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School of Social Work

Macro-Reflective Learning Tool

OVERVIEW

The Macro Reflective Learning Tool (RLT) explores the interior world of both the social work student and macro activities for review in dialogue with the Field instructor. It is a tool for critical thinking that allows the student to identify Evidence Based Practice and Practice Wisdom interventions (Competency 4) while the student develops into a professional social worker (Competency 1). The macro sample written by the student in the Macro RLT is the learning ground for practicing engagement, assessment, intervention and evaluation (Competencies 6-9) through a Mindfulness-based approach: a nonjudgmental, accepting awareness of what is going on in the present moment (Competency 1 & 2). You can use the Macro RLT for any *macro activity* such as events, meetings, or projects you have been assigned or are participating in as a part of your internship and enrolled in courses 589b, 699a, or 699b.

How will completing the Macro RLT help you?

The completion of the Macro RLT will allow the student to understand the exchanges and interactions which happen in a complex organization. Reflecting on how all moving pieces, including the student, impact one another, the student will be able to utilize and develop skills which will be beneficial out in the field.

PART I - REFLECTION

Please describe a *macro activity* you are currently involved in by responding to the following questions (type directly into the document):

1. **What is the name of your specific *macro activity* being explored in this Macro RLT.**
 - a. The project with has been tasked to me is to request in-kind donations from local businesses for our agency's annual fundraiser.
2. **How would you describe your *macro activity*?**
 - a. The task of obtaining in-kind donations will support the fundraiser by allowing attendees to bid on the silent auction and support agency programming.
3. **Explain at least one cultural considerations (ethnicity, gender, age, sexual orientation, language, values, goals, life experiences, other) or general considerations which could/does apply to your *macro activity*?**
 - a. Building relationships with the businesses- I am wondering if I should go in person to ask, or send letters out. Would this depend on who owns the business or time of day that I go? Will they be too busy to speak to me or see at as an inconvenience?
 - b. Community perspective- I wonder how the agency I work for is perceived in the community? We are affiliated with the county and social services? If it is well liked will more people be apt to give? Maybe I need to do some education on what the agency does first before I ask?
4. **What clinical skills* have/will you employ to complete your *macro activity*?**
 - a. Build trust, Discussed, Informed, Elicited
5. **What phase is your *macro activity* in? And how do you know?**

Engagement Assessment Implementation Evaluation

*list of clinical and macro interactions listed after Part II

- a. Because I haven't gone out and asked for donations yet I am still looking for which businesses I might have the best outcome with, however, I will soon be engaging with potential donors.

6. What percentage of this *macro activity* is your responsibility?

- 1- 25% 25-50% 51-75% 76-100%

- a. I believe that I have 5% of the total project. I am working with 3 other staff members at the organization and the silent auction is not the only way the event will be successful. We are also selling table tickets and have raffle items.

7. What macro skills* do you have to offer your particular *macro activity*?

- a. Community Building, Community Mobilizing, Fundraising, Marketing, Public Relations

8. Please circle the number associated with your level of comfort based on your assignment?

Very Comfortable: i.e. I know how to do everything needed	Almost Comfortable: i.e. I need to process some more	Somewhat Comfortable: i.e. I need a little more guidance/help	Uncomfortable: i.e. I am feeling a little uneasy about my assignment	Very Uncomfortable: i.e. I am not ready to start anything
5	4	3*	2*	1*

*If you circled 3, 2, 1, please consult with your Field Instructor or Field Liaison

9. List the other partners (include their roles and connections to the macro activity) as well as who is missing.

- a. 2 other staff members who work in the same program which I am assigned to
 - i. They are also tasked with identifying potential partners in addition to all of the marketing and outreach for the event.
- b. Program director who oversees our work
 - i. Really more about overseeing the work being done. I am not sure how much of the direction is from the Board of directors or from the Director.
- c. The missing staff from my project is the program who receives all of the funding from the fundraiser doesn't have anyone assigned to this project. This is due to their low staff numbers right now and being busy, but I still think it would be nice to have representation or perhaps some feedback.

10. Please list one ethical ([NASW Code of Ethics](#)) or legal consideration which could/does apply to your *macro activity* and explain how it relates.

- a. 3.09 Commitments to Employers (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.
- b. This is relevant as the organization receives funds we are ethically bound to use them diligently.

*list of clinical and macro interactions listed after Part II

11. Is there anything you would like to do differently with your *macro activity* and why?

- a. I would like to do an online silent auction that way people who cannot attend can still donate. I think we could make more money!

12. What have you learned about yourself while working or preparing to work on your *macro activity*?

- a. I found that making phone calls to talk about our organization (which I am new at) has been really nerve racking! I have had to write down my pitch and practice in order to feel more confident.
- b. I really like feeling a part of the organization's efforts to support their programming. I feel like I am making a difference.
- c. I am also struggling with how to manage my time between this project and my other duties.

PART II - COUNCIL ON SOCIAL WORK (CSWE) CORE COMPETENCIES

In relation to the project described in Part 1, please respond to the questions below (examples of competencies in your end of semester evaluation).

1. Identify at least one of the skill based competencies which is currently or will be developed by your participation in the activity described in Part 1.
2. Identify at least one competency you *intentionally* would like to develop as a result of your participation in the activity described in Part 1.

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities Question Question #1 I know that through my efforts of doing outreach in the community I will have to use a certain skill set to engage folks which I have never spoken to before or even met. I will be engaging folks out in the community on an individual and group level while representing my organization. There are a lot of different dynamics to consider!

*list of clinical and macro interactions listed after Part II

7	<p>Assess Individuals, Families, Groups, Organizations, and Communities Question #1 Because I will be going out into a new community I will need to assess how others are receiving the information I am sharing with them and respect their responses either way.</p>
8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
9	<p>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Question #2- I want to be able to develop my ability to evaluate our fundraising efforts to see if our event really did make a difference? When taking everything into account, staff time, outreach, letter writing, the event itself- was it successful?</p>

Clinical Skills List

Brittani Morris, LCSW

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ● Addressed ● Administered psych testing ● Acknowledged ● Affirmed ● Allowed client to... ● Asked open/closed ended questions ● Assessed functioning level ● Assigned tasks/HW ● Assisted client in... ● Brainstormed ● Built trust ● Challenged ● Clarified ● Cooperated ● Conceptualized ● Confronted ● Counseled ● Created ● Declined ● Decreased ● Demonstrated ● Developed coping skills ● Directed ● Discussed ● Disregarded ● Dismissed ● Displayed insight ● Drew connections ● Educated about ● Elicited ● Empathized ● Emphasized ● Empowered | <ul style="list-style-type: none"> ● Encouraged (catharsis) ● Enforced ● Engaged client in... ● Enrolled ● Established therapeutic rapport ● Evaluated ● Examined ● Explained ● Explored ● Facilitated ● Feed-in ● Focused on ● Forbid ● Formulated ● Gathered information about... ● Gave feedback regarding... ● Generated ideas ● Guided ● Helped ● Highlighted ● Hypothesized ● Identified (maladaptive/ disruptive cognitions/ behaviors) ● Ignored ● Increased ● Induced ● Informed ● Initiated treatment plan ● Interpreted ● Inquired ● Instilled hope | <ul style="list-style-type: none"> ● Linked ● Listed ● Listened ● Made process comments about... ● Manifested ● Mediated ● Minimized ● Mirrored back responses/social cues ● Modeled ● Modified behavior ● Monitored ● Normalized ● Noted ● Observed ● Obtained information/signatures ● Practiced ● Praised ● Predicted escalation of behaviors/thoughts ● Presented ● Probed ● Problem solved ● Processed ● Promoted (insight/change) ● Provided information about... ● Provided opportunity or environment for client to... ● Psychoeducation ● Recalled ● Recognized |
|---|--|--|

*list of clinical and macro interactions listed after Part II

- Redirected
- Reduced
- Reflected
- Reframed
- Rehearsed
- Reinforced
- Rejected
- Related
- Reported
- Reviewed
- Role-played
- Set boundaries/limits
- Stated
- Stressed
- Suggested
- Supported
- Summarized
- adaptive/positive behaviors/cognitions
- Sympathized
- Taught
- Utilized
- Validated

MACRO Skills List

Capacity Development: A locally driven process of transformational learning by leaders, coalitions and other agents that leads to actions that support changes in institutional capacity areas—ownership, policy, and organizational—to advance development goals.

Coaching: A form of professional service focusing on assisting individuals, couples, and organizations with specific efforts to create and maintain a desired program. A form of training where the supervisor/manager models or demonstrates a behavior or task and uses feedback to guide the employee while they practices the behavior or task.

Coalition Building: A process which brings together organizations and individuals to assist communities in better addressing their quality of life issues and developing long-term solutions to complex and interrelated issues.

Community Building: The creation or enhancement of community among individuals within a regional area (such as a neighborhood) or with a common interest.

Community Mobilizing: An attempt to bring both human and non-human resources together to undertake developmental activities in order to achieve sustainable development.

Consultation: A professional arrangement in which parties exchange views, opinions, or ideas for the purpose of future planning or creating solutions to identified problems.

Fundraising: The process of soliciting & gathering voluntary contributions, such as money or other resources, from individuals, businesses, charitable foundations, or governmental agencies.

Grant Writing/Development: The practice of completing an application process for funding provided by an institution such as a government department, corporation, foundation or trust.

Legislative Advocacy: Communicating the importance of a policy issue or law to people who are in a position to change it. Presenting the views of a group or organization to legislators.

Marketing: The process of communicating the value of a product or service to customers.

Needs Assessment: A systematic process for determining and addressing gaps between current and desired conditions.

Organizational Development: A deliberately planned effort to increase an organization's relevance and viability. A systemic learning and development strategy intended to change beliefs, attitudes and relevance of values, and structure of the organization to better absorb disruptive technologies, shrinking or exploding markets and ensuing challenges and chaos.

*list of clinical and macro interactions listed after Part II

Policy Analysis: Determining which of various alternative policies will most achieve a given set of goals in light of the relations between the policies and the goals. An analysis used to help managers understand the extent of the problem or need that exists and to set realistic goals and objectives in response to such problem or need.

Program Development: A series of activities, including analysis, planning, developing, implementing, and evaluating, designed to create a program that addresses an identified problem, meets a specific need, or advances the strategic plan of an organization.

Program Evaluation: A systematic method for collecting, analyzing, and using information to answer questions about the effectiveness and efficiency of projects, policies and programs.

Program Implementation: to put a system of procedures or activities that has a specific purpose into effect or action – “putting a system into effect.”

Program Monitoring: The ongoing collection of information on program implementation and functioning to determine if programs are operating according to plan.

Program Planning: A process to develop the components of a workplace program including goal determination, implementation and evaluation strategies.

Public Relations: Managing information flow between an organization and the public.

Quality Assurance: The planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled.

Resource Development: Taking something such as money, personnel, equipment, personal qualities or internalized characteristics and changing it to become larger, stronger, or more impressive, successful, or advanced, or of causing somebody or something to change in this way.

Staff Development: Various, usually formal, training or activities, funded by employers to enhance the attitudes, knowledge and skills of current employees.

Strategic Planning: The process of comprehensive, integrative program planning that considers, at a minimum, the future of current decisions, overall policy, organizational development, and links to operational plans.

Training: The acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.