

Running Head: PROCESS RECORDING

Process Recording

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Identifying Information

Michael Pietrus is seeking help with the Partnership Counseling center because he has been ordered by juvenile court to receive anger management. This referral came after a conflict with his adopted mother which resulted in destruction of her property. Michael is a fifteen year old bi-racial male. Michael's biological mother was Hispanic and his father was African American. Michael was adopted at age 7 and has lived with his adopted mother since then. His adopted mother had two daughters, age 25 and 27, from a previous marriage; Michael has developed a strong bond with the daughter closer to his age. Both daughters have graduated from college and no longer live in their mother's house. The younger sister visits Michael and her mother a few times a year. Michael has suffered with abandonment issues resulting from the absence of his biological parents. He stated that he has very few close friends because of Mrs. Pietrus strict rules. She requires all of Michael's friends to be members of a church and that she have frequent contact with the friend's parents. Michael has expressed that he felt embarrassed from Mrs. Pietrus' rules and prefers to visit his friends' house instead of bringing them over to his home. Mrs. Pietrus is unaware of the situation and believes that Michael is not social enough and that is resulting in the lack of friends visiting their home. Michael's roles are a student, an athlete, and a gamer. Michael attends a local high school where he is a member of the film club. He recently became involved in track and field after a brief stint in baseball; Michael was unable to pay for his equipment, so baseball was not something he could fully pursue. He is a member of his mother's church, but is not as interested and involved as his mother wishes him to be.

Purpose of the Interview or Contact

Michael considers the purpose of this session necessary in order to satisfy a requirement that was set by the juvenile court. Michael is attentive and appears to grasp the major concepts of the anger management course. He expressed to me that he knows his reactions to anger are not always healthy and the right decision to make. Michael has been cooperative, but his mother has expressed that Michael is anxious for our sessions to be over. I consider the purpose of this session to be to help Michael learn how to appropriately and constructively express his anger. I also want to try and work through some of the main sources of conflict that are prevalent in Michael's day to day life, such as problems with his mother, teachers, and peers. Both Michael and I see these anger management sessions as the next step to ensuring he is not sentenced to stay at a juvenile correction facility. We also see that his responses to his anger are at sometimes unhealthy and inappropriate. Michael and I have different points of view. I see this as an important step in building healthy communication with his mother, which in turn will strengthen their relationship. I also see these sessions as a valuable tool for Michael to grasp as he transitions through school and enters the labor force. Michael does not see the long-term value of the concepts and techniques that we are discussing. Michael has not completely grasped the idea of applying what he has learned. This could be a result of him not entirely buying into the reality he has a problem and that these techniques will actually work. Michael's unwillingness to apply the anger management skills could also stem from the fact that he views these sessions as mandatory and a way to force him to learn. Since attending an anger management course was not his choice, it is natural to assume there will be some resistance to applying what he is being taught.

Initial Observations of the Client

Michael came to the session dressed appropriately; he wore a navy hooded sweat shirt and jeans. His posture while seated was slouched and relaxed. His mood was normal, and his attitude was somewhat mellow. Michael's tone of voice, as well as his affect to my questions, was appropriate. I attempted to connect with him while walking in the hallway to the office. I asked him how track practice was and he responded that it was okay but he was really sore. I told him that I ran track when I was his age and that I found it good to stretch before and after the run to cut down on cramping. I also told him that keeping himself hydrated was another good way to prevent cramping. Michael kind of nodded his head and said okay to both of my suggestions. When Michael walked into the office I could tell that he was distracted or felt a certain disinterest in attending. He did not make eye contact with me until we began the session. He walked in, sat down and began playing with a loose string from the sleeve of his jacket. My initial impressions and feelings was that either something had happened with his mother or at school. I also felt maybe he was becoming disinterested with talking about anger management. In the previous session, I asked him if this material was becoming boring. He responded that it seems that the content just repeats itself. I told him next time to bring suggestions on how to make the material more interesting. At the end of the session, I asked if he had thought about any suggestions to better the course and he said, "No".

The feelings and attitudes I brought to the sessions were all related to stress and frustration. Early that day I ripped the back pocket of my favorite pants on the door to my office. I was also under a lot of stress from trying to finish a sociology assessment

that was due the next day. Other than those feelings, I was excited to see Michael and to hear about his past week.

Content of the Session

Field Instructor's Comments	Content-Dialogue	Gut-Level Feeling/Response	Student's Analysis
	SW: Tell me about the past week?		I asked an open ended question.
	CT: Nothing happened really. It was pretty normal.	He said "not really". I took it as something.	
	SW: How have things been with your mother?	I thought something was bothering him with school or his mother? So I decided to explore his mother first.	I asked an open ended question.
	CT: We're good.		
	SW: So when you say good, I take it that there has been no arguments or conflicts between the two of you.	I was digging deeper to see if there was a problem.	I utilized reflection of content.
	CT: Well I mean there was this one thing after track practice.		
	SW: One thing?		I utilized reflection of content
	CT: Well we got home and I was hungry, so I asked what was for dinner. She said that we were getting home too late for her to cook something, so I should just make a sandwich. But I didn't want to eat a sandwich. I had one		

	for lunch.		
	SW: So what did you do?	I was searching for the conflict.	
	CT: I made me some spaghetti.		
	SW: And what did your mom say?	I was searching for the conflict.	
	CT: She said that was fine, but she wasn't going to help make it.		
	SW: So where is the conflict?	I just directly asked. I felt he was stalling.	
	CT: Well after I cooked the noodles, I went to put on the sauce. But the sauce that was in the refrigerator was not the right sauce. So I left it.		
Perhaps you could have explored a little more why the sauce was so important.	SW: So you didn't eat the spaghetti?	I was trying to clarify for me what was happening.	
	CT: Well. I mean I wasn't going to eat something that was nasty.		
Good job validating. I can't help but wonder why a certain sauce is so important. With so many abandonment issues, it is important to remember that what appears to be insignificant can carry great emotional meaning to the client.	SW: Okay, I can understand that. No one wants to eat something that they find disgusting. What was your mom's reaction?		I validated the client's feelings, but did not go deeper.
	CT: She got mad		

	and said that I was being wasteful. So I told her that if she would've bought the right spaghetti sauce then I would have eaten it.		
	SW: So you blamed your mother for the sauce not being what you wanted.		I tried to utilize reflection of feeling, but I don't like it worked.
	CT: I mean she knows what sauce I like.		
	SW: Of course, that's a valid complaint, but what if she just picked up the wrong bottle or maybe she couldn't afford the other sauce. Could those be a possibility?		I validated the client's feelings.
	CT: Yeah I guess so.		
	SW: So what happened after you told her that she bought the wrong sauce?	I wanted to what his mother's reaction was.	
	CT: She started yelling and I just left and went to my room.		
Good tie in to the material covered previously.	SW: Okay that was one way of handling it. Leaving the situation is okay, but what if you applied what we've been talking about. What if you identified your negative thoughts, such as "she knows what kind of sauce I	I wanted to remind him of the material that we had gone over. I wanted him to understand that this situation would have been a good opportunity for him to utilize those skills.	

	like and she must have done this on purpose.” Do you remember how we talked about anger being a secondary emotion and first you feel a primary emotion such as not having your expectations met.		
	CT: Yeah.		
	SW: Do remember the ABC model of conflict? First, there is the activating event; in your situation it was not having the right spaghetti sauce for your meal. Do you remember part B?	Same thing here. I wanted to make a connection between the content of the course and a real situation he was dealing with.	
	CT: Isn't that what I say?		
	SW: Well, it's more like what you say to yourself internally. Part B is your belief about the situation. Your belief was that whenever you go to make spaghetti, there should be the sauce you like.	I wanted to clarify what part b was.	
	CT: Yeah.		
	SW: You see where I'm going with this?	I wanted to make sure that he understood.	
	CT: Yeah.		
	SW: So next time this sort of thing happens you could say, “Hey mom I think you got the wrong spaghetti	I wanted to give him examples of how to better handle the situation.	

	<p>sauce. Next time can you please try and get the other brand.” Say that in a respectful way. Be honest about why you feel but also this time concede and eat the bad spaghetti sauce that you already prepared.</p>		
	<p>CT: Yeah I can do that.</p>		
	<p>SW: Okay what’s been going on with school? How are your classes? Do you receive any office referrals?</p>	<p>I knew that we didn’t have a lot of time to talk about the week, but I wanted to hear about his interactions in school.</p>	<p>I made a transition.</p>
	<p>CT: Classes are okay.</p>		
	<p>SW: Have you been meeting with your geometry teacher like we talked about?</p>	<p>I was searching.</p>	
	<p>CT: Yeah.</p>		
	<p>SW: Has it been helpful?</p>		
	<p>CT: Yeah, but I still don’t really like her.</p>		
	<p>SW: Okay. Did you get in trouble or anything this past week?</p>	<p>I was searching.</p>	
	<p>CT: Well there was the whole thing about Youtube?</p>		
	<p>SW: What thing about Youtube?</p>	<p>I wanted him to clarify.</p>	<p>I utilized reflection of content.</p>
	<p>CT: Well a friend and me made a short video of the school</p>		

	and we were talking on it about how boring our school was. I put it on Youtube and somehow a teacher must have seen it and told the principal. She called me in her office...		
Remember that getting an adolescent to talk is very difficult. Once they do start telling a story it is very important to let them finish. An interruption can put an end to an opportunity.	SW: How did she know that it was you on the video?	This wasn't really a pertinent question, but I wanted to know.	
	CT: Well they could tell it was my voice.		
	SW: Alright, continue.		
	CT: Anyway, she said that if we didn't take the video off of the Internet then we would be expelled. She was all serious and stuff. They even brought a police officer in to talk with us. He said that I could be in serious trouble because I showed teachers without their permission.		
	SW: Did you take it down?		
	CT: Yeah.		
	SW: What did your mom say?		

	CT: I didn't tell her.		
This might have been a good opportunity to ask him why he thought everyone made such a big deal about it. Adolescents often have everyone telling them why something is wrong but rarely does anyone ask for their opinion.	SW: You know I understand that making movies is sort of your thing, but you realize that you can't just go filming people without their permission? Right?	I wanted to make sure that he understood why he was in trouble.	I utilized empathic understanding.
	CT: I mean yeah, but it wasn't even that serious.		
	SW: Okay. Let me ask you question. And tell me if I'm off base here but how many time in the past three weeks would you say that you've met with the principal to discuss something negative you've done.	This question wasn't pertinent either, but I wanted to see if Michael was creating a pattern.	
	CT: I don't really talk to the principal, I usually see the vice principal.		
	SW: Okay, same question but with the vice principal.		
	CT: In the last three weeks?		
	SW: Yes.		
	CT: Maybe two or three times.		
What was the previous frequency? Was 2-3 an increase or decrease?	SW: Does that seem like a lot to you?	I wanted him to realize the possible pattern to he could be in.	
	CT: (Silent)		
Good use of positive	SW: Well what I'm	I wanted him to	

comment before introducing a touchy subject.	trying to get at is, I think you are intelligent kid and I think your teachers could be getting the wrong impression of you. Do you think your teachers view you as a trouble maker?	understand the consequences of his actions.	
	CT: No, I don't think so.		
	SW: Okay. But do you agree that your relationship with your teachers could be better?		
	CT: Yeah, I guess so.		
	SW: Well, what we're going to be going over today is something I found on Internet that I thought could be useful. It's called building a better relationship with your supervisor, but I've adapted it so that you could use it with your teachers and with your mother.	I need to start the lesson for the day.	

Assessment

The current assessment is slightly different from the original assessment. During the initial assessment my client was less involved. His eye contact was minimal and his affect to the questions were brief, leaving no way for me to reflect the content or his feelings. Michael has changed since the original assessment. He now is more willing to

ask questions and participate in the process. Michael has also shown moments of great insight. He once said that he knows the way he reacts to anger is inappropriate. When he first saw me he seemed to believe that destroying property was a positive way of dealing with anger; now he sees it as a negative way. Michael has many strengths; he is sociable, intelligent, and kind. His weaknesses are that he does not think about the long-term effects of his actions and is prone to following the crowd as opposed to leading it. In a number of incidents where he was sent to the office, Michael told me he was disruptive just like everyone else but the teacher caught him. Michael does not blame any one else for his actions; he owns up to what he does and that is a major strength.

I would say that I utilized Systems/Ecological theory during the process recording. I made a transition in the conversation and asked him how many times he had been in trouble in the past three weeks. I asked this question because I wanted to examine whether there were any patterns occurring. Also in the session, I asked about his interactions with his mother. I asked this because I wanted to see if their relationship was becoming better or staying disconnected.

Analysis of the student social worker practice

The social work skills that I applied to this process recording were primarily interviewing skills. I made sure that I first tried to establish a positive rapport and relationship with the client. I found a connection between us that involved running track. I used self-disclosure and I told him of when I ran track for my high school team. Acceptance of the client and where the client is currently at is a skill that I have used throughout my interactions with Michael. I accept that Michael is a teenager who is

finding his way through high school and friends. I accept that he is at a young age and may not fully grasp the long-term consequences of his actions. Although I accept his behavior, I am also very clear that I do not condone it and if continued the consequences will become severe. In this way, I have used personal self-disclosure in order to help Michael see where some of his poor choices could lead. I have always strived to be genuine and authentic with Michael. I respect his individuality. During the session he spoke about being in trouble at school because he filmed an inappropriate video. I told him that I understood that he likes filming but in this case it was inappropriate. Using that same example, I always practiced confidentiality for my client. Michael told me that his mother did not know about the incident that happened at school. He told me that in confidence so I was unable to share the information with his mother. I have made Michael aware that anything he says that involves child molestation, hurting himself or hurting another person are things that I must report. I always make sure that I put into practice empathic understanding. I hear in Michael's dialogue a feeling and I try to validate his feeling. An example of that would be with the spaghetti situation involving his mother. I understood and empathized with his feelings of eating something that he disliked, but at the same time I made him aware of looking at the situation from his mother's point of view.

The skills that I could have used more during the process recording were reflection of feelings, reflection of content, and summarizing. I think reflection of feelings could have helped Michael open up more about the feelings he had that resulted from the argument with his mother over dinner. Looking back, there were probably other feelings at play than just disappointment and unmet expectations. The major weakness of

the session between Michael and I was the time constraint. I knew that the session was only fifty minutes and I needed to make a quick transition in the actual content. So, I could not go as deep as I wanted to with Michael's two situations. The strength of this session was that I was able to tie in anger management course content with actual situations that he was dealing with, for example the ABC model of conflict.

Summary

I believe that the process recording went well. Michael responded to me appropriately and with good affect. I believe that the interview was handled well, though if given more time I would have been able to go more in-depth with Michael's feelings regarding the two situations. The objectives of the session were achieved because this session is basically an educational course. I can use their real life situations as examples that link to the content, but I am not supposed to spend the majority of the session exploring their life.

I think this process recording will assist me in the future because I know what my limitations are. I know that I need to become more knowledgeable about theory and how to use it in practice. I also need to work on setting appropriate boundaries with myself. I still have the superman mentality, and I still think that I can fix all of the client's problems. What I am learning is the superman mentality is false, and I am beginning to be okay with that. I have to become content that I'm giving me client the best care that I

can give. At some point, I also have to become satisfied and not continue to bring the cases home with me in my mind. I can see the growth I have made from last semester to this semester. I am more confident about my social work skills and I believe that I can actually apply them in practice.