

Recording For Learning (RFL) / Process Recording

Points = 1

Face Sheet **plus** 4 - 8 pages of either the RFL Column or Narrative format

A crucial part of Social Work education is the development of clinical skills. These skills are imperative in the development of competency in Social Work practice. Social Work competencies include the following:

- the ability to develop rapport and engage with clients
- self-awareness of the Social Worker
- interviewing skills
- information gathering
- assessment and evaluation of information
- diagnosis when appropriate
- goal setting with short and long range objectives
- development of an intervention plan which includes who (will do it), what (will be done) and when (will it be accomplished)
- implementation of intervention plan
- evaluation of interventions
- termination

The objective of the RFL assignment is two-fold:

1. Planning for a client contact.
2. Evaluation of a client contact

Planning for a client contact with specific attention to the following:

- planning an agenda for the client contact
- planning intervention strategies, including therapeutic models when appropriate, to accomplish the goal for the client contact
- planning for the range of potential client responses to the intervention strategies

Complete Items 1-5 of the *RFL Face sheet* **prior** to the session.

Evaluation of a client contact with specific attention to the following:

Using one of the two RFL formats (4 columns **or** Narrative in paragraph form) complete the following:

- 1) Under the heading *Verbal And Non-Verbal Communication*, record the session participant's communication including affect, environmental influences, and immediate circumstances that effect the client.

2) Under the heading *Student's Personal Experience*, reflect and record student's personal experience related to the participants verbal and non-verbal communication. Special attention should be paid to the following dynamics:

- Student's **pre**-contact expectations, mindset, attitude, level of ambivalence, emotional state, etc.
- Self-awareness refers to a student's personal beliefs and experiences that have an impact on the interaction with the client. Self-awareness is a skill vital to successful social work practice. Students should pay special attention to how their personal beliefs and experiences are affecting their objectivity.
- Field students should assess the impact and feedback of the client's response to the interaction.

3) Under the heading *Professional Social Work Analysis*, refer back to the client interaction in step #1 and consider your response to this interaction as documented in step #2.

Then record an analysis of the following areas from the perspective of a professional Social Worker:

- Client verbal and non-verbal communication and related behavior
- Social worker behavior and response to client
- Interaction between social worker and client
- Behavior of the client and/or information provided by the client regarding evaluation and assessment of their mental health and/or AODA status

4) Develop follow-up plans for next client contact

Complete Items 6-7 of the *RFL Face sheet* **following** the session.

5) Student submits the completed RFL to Field Instructor for review. Field Instructor writes evaluative comments in column # 4 which can be an excellent source for supervision material.

Students should select the format they wish to use for the RFL (# 1 or # 2 below) and the RFL needs to be **typed**. The forms have been created in an electronic format for ease of use.

1) The format of the four columns (Verbal and Non-Verbal Communication of Session Participants, Student's Personal Experience, Professional Social Work Analysis, and Instructor Comments). Click on link to access form

2) A narrative format using a paragraph structure to describe in sequence the Verbal And Non-Verbal Communication of Session Participants, Student's Personal Experience, Professional Social Work Analysis, and Instructor Comments. Identify each of these sections of the RFL with the appropriate heading.

Note: When using either format, use present tense verbs when entering information for each of the three sections to help in remembering the experience (e.g. Mother says, "I am so angry with my son.")

Keep the following points in mind as you prepare an RFL:

- **Confidentiality:** For the purpose of protecting confidentiality of the client(s) in completing this Field Assignment, please remember to either change or black out the names, birthdates, addresses, phone numbers, places of employment, name of agency and any other information that may link this report to the specific client(s). You can use the "find and replace" feature of Word to make these changes easily.
- Use self-awareness in selecting material for an RFL by noticing situations encountered in the Field Education Practicum that catch your attention in some way by being interesting, disturbing, confusing, or stimulating. This material **may** come from a **15 – 20 minute segment of a longer session**, meeting, or group.
- Use the RFL experience and the Field Instructor's comments as a focal point for further in-depth discussion during weekly supervision.
- Focus on their "*here-and-now*" experience when involved in Field Practicum activities with clients, staff, and others rather than trying to plan how to structure an RFL while being involved with others.
- Trying to plan an RFL while being involved with others can send a signal of disinterest and adversely affect your ability to build rapport and trust. Remember that developing rapport is central to being an effective social worker.
- Remember that the *Verbal and Non-Verbal Communication* section of the RFL does not have to be a verbatim transcript (unless specifically assigned by the Field Instructor).

Use the Following Sequence In Completing the RFL Field Assignment:

1. Complete Items 1 - 5 of the RFL Face sheet **prior** to meeting with client.
2. Complete the RFL in **either** the Column or Narrative RFL format.
3. Complete Items 6 - 7 of the RFL Face Sheet **following** the session.
4. Submit completed RFL, including the Face sheet, to Field Instructor for Review.
5. Discuss the completed RFL with Field Instructor during supervision.
6. Submit RFL with dated signature of Field Instructor to Faculty Field Liaison.

