

Sample Verbatim Process Recording: Clinical Practice with Individuals, Families, and Small Groups

Verbatim recording should only be used for selected parts of an interview.

Student name: Linda Talbot **Date of session:** Dec. 1 **Number of session:** 3

Client Identifying Info: Ms. B. is a 58-year-old West Indian woman. She is the biological mother of a nine-year-old boy, Kenny, in the Residential Treatment Center.

Reason(s) for referral, presenting problem(s) or relevant background information: Kenny has a history of psychiatric hospitalization and was allegedly abused by his father. He arrived at our program in September. The agency requires that I see Ms. B. twice a month, however she only comes monthly and she offers different reasons why she cannot come more frequently.

Focus of this session:

In this excerpt, I'm talking with Ms. B. on the telephone regarding her visits to the Agency. In the first part of the call, she expressed her disappointment that she came all the way from Brooklyn (a 2 hour trip) to the agency to see Kenny, but a unit supervisor denied her the right to see her son because she didn't follow the correct visiting procedure. Then we spoke about her future visits to Kenny and other agency requirements. I began by telling her that she has to visit Kenny more frequently and that she has to contact us beforehand.

Selective Verbatim Dialogue/Content	Thinking/Feelings and Reactions
Ms. B: I'm a little disappointed because I did not see my son after making such a long trip.	I feel very badly for Ms. B., but I am scared to hear her anger.
Worker: I'm really sorry that this happened but the agency has specific visitation procedures. I want to remind you that you are not allowed to walk to the cottage without contacting with my supervisor or me. You have to call before you come.	I also feel annoyed with Ms. B. because she should have called ahead of time. I told her the rules and hopefully this will solve the problem.
Ms. B: I'm an old lady. I cannot make such a long trip every week.	
Worker: I understand your situation but your son Kenny needs to see that his mother is giving him the support that he needs right now. He needs to see that his family cares about him.	I don't want to hear how hard it is for Ms. B. I am upset for Kenny and I want her to understand his needs.
Ms. B: (sounding very upset) I cannot go to the agency so many times because I have doctors'	

<p>appointments and I need time for myself too.</p> <p>Worker: I understand what you're going through, but my job is to inform you about the agency requirements.</p> <p>Ms. B: I cannot visit my son every Sunday because I have to go to church. God is the only one that gives me the support I need. I can only come every other Sunday.</p> <p>Worker: I understand that God is very important to you, but right now your son Kenny needs all your support and I know God will understand this.</p> <p>Ms. B: I will come to the agency next week. I will call you with the date and time.</p> <p>Worker: Goodbye now. I look forward to your call.</p>	<p>I don't understand why she is upset with what I said and I guess I do not want to know why.</p> <p>I am feeling impatient with her excuses. Why won't she do what I tell her to do. I feel incompetent that I can't convince her.</p> <p>Still another reason! I feel myself getting more angry and insistent.</p> <p>I really came on strong. I see now that I am cutting her off and not trying to listen to her struggle i.e. what makes it painful for her to visit.</p> <p>At the moment I felt satisfied that I had convinced her. But I think she is very upset and just trying to end the conversation by "yessing" me.</p>
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PROFESSIONAL & PERSONAL IMPRESSIONS/REFLECTIONS

I was really very upset after this call. I felt the unit supervisor made a very unkind decision. Finally Ms. B. comes and she keeps her out and does not let Kenny see her. He could have been flexible just this one time.

I also felt pulled in two directions during this telephone call. I felt pressured to handle the rules with Ms. B. but at the same time I felt the agency was unfair. I became so preoccupied that I did not try to explore what was going on for Ms. B. and instead I turned on her.

QUESTIONS/ISSUES FOR DISCUSSION

1. I would like to use the record to discuss what triggered my impatience with Ms. B.
2. I want to follow up with the unit supervisor on his decision. Can you help me develop a strategy for speaking with him?
3. I want to call Ms. B. back. We ended on a bad note. Can you help me to prepare for the call? I need to "tune in" into her perceptions and feelings.
4. Theoretical perspectives used with the client.

Sample Narrative Process Recording: Clinical Practice with Individuals, Families, and Small Groups

BACKGROUND INFORMATION

Jasmin is a pregnant 14 year old Hispanic female who attends a junior high school in upper Manhattan. Jasmin has been in a special education class for children with learning disabilities for the past 6 years. She lacks reasoning and social skills. She currently lives with her mother and 7 year old brother.

Date of Contact: Nov 1st Initial Interview

Pre-engagement comments:

Jasmin and her mother were referred to the school social worker by her teacher who contacted the Social Work Department to report that Jasmin is pregnant and the alleged father was a 14 year old boy at a neighboring school. The teacher told us she offered Jasmin and her mother a chance to meet with a social worker. After some hesitation, they reportedly agreed and the teacher brought them to our office.

Narrative:

I went to the waiting area and asked Jasmin and her mother to come into my office. They both seemed agitated and sat down at a distance from each other, without speaking. I introduced myself as the social worker intern in the school. I told them, "I talk to lots of kids and families in the school who are having problems with school or in their families." I added that the teacher had told me a little about their situation; I could imagine the family must be going through a really hard time.

I asked if they could tell me how they viewed the problem. In angry tones, Mrs. C. told me that Jasmin was pregnant; she was too young to have a baby and should have an abortion. Jasmin sat with her head down and hands in her lap. I gently asked her to tell me what her thoughts were about this. Looking away, she said, "I don't want to have an abortion." When I asked her what bothered her about having an abortion, she shrugged and said, "It just doesn't seem right." Her mother interrupted by saying that she was too young and that such an attitude was foolish. I pointed out to Mrs. C. that, even though Jasmin was not far along in the pregnancy, she was already feeling attached, which might account for her reluctance to have an abortion. I acknowledged that they were both in a rough position and faced with a very difficult decision. While I couldn't make the decision for them, I wanted to ask them some questions to understand their situation better. I asked Mrs. C. how she and Jasmin got along. She shrugged and said, "All right. But she doesn't trust me. She doesn't confide in me or tell me about her problems."

I turned to Jasmin and asked, "Is what your Mom says true, that it's hard for you to talk to her?" She looked down and softly said, "I don't know." I asked Mrs. C. if she had known about Jasmin's relationship with her boyfriend. Looking somewhat embarrassed and helpless, she shrugged and said, "Yes, I knew. He was a nice boy." She quickly changed the subject and repeated that Jasmin should have an abortion I commented that I could see how strongly she felt about this. She said,

“Yes, I had one and it’s not so terrible.” I was somewhat surprised. I commented, “So you feel from your own experience that sometimes that is the best choice.” She nodded in agreement.

She then stated, “Jasmin’s not even fourteen and not developed enough.” With her hand, she gestured toward her own abdominal area and asked, “Couldn’t it be dangerous for her?” I said that, with young girls of Jasmin’s age, there was a somewhat higher rate of problems but many young girls could give birth without any difficulty. I added that, if she were to have the baby, she would need regular medical attention to watch for any possible problems.

I then asked Jasmin how she was feeling during the pregnancy and whether she had been sleeping and eating well. She said that she didn’t sleep too well because she had been hearing voices at night. She said softly, I hear my grandmother who died. She tells me to have the baby.” I asked Mrs. C. what she thought about what Jasmin had described. She responded in a rather off-handed way that an aunt believed in spirits and had scared Jasmin by telling her that if she had an abortion, the grandmother’s ghost would come back to haunt her. I commented, “So your family is involved in spiritualism.” Mrs. C. said that they were. I told her that I felt this was probably why Jasmin was “hearing voices” but if this increased, it would be important for them to let me know, so that I could decide if she needed any further medical attention.

I then asked Jasmin if she had thought much about how she would manage with a baby. She answered, “not really.” I asked her who would take care of the baby when she returned to school. She glanced at her mother, saying, “I don’t know.” When I asked Mrs. C. if she would be willing to take care of the baby, she said, adamantly, looking away from Jasmin, “No, I wouldn’t.” I asked Jasmin if she understood what her mother said. Looking down at her hands folded in her lap; she shrugged, and seemed unable to respond.

I could see how hard this was on both of them and suggested that they think about what we had discussed; I offered to meet with them a second time if they thought that would help. Mrs. C. abruptly asked me, “What do you think she should do?”, leaning forward in her chair. I said Jasmin was young to have a baby, but I conveyed that I couldn’t tell them what to do. Mrs. C. asked, “Couldn’t I insist, you know, force her to have an abortion?” I told her that I didn’t see how that would be possible and I didn’t think that would be a good idea. Mrs. C. seemed ready to reconsider her position and said that if Jasmin were to continue with the pregnancy, she would want her to continue at her school.

The interview ended by my making an appointment to meet individually with Jasmin the following day to discuss her concerns further.

Impression: I felt uncomfortable with the tension between Jasmin and her mother. My thoughts kept drifting to my worry about how Jasmin could manage as such a young mother, especially since her own mother did not seem willing to offer support to her daughter. Mrs. C. came on strong and that seemed to make it harder for Jasmin to talk and reflect more openly. I understood her position, but I think I felt she should be less harsh.

Questions/Issues: I have a lot of reactions and questions to address in conference. On the whole, I felt I tried to show both Jasmin and her mother that I was interested in hearing about where each

of them was in regard to the pregnancy at this moment. Yet, I wonder if either felt if I might be taking sides. I wanted them to try to talk together without so much tension, but I don't think I did a very good job at facilitating that dialogue. I also became anxious when Jasmin said she was "hearing voices" and in looking back, I think I didn't listen well. Can we look at that part of my record?

Record excerpted from "Jasmin," prepared by Susan Concecaio for *Social work practice with maternal and child health: Populations at risk, a Casebook*

Sample Verbatim Process Recording: Community Organizing, Planning and Development

Student's Name:

Date of Submission:

Date of the Event:

Community Member/Group (Pseudonym) and Background:

As you understand it, what was the purpose of the event:

<p>Dialogue & Interaction*</p> <p>*In your reflection of this event, please choose a segment that was the most significant, challenging and/or memorable to analyze: explain its identified strategic purpose and what did or did not happen to enhance that purpose.</p>	<p>Hidden or Multiple Agendas</p> <p>What did you observe 'beneath the surface of the encounter, if anything?</p>	<p>Student's Feelings</p> <p>What were you feeling then? Now? Apply tactical self awareness to the encounter</p>	<p>Student's Thoughts</p> <p>What were you thinking then related to the effectiveness of the encounter? Now?</p>	<p>Reflect on the way intersecting identities influenced the encounter?</p>	<p>Instructor's Comments</p>

Who was present in the event?
instructor, researched client's history, collateral contacts, etc.):

Reflect on and briefly give response to these items below:

Summarize the event.

What led you to select this segment of the event to review? At what point during the encounter did this occur - beginning, middle or end?

What techniques and skills were used during and/or incorporated into the event? In reflecting on the skills you employed, please explain why you chose to use them. What worked and what did not work? What would you do differently?

Please continue to reflect on how themes of power, privilege, and social identity have affected and continue to influence your work with this client.

Next Steps in working with this client:

Your Questions:

Sample Narrative Process Recording: Community Organizing, Planning and Development

Date of Submission:

Student's Name:

Date of the Interview:

Community or Group's Name (Pseudonym) and Background:

Purpose of the Interview (SW's Point of View):

Student's Thoughts and Feelings before the Interview:

Interview Content from Your Point of View (Include beginning, middle and end of interview):

Interview Content from the Client or Constituent's Point of View (Include beginning, middle and end of interview):

Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:

What Worked/Didn't Work? What Would You Do Differently?

Next Steps:

Interview (Case) Summary:

Questions:

Sample Verbatim Process Recording: Organizational Management and Leadership

Student's Name:

Date of Submission:

Date(s) of the activity/project:

Name of the organization or unit and Background:

As you understand it, what was the purpose of the activity/project?:

Who was involved in the activity/project?

<p>Written/verbal Communication* *In your reflection of this activity/project, please choose something that was the most significant, challenging and/or memorable to analyze: Include its importance to the organization in its operations or strategy, and any stakeholders who were affected or involved.</p>	<p>Apparent & Latent implications What outcomes are expected? Have you identified any difficulties?</p>	<p>Student's Feelings What were you feeling during the activity/project? Now? Were there constraints or limitations that affected your work?</p>	<p>Student's Thoughts How could you have approached or completed the activity/project differently or more effectively?</p>	<p>Reflect on the way your intersecting identities influenced the activity/project?</p>	<p>Instructor's Comments</p>

How did you prepare for the activity/project (i.e. took suggestions or asked questions of your field instructor, researched the organization's history, consulted course material, etc.)?

Reflect on and briefly give response to these items below:

Summarize the activity/project.

What led you to select this segment of the activity/project to review? At what point during the activity/project did this occur - beginning, middle or end?

What techniques and skills were used during and/or incorporated into the activity/project? In reflecting on the skills you employed, please explain why you chose to use them. What worked and what did not work? What would you do differently?

Please continue to reflect on how themes of power, privilege, and social identity have affected and continue to influence your work with this activity/project, especially as these issues affect the different stakeholders that are affected.

Next Steps in working on this activity/project:

Your Questions:

Sample Narrative Process Recording: Organizational Management and Leadership

Date of Submission:

Student's Name:

Date of the Interview:

Organization's or Unit's Name (Pseudonym) and Background:

Purpose of the Interview (SW's Point of View):

Student's Thoughts and Feelings before the Interview:

Interview Content from Your Point of View (Include beginning, middle and end of interview):

Interview Content from the Client's Point of View (Include beginning, middle and end of interview):

Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:

What Worked/Didn't Work? What Would You Do Differently?

Next Steps:

Interview (Case) Summary:

Questions: