

1. Identifying information:
 - a. Kevin Hull
 - b. Pedro Rios
 - c. 36, Hispanic but speaks English
 - d. February 4, 2016
 - e. This meeting was our 29th meeting
2. While John was in residential living during an unsupervised visit on June 6th, Pedro struck John in the mouth and chipped his two front teeth. Due to this incident, Pedro was referred to The Children's Study Home's family program and I began to provide parent education which covered alternative discipline, child-parent relationship, and maintaining a home free of violence.
3. The purpose of the interview is to educate Pedro on the topic of sex education, and provide Pedro with necessary skills to communicate appropriately with John.
4. The client came into the interview tired from a long day of work. To make him feel more comfortable, I reassured him that I will cover the topic as quickly as possible. Other than being tired, Pedro was engaged and communicated appropriately throughout the entire meeting.

PROCESS RECORDING

Student's Name: Kevin Hull

Date: 2/4/16

Number of interviews with this client: 29

Field Instructor's Comments	Interview Content	Student's Feelings/Reactions	Student's Analysis
	<p>Record <u>word for word</u> (to the best of your ability) what happened during the interview (or the selected segment of the interview), including both verbal and nonverbal communication.</p> <p>K: How are you doing today? (As I walk down the hall with Mr. Rios) P: I am alright, just tired from work. K: Did you just get out? P: Ya. I got out at 3 p.m. and have to start again at 3 a.m. K: I will try to make this meeting quick so you can get sometime to sleep before your next shift. P: Thank you. K: No Problem. I remember discussing sex ed a little last week at your place, but I think we should talk more about it, because John is really into girls. P: Hahah ya (shaking his head) K: Before we discuss anything. I want to ask you a question. How would you bring up the topic of sex with John? P: I have already tried talking about it with him and he doesn't want to talk, so I am going to have my friend try to talk to him. She has run day care for a lot of years so she knows how to talk about this stuff. K: I think that is a good plan but I think you still have to have the conversation with him as well and this packet will give you some helpful information. P: Cool. I need it hahaha K: First, I want to tell you that you are not alone in not knowing where to start</p>	<p>What were you thinking and feeling at the time?</p> <p>The student's feelings and reactions to the client and to the interview <u>as it takes place</u>.</p> <p>Oh Boy! This is a topic you have to be completely engaged, but we will see what happens.</p> <p>I know I am supposed to hold meetings that are 45 minutes to an hour, but I will try to make this meeting 30 minutes so that he can get some rest.</p> <p>I wonder what he is going to say.</p> <p>I hope he finds this packet helpful. I think it is very beneficial.</p>	<p>Analyze the content AND the process of this interview. Apply theoretical concepts, label skills used, etc. Critique yourself.</p> <p>I feel that I have strong communication skills, and do not mind awkward conversations or topics.</p> <p>Providing the client with the option to answer a question. Allows the client to be more engaged and provide information for me to work with.</p> <p>I should have asked him what he</p>

	<p>when talking to your child about sex. K: This packet talks about how parents communicate, how children react, successful communication, preparing yourself for the “talk”, getting started, avoiding awkward moments, and different tips if communication is too difficult and who to ask for help with the talk. P: Like I said I have already tried, but he was not responding when I asked. K: Maybe if we go through this packet, we can brainstorm different ideas for attacking these issues. P: Ok. K: I want to first start off by saying that sex ed. is not a one time talk; it is an on going process. So it may be a good idea to have your friend talk to John and have her tell you what he said/talked about and you can build off of that. P: Ya that was kind of my plan. I was also thinking about possibly asking him what he has learned in school. K: I think that is a great way to start the talk. Also, these talks do not have to be long, many short talks will be better than one long talk. P: Alright. K: In this packet it says that when fathers talk to their child they often limit the conversation to less intimate issues, and mothers are more likely to talk about intimate issues such as emotional and psychological aspects of sex. Do you agree? P: I mean ya kind of, like females always talk about the feelings stuff, and guys not so much, but that is with</p>	<p>These are important topics, but I will cover more as we go.</p> <p>I know you have tried, but give me a chance.</p> <p>That is a great idea. I did not think of that, but that is wonderful.</p> <p>I hope he does not think that I am talking about this just because he is a single father.</p> <p>I do not think he took that offensively, which is good.</p>	<p>wanted to learn instead of telling him what he is going to learn. I do not want him to think he is stupid.</p> <p>I redirected Pedro's thinking.</p> <p>I reassured Pedro that he does not have to have long talks, because I could tell Pedro was feeling discouraged.</p> <p>I left Pedro with the ability to have his own input.</p>
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	<p>everything not just sex and I have started to handle feeling and emotions with John since we moved into our own place.</p> <p>K: Parents also often tend to postpone the “talk” until they see evidence of the child having an intimate relationship. Which is now for John, because he is very into females but I do not think he has been intimate yet.</p> <p>P: Nah I don’t think he is, but I was 16 when I had my first child and I don’t want that for him, because that is when I started to really sell drugs to support the baby.</p> <p>K: I think it would be great to incorporate your own experiences. But be sure to keep it age appropriate.</p> <p>P: Really you think that would be good.</p> <p>K: Yes I think it would be very helpful for John.</p> <p>P: Ok</p> <p>K: Teens are often less likely to listen to you when you are talking about sex or they already feel like they know everything.</p> <p>P: Hahaha oh I know. John doesn’t want anything to do with the talk.</p> <p>K: However, there are ways to communicate. First, you as a parent have to be willing to listen, tell the truth, and not get mad when the child has a different opinion than you.</p> <p>P: Ok. What if he asks me a question that I do not what to answer?</p> <p>K: That is funny you ask because in the next section it talks about preparing for the talk.</p> <p>P: Hahaha does it</p>	<p>I do not agree with his opinion, but that is ok because it is his opinion.</p> <p>You never know though. He may be sexually active.</p> <p>Yes!! Incorporate your own experiences.</p> <p>The more you try the greater the chances that you will actually get him to talk.</p> <p>I was just about to ask this question, before Pedro did.</p>	<p>Is he so into girls because of his attachment disorder?</p> <p>I keep reassuring Pedro with different skills that he can use to engage with John, but not only to engage but also hold a conversation.</p>
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	<p>K: Ya, to prepare yourself you should learn as much as you can, have back-up information such as you tube videos and articles, plan what you are going to say.</p> <p>P: So if he asks me a question I don't want to answer, I should give him an article that explains it?</p> <p>K: Exactly, just make sure it is age appropriate.</p> <p>P: Ya...of course</p> <p>K: So now it is the section that talks about getting started.</p> <p>P: The important section.</p> <p>K: Well they are all important, but yes a very helpful section. It is important to keep the conversation casual, maintaining eye contact, using cues around you to bring up the topic, and using your own experiences. Like if you are going to go on a walk like I know you guys often do, that would be a good time to ask him what he has learned about in school around sex ed.</p> <p>P: Or in the truck when he comes to work with me.</p> <p>K: Yup, that would be perfect. What you do not want to do is sit down across the table from him and have an awkward lecture about sex ed, because nothing would get done.</p> <p>P: I feel that no matter the situation it will be awkward though.</p> <p>K: I completely see where you are coming from, but if you feel awkward or embarrassed say it. He will probably feel the same way, and you guys can laugh about it.</p> <p>P: I just really don't want him to get a</p>	<p>The you tube can actually be helpful!</p> <p>Or video, website, or book.</p> <p>I hope he found the other information important too.</p> <p>Yes, anything that seems casual is great!</p> <p>I made sure not to say I completely understand where you are coming from, because I do not know where he coming from.</p>	<p>I gave Pedro multiple different skills to incorporate while talking to John about sex education.</p> <p>I provided Pedro with different ways to engage with John about sex education.</p> <p>I showed empathy towards Pedro's situation with his son.</p>
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	<p>girl pregnant so young like I did. His brother is 16 and trying to get his girl pregnant and I keep telling him that you can't support a baby but he doesn't listen.</p> <p>K: You can talk about that with him as well to start the conversation. You could ask what his feelings about his brother trying to get his girlfriend pregnant and from his answer you have a base to build off of.</p> <p>P: True.</p> <p>K: So now you have a couple of different options to build off of. You have the school option, your friend to start the first conversation, or ask about his opinion of his brother.</p> <p>P: We will see.</p> <p>K: Within this talk however, you have to talk about more than just consequences and safety, but STDs, abortion, menstruation, homosexuality.</p> <p>P: Yaa. The other day John was with his friends and they were talking about gay people. And I said John come here to get him away from his friends. You know gay people don't choose to be gay and they are still people and deserve respect.</p> <p>K: You should show John the video, "when did you choose to be straight." It talks all about gay people and straight people not choosing their sexual preference. It will teach him that all people deserve respect.</p> <p>P: Yaa I will show that to John.</p> <p>K: Well that is all I have for you, I tried to make it quick so you could go get some sleep.</p>	<p>Wow. I could only imagine what he is going through with his older son.</p> <p>He has many different options.</p> <p>I am piling on a lot of information, but it is important that Pedro knows all of this and I know he can retain a good amount of information.</p> <p>Wow. Pedro handled that situation better than I thought he would.</p> <p>That was a lot of information in a quick amount of time. Also, I did a lot of talking at him; however, I did ask some questions.</p>	<p>I understand that everyone has different opinions and as a social worker you have to understand.</p> <p>This is a great example of systems theory and how John was affected by his friends and neighborhood.</p>
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	P: Ight Kev thanks. I catch you next week. K: Have a good one.		
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8. In my opinion this was the best meeting I have ever had with Pedro. Through the months I have been able to build a great relationship with Pedro, and he appears to enjoy my presence. Knowing the client from the start makes it easier for me to engage because he does not see me as an intern, they see me as a worker (even though he knows I am an intern). In fact, Pedro enjoyed the work I did with him so much that he requested to continue services even though DCF said it was unnecessary.
9. My plan to build off of this meeting was to ask John, his son, on Tuesday February 8 to talk to me about the conversation he had with his father. I did exactly that and John responded, man it is awkward and I told him it is awkward for his father as well, but at least give him a chance. I know John has many mental disorders and attachment disorder, which may make it more difficult to have the “talk” with his father but I told him that it is important and he understands. I also asked him a little about what he has learned in school about sex education so I could help Pedro get off to a good start.
10. There were many different social work skills that I utilized throughout this interview. First, I was able to make the client feel comfortable and I was able to engage with the client with no issues. I was able to read the clients body language at multiple times throughout the interview, such as at the beginning when I knew he was tired and over worked and I could see in the client’s face and eyes the sadness and discouragement he felt when talking about his older son trying to impregnate his girlfriend. I was also able to display my free flowing type of interviewing style, which includes being funny or joking at times, incorporating different tones of voice, and a balanced type of facial expressions, such as head nodding and smiling. I also used the skills of redirection and reassurance because many clients that social workers

work with need encouragement while looking at situations they are faced with, and being able to put a positive spin on situations that seem negative is a wonderful skill to have.

11. I am going to look at this interview, using social learning theory. This theory states that learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context. For instance, learning occurs by observing a behavior and by observing the consequences of that behavior. It is also believed in this theory that while a person's behaviors are influenced by their environment, the environment is also affected by a person's behaviors. John grew up with many different women in his life. His father has four children with four different women, and now is remarried to a different woman. Also, his older brother is sixteen and trying to get his girlfriend pregnant. Knowing all of this information, it makes sense that John is very interested in females, because that is what he has grown up witnessing.

A common intervention that is often used in social learning is called skill building. Often individuals are asked to perform in a role in which they are not competent, which can be disempowering and discouraging. Instead of just telling Pedro to talk to John about sex education, I actually took the time and worked with him on actually teaching him different skills about sex education.

12. Questions that I have about this session would be if I gave him enough room to respond? Did I provide him with too much information in too short of a time frame? Or should I have tried to incorporate Pedro more?