

CUA



THE CATHOLIC UNIVERSITY OF AMERICA

*National Catholic School of Social Service
Office of Field Education
Shahan Hall
Washington, DC 20064
Phone 202-319-5457
Fax 202-319-5640*

Macro Process Recording Format¹

The student, in consultation with the field instructor and field liaison, should design the format for the process recording (this format may vary depending on the events chosen for recording). In choosing the setting or “practice moment,” the student should select events that will provide insight and feedback on his/her performance. It is suggested that the process recordings help address learning areas, as identified in the Learning Plan, that the student, field instructor, or field liaison believe need improvement.

All macro process recordings should include, but are not limited to, the following information:

- Event or practice moment (e.g. a rally or meeting with constituents), including purpose, time and place
- A brief description of the event
- Role and tasks of the student (e.g.. observer, organizer)
- Feelings and emotional reactions generated by the event (e.g. anxiety when speaking to a group), and reflection on how these reactions were dealt with (e.g. stared at the floor while talking)
- Commentary on and reactions to the dynamics of power (e.g. who has it, how displayed), including issues of multiculturalism and oppression
- Self-assessment of the student's performance at and analysis of the event (e.g. what went well, what needed improvement)
- Summary of what was learned about one's practice and what the next steps will be.

Events or practice moments can include board or staff meetings; rallies; legislative hearings; constituent meetings or trainings. The student can be an observer, participant or leader (though s/he should not be an observer for all process recordings). Depending on learning goals, the student may wish (1) to follow an event (e.g. board meeting) over several months in order to understand how the dynamics change, or (2) to focus on different events over time.

¹ We express our gratitude to the University of Maryland – Baltimore School of Social Work for sharing the MACO process recording assignment with us.