting on the group's ideas--depending on them even. Now that I think about it, this is where I get edgy. I am not comfortable depending on others, which may be why I tend to go into meetings and just flatly give out information without expecting or being receptive to new ideas and input.

I'm so used to working alone that bringing others into my work cramps my style. Yet, it helps me too. I'd miss so much, so many facets of the program, if I did it all myself. It's not just these meetings either. It's a trend with me. But, not that I see that it may be a result of the fear-of-depending-on-others phenomenon and now that I see the importance of groups process and input (the feeding-off-of-each-other phenomenon), maybe I can use this consciousness at future meetings so that I won't have to feel so impatient with the process.

Policy Practice Recordings

During the course of the year, students in Policy Practice are expected to have assignments that support aspects of 7 learning objectives. Each objective has its own recording requirements. (Please see the Field Education Manual for much more information on the objectives.)

Learning Objectives and Recording Possibilities

Learning Objective 1: Define social policy issues

Sample products for portfolio:

- Summary and analysis of social, political, economic attention to, and framing of a policy issue
- Critical analysis of news coverage and other evidence of a policy issue over time
- Summary and critical analysis of community concerns about social conditions
- Stakeholder analysis

Reflective log entries:

Student should identify the social condition or issue to be studied and the specific steps in analysis. Student should critically reflect on which groups are affected by the condition or its solution; the extent to which their interests are organized and reflected in media and political processes; the consequences of alternative definitions of the problem for the choice of policy solutions; and the dimensions of the problem that are reflected (and ignored) in the media, formal political processes, community activities, and so on. Students should reflect on their own understanding of the problem definition process, their ability to use this understanding to influence outcomes, and areas for additional learning.

Learning Objective 2: Identify and analyze prior efforts to solve a policy issue

Sample products for portfolio:

- Stakeholder analysis
- Legislative history of program or policy area
- Critical review of evaluation literature
- Analysis of political, social, economic history of a program
- Evidence that analyses were used in program development, strategic plans, and advocacy efforts
- Summaries/analyses of interviews
- Evaluations and presentations of existing programs

Reflective log entries:

Student should record the initial research task, its relevance to the policy development process, and progress toward its completion. Student should note and critically reflect on the role of historical research, opportunities and difficulties with obtaining data, the use of their analyses for program development or strategic planning or a policy initiative. Student should continue to critically self-assess their mastery of skills and areas for additional learning.

Learning Objective 3: Locate, collect, analyze data relevant to a social policy problem**Sample products for portfolio:**

- Data collection tools (survey instruments, interview protocols)
- Annotated inventory of data sources (e.g. web sources, personal communications, library resources)
- Report data analyses
- Summary of feedback from agency or other constituency groups about the problem analyses

Reflective log entries:

Student should record the initial data analysis task and progress toward its completion. Student should note and critically reflect upon the role of problem analysis in policy development, difficulties they encounter with locating or analyzing data, solutions they develop, and the use of the data and analyses within and beyond the agency. Student should critically self-assess areas for additional learning. Finally, students should reflect on and assess their level of practice skills utilized in the data collection process such as interview skills in acquiring salient data.

Learning Objective 4: Identify and analyze alternative policy program options**Sample products for portfolio:**

- Summary report describing program or policy options
- Program proposal or design documents
- Completed decision matrix or stakeholders report
- Summary report describing committee or task group decisions about policy options

Reflective log entries:

Student should record the initial policy development and analysis task and steps taken to complete the assignment. Student should note and critically reflect on issues in choosing evaluation criteria, problems or representing diverse viewpoints in the

identification of policy options, processes for incorporating diverse views and the role of systematic analysis in building consensus, and the use (or non-use) of systematic analysis in decision making. Student should critically self-assess their mastery of analytic skill and group process/decision-making skills, and areas for additional learning.

Learning Objective 5: Assess the feasibility of alternative policy options

Sample products for portfolio:

- Report of implementation issues for each alternative under consideration. May include time line e.g. GANTT Chart or equivalent (see page 60)
- Political, economic, and social feasibility analysis (regarding specific policy/program proposal)
- Organizational analysis
- Cost benefit analysis

Reflective log entries:

Student should describe progress on activities relating to analysis of the administrative and political, social and economic issues that arise with the adoption and implementation of new policies, projects or programs. Student should describe and comment on their understanding of how implementation issues influence choices made about new initiatives. Students should critically reflect on their mastery of skills, their strengths in these areas, and their needs for additional learning and practice.

Learning Objective 6: Prepare and present policy proposals

Sample products for portfolio:

- Policy briefing report
- Policy analysis memo
- Written analysis of legislative proposal
- Copy of public testimony
- Minutes from public meetings
- News coverage resulting from public testimony, press release, etc.
- Conference presentations

Reflective log entries:

Throughout the year, student should describe specific assignment for written and oral presentation of policy analyses. Student should describe the nature of each assignment, the steps in its completion, and reflect on their own strengths, learning, and needs for additional learning and practice. Students should also describe the audience to which the communication is targeted, analyze the group or individual's interests and potential use of the material, describe ways in which they (the student) tailored the presentation to respond to these interests, and their critical assessment of the effectiveness or the communication. Students should continue to self reflect on their practice skills utilized in presentations.

Learning Objective 7: Implement and Evaluate policy recommendations

Sample products for portfolio:

- Formal policy proposal
- Written testimony
- Published op-ed article/letter to the editor
- Minutes of community meetings
- Notes from lobbying/advocacy contacts
- Report documenting and analyzing legislative or administrative progress of a recommendation
- Outcome and performance evaluation reports

Reflective log entries:

Student should describe specific assignments relating to monitoring, advocacy, public education and related activities, and their progress toward completion. Student should describe and comment on their understanding of the policy review and adoption process, the role of education and advocacy in influencing policy decisions, and the inclusion (and exclusion) of groups and interests in this process. Students should be able to systematically evaluate policy recommendations. Student should critically reflect on their mastery of skills, their strengths, and needs for additional learning as policy advocates.