

**MACRO Reflective Learning Tool (RLT)**

**589a/589b/699a/699b**

**The PURPOSE of the RLT**

The RLT makes explicit 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 explore the impact of their work at their internship in relation to the [Council on Social Work Core Competencies](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx) (Competency 1, 4) while the student develops into a professional social worker (Competency 1). The Macro RLT is the learning ground for practicing engagement, assessment, intervention and evaluation (Competencies 6-9) through a [Mindfulness–based approach](https://www.mindfulnesscds.com/pages/about-the-author): a nonjudgmental, accepting awareness of what is going on in the moment (Competency 1, 2).

**How will completing the MACRO RLT help you?**

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

**Student Name** Click or tap here to enter text. **Date RLT Written** ­­­­­­­­­­­Click or tap to enter a date.

**Semester** Choose an item. **Field Instructor** Click or tap here to enter text.

**PART I - REFLECTION**

Please describe a project/activity/event 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?** Click or tap here to enter text.
2. **Please provide a thorough description of your macro activity listed in question 1.**

Click or tap here to enter text.

1. **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*?** Click or tap here to enter text.
2. **What clinical skills (select from list) have/will you employ to complete your *macro activity*?**

Click or tap here to enter text.

1. **What phase is your *macro activity* in? And how do you know?**

Choose an item.

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

Choose an item.

1. **What macro skills\* do you have to offer your *macro activity*? (Select items from list located at the end of this document.)**

Click or tap here to enter text.

1. **Please select the number associated with your level of comfort with your assignment. If you select a 3, 2, or 1, please follow up with your Field Instructor.**

Choose an item.

1. **List other partners (include their roles and connections to the macro activity) as well as who is missing.** Click or tap here to enter text.
2. **Please list one specific** [**NASW Code of Ethics**](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) **standard or legal consideration which could/does apply to your *macro activity* and explain how it relates to your activity.**

Click or tap here to enter text.

1. **Is there anything would you would like to do differently with your *macro activity* and why?** Click or tap here to enter text.
2. **What have you learned about yourself while working or preparing to work on your *macro activity*?** Click or tap here to enter text.

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

In relation to the project described in Part 1, please respond to the questions below. For a more detailed explanation of the Core Competencies, right click [here](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx).

**Competency 1**: Demonstrate Ethical and Professional Behavior

**Competency 2**: Engage in Diversity and Difference in Practice

**Competency 3**: Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4**: Engage in Practice-informed Research and Research-informed Practice

**Competency 5**: Engage in Policy Practice

**Comeptency 6**: Engage with Individuals, Families, Groups, Organizations, and Comminities

**Competency 7**: Assess Individuals, Families, Groups, Organizations, and Comminities

**Competency 8**: Intervene with Individuals, Families, Groups, Organizations, and Comminities

**Competency 9**: Evaluate Practice with Individuals, Families, Groups, Organizations, and Comminities

1. **Identify at least one of the skill based core competencies which is currently or will *be* developed by your participation in the activity described in Part 1.**

Click or tap here to enter text.

1. **Identify at least one competency you *intentionally* would like to develop as a result of your participation in the activity described in Part 1.**

Click or tap here to enter text.

**Field Instructor Overall Comments/Questions**

Click or tap here to enter text.

**Clinical Skills List (Question 4)**

Brittani Morris, LCSW

* 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
* 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
* 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
* 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 (Question 7)

**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 s/he 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.

**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.