

**SALEM STATE COLLEGE**  
**School of Social Work**

**MSW Field Placement**  
**PROCESS RECORDING FORMATS**

**Clinical Process Recordings**

The attached format provides a tool for student and field instructor to review the student's planning for, participation in and evaluation of clinical sessions with clients on a one-to-one basis. The recording is intended to be a verbatim record of client-student interactions. It asks the student to specifically note observations of the client and also of the student specifically behavior, affective and attitudinal presentation and changes as well as spoken content.

The student is also asked to formulate their planned goal prior to the session and their relative thoughts and questions following the session. Supervisor's column and student's reaction column become primary tools for teaching and learning in the micro assignment.

**Group/Family Process Recordings**

The attached format for group and family recording is a suggested guideline to organize the review of clinical teaching and learning in settings which involved multiple players. It is again recommended that the focus be on planning for meetings, close observation and understanding of content and process of interactions, with a special emphasis on the role of the student and on increasing skills of self-awareness and purposeful use of self. This format also becomes useful in evaluation of sessions and planning for future intervention.

**Macro Process Format**

The attached format for Macro Process Recording is intended for students whose primary assignments in the field setting are in macro practice. This format can also be used by students in the more "micro" setting who will be involved in macro group assignments such as board committees, interagency task forces, planning committees, etc.. This format enables the student and field instructor to work in a framework where meetings and strategic sessions are observed and processed in a disciplined and strategic manner. It also allows the macro student or students participating in macro assignments to observe the different levels of systemic interactions and, again, to practice skills of self-awareness, interactional communication and purposeful uses of strategy and goal-attainment.