**MICRO Reflective Learning Tool (RLT)**

**589a/589b**

**The PURPOSE of the RLT**

The RLT makes explicit the interior world of both the social work student and client during the session for review in dialogue with feedback from the Field Instructor. It is a tool for reflection and critical thinking development (Competency 1) 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 following RLT is the learning ground for reviewing the process while practicing engagement (Competency 6), assessment (Competency 7), intervention (Competency 8) and evaluation (Competency 9) through a Mindfulness–based approach: a nonjudgmental and accepting awareness of what is going on in the present moment (see [Kabat-Zinn](https://www.mindfulnesscds.com/pages/about-the-author) for more information). [CSWE Competencies](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx) are noted throughout the RLT to help gauge your skill development in the MSW program and are listed on the final page.

**FIELD INSTRUCTOR(FI)/External FI INSTRUCTIONS**: Please review the following client session selected by your student and provide constructive feedback on professionalism, reflection, use of interventions, or any other agency related items you would like. Please note, question 7 is a specific question for you.

**STUDENT INSTRUCTIONS**: To the best of your ability, please respond to the following prompts based on a specific session (beginning, middle, or ending) which is:

* 1. meaningful for you (i.e.: challenging, successful, or uncomfortable);
	2. something you will discuss with your Field Instructor in supervision.

**PART 1: Session Reflection (Competencies 1, 4, 6)**

**Student Name** Click or tap here to enter text. **Field Instructor** Click or tap here to enter text.

**Session Date** Click or tap to enter a date. **Date RLT Written** Click or tap to enter a date.

**Session Number** Click or tap here to enter text. **Session Location** Choose an item.

**Other** Click or tap here to enter text.

1. **How did you prepare for this particular session?**

Click or tap here to enter text.

1. **If you introduced your MSW intern role this session, did you clarify you are supervised and would share clinically relevant information with your Field Instructor as needed?**

 Choose an item.

1. **How did you intentionally consider your safety prior to this interaction? If other, describe.**

[ ]  [ ]  [ ]  [ ]  [ ]  [ ]

[ ]

**Other** Click or tap here to enter text.

1. **What did you hope to accomplish in this particular session?**

 Click or tap here to enter text.

1. **How did your CLIENT appear upon arrival?** Choose an item.

**Other** Click or tap here to enter text.

1. **How did YOU feel before this session?**

Click or tap here to enter text.

1. **What questions do you have for your Field Instructor based on this session? (Comp 1, 9)** Click or tap here to enter text.
2. **Please select your client’s current stage of change *and* explain why? (Comp 7)** Choose an item.

**Why**  Click or tap here to enter text.

1. **What cultural factors were you aware of during the session? (i.e.: race, sexual orientation, immigration, socio-economic-status, education, historical trauma, gender roles, help-seeking behavior, cultural specific disorders, explanatory models of illness, indigenous healing methods, communication patterns, language, religious beliefs on health/illness, acculturation, etc.) (Comp 2, 3)**

Click or tap here to enter text.

1. **Which identity or cultural factor (such as those listed in question 9) appeared to be the most relevant today? (Comp 2, 7)**

Click or tap here to enter text.

1. **Describe any counter-transference displayed through assumptions, biases, associations, apprehensions or fears YOU had towards your client(s) during the session. (Comp 1, 2)** Click or tap here to enter text.
2. **Please select the most immediate barrier impacting your client in this moment? (Comp 3, 5)**

Choose an item. **If ‘other’** Click or tap here to enter text.

1. **Please list a community resource or agency policy/program which would address the client’s barrier selected in question 12. (Comp 3, 5)**

Click or tap here to enter text.

1. **Please list one *strength* the client exhibited in this session. (Comp 9)** Click or tap here to enter text.
2. **Please list one thing you can do to improve your next session. (Comp 9)**

Click or tap here to enter text.

1. **Please describe the best part of your session. (Comp 1)**

Click or tap here to enter text.

1. **How do you plan on evaluating the effectiveness of your interventions? (Comp 4, 9)** Choose an item.

**Other** Click or tap here to enter text.

**PART 2: IN SESSION Dialogue (Competencies 1, 6, 7, 8)**

*Note*: For dialogue, please add lines as necessary to cover approximately 10-15 minutes of quality interaction (recommended 2-3 pages).

**Client Initials** Click or tap here to enter text. **Gender** Click or tap here to enter text.

**Ethnicity** Click or tap here to enter text. **Age** Click or tap here to enter text.

**Presenting Issue** Click or tap here to enter text. **Purpose of Session** Click or tap here to enter text.

**Please list the most effective intervention you selected for your client. (Evidence Based or Evidence-Informed Interventions) (Comp 4, 8, 9)** Click or tap here to enter text.

Before you begin, intentionally use moment to moment mindfulness throughout your RLT through **RAIN:**

* **R**ecognize what is happening
* **A**llow the session to just be as it is
* **I**nvestigate your inner experience with kindness
* **N**on-identification; rest in **N**atural awareness

| **Portion of Session Dialogue/Clinical Sample** | **Notice what was true for you in this moment:**feelings, somatic (body), thoughts, and experiences. (Competency 1, 2, 6) | **Notice what was happening for the *client* in this moment:** facialexpressions, body language, behavior. Non-verbal.(Competency 1, 6, 7) | **Clinical Skills used for Assessment and Intervention\*:** e.g. Reflection (simple, double, feeling), Socratic Questioning, Decisional Balance. (Competency 7, 8) | **Field Instructor Comments:** |
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Field Instructor Overall Comments/Questions

**Clinical Interventions**

*Evidence-based practice (EBP) is defined as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.” The purpose of EBP is to promote effective social work practice with an individual, couple, family, group or larger system that requires consistent reflection, assessment, and collaboration with field instructor.*

*The list of clinical interventions below does not constitute the depth and breadth of all EBP or best practice interventions. They are meant to be used to identify some of your interventions but also as “reminders” to other interventions that you may be using. It is imperative that you dialogue with your field instructor as also they are also experts in their agency regarding other EBP or best practice models and interventions.*

**Motivational Interviewing**

* Affirmations
* Simple Reflections, Reflection of Feeling, Double-sided Reflection
* Open-ended Question
* Transitional or Major Summary
* Asking for Elaboration, Evocative Question
* Imagine Extremes, Explore Pros and Cons, Look Forward/Backward.
* Decisional Balance Exercise

**Problem Solving**

* Providing Psycho-education
* Assisting client with the following:
	+ Identifying Problems
	+ Developing Goals
	+ Brainstorming Alternatives
	+ Weighing Pros and Cons
	+ Creating an Action Plan
	+ Evaluating the Outcome

**Cognitive Behavioral**

* Identifying the Relationship between Thoughts,

 Emotions and Behaviors

* Questioning the Evidence
* Examining Options and Alternatives
* Listing Advantages and Disadvantages
* Labeling Distortions
* Cognitive and Behavioral Rehearsals
* Thought Stopping
* Using Paradox or Exaggeration
* Relaxation Techniques

**Psychodynamic**

* Examining Client-Social Worker Relationship Experience
* Affective Self-disclosure
* Monitoring and Collaborating with Client on Non-verbal Communication
* Tracking Fluctuations in Openness vs. Defensiveness,

Positive vs. Negative Relational Experiences between

Client and Social Worker

* Working with Anxiety, Shame and Guilt Responses,

Defensive Responses, Relational Patterns

* Naming and Acknowledging Affective Experiences
* Facilitating Genuine Affective Experiences
* Focusing on Somatic (Body) Experiences
* Facilitating the Mourning Process