***Guide to Process Recordings and Analysis***

**Objectives:** The successful student will:

1. Develop a conscious awareness of therapeutic communication methods used to help an individual suffering from mental illness.

2. Accurately chart the interaction with verbatim recording.

3. Identify the congruency between verbal and nonverbal communication.

4. Analyze the significance of the communication.

5. Describe the milieu and the client.

6. Analyze the effects of the milieu on the interaction.

7. Identify own feelings in relation to the interaction.

8. Identify themes that the client has expressed.

9. Identify the goal of the interaction.

**Methods:** The successful student will:

Try to spend at least 30 minutes with assigned client each clinical day (Does not have to be in one setting). Complete a process recording in this manner:

 A. Record descriptive data at top of Process Recording sheet.

 B. Record as much of the nurse-client interaction as possible (at least 10 minutes). Include verbal and non-verbal communication of both the nurse and the client.

 C. Describe nurse’s thoughts and feelings about the interaction.

1. What were you feeling?

2. What were you thinking?

3. What needs might the client be expressing?

4. What feelings were being expressed by the client?

5. What thoughts were being expressed by the client? Were they congruent with the feelings or were they not?

6. Evaluate the non-verbal communication for both the nurse and client.

 D. Analysis of the interaction

1. Evaluate the non-verbal communication for both nurse and client.

2. Label each nurse response according to the various communication techniques used.

3. Label each nurse response “T” for therapeutic or “U” for un-therapeutic.

4. Suggest alternative interactions (verbal or nonverbal) which might have enhanced the interaction.

5. Analyze the phase of the nurse-patient relationship.

6. Identify a theme/s of client’s concern/s during the interaction. A theme is an issue and its accompanying feeling tone which dominates an interaction.

7. Utilize the Reflective Narrative Client-Centered Analysis to evaluate your therapeutic communication experience.

8. Show students example of well-done process recording.

**SAMPLE PROCESS RECORDING**

|  |  |  |  |
| --- | --- | --- | --- |
| **NURSE (VERBAL &** **NONVERBAL)** | **PATIENT (VERBAL &** **NONVERBAL)** | **NURSE’S THOUGHTS &****FEELINGS ABOUT** **INTERACTION** | **ANALYSIS OF THE** **INTERACTION** |
| Do you still have thoughtsabout harming yourself? (Sitting facing the client, looking directly at client) | Not. really. I still feel sad, butI don’t want to die (Lookingat hands in lap). | Feeling a little uncomfortableAlways a hard question toask. | **Therapeutic.** Asking a directquestion about suicidalIntent. |
| Tell me what you were feeling before you took all the pills the other night. (Still using SOLAR techniques of active listening | I was just so angry! To thinkmy husband wants a divorcenow that he has a good job.I worked hard to put himthrough college. (Fistsclenched. Face and neckreddened.) I  | ‘Beginning to feel morecomfortable. Client seemswilling to talk and I think shetrusts me. | **Therapeutic.** Exploring.Delving further into the experience. |
| You wanted to hurt him because you felt betrayed.(SOLAR) | Yes! If I died, maybe he’drealize that he loved me more than that other woman.(Tears starting to well upin her eyes.) | Starting to feel sorry for her. | **Therapeutic**. Attempting totranslate words into feelings |
| Seems like a pretty drasticway to get your point across(Small frown) | I know. It was a stupid thing’to do. (Wiping eyes.) | Trying hard to remain objective. | **Non-therapeutic.** Soundsdisapproving. Better to have pursued her feelings. |
| How are you feeling aboutthe situation now ?(SOLAR) | I don’t know. I still love him.I want him to come home.I don’t want him to marry her. (Starting to cry again) | Wishing there was a easyway to help relieve someof her pain. | **Therapeutic.** Focusingon her feelings. |
| Yes, I can understand thatyou would like things to bethe way they were before.(Offer client a tissue). | (Silence. Continues to crysoftly) | I am starting to feel some anger toward her husband.Sometimes it is so hard to remain objective. | **Therapeutic.** Conveyingempathy. |
| What do you think are the chances of your getting backtogether? (SOLAR) | None. He’s refused marriagecounseling. He’s alreadymoved in with her. He says it’s over. (Wipes tears. Looksdirectly at nurse) | Relieved to know that sheisn’t using denial about’the reality of the situation. | **Therapeutic.** Reflecting. Seeking client’s perceptionof the situation. |
| So how are you preparing todeal with this inevitable outcome? (SOLAR)It won’t be easy. But you have come a long way, and I feel you have gained strength in your ability tocope. (Standing. Lookingat client. Smiling.) | I’m going to do the thingswe talked about: join adivorced women’s supportgroup; increase my jobhours to full time; do somevolunteer work; and callyou if I feel like taking pillsagain. (Looks directly atnurse. Smiles.Yes, I know I will have hardtimes. But I also know I have support, and I want to go on with my life and be happyagain. (Standing, smiling,at nurse). | Positive feeling to know that she remembers what we discussed earlier and plansto follow through.Feeling confident that the session has gone well; hopeful that the client willsucceed in what she wants to do with her life. | **Therapeutic.** Formulatinga plan of action.**Therapeutic**. Presenting reality. |

Sample process recording.  From Townsend, M.C. (2015). Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice. Philadelphia, PA: F.A. Davis Co.