

THE UNIVERSITY OF MANITOBA

STUDENT ATTITUDES TOWARD TAPE RECORDING INTERVIEWS  
BEFORE AND AFTER TAPING EXPERIENCE

Being a Report of a Team Research Project  
Submitted in Partial Fulfillment  
of Requirements for the Degree  
of Master of Social Work

by

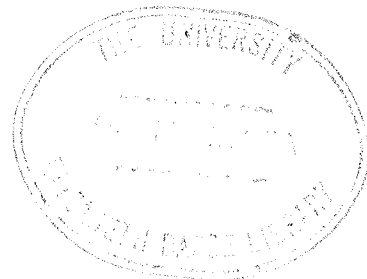
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## CHAPTER I

### INTRODUCTION AND PROBLEM IDENTIFICATION

#### Background of the Study

During the past few decades there have been changes taking place in the field of social work which have made it necessary for educators to reassess their traditional methods of teaching. At the same time we find that new approaches in education are opening up because of recent theories of learning and instruction, and new teaching media. These have allowed us to attend to some of today's problems in social work education.

One of the new teaching aids is in the area of audio-visual media. Some authors suggest that audio-visual aids can and do enrich teaching and learning when they are used with knowledge and discrimination.<sup>1</sup> However, there has been a widespread neglect in social work education of this potentially valuable learning tool.<sup>2</sup> Here at the University of Manitoba School of Social Work we have a Director who has had experience with audio-visual aids and who was anxious that they become part of our education process. A largely inexperienced but considerably willing population of students and instructors had new audio equipment available to them. Several field instructors had tried tape recorders in some way in field work education but many

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<sup>1</sup>Ida Oswald, An Annotated Bibliography on Audiovisual Instruction in Professional Education. New York: Council on Social Work Education, 1966, p. vii.

<sup>2</sup>Alfred Kadushin, "Interview Observation as a Teaching Device." Social Casework, XXXVII (July 1956), p. 335.

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more were inexperienced. Among these instructors there was a feeling that there could be educational value in sharing tape recording experiences and as well some felt that participation in some type of project would urge them to move past the initial stage of wanting to try these aids but having difficulty in getting started.

As a response to these requests and feelings, and to help in the search for more effective ways to use one of the media available to us, we undertook this study in the area of the use of the tape recorder as an aid in field work education. The purpose of the study was to examine student attitudes before and after experience with regard to tape recording their interaction with clients or client groups and the use of these recordings in their field work education.

### Review of the Literature

As learning tools, audio-visual equipment and material have been neglected in social work education and for the most part in social work literature as well. However, enough research and reporting has been done in the last twenty years to suggest that these aids can enrich social work education if they are used effectively.

In 1950 Eileen Blackey, writing about the use of audio-visual aids in social work training, challenged the profession to give consideration to the tape recorder as a device for teaching and training.<sup>1</sup> We responded to this challenge to the extent that Arnulf M. Pins was able to state in 1966 in the "Foreward" of Oswald's annotated Bibliography<sup>2</sup> that audio-visual aids have not only increased the realism of instruction but they have allowed current

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<sup>1</sup>Eileen Blackey, "The Use of Audio-Visual Aids in Training." Social Casework, XXXI (Nov 1950), p. 367.

<sup>2</sup>Arnulf M. Pins, "Foreward." An Annotated Bibliography, Ida Oswald, pp. v-vi.

and emerging instruction to be brought into the classroom, provided good raw material for problem-solving by the learner, and as well helped him to actively involve himself in his own learning and independent study. Pins adds however, that there are still many unanswered questions and unresolved issues about the effectiveness and the use of these media. More research is needed to look at problems such as the selective use of materials, the hesitation on the part of some to use the equipment, and the evaluation of the appropriateness for class, field teaching, and independent study.

Other issues center on the functioning of the interviewer in the interview and questions are raised about the anxiety produced by the use of a tape recorder and the effect of this on the student's skill. Others relate to the distracting effect of the mechanism versus the freedom to concentrate on the interview without having to make mental or written notes, effects on the beginning interviewer versus the experienced counselor, and whether any harmful beginning effects are lasting or not.

Client-counselor relationship issues are also present. For example the "ethics" question of confidentiality is often raised. Others include the effect of the tape recorders use on the client relationship to worker, client relationship to the agency, client functioning in the interview, counselor anxiety transference to the client, and the extent of any of these effects, whether lasting or only initial.

The educational value in the use of tape recordings in social work is the third area that provides controversial issues. One is the question of the completeness of such a record of an interview compared with a process recording that may leave out some important material and may also be less objective because of biases. The anxiety induced by the external threat of the taped interview being exposed to a supervisor may be conducive to counselor growth but also may be inhibiting. The time factor involved in tape

playback can be discussed in comparison with tape recording as a time-saving device because time and energy could be saved if learning problems and needs of students are defined at an early point in the education process. These insights and other positive aspects of taping may be negated if the use of tape recording neglects the history, social environment, summaries, and case planning that can be part of written recording. Other issues involve the merits of learning by self-evaluation, supervision, or peer-group evaluation, and whether the educational effects and values are long-lasting or temporary.

The above gives us a reasonably complete list of the issues involved in the use of audio-visual aids, gleaned from the relevant literature. Any one of them could be a subject for research and in fact many have been studied. For example Armstrong and others studied the use of process and tape recording as tools in learning.<sup>1</sup> By analyzing twenty-one interviews they were able to examine the advantages and disadvantages of tape recording and process recording as they learned to identify and understand elements of communication in casework interviews. Their findings indicated the following:

Both methods of recording showed areas of strength and weakness - so that in combination the tape and the process recording were excellent learning devices, complementing each other. This suggests that the two methods used together may be extremely valuable in terms of learning casework skills.<sup>2</sup>

Itzin's report on the experience of thirteen social work students supports the above statement that process and tape recording should be combined for a more effective outcome.<sup>3</sup> The students also felt there was a quicker identification of their learning needs and thus a more effective field experience when audio aids were used.

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<sup>1</sup> Margaret Jane Armstrong and others, The Use of Process and Tape Recording as Tools in Learning. (State University of Iowa, 1959), p. 3.

<sup>2</sup> Ibid., p. 44.

<sup>3</sup> Frank Itzin, "The Use of Tape Recording in Field Work." Social Casework, XLI (Apr 1960), p. 202.

Several studies reported that tape recording interviews was as accurate but a much more inclusive method of reporting material from an interview than was process recording. Clifford Froehlich repeated a 1944 experiment in which counselors' written interview reports were compared with typed verbatim transcripts.<sup>1</sup> He could not find a clear-cut relationship between the importance of material and the accuracy of inclusion, but he did find that there was a difference in perception of the counseling interview by the client and the interviewer.

In 1950 Leonard S. Kogan reported on seventy-five recordings of casework interviews.<sup>2</sup> He was concerned about the ethics of recording and its effect on the client as well as the use of recordings for supervision and the resulting worker anxiety. He found that only in a small proportion of cases was there some resistance or reservation on the part of the client. Lamb and Mahl also studied client reactions.<sup>3</sup> Thirty-five psychiatric patients were interviewed under standard conditions and confronted with the fact that the interview was being recorded. They found that hostility in clients with regard to the tape recording of their interviews was related to their overall hostility but they could not determine whether the general hostility was a result of, or was a source of the hostile reactions about recording. Forty interviewers were also studied and it was found that many of them felt that tape recording made them more "self-conscious of techniques and more careful during every interview."<sup>4</sup> These authors also suggest that many therapists who are disturbed by recording may project some of their anxiety onto their patients.

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<sup>1</sup> Clifford D. Froehlich, "The Completeness and Accuracy of Counseling Interview Reports." Journal of General Psychology, LVIII (Jan 1958), p. 81.

<sup>2</sup> Leonard S. Kogan, "The Electrical Recording of Social Casework Interviews." Social Casework, XXXI (Nov 1950), p. 373.

<sup>3</sup> Richard Lamb and others, "Manifest Reactions of Patients and Interviewers to the Use of Sound Recording in the Psychiatric Interview." American Journal of Psychiatry, LXII (Mar 1956), p. 736.

<sup>4</sup> Ibid., p. 737.



In researching the Physiological Effects of Tape Recording on Supervised Counselors, Kenneth Roulx found that

Tape recording of counseling sessions is not in and of itself anxiety producing for the young counselor . . . It would appear as if the manner in which the supervisors handle the supervision is the important variable.<sup>1</sup>

because counselors reacted significantly different when tape recording for some supervisors as compared to others. Results here would suggest that supervision may induce anxiety within the counselor and therefore we must evaluate the result of this anxiety in terms of counselor growth and counseling outcomes.

Marvin Shapiro has reported on the use of taped family interviews to teach observational skills.<sup>2</sup> The student's peer group is used in role-playing situations and in group discussions. The analysis of edited tapes of other's interviews helps to minimize students' anxieties and involves them deeply both emotionally and intellectually in the experience.

Roberts and Renzaglia have done a well designed and experimentally ingenious study on the influence of tape recording on counseling.<sup>3</sup> Eight counselors completed three interviews with two clients each. Some of the sessions were recorded by a hidden microphone unknown to the counselors. They found that the quantity of talk and the ratio of talk by counselor and client did not change as the recording conditions varied. However, there were some qualitative changes so that clients were more apt to speak favorably about themselves when the tape recorder was in full view, and the counselors

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<sup>1</sup>Kenneth Roulx, Physiological Effects of Tape Recording on Supervised Counselors. University of Massachusetts, 1967, pp. 69-70.

<sup>2</sup>Marvin I. Shapiro, "Teaching Observational Skills in Child Psychiatry to Medical Students." American Journal of Orthopsychiatry, XXXIV (Apr 1964), p. 564.

<sup>3</sup>Ralph R. Roberts and Guy A. Renzaglia, "The Influence of Tape Recording on Counseling." Journal of Counseling Psychology, 12, 1 (1965), pp. 11-16.

were more client-centered when they believed no recording was being made. The authors feel that the use of a tape recorder is a way to help student counselors face themselves, and thereby, free themselves from inhibiting self-deceptions.

#### Statement of the Problem

Considering the opportunity available to us, that is the availability of an inexperienced but co-operative population of students and field instructors,, plus tape recording equipment, we felt a research project could be used in two ways. First of all it could encourage field staff and students to become involved in the use of audio aids even though many anxieties and questions are still unresolved. This could aid research in clarifying some of the answers by organizing the experience of students and instructors in the use of this aid in field work education. Secondly a research project could measure changes in attitudes with regard to many of the issues mentioned above, by moving a significant sample of students from inexperience to at least a specified minimum of experience. We could also correlate any change discovered with the judgment of field instructors who also may be moving from inexperience to experience with regard to using this as a teaching and learning aid.

A research project of this type would have value to social work primarily as an aid in field work education, and secondly as a guide for the student social worker's use in continuing professional practice.

### Hypothesis for the Experimental Study

We are assuming that social work students involved in taping their interviews for instructional purposes will have opinions about the advantages and disadvantages of the procedure. Such opinions will come from relevant readings, experiences with tape recording generally, discussions with colleagues, and experiences of interviewing and of supervision which use written records. These opinions about the value of taping are presumably verifiable by research, and we have cited certain studies which attempted to accomplish such verification, but this research project is not so oriented.

We are also assuming that counselors involved in taping will have feelings about their involvement. Research studies, personal experiences and consultations with colleagues all confirm the assumption that the mechanics of the taping procedure, the knowledge that the tape recorder is operating during an interview, and the prospect of using the tape in later supervision will produce a feeling response in the counselor. Studies previously referred to such as those by Roulx, Lamb and Mahl, and Roberts and Renzaglia have focused on an assessment of this feeling component, without, however, determining whether the changed feelings caused by the taping procedure are an aid or a hindrance to counselor training. Again, our research project is not designed to make careful measurement of the strength, nor to evaluate the functionality of such feelings.

Our project is designed, rather, to measure changes in opinions and feelings related to tape recording in field work education brought about by experience with the procedures involved. We will use the term attitudes as inclusive both of the kinds of opinions and feelings mentioned above. The assumption we plan to test is that these attitudes of social work students

will be more favourable toward using tapes in field work education among those who are experienced with the procedure than among those without experience. Or, to state the assumption in terms more relevant for social work education, we assume that no matter what basic and lasting problems there might be to make counselors cautious or reluctant regarding the taping of interviews for learning purposes, there is also a further inhibiting set of attitudes associated with unfamiliarity with the process which can normally be expected to diminish as experience is gained.

If research bears out this contention, the implications would point in at least two directions: first, it might be warranted that educators and supervisors build in strong pressures or expectations for counselors to make use of the taping tool in practice, even in the face of strong initial resistance on the part of counselors to the practice; and secondly, if it could be shown that many initial negative attitudes about taping change with experience, it would point up directions for further research, for example, studying the best way of minimizing or shortening the period of this initial inhibition. It would also help to clear the way for a study of the basic advantages and disadvantages of tape recording interviews for educational purposes without getting confused with the temporary attitudes of the uninitiated.

Many writers confirm our assumption that inexperience tends to support attitudes which inhibit experimentation with this potentially valuable educational aid. Kogan found that "Any tensions that were present during the first few recording sessions largely tend to disappear with succeeding experiences."<sup>1</sup> Roberts and Renzaglia while finding that recording interviews had an influence, presumably negative, on counselor functioning, seemed to agree with the proponents of the use of tape recorded interviews,

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<sup>1</sup> Kogan, "The Electrical Recording of Social Casework Interviews," p. 373.

"that this is a way to help trainees face themselves, and thereby, free themselves from inhibiting self-deceptions."<sup>1</sup> Itzin found an initial anxiety about taping in most students which was severe in some cases, and this led him to suggest the use of great care in how supervisors introduce the process. But he went on to state that in his whole project he found no undue concentration of the counselor on himself nor transfer of anxiety of the counselor about recording to the client, except initially.<sup>2</sup> The conditions at our own school further support the assumption of initial inhibitory attitudes toward tape recording not fully related to the basic merits or disadvantages of the process: there had been considerable talk by faculty and students of probable advantages for counselor training and growth in the use of tape recording for interviews, but with few exceptions there was no experimentation with the practice.

### The Experimental Study

Arising out of the assumptions and the other studies presented above, we decided to conduct an experimental study with a related exploratory study. The experimental study would be designed to test the following hypothesis:

Positive attitudes of students toward tape-recording interviews with clients for use in field work instruction increase through experience with the procedures involved.

By positive attitudes we mean opinions and feelings favouring the use of tape recording as defined below, or attitudes indicating that the subject judged there were more advantages than disadvantages to tape recording. The attitudes studied will be grouped in three areas, namely attitudes concerning counselor functioning while being taped, concerning client functioning while being taped, and concerning the educational value of taping.

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<sup>1</sup>Roberts and Renzaglia, "The Influence of Tape Recording on Counseling," p. 15.

<sup>2</sup>Itzin, "The Use of Tape Recording in Field Work," p. 201.

Tape-recording interviews as mentioned in the hypothesis involved recording with whatever kind of equipment is available interviews with clients of the agency where the student is placed for field work. A client may be an individual, a family, or a group. Because of the nature and facilities of the field work agencies, it is expected that in all cases the recording equipment will be operated by the counselor.

Use in field work instruction covers three different procedures: one is the use of the tape recordings of interviews in supervisory conferences of the student with the field work instructor; another is the use of the tapes by the student alone to aid in his own efforts to serve the client and learn; and the third procedure is for the student to use tapes with a peer group of fellow students which includes the instructor. The design asks for a minimum of one tape to be used in each of the three mentioned ways.

The experimental design provides for an assessment of the hypothesized increase of positive attitudes or the opposite in two ways. Eighteen attitude-testing statements grouped into the three subject areas mentioned above, will be presented to the study subjects both before and after they undertake the activities called for in the experimental design. Both times they will be asked to respond either "agree," "disagree," or "not sure" to each of the statements. Half of the statements are phrased positively, that is suggesting advantages in the use of tape recordings, and the other half suggest disadvantages. A shift between replies to the two questionnaires from "disagree" and/or "not sure," to "not sure" and/or "agree" on the positive statements, or a reverse direction of shift on the negative statements will indicate support for the hypothesis. No shift or the opposite direction of shift will show that the hypothesis is not supported. The second way of assessing any increase in positive attitudes or the opposite will be from comments requested from students and instructors on the second

questionnaire.

The experimental design set a minimum to the amount of experience with the procedures involved considered useful to the study. The minimum was taping at least three interviews with clients or groups and the use of these tapes in three different ways as outlined above, one tape only (as a minimum) in each of the three ways.

### Related Exploratory Study

In working out the experimental design required to test the hypothesis the question of various ways of using tapes of student interviews and the effect of these various ways on data used to validate the hypothesis had to be faced. Roulx's study focused this problem by establishing under rigorous experimental conditions that anxiety levels of counselors can rise significantly when interviews being taped are to be gone over by certain supervisors.<sup>1</sup> However, recognizing the possible influence of this factor on our study results, we did not feel we could confine the educational use of tapes of student interviews to this one method alone. Whether or not a student uses his tapes with an instructor, it is almost inevitable that he will hear them in part or whole by himself. Further, as peer group consultation is a widespread practice in field work education it was highly probable tapes of interviews would be introduced also into such situations. It may well be that different attitudes to tape recording interviews among study subjects would be partly affected by differences in the ways of using tapes, and further, by differences in relationships of the subjects to their instructors and their fellow students. But we thought it reasonable to assume that the effect of such differences on subject attitudes would remain relatively constant throughout the experimental design period so that we would still obtain a reliable measure

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<sup>1</sup> Roulx, "Physiological Effects of Tape Recording, p. 59.

of changes in attitudes arising from experience with the procedures involved.

The best way to handle this seemed to build into the design the requirement that tapes be used in all three ways. This provided us with the opportunity to make a related exploratory study, that is, whether students find more value in using tapes in a certain way, or ways, as compared with another way or ways. To secure data for this exploration, we included on both questionnaires a section asking for a "yes," "no," and "not sure" response to each of three statements expressing a desire to use tapes of interviews in each of these three ways. We also invited further comments on these matters. In the exploratory study as in the experimental study, any shift of attitudes over the course of the experiment would constitute the most significant result.

Several opinions and guesses were behind this exploratory study. First, while the instructor-student relationship is the core relationship in field work education and thus the use of tapes in that relationship was assumed in our project, we thought there was a somewhat neglected potential for peer group learning in field work education which the use of tapes could help develop. In addition, we believed that there is an even more neglected potential for self-evaluation and learning in field work practice which would be greatly facilitated by counselors having available tapes of their interviews. If our assumptions are correct, there should be an increase in the acceptability of using tapes in these latter two ways arising out of experience with these modes of utilization.

Another reason for our interest in this exploratory study involving the use of tapes by students alone to make assessments and evaluations was the fact that in professional practice this mode of use is likely to be more practicable than use of tapes with supervisors. This being so, it becomes important for our study to determine and for students to discover whatever



advantages there are in this way of using tapes which is most portable into practice. Armstrong and her collaborators reported that studying their own tapes in the course of their research project made for better process recording.<sup>1</sup> Charlotte Wilkie reported that "The use of tape recordings of interviews has been useful to the writer in adding clues for sustaining and renewing self-awareness in advanced casework practice."<sup>2</sup> She goes on to add,

Listening to the tape recording of one's own interview is profitable, and many professional articles refer to this first experience as containing an element of surprise. It invariably brings out facets of one's interviewing technique of which one had not been aware.<sup>3</sup>

Theodore R. Cooper, writing in Audiovisual Instruction makes the same point in an article about self-evaluation through tape recording of classroom presentations by student teachers:

Recording an actual lesson can provide opportunity for self-evaluation in terms of teaching techniques while removed from the emotional involvement of the classroom situation...

It is generally agreed that learning is self-oriented. Extending this idea further it is self-evaluation which puts the growing or learning edge on experience. Experience remains only experience until it is evaluated. Properly evaluated experiences become learning, and precipitate the individual's development.<sup>4</sup>

There are indications also that peer group consultation is increasing in the practice of graduate social workers.<sup>5</sup> If self-use, and peer group use of tapes is as valuable as we suspect, we thought it worth exploring in our study whether or not the acceptability of these uses of tapes changed significantly as a result of some minimal experience with them.

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<sup>1</sup> Armstrong and others, The Use of Process and Tape Recording, p. 44.

<sup>2</sup> Charlotte H. Wilkie, "A Study of Distortions in Recording Interviews," Social Work, VIII (Jul 1963), p. 32.

<sup>3</sup> Ibid., p. 33.

<sup>4</sup> Theodore R. Cooper, "Helping the Student Teacher Develop Instructional Expertise Via the Tape Recorder." Audiovisual Instruction, Dec. 1967, p. 1072.

<sup>5</sup> Frances Levinson Bateman, "The Training and Preparation of Workers for Family Group Treatment." Social Casework, XLV (Apr 1964), p. 202.

## CHAPTER II

### METHOD

#### Procedure and Collection of Data

Volunteers to take part in the experimental study were recruited early in November 1969. They were given the first questionnaire to fill in before they had any experience taping interviews in field work education. They were asked to tape record at least three interviews and use one tape by themselves alone in playback, one with their field work instructor, and one with their peer group of fellow students including the instructor. The second questionnaire was given after completing these activities and the deadline for completion was mid March 1970. The same questionnaires secured the information needed for the exploratory study on preferences about the ways of using the tapes.

#### Limitations

The limitations of the research project are in four areas: time, sample, subjectivity, and variables not controlled.

##### 1. Time

Several time factors limited the amount of experience which we could demand for the experiment, necessitating a decision about the minimum considered useful for the study. Volunteers were required to complete the requirements within four months of beginning in order to meet the academic timetable of the researchers. The study was not sufficiently worked out to recruit the

study subjects until the end of October 1969, and first year volunteers did not have cases to use for interviewing and taping until December or January. Also, the time available in the field work units for utilization of the tapes in the ways required was limited. We knew in advance that units with several students participating would be hard pressed to schedule the peer group sessions with the tapes, and this was further accentuated by the fact that February brought many interruptions to the regular school timetable. Some units also found it difficult or impossible to secure tape recorders before late January or early February.

## 2. Sample

The study population was made up of first and second year students in the two year M.S.W. program at the School of Social Work of the University of Manitoba who had no previous experience with tape recording of social work interviews. The time factors detailed above made it a strong probability that many who started would not finish, so rather than attempting to recruit students according to random sampling and balanced comparison groups, it was decided to use volunteers. This method gave us an incidental sampling influenced by the willingness of the field work instructors of the student volunteers to co-operate in the project. Casual conversations with students and instructors participating lead us to believe that some instructors were more insistent in recruiting volunteers from their units than others.<sup>1</sup>

## 3. Subjectivity

The research study relied on self-administered questionnaires. We did not attempt physiological measurements such as was done by Roulx, nor did we attempt to validate student responses by such things as in-depth interviews, third-person observation, or client reports. Our method of data collection

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<sup>1</sup>For details on the composition of the study sample, see p. 30.

therefore did not allow for correction of biases arising from such things as students' attitudes toward participating in a research project, their feelings about interviewing and supervision, and their willingness to state feelings honestly and openly. In addition, participants knew in advance that Section II of both questionnaires would be identical. It was felt necessary to give them full information on the project to secure their co-operation and to let them know exactly how much extra time it would require of them.

However, we judged the degree of subjectivity or possibility of attempts to manipulate the results related to the above would not seriously weaken the reliability of our data. First, as to deliberate manipulation toward making the two questionnaires agree (or disagree), the fact that our subjects were volunteers willing to help, and familiar with the kind of reporting required for good research was one mitigating circumstance. Also, we were confident that if for the sake of appearing consistent someone wanted to try to answer the second questionnaire identically to the first, he would find his answers to the first almost impossible to recall accurately because of the intervening three or four months, the hectic pace of student activities during that period, and the overlapping nature of the statements to respond to.

We also provided for two ways of collecting data, the eighteen attitude-testing statements and more individual, open-ended comments. As it turned out, four subjects who said in these individual comments that they had not changed their attitudes toward taping throughout the project, did, in fact, mark the eighteen statements identically in the two questionnaires except for a variation of one response on the part of three of them. But six others who also said there had been no change in their attitudes throughout the project were not so perceptive. They made respectively four, six, seven, eight, nine and eleven changes in answering the second questionnaire. And in

another instance, a subject indicated on the second questionnaire that he held an attitude expressing a disadvantage in using tape in one particular, but his written comments in this area mentioned only advantages which led to the surmise that he made a mistake when he checked that statement.

So we feel that some measure of cross-checking of subjective responses was afforded by our design. But aside from this, the nature of the purpose of our study was such that subjective responses are relevant. We set out to examine the willingness of social work students to be involved in taping for field work instructional purposes before and after experience with the procedures involved. Subjective statements about something as subjective as willingness and a change in this willingness should provide reliable data.

#### 4. Variables Not Controlled

We were not able to build controls into the design for the following variables. Some of them we deemed insignificant regarding the things we were attempting to measure, or, if they proved to be significant, provision for explanatory comments on the questionnaires would help us evaluate that significance. In other cases the variables could have something to do with willingness to become involved in the project or with whether or not the design requirements could be completed, which raises the possibility that we were working with a biased or weighted sample. But as our study focused on the changes in attitudes about being involved in tape recording for instructional purposes before and after experience with the procedures involved, we felt that in most cases the variables would remain relatively constant from subject to subject throughout, thus making possible a reliable measurement of change through experience.

The uncontrolled variables included:

- a) The type of equipment used and its availability.
- b) The facilities available for interviewing, i.e. private counseling rooms,

- makeshift settings, homes.
- c) The student-instructor relationship.
  - d) The method used by the field instructor to introduce the project.
  - e) The agency attitudes toward the students and their field work, and toward any extra demands a project like this study might make on agency facilities, staff time and involvement.
  - f) The various mechanical aptitudes of the students related to using taping equipment.
  - g) The varying peer relationships within the field units.
  - h) The possible sequences of the three ways of using the tapes of the interviews.
  - i) The various ways and details of using each tape, i.e., such things as editing, hearing selected portions, notes and transcripts, introductions etc.

#### Explanation of the Questionnaire

Data for the study came entirely from self-administered questionnaires, one to be completed by each study subject before starting the activities called for in the design, the other after completion of those activities. The field work instructors of students involved were also asked to complete Sections IV and V of the second questionnaire. The questionnaires as given to the participants are reproduced in Appendix A and B.

Section I of each questionnaire asked for background and identifying information about the study subjects. Sections III, IV, and V asked for written comments and are self-explanatory. Section II which was identical on both questionnaires is the major source of our data and warrants extended comment. This section was made up of eighteen attitude-testing statements suggesting either a presumed advantage or a disadvantage to taping to which subjects were asked to respond either "agree," "disagree," or "not sure." These

eighteen statements were formulated with a view to including, a) the major areas in which opinions about the value of tape recording interviews in field work education are held whether the opinions are more or less disputed; and b) the major ways in which feelings of a counselor might be affected by tape recording his own interviews for educational purposes whether the feelings would tend to foster or inhibit involvement in tape recording.

The statements were composed according to a specific design as shown in Appendix C. The design distinguished three areas, namely, counselor functioning while being taped, client functioning while being taped, and the educational value of taping. Six statements were presented under each section, all the odd numbered statements suggesting an advantage in the use of tape recording in field work education, all the even numbered ones suggesting a disadvantage. Many of the positive and negative statements were paired and there was additional overlapping of subject matter between statements to allow for more subtle shading of opinions to be expressed by the students, and for some cross-checking of answers.

The major areas of opinion and feeling to be introduced by the statements were identified from a study of the literature on the subject, consultation with people who have had experience with tape recording interviews, and personal experiences of the researchers. The statements were not selected with any implied view as to the validity of the opinion expressed or the appropriateness of the feeling identified. But the statements all represent attitudes relevant to a counselor's willingness or reluctance to use the tape recording aid in his field work education, and it is the measurement of any change in this dimension which is the focus of the research. Nor were the statements balanced and weighted so that comparative scorings between the three categories could be deemed significant. The degree of shift between the two questionnaires in the three areas covered could be significant, but a comparison

of the raw positive or negative scores in each category would not produce reliable data because the statements were not equally weighted. The statements and the rationale behind their formulation are as follows.

A. Counselor Functioning While Being Taped

1. The use of a tape recorder would stimulate me to do my best in an interview.

2. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in me.

Itzin mentions both the possibility of an inhibiting anxiety in the counselor over the use of tapes<sup>1</sup> and of a helpful stimulation arising because the student counselor might have confidence that the supervisory process will be more fruitful.<sup>2</sup> In the Lamb and Mahl survey of Yale psychiatrists, thirty-five percent replied that they were more careful when being tape recorded, and 7.5% (of a sample of forty) "said that they are disturbed sufficiently to give less attention to the patient."<sup>3</sup> Roulx found that tape recording per se made no measurable change in the anxiety levels of counselors but that it is a catalyst for supervisor-induced anxiety in some cases. He left open the question of whether or not such anxiety was helpful in the interviewing situation.<sup>4</sup> Kogan recognized the possibility of an anxiety reaction in the interviewer to taping depending on his level of experience and the relationship to his supervisor, but found no significant influence of tape recording on the conduct of the interview.<sup>5</sup> Roberts and Renzaglia who found their counselors

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<sup>1</sup> Itzin, "The Use of Tape Recording in Field Work," p. 201.

<sup>2</sup> Ibid., p. 199.

<sup>3</sup> Lamb and Mahl, "Manifest Reactions of Patients and Interviewers," p. 737.

<sup>4</sup> Roulx, Physiological Effects of Tape Recording, p. 71.

<sup>5</sup> Kogan, "The Electrical Recording of Social Casework Interviews," pp. 373-74.



less client-centered when being recorded, speculated about the inhibitory effect of tape recording in relation to compensating advantages.<sup>1</sup>

3. Using a tape recorder in an interview would help me to concentrate on the person and his problem by freeing me from the necessity of making mental or written notes for later process recording.

4. The mechanics of using a tape recorder would be too distracting during the interview to my concentration on the interaction with the client.

Statement 3 came more from the personal experiences of one of the researchers than from the literature. However, the many comments about tapes compensating for biases and blind spots and inattention which marr process recording which will be discussed around statements 11,13, and 17 are relevant here. Counselors who are aware of these tendencies and who want to avoid them without the help of tape recordings may find that the conscious effort required to search out these tendencies while the interview is in progress is overly demanding on their energy and concentration at the expense of focusing on the progress of the interview and the overall interactional situation. Lamb and Mahl recognized this when they suggested the following as a good way for a counselor to explain the use of the tape recorder to a client: "I want to tell you that we make a recording of this so we don't have to take notes and I can listen more freely and easily."<sup>2</sup>

On the subject of question 4, Itzin raises the possibility of the mechanics involved being a disadvantage to some<sup>3</sup> and Blackey speculates that if the worker is uncomfortable about tape recording it could be either insecurity or lack of familiarity with the device.<sup>4</sup>

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<sup>1</sup>Roberts and Renzaglia, "The Influence of Tape Recording on Counseling," p. 15.

<sup>2</sup>Lamb and Mahl, "Manifest Reactions of Patients and Interviewers," p. 732.

<sup>3</sup>Itzin, "The Use of Tape Recording in Field Work, p. 202.

<sup>4</sup>Blackey, "The Use of Audio-Visual Aids," p. 367.

5. Tapes usually give a more accurate picture than written records of what took place in an interview because they include non-verbal material such as pauses, inflection, sighs, etc.

6. My anxiety about self-exposure in later playback for instructor and peers would make me unable to interview clients effectively.

Statement 5 illustrates the difficulty of categorizing under our three headings. It is quite similar to statements 13 and 17 included under the section dealing more directly with educational advantages of taping. However, the matter raised by this question relates not only to opinions about the value of taping but also to feelings connected with the degree of willingness of a counselor to be taped. Armstrong<sup>1</sup> Blackey<sup>2</sup> and Itzin<sup>3</sup> all found a distinct advantage to using tapes for the reasons covered in statement 5.

Statement 6 is a stronger version of the matter raised in statements 1 and 2, allowing for some differential in responses according to the degree of anxiety or threat produced by the process.

#### B. Client Functioning While Being Taped

7. Talking to the client about using the tape recorder and asking for his consent gives me a valuable opportunity to help the client be clear about the nature and purpose of the interview.

8. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in the client.

9. Tape recording for later analysis and consultation could assure the client that he will be getting the best available help.

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<sup>1</sup> Armstrong and others, The Use of Process and Tape Recording, p. 43.

<sup>2</sup> Blackey, "The Use of Audio-Visual Aids," p. 367.

<sup>3</sup> Itzin, "The Use of Tape Recording in Field Work," p. 199.

10. The use of the tape recorder would often interfere with good worker-client relationships.

There is widespread discussion in the literature, some of it making assumptions all too lightly, about how tape recording affects the client. Statements 7, 8, 9, and 10 explore this area in negative-positive pairs which together afford some opportunity to express degrees of attitudes about whether or not the client is affected advantageously or disadvantageously by taping.

In a report of group supervision of counselors using films, one-way screens and tape recordings, Frances L. Bateman said this about client reactions to the knowledge that others would hear what they said to a counselor: "Having thought their problems were serious enough to require assistance from the agency, they naturally feel that two professional heads are better than one in figuring out the kind of help they need."<sup>1</sup> Kogan reported, "There is no special difficulty presented by having to ask a new client for permission to record an interview."<sup>2</sup> Blackey states,

Interestingly enough, objection rarely occurs and once the patient has overcome an initial self-consciousness in knowing that what he is saying is being recorded, the interviewing process continues on a natural basis. Sometimes the worker is the one who is uncomfortable.<sup>3</sup>

Itzin's findings agreed.<sup>4</sup> Armstrong reported that, "Permission was obtained from each patient to tape the interview. Patients, in general, readily assented to the use of the tape recorder and showed minimal concern over its use during the interview."<sup>5</sup> The Lamb and Mahl study found overt hostile-

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<sup>1</sup> Frances Levinson Bateman, "The Training and Preparation of Workers for Family Group Treatment." Social Casework, XLV (April 1964), p. 206

<sup>2</sup> Kogan, "The electrical Recording of Social Casework Interviews," p. 373.

<sup>3</sup> Blackey, "The Use of Audio-Visual Aids," p. 367.

<sup>4</sup> Itzin, "The Use of Tape Recording in Field Work," p. 200.

<sup>5</sup> Armstrong and others, The Use of Process and Tape Recording, p. 6.

ity toward recording in five out of thirty-four patients who permitted it (one refused recording outright) but they also found a generally high hostility level in the same five to the whole counseling situation. They did not determine the causal sequence, if any, between the specific and the general hostility.<sup>1</sup> Our study will be able to take some measure of client attitudes about involvement in tape recording only as assessed by the counselor and his field work instructor. Nor will our study be able to determine whether any client co-operation or resistance reported is genuine or a result of displaced feelings of the counselor. However, even within these limitations, any change through experience in this aspect of the influence of tape recording on the interview as perceived by the counselor would be significant regarding the "how" and "when" of using tape recorders in interviews.

11. The availability of a complete record of the client's statements of his perception of the problem is an important advantage in the use of tapes.

Here again, as with statement number 5, this could be considered in the section on educational advantages of taping. It is placed here because it is so phrased as to suggest a potential for better service to the client rather than educational advantages to the student counselor. Armstrong reported that, "The students thought that they were better able to interpret the meaning of the communication of the patient in the interview through the use of the tape recording."<sup>2</sup> Charlotte Wilkie says, "The attitudes faithfully recorded by the tape add considerable light to some difficult exchanges, especially in the beginning of the contact when the worker is still finding his way with the client."<sup>3</sup>

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<sup>1</sup> Lamb and Mahl, "Manifest Reactions of Patients and Interviewers," p. 734.

<sup>2</sup> Armstrong and others, The Use of Process and Tape Recording, p. 43.

<sup>3</sup> Wilkie, "A Study of Distortions in Recording Interviews," p. 36.

12. Consultation about interviews with my instructor or peers which includes sharing tapes with them, violates client confidentiality even when his consent has been secured.

This subject is frequently raised in the literature in a way which suggests that ambivalence about it may inhibit the full use of tape recording even when it would be deemed advantageous on other grounds. Kogan suggests that recording should never be done without the express permission of the client, that identifying information be deleted if many people will be using the material and that persons using the verbatim material (transcript or recording) be pledged to confidentiality.<sup>1</sup> Blackey would solve this problem with, "an application of the same ethical principles as are now practiced with regard to other confidential data."<sup>2</sup>

#### C. The Educational Value of Taping

13. The objectivity and inclusiveness of tape recording improves the educational potential of the field work year by clearly exposing from the beginning my strengths and weaknesses.

14. Tape recordings draw too much attention to such things as speech mannerisms and personal idiosyncrasies, to the neglect of more vital aspects of the interaction.

15. Tape recordings are more convenient and time-saving than written process recording.

16. Listening to a tape of an interview to analyze it takes too much time in comparison with using written records which can summarize and evaluate.

17. Tapes of interviews would help reveal any blind spots or slanting in my responses to the client's behaviour and his expression of the problem.

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<sup>1</sup> Kogan, "The Electrical Recording of Social Casework Interviews," p. 373.

<sup>2</sup> Blackey, "The Use of Audio-Visual Aids," p. 368.

18. A tape recording of an interview gives too distorted a picture because it leaves out such behavioural cues as lateness, promptness, posture, eye and hand movements, dress etc.

As in the other sections, these statements attempt to introduce the major educational concerns over tape recording which have come to the fore through personal experiences and reading the literature. The overlapping of statements and the negative-positive pairing should allow for a wide shading of attitudes to be reported.

Armstrong found it so time-consuming to study her tapes in detail that the project was scaled down.<sup>1</sup> She also found that tapes were more useful than process recordings to spot such student defences as blocking, projection, and generalization, and in the identification of anxiety in student or patient by voice tone.<sup>2</sup> However, the same study showed that tape recordings were much less adequate than process recordings regarding, "observation of postures, gestures, facial expressions, etc."<sup>3</sup> Itzin reported that the students found they were able to identify problems early in the placement and pack more learning into the six months, and that the supervisors were given a much more accurate picture of what went on in the interview by the tapes.<sup>4</sup> Virtually all the studies agree on this. Regarding the time demands around the use of tapes, Itzin mentions that there was student resentment toward supervisors who listen only to short portions of a tape. He suggests that instructors hear longer portions, or listen completely to a few selected

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<sup>1</sup> Armstrong and others, The Use of Process and Tape Recording, p. 7.

<sup>2</sup> Ibid., pp. 43-44.

<sup>3</sup> Ibid., p. 43.

<sup>4</sup> Itzin, "The Use of Tape Recording in Field Work," pp. 197-98.

tapes. And he also mentions that absorption in the process could lead to the neglect of such things as social history, summarizing, and case planning.<sup>1</sup> Charlotte Wilkie, writing of her own experience, found with Armstrong that some process recording is needed to supplement the tape recordings. "Writing it down helps to achieve a sort of logical order. It serves to add emphasis to a particular assessment and brings out facts that either confirm or modify the worker's thinking in the light of additional material gleaned from the client."<sup>2</sup>

Clifford Froehlich, in his careful comparison of counselors' and clients' written accounts of interviews with tapes of the same interviews, found that the material included in the written reports was largely accurate, but also that it was selective in what it included and omitted. He wrote,

The counselors reported their interpretations and clarifications and the clients' acceptance of them most completely, whereas clients most completely reported explanations of the counseling procedure and miscellaneous material contributed by the client.<sup>3</sup>

The conclusion he draws from this is that counselor and client each has a different perception of the interview, and that the use of tapes can help correct this bias.<sup>4</sup>

The foregoing makes it obvious that the questionnaire attempts to introduce a wide range of subjects related to the use of tape recording in field work education practice. A modest study of this design could not be expected to produce resolutions of any disputed points in these matters, nor a precise evaluation of the relative importance of attitudes favouring or disfavouring the use of tape recordings. The wide inclusiveness of the statements was deemed essential to the data gathering instrument, however, so that if our

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<sup>1</sup> Ibid., p. 202.

<sup>2</sup> Wilkie, "A Study of Distortions in Recording Interviews," p. 33.

<sup>3</sup> Froehlich, "The Completeness and Accuracy of Counseling Interview Reports," p. 95.

<sup>4</sup> Ibid.

hypothesis is generally or selectively supported, we could be confident that our results were based on all the major factors which might affect attitudes towards tape recording.

#### Data for the Exploratory Study

As previously explained, "experience with the procedures involved," the independent variable in our hypothesis, included at least three different ways of using tapes of interviews, namely, by the student alone, by the student with his instructor, and by the student with a group of his peers and the instructor. With these three kinds of use built into the design, there was a ready opportunity in the project to find student preferences among these three methods of use, and whether or not these preferences changed with the experience required by the design. And so a Section III was included on both questionnaires asking for student attitudes on this subject, and Section IV of the second questionnaire invited further comments about it. The exact wording of these sections is given in Appendix A and B.



### CHAPTER III

#### PRESENTATION AND ANALYSIS OF DATA (A)

##### Data for the Experimental Study

Tables 1 and 2 present the responses of the study subjects to the eighteen attitude-testing statements on the first and second questionnaires. Only twenty of the fifty-five who began as study subjects were able to complete the experimental design requirements in time for this writing. These twenty are listed across the top of the vertical columns of tables 1 and 2 by number. Numbers 1 to 13 represent first year students who are further subdivided into "Unit A" - numbers 1 to 4, "Unit B" - numbers 5 to 9, and then four students from several other units. Numbers 14 to 20 represent second year students, the first four from a single group called "Unit C," and the remaining three from different units. We checked Section I of the questionnaires for other data to use in separating the study subjects into groups but found no useful classifications. Only three of the twenty had less than one year's previous social work experience. Differences of levels of experience with tape recorders and tape recording were impossible to classify meaningfully. And a cursory check of male-female differences added horizontally, that is by individual statements, showed no marked differences.

The scoring given on tables 1 and 2 is interpretive of the responses of the subjects to the questionnaires. The numbering on the left of the tables represents the eighteen statements in their schematic order as explained in Chapter II and as found in Appendix C. A "+" is used in the tables to indicate all responses favouring tape recording, that is all "agree" responses to the

TABLE 1

## RESPONSES OF SUBJECTS TO SECTION II OF THE FIRST QUESTIONNAIRE

Statements <sup>a</sup>		Responses of Subjects <sup>b</sup>																				Totals by Statements					
		First Year													Second Year							Pos No. %		Neg No. %		Not Sure No. %	
		Unit A				Unit B					Other				Unit C				Other								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
A. Counselor functioning while being taped.	1	-	-	-	-	0	0	-	0	0	+	-	-	+	0	0	-	-	0	+	+	4	20	9	45	7	35
	2	+	0	0	+	0	0	+	+	+	+	0	0	+	+	+	0	0	+	0	+	11	55	0	0	9	45
	3	+	+	-	-	+	+	+	+	+	-	+	0	+	+	0	+	+	+	0	+	14	70	3	15	3	15
	4	+	+	0	0	0	0	+	+	+	+	0	0	+	+	0	0	0	+	0	+	10	50	0	0	10	50
	5	+	-	0	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17	85	2	10	1	5
	6	+	0	0	+	0	+	+	+	+	+	0	0	+	+	+	0	0	+	0	+	12	60	0	0	8	40
B. Client functioning while being taped.	7	+	-	-	-	+	0	+	+	+	+	+	0	+	+	-	-	0	0	+	11	55	5	25	4	20	
	8	0	0	0	-	0	0	+	0	0	+	0	0	0	+	+	-	0	0	0	+	5	25	2	10	13	65
	9	+	+	0	-	+	0	+	0	+	+	0	0	+	+	+	-	0	0	+	+	11	55	2	10	7	35
	10	0	0	0	0	0	0	+	0	0	+	0	+	0	+	0	-	0	0	0	+	5	25	1	5	14	70
	11	+	+	+	-	+	0	+	+	+	-	+	0	+	+	0	0	-	+	+	+	13	65	3	15	4	20
	12	+	+	+	+	0	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	18	90	0	0	2	10
C. Educa- tional value of taping.	13	+	+	-	+	+	+	+	+	+	-	0	0	0	+	+	+	+	+	+	+	15	75	2	10	3	15
	14	+	+	0	-	0	+	+	+	-	+	+	0	+	+	+	+	+	0	0	+	13	65	2	10	5	25
	15	0	0	0	-	0	0	+	0	+	-	0	0	-	+	-	+	+	0	0	+	6	30	4	20	10	50
	16	0	+	-	-	0	+	+	+	0	+	0	0	0	+	-	+	+	0	+	0	9	45	3	15	8	40
	17	+	+	0	0	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	17	85	0	0	3	15
	18	+	+	0	-	0	0	-	+	0	+	+	+	+	+	0	0	+	0	+	0	10	50	2	10	8	40

<sup>a</sup>The numbering of the statements corresponds to that given in Appendix C.

<sup>b</sup>The responses charted are interpretive: "+" indicates an "agree" response to odd numbered statements, "disagree" to even numbered; "-" is the reverse. "0" indicates a "not sure" response.

TABLE 2

## RESPONSES OF SUBJECTS TO SECTION II OF THE SECOND QUESTIONNAIRE

Statements <sup>a</sup>		Responses of Subjects <sup>b</sup>																				Totals by Statements					
		First Year													Second Year							Pos No. %		Neg No. %		Not Sure No. %	
		Unit A				Unit B					Other				Unit C				Other								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
A. Counselor functioning while being taped	1	-	-	-	-	+	-	-	0	-	+	0	-	-	0	0	-	-	-	+	0	3	15	12	60	5	25
	2	+	+	0	+	+	0	+	0	+	+	+	+	+	+	+	+	+	0	+	+	16	80	0	0	4	20
	3	+	+	0	+	+	+	+	+	+	-	+	+	+	+	+	+	-	+	+	+	17	85	2	10	1	5
	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	20	100	0	0	0	0
	5	-	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18	90	1	5	1	5
	6	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19	95	0	0	1	5
B. Client functioning while being taped	7	0	0	-	-	0	+	+	+	+	+	0	+	+	+	+	+	-	+	0	+	12	60	3	15	5	25
	8	+	+	0	+	0	+	+	0	0	+	+	+	+	+	0	+	+	0	+	+	14	70	0	0	6	30
	9	+	+	-	-	0	0	+	+	+	+	+	+	+	+	+	+	+	0	+	+	15	75	2	10	3	15
	10	+	+	0	+	0	+	+	+	+	+	0	+	+	+	-	+	+	0	+	-	14	70	2	10	4	20
	11	+	+	+	+	+	0	+	+	+	0	+	+	+	+	+	-	+	+	+	0	16	80	1	5	3	15
	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	20	100	0	0	0	0
C. Educa- tional value of taping	13	+	+	0	0	+	+	+	+	-	0	+	+	+	+	+	+	+	+	+	+	16	80	1	5	3	15
	14	+	+	0	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18	90	0	0	2	10
	15	+	+	0	+	+	+	+	+	+	-	+	-	-	-	+	0	+	+	+	+	14	70	4	20	2	10
	16	+	-	0	+	0	+	+	+	+	+	+	-	+	+	0	0	+	0	+	+	13	65	2	10	5	25
	17	+	+	+	-	+	+	+	+	+	+	0	+	+	+	+	+	+	0	+	+	17	85	1	5	2	10
	18	+	+	0	+	+	+	0	0	0	+	+	+	+	+	0	+	+	+	+	0	14	70	0	0	6	30

<sup>a</sup>The numbering of the statements corresponds to that given in Appendix C.

<sup>b</sup>The responses charted are interpretive: "+" indicates an "agree" response to odd numbered statements, "disagree" to even numbered; "-" is the reverse. "0" indicates a "not sure" response.

odd-numbered statements which suggest an advantage to taping, and all "disagree" responses to even-numbered statements which suggest a disadvantage to taping. The "-" sign indicates the reverse, namely a "disagree" response to the odd-numbered or an "agree" response to the even-numbered statements. The symbol "0" is used when the subject responded "not sure" to the statement, or, in a few cases, where he gave no response to a particular statement. These responses are added horizontally in the tables to give the total number of "+" "-" or "0" responses to each statement and the percentage is also given of the twenty subjects responding in each of the three ways.

Table 3 indicates the changes of responses of each study subject for each statement from the first questionnaire to the second. These changes which we call shifts of attitudes can be either in a positive direction, that is becoming more favourable to tape recording or seeing more advantages in it, or in a negative direction, that is becoming less favourable or seeing more disadvantages. The shift can be either of two degrees. If the shift moves only one stage on the continuum "agree-not-sure-disagree" it is given the symbol "1" - "+1" or "-1" depending on the direction as explained above. If the shift is from one extreme of the continuum to the other we designate it by the symbol "2" - plus or minus. The shifts of the twenty subjects are added horizontally, that is, for each statement, to arrive at the number of +1 and +2 and total number of positive shifts, and the number of -1 and - 2 and the total number of negative shifts. These totals on table 3 are the prime data for validating the hypothesis in general terms.

Table 4 combines data from tables 1 and 2, specifically the number of positive, negative and not sure responses on each questionnaire by statements given in percentages. Correlating these percentages with the combined number of positive and negative shifts given on table 3 will enable us to examine,

TABLE 3

## SHIFTS IN RESPONSES BETWEEN THE TWO QUESTIONNAIRES

Statements <sup>a</sup>		Shifts of Subjects <sup>b</sup>																		Total Plus and Minus Change							
		First Year												Second Year						Positive			Negative				
		Unit A				Unit B				Other				Unit C				Other		+1	+2	Comb.+	-1	-2	Comb.-		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
A. Counselor functioning while being taped	1	0	0	0	0	+1	-1	0	0	-1	0	+1	0	-2	0	0	0	0	-1	0	-1	2		2	4	1	5
	2	0	+1	0	0	+1	0	0	-1	0	0	+1	+1	0	0	0	+1	+1	-1	+1	0	7		7	2		2
	3	0	0	+1	+2	0	0	0	0	0	0	0	+1	0	0	+1	0	-2	0	+1	0	4	1	5		1	1
	4	0	0	+1	+1	+1	+1	0	0	0	0	+1	+1	0	0	+1	+1	+1	0	+1	0	10		10			
	5	-2	+2	0	+2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		2	2		1	1
	6	0	+1	0	0	+1	0	0	0	0	0	+1	+1	0	0	0	+1	+1	0	+1	0	7		7			
B. Client functioning while being taped	7	-1	+1	0	0	-1	+1	0	0	0	0	-1	0	+1	0	0	+2	0	+1	0	0	4	1	5	3		3
	8	+1	+1	0	+2	0	+1	0	0	0	0	+1	+1	+1	0	-1	+2	+1	0	+1	0	8	2	10	1		1
	9	0	0	-1	0	-1	0	0	+1	0	0	+1	+1	0	0	0	+2	+1	0	0	0	4	1	5	2		2
	10	+1	+1	0	+1	0	+1	0	+1	+1	0	0	0	+1	0	-1	+2	+1	0	+1	-2	9	1	10	1	1	2
	11	0	0	0	+2	0	0	0	0	0	+1	0	+1	0	0	+1	-1	+2	0	0	-1	3	2	5	2		2
	12	0	0	0	0	+1	0	0	0	0	0	0	0	+1	0	0	0	0	0	0	0	2		2			
C. Educational value of taping	13	0	0	+1	-1	0	0	0	0	-2	+1	+1	+1	+1	0	0	0	0	0	0	0	5		5	1	1	2
	14	0	0	0	+2	0	0	0	0	+2	0	0	+1	0	0	0	0	0	+1	+1	0	3	2	5			
	15	+1	+1	0	+2	+1	+1	0	+1	0	0	+1	-1	0	-2	+1	-1	0	+1	+1	0	9	1	10	2	1	3
	16	+1	-2	+1	+2	0	0	0	0	+1	0	+1	-1	+1	0	+1	-1	0	0	0	+1	7	1	8	2	1	3
	17	0	0	+1	-1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-1	0	1		1	2		2
	18	+2	0	0	+2	+1	+1	+1	0	0	0	0	0	0	0	0	+1	0	+1	0	0	5	2	7			

<sup>a</sup>The numbering of the statements is arbitrary.

<sup>a</sup>The numbering of the statements corresponds to that given in Appendix C.

<sup>b</sup>The explanation of the symbols used is given in the text, p.

TABLE 4

COMPARISON BETWEEN THE FIRST AND SECOND QUESTIONNAIRES  
OF THE RESPONSES TO EACH STATEMENT BY PERCENTAGES<sup>a</sup>

Statements <sup>b</sup>	Positive Responses		Negative Responses		Not Sure Responses	
	First Q	Second Q	First Q	Second Q	First Q	Second Q
1	20	15	45	60	35	25
2	55	80	0	0	45	20
3	70	85	15	10	15	5
4	50	100	0	0	50	0
5	85	90	10	5	5	5
6	60	95	0	0	40	5
7	55	60	25	15	20	25
8	25	70	10	0	65	30
9	55	75	10	10	35	15
10	25	70	5	10	70	20
11	65	80	15	5	20	15
12	90	100	0	0	10	0
13	75	80	10	5	15	15
14	65	90	10	0	25	10
15	30	70	20	20	50	10
16	45	65	15	10	40	25
17	85	85	0	5	15	10
18	50	70	10	0	40	30

<sup>a</sup>These figures are taken from Tables 1 and 2.

<sup>b</sup>The numbering of the statements corresponds to that given in Appendix C.

statement by statement, the overall attitude of the twenty study subjects before beginning the experiment, the number who changed their mind during the experiment, and the final overall state of opinion after the minimum required experience with tape recording for field work instruction.

No attempt has been made to add up the responses of each subject individually, that is vertically, on tables 1, 2, and 3. It might be helpful to be able to secure profiles of individuals and of their general attitude to tape recording before and after the experiment, and compare not only individuals but groupings with one another. But the eighteen attitude-testing statements were not weighted equally as to degree of importance or freedom from ambiguity, so simple addition would be misleading. Further, the research was not designed to secure additional data which would be required to enable meaningful comparisons or contrasts to be made between individuals.

#### Validation of the Hypothesis

Turning now to the hypothesis of our experimental study, we find the data on table 3 strongly supporting it. A minor counter trend is also evident which is significant enough to warrant any illuminating data and comments which can be presented in a more detailed analysis which will follow. During the course of the experiment, the twenty study subjects made a partial shift in the direction of positive attitudes in a total of 90 responses, a complete reversal of attitude toward the positive in another 16 for a total of 106 in all, or an average per study subject of 5.3 positive shifts on eighteen statements. The negative shifts averaged 1.45 per subject, 22 partial, 7 reversals for a total of 29 shifts in a negative direction. Granting our assumption that experience with the making of tape recordings and using them in field work education is the major variable accounting for this shift, and granting the further assumption that our twenty subjects form a somewhat representative sampling of social work students, these

figures do indeed prove that,

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Positive attitudes of students toward tape-recording interviews with clients for use in field work instruction increase through experience with the procedures involved.

#### Study Sample and Those Not Completing the Design

With 63.6% of those who volunteered for our experimental study not completing the study before the deadline, we had to examine the possibility that the twenty who did complete comprised a significantly weighted sample. We knew about some variables relevant to separating those who completed from those who did not, such as difficulty getting tape recorders, agencies with the kind of client favouring or hostile toward tape recording, interview settings which would make taping more or less convenient and so on. But the suspicion remained that initially positive attitudes toward tape recording might also have been a variable between those who completed and those who did not. The only way we had to check this out was to compare the responses on the first questionnaire between the two groups. Because of the different number involved in each group, the comparison had to be done in percentages. The comparison of positive and negative attitudes is given in table 5, omitting the "not sure" responses.

Those not completing indicated slightly fewer positive attitudes to the matters covered by the statements in category A, and slightly more negative attitudes to the matters covered in category C, but both more positive and fewer negative attitudes to the matters dealing with client participation in taping, category B. This result, ~~related to the numbers involved in~~ each group we deemed insignificant. And when we determined the proportion of first and second year students in the group of those completing compared with those not completing, the difference was less than four percent.



TABLE 5

COMPARISON OF POSITIVE AND NEGATIVE RESPONSES TO SECTION II OF THE  
FIRST QUESTIONNAIRE BETWEEN THOSE COMPLETING THE PROJECT AND  
THOSE NOT COMPLETING

Statements By Category	Positive and Negative Responses By Percentages	
	Students Completing	Students Not Completing
Category A	+ 56.7 - 11.7	+ 53.33 - 11.5
Category B	+ 52.5 - 10.8	+ 57. - 8.
Category C	+ 57.5 - 11.7	+ 55. - 15.8

However, on the matter of previous social work experience, when we distinguished between those with a year or more of professional experience before entering the M.S.W. program and those with less than one year's experience, we found that three out of the twenty students completing the project were inexperienced comprising fifteen percent, but among those who did not complete there were nineteen inexperienced students out of thirty-five, or 54.33%. These figures seem significant, but it is difficult to draw any conclusions from them. We should remember that the ratio of second year students to first year students in both groups was very close, and presumably a year of field work studies is very similar to some level of professional experience. We do not feel that we have any collaborative data to assess the significance of this difference in experience levels between those completing and those not.

### Analysis of Results by Individual Statements

The general conclusion of our study has been to show that among a sampling which we judge to be fairly representative of social work students, attitudes favouring the use of tape recording in field work education will increase with experience with the procedures involved. This seems to indicate that getting started with taping is half the battle, or that extra effort, trouble and time required to begin the use of this tool will not have to be sustained for long because as experience mounts the process will prove its worth.

However, if the general conclusion of the study is to encourage the use of taping of interviews for educational purposes, it would seem that those planning to use taping would want more information on the strengths and weaknesses, pitfalls and opportunities associated with its use. Our research showed that in some concerns related to taping, some subjects became more negative through experience. Our statistics and the additional comments given by both students and instructors allow us to comment on this in some detail. The degree of validation of the hypothesis can be greatly refined if we look separately at the data for each of the eighteen statements dealing with various facets of tape recording. Our method of doing this will be to present for each statement the number of study subjects making responses favouring or negative to taping on the first questionnaire, the number shifting or changing their mind during the experiment, and the number holding positive or negative attitudes as a result of experience. Table 4 gives the sum of "before" and "after" attitudes by percentages, and table 3 indicates the number changing their mind during the experiment. We will then add to the statistics any relevant comments found on Section IV of the second questionnaire.

#### A. Counselor Functioning While Being Taped

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1. The use of a tape recorder would stimulate me to do my best in an interview. Twenty percent agreed with this on the first questionnaire, 45% disagreed, and 35% were not sure. On the second questionnaire, there was a drop to 15% agreeing, an increase to 60% disagreeing, and a drop to 25% not sure. On the whole, more subjects found no positive attitude toward taping for the reason covered in the statement than for any of the other seventeen. But the few comments made directly on this matter seemed to be by those who found in it a reason for favouring taping:

It stimulates the worker to do his best.

Tape recording increased my feeling of producing more and being responsible in the interview.

Tape recording made me more aware of myself and of what I was doing in the interview.

2. The use of a tape recording during an interview would produce too much self-consciousness in me. The percentage of disagree answers to this (positive attitudes) went from 55% on the first to 80% in the second, while the agree responses remained at 0 in both. Seven shifted from a not sure to an attitude positive to taping around this statement, and two shifted from a disagree to a not sure, indicating some difficulty with self-consciousness. As statement 6 represents a stronger form of the same consideration, we will consider the statistics on it before giving sample written comments.

6. My anxiety about self-exposure in later playback for instructor and peers would make me unable to interview clients effectively. Those who could not agree with this stronger statement as a reason against taping went from 60% to 95% while those agreeing (a negative attitude) remained at 0 in both questionnaires. The not sure answers on the second questionnaire which were 20% for statement 2, were only 5%, or one student out of the twenty for the

stronger wording of statement 6. The following are representative student comments:

Tape recording made no difference in functioning apart from making me very slightly more nervous than usual.

Where the tape was to be listened to by my field instructor, I found myself being self-conscious with the tape present in my group, but I overcame this at a later meeting.

I believe that tape allowed me to be more aware of interviewing techniques that were or were not employed during the interview. As I gained more confidence in exposing the actual interview to myself and during consultation, my reception of this contribution improved.

The more I used it in supervision, the more appreciative of the learning process I was. Because of the supervisor's attitude, I never felt anxious about it.

These favourable comments are greatly strengthened by answers to statement 13 which indicate that the degree of self-exposure involved was considered to be more than compensated for by the educational value of the procedure.

3. Using a tape recorder in an interview would help me to concentrate on the person and his problem by freeing me from the necessity of making mental or written notes for later process recording. Students finding this an advantage in taping went from 70% to 85%, those seeing no advantage here dropped from 15% to 10%. Five became more positive in some degree through the experiment, only one more negative. The comments were all positive.

The tape recorder was beneficial to my performance as it freed me from the anxiety of overlooking or missing an important portion of the conversation.

Tape recording gave the assurance that a record was being made of the interview. It allowed me to relax and concentrate on the client.

A major contribution - one is more "with" the interview.

4. The mechanics of using a tape recorder would be too distracting during the interview to my concentration on the interaction with the client.

On both questionnaire no students were strong enough in their opinion that this would be a problem to answer agree, although 50% admitted the possibility

with a not sure answer on the first. After experience, 100% felt that mechanics posed no serious problem. The fact that most of the taping was done using the modern, convenient, unobtrusive cassette machines may have had something to do with this result. A few comments on this subject indicated minor problems. A student wrote,

There was difficulty interrupting the interview to change the tape when it ran out, so sometimes I didn't change it, omitting the last part of the interview from the taping.

There were several comments on the difficulty of getting clear or intelligible recordings with some clients and with family interviews, but this related to the usability of the tape on playback, not distracting preoccupation during the interview.

5. Tapes usually give a more accurate picture than written records of what took place in an interview because they include non-verbal material such as pauses, inflection, sighs, etc. This statement deals with accuracy in terms of the types of data included, while statement 11 approaches it on the basis of quantity or completeness. The percentage of those agreeing that this was indeed a positive advantage of taping moved from 85% to 90% with those disagreeing falling from 10% to 5%. The not sure answers remained at 5%, or one person. However, table 4 indicates that two students moved to a more positive attitude toward taping on this subject, and one moved toward a more negative attitude. Most of the comments given on this matter are more appropriately considered as part of the broader concern of statement 13, but the following two specifically relate to statement 5.

The role of the worker became most important to me for a while in the playback of tapes, as I found different tones of voice and use of words had an effect on individual and group behaviour.

An instructor wrote,

The tape does leave out the facial expressions etc., but the tone of voice gives you a fairly accurate idea of this.

B. Client Functioning While Being Taped

7. Talking to the client about using the tape recorder and asking for his consent gives me a valuable opportunity to help the client be clear about the nature and purpose of the interview. Those seeing this as an advantage to taping rose from 55% to 60%, those convinced it was no advantage decreased from 25% to 15%, and those not sure increased from 20% to 25%. The actual number who changed opinions during the experiment were greater than these figures indicate, as five came to a more positive view, and three moved to a more negative view. Comments made on statements 8, 9, and 10 have some relevance here also, but the only comment directed specifically to this subject was by a field instructor who said "I think it contributed to a more open, honest relationship between the worker and the client."

Statements 8, 9, and 10 are closely related to each other so we will present the statistical data for each in turn before adding written comments.

8. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in the client. Percentages of those agreeing, that is, sensing it as a problem with tape recording, fell from 10% to 0. Those disagreeing, that is, seeing it as no problem, rose from 25% to 70%. Those not sure dropped from 65% to 30%. Table 4 shows that in this change, only one student moved from a more positive to a less positive attitude on this subject.

9. Tape recording for later analysis and consultation could assure the client that he will be getting the best available help. There was a movement of five to more positive attitudes on this subject, and of two to more negative attitudes. Percentages agreeing changed from 55% to 75%. Those disagreeing remained constant at 10%, and those not sure dropped from 35% to 15%.

10. The use of the tape recorder would often interfere with good worker-client relationships. Seventy percent were not sure about this on the first questionnaire, but that dropped to 20% after experience. The gains in certainty were divided. Ten shifted to a more positive attitude toward taping on this subject as the disagree answers moved from 25% to 70% while those agreeing that the statement truly represents a disadvantage to tape recording rose from 5% to 10%. One student reported,

(On the first questionnaire) There is an increasing uneasiness that comes to me when considering the use of tapes in an interview situation. Clients who tend to be suspicious would seem to be very uneasy, in which case the recording of an interview may be threatening.

(On the second questionnaire) The tape recording seemed to have a positive effect on the worker-client relationship and did not discourage client participation. Familiarity with recording leads to more ease in forgetting about it, in turn resulting in the client being more relaxed.

Several comments indicated that the recorder was mostly forgotten after the first few moments, and two students indicated they were working at an agency where the use of tape recorders was standard operating procedure and clients had come to expect and accept it. There were also negative reactions:

In one instance the client refused the use of the recorder - generally the recorder did not make a positive or a negative contribution.

In one case there was no difference. Another client was slightly more self-conscious, but not affected. In a third case I had to turn the machine off before the client went on with some particularly personal details.

One client who had at first expressed no fear of the tape, upon hearing a playback of her voice said "I don't want to hear my voice," and did not want the tape recorder used on subsequent interviews.

A student working with groups wrote,

I felt taping would affect the group participation negatively, and it did at first. Once the group became used to tape, it began to make a positive contribution.

And the instructor of a group work unit wrote,

In 4 out of 5 student groups, the group readily forgot about the machine. In the 5th, the group was small (3 - 6) and this group listened to their meeting played back each time and this seemed to be beneficial for them and in their relationship with the worker.

Our conclusions from the foregoing are these. For the majority of clients, taping does not significantly affect their functioning in the interview. In a few cases client-participation may be enhanced by the taping, while in others, taping would inhibit client functioning. Some sensitivity and discretion is called for in this area.

11. The availability of a complete record of the client's statements of his perception of the problem is an important advantage in the use of tapes. As with statement 5, the fullest discussion of this area will be given around statement 13. Most of the students agreed that this was an advantage to taping, 65% before, 80% after. Those disagreeing dropped from 15% to 5%, and those not sure from 20% to 15%. Table 4 shows that these changes represent five students who became more positive about this advantage in taping through experience, but also two who became less sure or more negative. No comments were given explaining the negative shifts or the one disagree and three not sure answers remaining. These answers could indicate a feeling that the "complete record" of the tape is not that complete, or that it is not needed. Positive comments of students included:

Many messages from the worker and client are not heard or appreciated in the original situation. I was able to study the tape, look at the details of how the client saw the problem, its implications, and respond better in the next interview.

It provides an opportunity to compare a later interpretation of the client's response with that initially received.

It afforded me an opportunity to assess my own role in the group functioning and also to pick up any interaction between group members that I may have missed during the meeting. This helped to determine the plans made for the following meeting.

12. Consultation about interviews with my instructor or peers which includes sharing tapes with them, violates client confidentiality even when his consent has been secured. Those disagreeing with this, that is, those who saw no problem of confidentiality in this use of tapes rose from 90% to 100%



while the 10% not sure response on the first questionnaire fell to 0. The students felt no problem here, but responses and comments indicate that some clients may not agree. A student wrote,

One client became depressed after I taped the interview, left worried about things said that shouldn't have been said that I "had" on her. The relationship was poorer until I did not use the tape recorder.

We have previously noted the report that in one interview a student had to turn off the recorder while some particularly personal material was discussed.

A field instructor wrote,

Some clients expressed concern about the use of the tape recorder. Some were concerned about confidentiality. Some found it extremely threatening to hear themselves on tape. Some found it restrictive or inhibiting. Generally, wherever the student was free and comfortable in the use of the tape recorder, the client was able to accept it.

### C. The Educational Value of Taping

13. The objectivity and inclusiveness of tape recording improves the educational potential of the field work year by clearly exposing from the beginning my strengths and weaknesses. This statement comes close to summarizing the whole concern of the research project. It was deliberately framed to include a threatening word such as "exposing" so that responses would be the result of a weighing of the educational advantages in relation to personal feelings. Those agreeing with the statement were 75% at the beginning, 80% after experience. Those disagreeing dropped from 10% to 5%, and the number not sure remained at 15%. Five changed their mind in a positive direction, two in a negative direction to account for this shift. From the three remaining not sure, the following comments were given:

It has a teaching function, but process recording gives you a greater opportunity to use theory in your work.

Process recording is initially valuable to sort through theory and in planning ahead through assessment. So I see this as a good basis, once mastered, to have supplemented with taping.

The following comment was made by the student marking "disagree" to statement 13 on the second questionnaire, which raises the possibility that a mistake was made when he checked the blanks.

There is a definite advantage in taping interviews for both supervisory and learning purposes since whatever has been said in the meeting is picked up and nothing is omitted due to forgetting or oversight. Also, the tape may be stopped at any point and alternative ways of handling situations may be suggested by the instructor or fellow students. However, there is the disadvantage that facial expressions, moods, etc. cannot be conveyed on the tape.

We have previously noted comments in connection with statements 2 and 6 which indicated that student anxieties about self-exposure were less than their appreciation of the educational values of the procedure. Comments reported in connection with statement 11 also apply here. The following are further statements listing additional specifics about the educational advantages of using tapes in field work instruction.

The tapings were certainly a more true picture of the interview than process recording. There was just no way I could interpret my interview to the supervisor other than the way it actually happened.

I learned a lot about myself and the way I communicate; the way I respond to clients, my biases, how I got sidetracked etc.

I was able to express myself more clearly and directly by making a conscious effort to do so, after hearing the tapes. I also realized that I was taking the leadership role too often, and was then able to facilitate group interaction better by asking fewer questions and allowing others to express themselves voluntarily.

Two field work instructors wrote as follows:

From the tape I was able to see how a worker actually used himself. This is impossible to do in process recording. You can highlight for the student the points of intervention, and what happened as a result of this. They also show clearly whether the worker carried out the purpose of the interview, and if not, why not. My feeling was that workers became surer of themselves and more on target as we progressed.

It provides, (1) a factual account of what transpired between the worker and the client; (2) it allows the supervisor to listen in on the non-verbal - the tonal - characteristics of the communication; (3) it allows the supervisor to analyze the process of the interview; (4) it provides the factual evidence to evaluate the worker's performance and in this sense is more self-educative insofar as the evidence often speaks for itself.

14. Tape recordings draw too much attention to such things as speech mannerisms and personal idiosyncrasies, to the neglect of more vital aspects of the interaction. On the first questionnaire, 65% would not fault tapes for this reason, 90% on the second. Those agreeing that this was a disadvantage moved from 10% to 0, and those not sure from 25% to 10%. No one changed his mind negatively on this as a result of experience. Relevant comments include,

One disadvantage that bothered me at first, but not after experience, was that the instructor is not used to tapes either, and the silences, pauses etc. are disconcerting. I found I was defending myself all the time at first.

It was able to point out the role of the worker, the interaction of the group by age characteristics.

Group discussions became "picky" irrelevant, discuss guidelines rather than content.

Statements 15 and 16 together examine the relationship between tape recording and process recording, the relative merits and drawbacks of each.

15. Tape recordings are more convenient and time-saving than written process recording. Apparently many students were surprised at just how convenient and time-saving tapes were since ten, or half the sample shifted in a positive direction moving the agree responses from 30% to 70%. Negative responses stayed at 20% and the not sure responses dropped from 50% to 10% but three students in all moved in a more negative direction.

16. Listening to a tape of an interview to analyze it takes too much time in comparison with using written records which can summarize and evaluate. Eight students shifted positively on this raising the number who saw no problem in this area from 45% to 65%. But three saw enough of a problem in this to shift negatively, so that those agreeing with the statement decreased only from 15% to 10%. Those not sure changed from 40% to 25%. Comments on these two statements included the following:

Taping is less time consuming for the worker. It tends to inhibit the formulation of concrete diagnostic assessment and treatment planning to some extent, but with process recording the worker must think through and express it on paper.

It has been most helpful to play back the taped interview in order to pay attention to the content, and then to write a diagnostic assessment of the interaction without focusing on the "process."

Taped material is time consuming when used in supervision. This is true more than for process recordings. The latter are usable more in terms of generalizations which arise out of them whereas tapes provide a more play by play account.

The time factor is a disadvantage - it certainly decreases the amount of time that can be spent on other matters. In relation to process recording, the disadvantage diminishes. Despite the tape recording, a good deal of process recording is still required so it is never an either-or situation. Hence tape recording plus process recording takes more time than only process recording.

And from a field work instructor,

Initially, extensive time was spent in listening to student tapes. However, with experience, I have been able to listen to significant portions and become more adept at identifying the problem areas. Tape recording required less time for the students. I still found it necessary to have them clearly identify in writing the purpose of the interview, evaluation of their role, and plan for the next interview.

I listened to the tape prior to supervision. I found it most helpful when I was able to use the monitor (counter) illustrating from the tape in supervision. Initially, I found it extremely time-consuming - making endless notes on the tape. With experience, I can now more readily recognize a pattern and there is no longer the need to listen to the total recording.

From these comments it would appear that some written record about interviews is needed in addition to tape recordings for several reasons. Writing might give a summary of what took place or concentrate on diagnosis and treatment plans. One instructor makes the point that because much communication in practice is written, some skill should be developed with written records in field work practice. As to the time factor, it would appear that taping tends to save time regarding making a record of the interview, but tends to require more time when being used for supervision or educational purposes, especially initially when students and instructors are less experienced with tapes. However, this time factor must be weighed against

the advantages for solid educational gains such as reported in connection with statements 2,5,6, 11 and 13. And it appears also that with experience and ingenuity on the part of both students and instructors, the time factor can be substantially reduced without loss of benefit.

17. Tapes of interviews would help reveal any blind spots or slanting in my responses to the client's behaviour and his expression of the problem.

The percentage of positive answers was 85% on both questionnaires, the negative answers moved from 0 to 5% and the not sure replies from 15% to 10%. There was one partial shift in the positive direction, and two in the negative. None of the three remaining less than in agreement with this statement gave any specific reason and one of them was the person who wrote, "There was just no way I could interpret my interview to the supervisor other than the way it actually happened." Other comments included the following ideas:

It takes away the often one-sided view of the process recording where how one writes seemed more important than what one did.

The roles shifted from participant to observer when listening to the tape; also replay allows for more awareness on the part of the interviewer.

And, from a field work instructor:

The tapes tend to give perspective - what a student remembers as important may not be - for him it is highlighted by his feelings at the time.

18. A tape recording of an interview gives too distorted a picture because it leaves out such behavioural cues as lateness, promptness, posture, eye and hand movements, dress etc. This statement is very close in content to statements 5 and 11, but the different responses to it suggest that the way a statement is worded and whether positively or negatively makes a difference. While the positively worded statements 5 and 11 brought an initial 85% and 65% tape-favouring response with 5% and 20% not sure respectively, this negatively worded statement elicited only a 50% tape-favouring response with

40% not sure. But the shifting on this statement was greater than for the other two: on 5, two shifted to a more favourable attitude and one negatively, and on 11, five shifted favourably and two negatively; but on 18, seven shifted in a more favouring direction and none shifted negatively. So the final response to this statement was 0 agreeing with the disadvantage it suggests, 70% disagreeing that it represents a problem, 30% not sure.

Contrary to the fear represented in the statement, the response of one student indicated such gratification at the amount and variety of material included on tapes that we might suspect some danger that our study subjects could be unaware of tape's limitations. He wrote,

Taping clarified client's feelings for me because of the absence of non-verbal cues and distractions, and made me more conscious of the importance of the voice in conveying one's own feelings.

We have previously noted the instructor's comment, "Tape does leave out the facial expressions etc., but the tone of voice etc. gives you a fairly accurate idea of this." Another instructor wrote that tape recordings' limitations in this area was especially evident in family interviewing since many non-verbal cues and interactions cannot be caught by them.

#### Comparison of Results with Findings of Other Researchers

Comparing the attitudes we found in students regarding tape recording with the attitudes or judgments in the literature which guided the formulation of our attitude-testing statements, we can see many similarities and a few differences. Regarding the counselor's own feelings about being tape recorded in action, our subjects would seem to answer Itzin's questions about personal anxiety having to be weighed against a confidence that the supervisory process will be more fruitful, strongly in favour of the latter. Our subjects did not report that being recorded influenced their interviewing in any marked way as 35% of the Yale psychiatrists in the Lamb and Mahl study reported, and we

be used as a caution about the results of our study which focused on the advantages of using tapes for those who had never tried them in such a way as to minimize, temporarily, their limitations.

## CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA (B)

Data and Discussion of Results of the Exploratory Study

Section III of our questionnaires allowed the student subjects, and their field instructors in the case of the second questionnaire, to indicate preferences regarding each of the three ways of using recordings of interviews in field work, and it also asked them to comment on the reason for the answers. Table 6 lists these preferences and indicates the shifts in attitudes of the subjects regarding the different ways of using tapes.

1. Tapes listened to by the student alone for observation, diagnosis, self-evaluation. On the first questionnaire twelve subjects felt they would find value in using tapes alone. From the second questionnaire we found there was a positive shift after experience by eight subjects so that all twenty responded positively to using tapes alone at the end of the project. This was a significant shift as a result of some minimal experience with using tapes alone and it supports our assumption in the exploratory part of our study suggesting that there would be an increase in the desire to use the tapes in this way. These findings also support the writings of Armstrong and others, Cooper, and Wilkie, reported in Chapter II, concerning the valuable aspects of self-evaluation. A typical comment made by a student in our study as to the reason for his positive answer was:

It helps me to be critical of my interaction for therapy purposes with client, and to enable me to relate more to feelings of client in future.



TABLE 6

PREFERENCES REGARDING THE WAYS OF USING TAPES  
ACCORDING TO THE RESPONSES GIVEN ON  
SECTION III OF THE TWO  
QUESTIONNAIRES<sup>a</sup>

Study <sup>b</sup> Subjects	Using Tapes Alone				Using Tapes With Instructor				Using Tapes With Peers			
	Yes <sub>1</sub>	Yes <sub>2</sub>	No <sub>1</sub>	No <sub>2</sub>	Yes <sub>1</sub>	Yes <sub>2</sub>	No <sub>1</sub>	No <sub>2</sub>	Yes <sub>1</sub>	Yes <sub>2</sub>	No <sub>1</sub>	No <sub>2</sub>
1		x			x	x			x			
2	x	x			x	x			x			x
3		x				x				x		
4	x	x			x	x			x			x
5	x	x			x	x			x	x		
6		x	x		x	x			x	x		
7		x	x		x	x			x	x		
8	x	x			x	x			x	x		
9		x			x	x				x		
10		x	x		x	x			x			
11	x	x			x	x			x			
12	x	x			x	x			x	x		
13	x	x			x	x			x			x
14	x	x			x	x			x	x		
15	x	x			x	x			x	x		
16	x	x				x				x		
17		x	x		x	x			x	x		
18	x	x			x	x			x	x		
19	x	x			x	x				x		
20		x			x	x						
Totals	12	20	4		18	20			15	13		3

<sup>a</sup>The "x" indicates which response was checked. A blank indicates a "not sure" response, or no response.

<sup>b</sup>The numbers in this column correspond to the numbers of subjects across the top of the vertical columns in Tables 1, 2, and 3.

<sup>c</sup>Yes<sub>1</sub> and No<sub>1</sub> refer to the responses on the first questionnaire. Yes<sub>2</sub> and No<sub>2</sub> to responses on the second questionnaire.

A field instructor stated that the "Conscientious student also found playback for self useful and used it to increase learning."

Several groupwork student subjects commented on the value of listening to their tape in terms of their role in the group, diagnosis of the interaction, and the needs and capacities of the individual group members.

2. Tapes used in consultation with your field work instructor. Eighteen subjects at the beginning of the study felt they would find value in using tapes this way. There was a positive shift after experience by two subjects so that all twenty subjects answered affirmatively to the question of the value of using tapes in consultation with the field work instructor.

Two students stated that they found this the best way to use their tapes.<sup>1</sup>

It allowed the two of us to react to the entire session and bring in objectivity as opposed solely to my reaction and interpretation.

A field instructor stated as follows:

From the tape I was able to see how a worker actually used himself. This is impossible to do in process recording.

One student subject and one instructor commented on helpful ways to use the tapes in the supervision session. The student listened to the tape and indexed the important points to be used later in the sessions for a better learning experience. The field instructor found it most helpful to listen to the tape prior to the supervision and then illustrate from it.

We did not find any evidence from the comments to suggest that there were different attitudes toward this use of the tapes because of differences in student-supervisor relationships as did Roulx in his study of effects on supervised counselors.<sup>2</sup>

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<sup>1</sup>Additional comments may be found in the analysis of statement 13, Chapter III, p.

<sup>2</sup>Roulx, Physiological Effects of Tape Recording, p. 59.

3. Tapes used for discussion with fellow students and the field work instructor. On the first questionnaire fifteen subjects stated that they would find value in using tapes in this way and five were not sure or had no answer. On the second questionnaire thirteen subjects answered affirmatively. There was a positive shift after experience by four students and negative shifts by six. The negative shift consisted of three shifts from an affirmative to a negative response after the experience of using the tapes in this way, and three shifts from an affirmative answer on the first to a "not sure" answer on the second.

Since there was a total decrease in the desire to use the tapes in this way our assumption in this area of the exploratory study is not supported. The attitudes toward peer group use of tapes was not as positive as we suspected. From the students' comments there seems to be several reasons for this. First of all in some cases the poor quality of taping made the tapes hard to understand and the peer group sessions were thus boring. Other comments suggested that the peer group was unable to feed back any constructive criticism to the fellow student. In some cases it was felt the method was good.

It is a means of presenting a client to scrutiny of group, whose perceptions are different from mine and who may be aware of factors in client or myself that I do not understand. This adds dimension to a future approach in working with the client.

Thus the potential was seen for this method of use; however a field instructor wrote,

There was some difficulty on the part of the instructor in knowing how to use these most effectively with the group.

There was some marked difference between the first year field units A and B in their responses to this way of using tapes. Three of the four students in unit A reacted negatively on the second questionnaire, while all five

students in unit B reacted positively after their taping experiences. The field instructor in unit A suggested that the students were not able to see the value in the method because the "group was not prepared to confront each other critically - felt they could only be supportive." The students reported that they found this method less valuable because of the poor quality of the tapes, because the group was unable to assess and evaluate and therefore the sessions became boring. The students in Units B and C were totally positive about this mode of using tapes, whereas in Unit A the majority were negative. This indicates that the educational methods used and the nature of group interaction is crucial to this method of use.

Although this was the least acceptable of the three ways of using tapes for the subjects of this study and for their instructors, there was ample evidence that this method has good potential for learning in field work education. One field instructor wrote, "It is the tool to make group supervision attractive and useful and effective."

## CHAPTER V

## SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH

This study set out to determine whether the attitudes of students in the M.S.W. program toward tape recording interviews for use in field work instruction would change significantly as a result of a minimum level of experience with the procedures involved. Fifty-five students previously inexperienced with tape recording of social work interviews volunteered for the experimental study, and twenty completed the requirements of the study design. These twenty students showed a marked change in the direction of favouring tape recording of their interviews for use in field work instruction in each of the three categories of counselor functioning while being taped, client functioning while being taped, and the educational value of taping. There was also a minor counter trend. Some originally favouring taping held the opinion, after experience, that certain aspects of taping were more of a problem than they had originally thought.

Factors related to taping deemed an advantage by 75% or more of the study subjects upon completion of the project included freedom from making notes during an interview, the availability of a complete objective record of the interview and of the client's statements including non-verbal but audible cues, the improved educational potential of supervisory sessions using tapes, the correction of biases and distortions in process recording, and the reassurance to the client about the quality of service he is being

given. Factors related to taping deemed not a disadvantage by 75% or more of the study subjects upon completion of the project included the possibility of producing inhibiting anxiety or self-consciousness in the interviewer, violation of the ethic of confidentiality, preoccupation with the mechanics of operating the equipment, or over-emphasis on mannerisms when listening to the tape.

Factors related to taping deemed an advantage by 60% to 70% of the study subjects upon completion of the project included securing client co-operation in the interview regarding being taped, and the convenience of tape recording as compared with process recording. Factors related to taping judged not a disadvantage by 60% to 70% of the study subjects upon completion of the project were self-consciousness in the client and interference with the worker-client relationship, the difficulty in summarizing taped records of interviews, and the omission by tapes of non-verbal and non-audible behavioural cues.

An exploratory study related to the above looked at three different ways of using tapes of student interviews. Regarding the student hearing the tapes alone for evaluation and learning, only twelve were confident there would be some value in this before experience, but all twenty found value in it after experience, those working with groups being even stronger on this point than those involved in one-to-one interviews. Regarding the use of tapes in supervisory sessions with the instructor, two were not convinced of the value in this procedure before the project started, but all twenty agreed it was worthwhile after experience with it. On the matter of using tapes for discussion or consultation with peers, fifteen felt this would have some value at the beginning, but this number fell to thirteen after experience. Reasons for the divided opinion on this point seem to include variations in peer

group relationships in the different units, variations in the quality of tapes used as to intelligibility and interesting material, and variations in the educational methods used to present and discuss the taped material.

This study has shown that in a presumably representative sample of social work students, the values or advantages in using the tape recording tool in field work instruction will be judged, after experience, to outweigh the disadvantages, and that there is an initial hesitance or reluctance about using this tool which quickly diminishes with experience.

The implications of the results of our study for further research point in several directions. First, our results could well be tested and refined in a study which had time to choose subjects on a true random basis, form control groups, and manage additional variables such as those mentioned under limitations in Chapter II. Some research into ways of introducing students to the idea of taping and to the process of taping so as to minimize their anxiety and awkwardness would also be valuable. Another area calling for more discriminating knowledge is that of client involvement as it relates to determining which clients should not be tape recorded, and various ways of involving clients in the taping process.

Tapes could be made more useful for educational purposes with better knowledge of ways of editing and selecting portions of the tape to be used so as to make the best use of the time available for self analysis, supervision and peer group consultation. Our project also left unanswered many questions as to the kind of educational methods best adapted to using tapes in group sessions and the kind of group dynamics optimal to securing educational advantages through peer group discussion of tapes. It should be kept in mind also that inasmuch as a change in attitudes toward taping can be expected to come about in those who use them as a result of experience, studies of the continuing advantages and disadvantages, "do's" and "don't's" of taping

will have more validity if they use as subjects only those who have enough experience to separate reality from imaginings, anxiety about something new from confusion related to basic ambiguities.

Finally, we are conscious of the fact that recent technical advances in the field of videotaping makes it practical to use this educational medium in field work instruction. If it may be presumed that the educational potential in videotape is greater than with audiotape, it is also probable that the hazards surrounding its use are greater and should be approached with even more careful attention to learning the best procedures through carefully evaluated experiences and scientifically conducted research. The convenience and economy of autiotape will render it a continuingly valuable aid in social work education and practice, and future research should not neglect it while turning its focus more sharply on videotape also.



## APPENDIX A

## THE FIRST QUESTIONNAIRE

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November, 1969.

To: Graduate Students in the School of Social Work, University of Manitoba

We invite your participation in a research project, the purpose of which is to study student attitudes, feelings, and judgments with regard to tape recording interviews with clients or client groups, and the use of these recordings in your field work education.

Each student volunteering to be part of this study will be asked to tape at least three interviews with clients or groups, and use the tapes so made in the following ways:

- a) one tape used by the student alone for analysis and self-evaluation.
- b) one tape used in conference with the field work instructor
- c) one tape used in discussion with a peer group of fellow students and the field work instructor.

The study is particularly interested in any changes of attitudes, feelings or judgments arising out of familiarity and experience with taping procedure and use.

A questionnaire will be given to each volunteer before taping begins, and then again after completion of the steps outlined above. In addition, students will be asked to make written evaluative comments and suggestions on the subject, based on their experience.

The actual recording of the interviews and their various uses should be completed by Friday March 6, 1970.

In filling out the attached questionnaire, we ask that you answer in terms of the most obvious meaning of each question without concern for possible infrequent exceptional situations.

Rae Westcott

Bob Lederman

Research Project: TAPE RECORDING INTERVIEWS IN FIELD WORK EDUCATION  
Questionnaire 1

XI-69

I: BACKGROUND INFORMATION

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Date: \_\_\_\_\_

Method Course: Casework [ ]; Group Work [ ]; Human Resources Dev. [ ]; C.O. [ ]

Previous Social Work Experience (Field, No. of years): \_\_\_\_\_

Previous Experience (if any) with

a) Tape recording social work interviews:

b) Other use of tape recorders:

Field Work Instructor: \_\_\_\_\_ Agency: \_\_\_\_\_ School Year: \_\_\_\_\_

=====

II: INDICATE IN THE APPROPRIATE BRACKET YOUR REACTION TO EACH OF THE FOLLOWING  
STATEMENTS (Where appropriate, read "family" or "group" in place of  
 "person" or "client.")

Agree Disagree Not Sure

1. Tapes usually give a more accurate picture than written records of what took place in an interview, because they include non-verbal material such as pauses, inflection, sighs, etc. [ ] [ ] [ ]
2. The availability of a complete record of the client's statements of his perception of the problem is an important advantage in the use of tapes. [ ] [ ] [ ]
3. Listening to a tape of an interview to analyze it takes too much time in comparison with using written records which can summarize and evaluate. [ ] [ ] [ ]
4. My anxiety about self-exposure in later playback for instructor and peers would make me unable to interview clients effectively. [ ] [ ] [ ]
5. The mechanics of using a tape recorder would be too distracting during the interview to my concentration on the interaction with the client. [ ] [ ] [ ]
6. Tape recordings are more convenient and time-saving than written process recording. [ ] [ ] [ ]
7. Tapes of interviews would help reveal any blind spots or slanting in my responses to the client's behaviour and his expression of the problem. [ ] [ ] [ ]
8. A tape recording of an interview gives too distorted a picture because it leaves out such behavioural cues as lateness, promptness, posture, eye and hand movements, dress etc. [ ] [ ] [ ]
9. The use of the tape recorder would often interfere with good worker-client relationships. [ ] [ ] [ ]

- |  | <u>Agree</u> | <u>Disagree</u> | <u>Not Sure</u> |
|--|--------------|-----------------|-----------------|
| 10. Tape recording for later analysis and consultation could assure the client that he will be getting the best available help.  | [ ]          | [ ]             | [ ]             |
| 11. The use of a tape recorder would stimulate me to do my best in an interview.   | [ ]          | [ ]             | [ ]             |
| 12. Tape recordings draw too much attention to such things as speech mannerisms and personal idiosyncrasies, to the neglect of more vital aspects of the interaction.                                | [ ]          | [ ]             | [ ]             |
| 13. Consultation about interviews with my instructor or peers which includes sharing tapes with them, violates client confidentiality even when his consent has been secured.                        | [ ]          | [ ]             | [ ]             |
| 14. The objectivity and inclusiveness of tape recording improves the educational potential of the field work year by clearly exposing from the beginning my strengths and weaknesses.                | [ ]          | [ ]             | [ ]             |
| 15. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in me.  | [ ]          | [ ]             | [ ]             |
| 16. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in the client.  | [ ]          | [ ]             | [ ]             |
| 17. Talking to the client about using the tape recorder and asking for his consent gives me a valuable opportunity to help the client be clear about the nature and purpose of the interview.        | [ ]          | [ ]             | [ ]             |
| 18. Using a tape recorder in an interview would help me to concentrate on the person and his problem by freeing me from the necessity of making mental or written notes for later process recording. | [ ]          | [ ]             | [ ]             |

=====

III: INDICATE YOUR PREFERENCES REGARDING EACH OF THESE THREE WAYS OF USING RECORDINGS OF YOUR INTERVIEWS AS A PART OF FIELD WORK EDUCATION

1. Tapes listened to by the student alone for observation, diagnosis, self-evaluation.

I would like to use tapes of my interviews this way: Yes[ ]; No[ ];  
Not Sure[ ]; Reasons for your answer:

2. Tapes used in consultation with your field work instructor.

I would like to use tapes of my interviews in this way: Yes[ ]; No[ ];  
Not Sure[ ]; Reasons for your answer:

3. Tapes used for discussion with fellow students and the field work instructor.

I would like to use tapes of my interviews in this way: Yes[ ]; No[ ];  
Not Sure[ ]. Reasons for your answer:

=====

IV. If you feel, all things considered, that there would be no benefit to your field work practice and learning through tape recording of interviews, or that the disadvantages clearly outweigh the advantages, give reasons below.

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## APPENDIX B

## THE SECOND QUESTIONNAIRE

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Research Project  
TAPE RECORDING INTERVIEWS IN FIELD WORK EDUCATION

Instructions for Questionnaire No. 2

for

Participating Students

and

Participating Field Work Instructors

To Students Who Have Filled In The First Questionnaire

We request that you fill in this second questionnaire as soon as possible after,

- a) taping at least three interviews with clients and/or groups, and
- b) using the tapes made in three different ways - one studied by yourself alone, one used with your instructor, and one used in your field unit or a sub-group of it.

In order to give us time to complete the research project, this questionnaire should be returned to us personally or through Mts. Hall no later than Friday, March 6. We will be pleased to receive it any time before that as well.

It is important that you work through this questionnaire in the sequence given. We ask for first impressions in sections II and III, unreflective responses in terms of your present attitudes and judgments. Then, in section IV we are asking that you be reflective and analytical, especially in terms of any changes in your attitudes or judgments arising out of your experiences with tape recording and playback in field work education.

Section V asks for additional observations about relevant matters which will not be incorporated into the statistical section of the research project, but which will have a suggestive value for practice or further research.

-----  
To Field Work Instructors With Students Participating In The Project:

Your observations and judgments on the matters raised in this questionnaire will be valuable to the research project both in themselves, and in relation to the answers given by the students in your unit. In the published results, no names will be given, either of units or participants or agencies.

We request therefore that you also fill in this questionnaire, answering each question in terms of what you judge to be the collective experience of the students participating, and/or, where appropriate, your own judgment about the value and effect of this taping in their field work education.

As with the students, we request the questionnaire be returned to us by Friday March 6 to give us time to complete the project.

Rae Westcott

Bob Lederman

Research Project: TAPE RECORDING INTERVIEWS IN FIELD WORK EDUCATION II-70

Questionnaire No. 2

I: BACKGROUND INFORMATION

Name: \_\_\_\_\_ Field Work Instructor: \_\_\_\_\_

Number of Interviews taped: a) with individual clients[ ]; b) with families[ ]; c) groups[ ].

Number of taped interviews used for learning purposes: a) by student alone [ ]; b) by student with instructor[ ]; c) in field work unit or sub-group[ ].

II: INDICATE IN THE APPROPRIATE BRACKET YOUR REACTION TO EACH OF THE FOLLOWING STATEMENTS

[The statements are presented here in identical wording and sequence to Section II of the first questionnaire]

III: INDICATE YOUR PREFERENCES REGARDING EACH OF THESE THREE WAYS OF USING RECORDINGS OF YOUR INTERVIEWS IN FIELD WORK EDUCATION

1. Tapes listened to by the student alone for observation, diagnosis, self-evaluation.

I find value in using tapes of my interviews this way: Yes[ ]; No [ ]; Not Sure [ ].

Reasons for your answer:

2. Tapes used in consultation with your field work instructor

I find value in using tapes of my interviews this way: Yes [ ]; No [ ]; Not Sure [ ].

Reasons for your answer:

3. Tapes used for discussion with fellow students and the field work instructor.

I find value in using tapes of my interviews this way: Yes [ ]; No [ ]; Not Sure [ ].

Reasons for your answer:

IV: ON THE BASIS OF YOUR EXPERIENCE WITH TAPED INTERVIEWS AND PLAYBACK IN VARIOUS SETTINGS FOR LEARNING PURPOSES, COMMENT ON THE FOLLOWING:

1. What contribution did tape recording make to your functioning as an interviewer or group leader on each occasion, positive or negative? Did your perception of this contribution change as you became more experienced with taping procedure and utilization?

[space]

2. What contribution did tape recording make, positive or negative, to worker-client relationships and client participation in the interview or group? Did your judgment about this change as you became more familiar with taping procedure and use?

[space]

3. What educational advantages or disadvantages do you see in taping interviews for supervisory and learning purposes, especially when compared with process recording? Did any change take place in your judgment about this as you became more experienced with taping procedure and use?

[space]

4. Which way or ways of using tapes in playback have you found to be most helpful in the learning process? Did any change take place in your judgment about this as you became more experienced in taping procedure and use?

[space]

5. If you feel, all things considered, that there is no benefit to field work practice and learning through tape recording of interviews and playback, or that the disadvantages clearly outweigh the advantages, give your reasons below and comment on any change in your judgment about this arising from familiarity and experience with taping procedure and use.

[space]

-----  
V: OTHER OBSERVATIONS

Report any further observations or suggestions arising out of your experience with tape recording interviews in field work education, regarding such things as the following:

1. Mechanics, equipment, techniques of taping and playback.

[space]

2. Preferential ways for the student and/or client to be introduced to taping involvement.

[space]

3. Additional ways of using tapes and taping in field work education.

[space]

4. Cautions, warnings, misgivings, special situations re: taping interviews and/or using them in field work education process.

## APPENDIX C

## THE SCHEMATIC ORDER OF THE ATTITUDE-TESTING STATEMENTS

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A. Counselor Functioning While Being Taped

1. The use of a tape recorder would stimulate me to do my best in an interview.
2. The use of a tape recorder during an interview would produce too much self-consciousness in me.
3. Using a tape recorder in an interview would help me to concentrate on the person and his problem by freeing me from the necessity of making mental or written notes for later process recording.
4. The mechanics of using a tape recorder would be too distracting during the interview to my concentration on the interaction with the client.
5. Tapes usually give a more accurate picture than written records of what took place in an interview because they include non-verbal material such as pauses, inflection, sighs, etc.
6. My anxiety about self-exposure in later playback for instructor and peers would make me unable to interview clients effectively.

B. Client Functioning While Being Taped

7. Talking to the client about using the tape recorder and asking for his consent gives me a valuable opportunity to help the client be clear about the nature and purpose of the interview.
8. The use of a tape recorder during an interview would produce too much self-consciousness and unnaturalness in the client.
9. Tape recording for later analysis and consultation could assure the client that he will be getting the best available help.
10. The use of the tape recorder would often interfere with good worker-client relationships.
11. The availability of a complete record of the client's statements of his perception of the problem is an important advantage in the use of tapes.
12. Consultation about interviews with my instructor or peers which includes sharing tapes with them, violates client confidentiality even when his consent has been secured.



### C. The Educational Value of Taping

13. The objectivity and inclusiveness of tape recording improves the educational potential of the field work year by clearly exposing from the beginning my strengths and weaknesses.

14. Tape recordings draw too much attention to such things as speech mannerisms and personal idiosyncrasies, to the neglect of more vital aspects of the interaction.

15. Tape recordings are more convenient and time-saving than written process recording.

16. Listening to a tape of an interview to analyze it takes too much time in comparison with using written records which can summarize and evaluate.

17. Tapes of interviews would help reveal any blind spots or slanting in my responses to the client's behaviour and his expression of the problem.

18. A tape recording of an interview gives too distorted a picture because it leaves out such behavioural cues as lateness, promptness, posture, eye and hand movements, dress etc.

## APPENDIX D

## ADDITIONAL OBSERVATIONS OF SUBJECTS INVOLVED IN THE STUDY

The second questionnaire of our study contained a section on Other Observations that reported students' and instructors' comments on any further observations or suggestions arising out of their experiences with tape recording interviews in field work education. A summary of some of these findings follows.

1. Mechanics, equipment, techniques of taping and playback. Several comments referred to the difficulty of obtaining tapes and tape recorders, and suggested that more than one should be available for each field unit if not one for each student. The quality of machines was also referred to and although it was found that the larger machines had clear reproduction or playback, the smaller, portable, cassette machines (especially the Sony), were preferred because of their ease in use, portability, and size. It was also found that the built-in-microphone in the Sony machines and the battery-operated machines were less distracting and did not interfere with individual or group functioning.

2. Preferential ways for the student and/or client to be introduced to taping involvement. Many comments suggested that the taping of interviews be introduced to the student and/or client in a straightforward way. One typical student statement was as follows:

It should be introduced to the student/client objectively and matter-of-factly, stating its purpose and function. It should therefore be self-explanatory as to its usefulness.

Several participants suggested that the student should be introduced to tapes in the first year of his social work education and preferably not with clients at first, but in role-playing situations. This way the student would be less anxious about exposure and could familiarize himself with taping and its values. It was also suggested that children and teenage clients should be introduced to taping by the use of an opportunity to play with the equipment, get used to it and their curiosity would be satisfied.

One student felt that taping could be a threatening situation for the student and therefore should be voluntary and not an expected part of social work education.

### 3. Additional ways of using tapes and taping in field work education.

Several comments referred to the possibility of taping the student-group unit meetings and discussions for the purpose of analyzing their communication and group process for learning purposes.

Other comments suggested that the tapes of interviews could be used with clients to help them gain insight. One student actually used the tapes with a group of teenagers to help them see their group process and therefore improve their problem-solving abilities.

Two students suggested that supervision sessions should be recorded but did not say for what value. A value was seen however, in using certain parts of a tape to demonstrate to the student unit, certain techniques, interactions, or content.<sup>1</sup>

### 4. Cautions, warnings, misgivings, special situations re: taping interviews and/or using them in the field work education process.

Five comments referred to the need to use discretion in introducing tape recording to the client, especially in the first interview, as the client may be upset, sus-

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<sup>1</sup> Additional comments may be found in Appendix F concerning uses of taping in field work education.

picious, or threatened. Although several students felt that an interview should only be taped if he and the client felt comfortable about it, one comment suggested that the client would participate if the student felt confident.

One student warned of the danger of one assuming that a tape would give the whole picture of an interview as sometimes the verbal content can be irrelevant, especially with a lower-class client. Another caution stated was that the use of a tape that was of poor quality or difficult to hear would result only in "frustration, boredom, and withdrawal" on the part of those listening to the tape.

## APPENDIX E

## SUGGESTIONS ABOUT USING TAPES IN SUPERVISION

Our study focused partly on the use of tape recordings of social work interviews in supervision sessions in field work education and this has been referred to in Chapters II and III, and in Appendix D. The literature mentions various aspects of tape recording and the supervisory relationship that suggests further uses of the tape recorder in supervision.

C. H. Patterson writing about "Supervising Students in the Counseling Praticum," in the Journal of Counseling Psychology<sup>1</sup> states that the supervisory relationship always contains an element of threat and this is no less so when the playing of student tapes is involved. Since threat inhibits and reduces learning, and leads to defencesiveness and resistance, it must be reduced to a minimum if the student is to change, grow and develop. Patterson suggests the following:

The supervisory relationship should be one in which the student is not threatened, but is accepted, respected and understood, so that he may be free to analyze and explore his relationships with his clients and to modify and grow in such relationships. The problem of evaluation of the student by the instructor cannot be avoided, and thus must be faced with the student to reduce as much as possible the threat which it involves.<sup>2</sup>

When student taping is involved, Patterson suggests that it is wrong for the supervisor to react to each and every counselor response because it creates

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<sup>1</sup>C. H. Patterson, "Supervising Students in the Counseling Praticum," Journal of Counseling Psychology, 11, 1 (1964), p. 50.

<sup>2</sup>Ibid., p.53.

a threat to the student and dependence on the supervisor. Rather, long sections of the tape recording should be listened to in which every response of the student is not analyzed. As well, if the supervision is structured so that

the student knows he is to evaluate himself and is expected to indicate his own questions or doubts about his performance, then the supervisory session becomes, . . . one in which the student takes the responsibility for himself and the session. . . The student, if not interrupted, lectured to, criticized, with his mistakes being thrown in his face, will take the responsibility for analyzing and evaluating himself.<sup>1</sup>

George Demos also writes about the supervisor's method of critiquing tapes.<sup>2</sup> He said this about the comments of three supervisors (a permissively oriented supervisor, a directive-clinical oriented one, and a middle-of-the-road type), who had listened to the same tape of a counselor-client interaction:

Their critiques of the taped interview were technique oriented, and involved commenting on how to implement their own theoretical positions, rather than being responsive to the more important client-counselor interactions.<sup>3</sup>

Demos believes that "a more desirable method of critiquing tapes is to centre our attention on the process of interviewing rather than some predetermined end result."<sup>4</sup> So that instead of asking questions like:

What were you attempting to do?<sup>5</sup>

Demos suggests that questions the supervisor should ask the student counselor would be of this kind:

Were you aware of the feelings and attitudes you were experiencing?  
Did you permit yourself to see things as the client saw them?  
Were you comfortable? Did you enjoy the interview or were you tense, apprehensive, or bored?<sup>6</sup>

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<sup>1</sup>Patterson, "Supervising Students," p. 52.

<sup>2</sup>George D. Demos, "Suggested Uses of Tape Recordings in Counseling Supervision." Personnel and Guidance Journal, XLII (March 1964), p. 704.

<sup>3</sup>Ibid., p. 705.

<sup>4,5,6</sup>Ibid.

This brief summary is only meant to be a suggestive look at aspects of the use of tapes in supervision. More research is needed in this area of social work education as has been suggested in the Summary, Chapter V.

## APPENDIX F

## OTHER USES OF TAPES IN FIELD WORK EDUCATION

Our study was restricted to one particular use of the tape recording tool in field work education. We focused attention directly on the educational value to students of taping their own functioning as counselors or group leaders for later playback to aid the student's own learning. The difficulty of holding to such a narrow focus is indicated by the fact that student reaction to the use of his own tapes in peer group sessions will be influenced also by participating in such group evaluations when the tapes of other students are being used. Obviously, there are other ways in which tape recording can be of value in field work education of social work students, beginning with variations and extensions of the method central to our study. In this section we will present briefly a description of some of these additional methods as described in the literature.

Minnie E. Kelly wrote of her experiences in Social Casework while she was director of first year field work at the Simmons College School of Social Work. At the school they taped summary discussions of cases of students working at three different kinds of agencies, with the field work director. These tapes were used with new students which, she says, resulted in several benefits. They gave new students confidence by showing them how previous students had quickly learned to identify with the agency and the profession, and the new students saw the growth of the former students over the three month period. She used the tapes also with field work instructors with the result that they could discuss standards and expectations in field work



conscious awareness he tests the wisdom of a selected technique. As one counselor said, "I now think before I talk."<sup>1</sup>

Charles B. Truax, Robert R. Carkhuff and I Douds wrote in the Journal of Counseling Psychology on "Toward an Integration of the Didactic and Experiential Approaches to Training in Counseling and Psychotherapy."<sup>2</sup> Their approach strives for a step-by-step teaching of theory and its application in practice. They play recordings of interviews of trained counselors for students, to illustrate points of theory. They play early recordings of a trainee's counseling and ask him to analyze it in terms of theory, and they compare a trainee's ratings of selected segments of his own interviews with the ratings made by more trained people in terms of specific theoretical models. Through this process they feel a student learns step by step before having to face more demanding and complex situations.

Another imaginative approach was detailed by Marvin I Shapiro in the American Journal of Orthopsychiatry under the title of, "Teaching Observational Skills in Child Psychiatry to Medical Students."<sup>3</sup> The students involved were in their first year of training in child and family psychiatry and were not yet being held professionally responsible for any patients. Interviews conducted by graduate professionals were recorded, including both the interaction between the family and the professional and a period when the family alone interacted as they filled in a questionnaire with twenty items. The faculty of the school edited this tape down to twenty minutes, and a typed transcript of the edited version was prepared. Students, with the transcript in hand,

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<sup>1</sup> Ibid., pp. 280 - 81.

<sup>2</sup> Charles B. Truax and others, "Toward an Integration of the Didactic and Experiential Approaches to Training in Counseling and Psychotherapy." Journal of Counseling Psychology, 11, 3 (1964) pp. 240 - 46.

<sup>3</sup> Shapiro, "Teaching Observational Skills in Child Psychiatry," pp. 563-68.

listened to this edited version in groups of sixteen and an instructor. Students could interrupt the tape at any time to make observations, but they would be called upon to defend what they said by the others in the group. A recording of the entire interview and notes on it was available to students if they needed them for further research into a disputed point.

On a second tape with a different family, a few students listened to the edited portion of it, then prepared a role play of this portion for other students. After the role play, all the students discuss the family interactions, and the students doing the role play also talk of their feelings while involved. Then the entire group hears the original recording from which the role play was taken, and evaluates the accuracy of the role play in catching the interaction and feelings of the original. The authors evaluate this technique as follows:

As the dramatic quality of the material literally allows the cases to speak for themselves, the instructor is more a guide than an authority figure. The small group setting encourages the students to teach one another. If a student shows his bias toward a parent or indicates identification with a child, his classmates are usually quick to point this out to him.

The students gradually became freer in reporting their own subjective feelings. The group picked up the difference between a critical attitude and a therapeutic one and examined how these attitudes of the physician could help or hinder the solution of the child's problem. Many similar experiences develop the idea that self-awareness is an important dimension of the practice of Medicine.<sup>1</sup>

This brief survey is only meant to be suggestive, not exhaustive of additional uses of tape recording in field work education. Going on beyond audiotape, new worlds of learning are opened up by the possibilities inherent in videotape and interview observation through one-way screens. And going beyond field work education, the use of audiotapes and videotapes along with films and T.V. in classroom teaching of other subjects related to social work knowledge would seem to have a potential which has been only slightly prospected and even less mined.

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<sup>1</sup> Ibid., p. 568

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