**Process Recording (MACRO )**

**Please note: 1) Names, and other identifying information must be changed to assure confidentiality; and 2) You must submit this Process Recording to your Field Instructor for signature/ email confirmation (Field Instructor comments are welcome but not required. They can be made on the pages of the Process Recording or at the end of the Process Recording.)**

1. **Administrative Data**

* **Worker**
* **Agency**
* **Services Provided**
* **Field Instructor**

1. **Background Information**

* **Description of the Macro Project or Intervention**
* **Goals for project (identify short term and long term)**
* **Resources needed for the project**
* **Any other relevant information about the project**

1. **Project**

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| **Project Actions Completed** | **Macro skills (see pg. 2) and Micro Skills Used (see skills sheet D2L)** | **Thoughts/feelings at time** | **Field Instructor Comments (Optional)** |
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1. **Addendum: Analysis of the Project/Macro Intervention (in paragraph form):**

* Summary/impressions. Reflect on the process and identify your strengths and challenges. Identify any obstacles you faced and how you overcame them. What insights do you have, self-awareness, and possible areas for growth?
* Next steps: what future steps will you take based on this analysis?

1. **References and Summaries**

Identify three (3) literature resources that informed your interaction or will inform your next interaction. One must be from a source other than your texts. Give a brief annotation about the article and be sure to apply what you read to the circumstances.

(Example):

Sousa, Yutzy, Campbell, Cook, & Slates (2020) in their research found that one of the most important areas of knowledge identified by macro social workers is knowledge of power dynamics as well as the underlying structural and historical forces of oppression that have brought communities to where they are today. I thought about this when trying to help build a coalition of people in the community where my field placement is to address the lack of affordable housing in our area. It helped me realize I need to understand why certain community members might resist change and others might promote it and how I need to get both to come to the table.

Sousa, C.A., Yutzy, L., Campbell, M., Cook, C., & Slates, S. (2020). Understanding the curricular needs and practice contexts of macro social work: A community-based process. *Journal of Social Work Education, 56* (3), p.533-547

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dare: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Organizational Practice Skills:**   * Program development and consultation * Program planning and implementation * Program evaluation * Budgeting and financial management * Board development * Strategic planning and capacity building * Quality assurance * Management information systems and other technology * Human resources management * Staff development/training * Nonprofit leadership * Marketing and communication * Media/public relations * Fundraising/resource development * Grant writing/contracting | **Community Practice Skills:**   * Community needs assessment, asset mapping * Fundraising (donor development) * Community mobilizing * Coalition building and maintenance * Planned change techniques * Networking, collaborating with other agencies * Leadership development and citizen participation * Small group decision making techniques * Community organizing * Task force membership development and retention * Economic development and entrepreneurship | **Policy Practice Skills**   * Legislative advocacy ( lobbying skills) * Policy analysis and development * Social policy research |