

Tools for Incorporating Macro Experiences in the MSW foundation and Advanced Field Placements: MACRO Practice Forms and Assignments

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"Seeking joy in and of itself will not bring it to you.
Do the work of creating community and you will obtain it."

M. Scott Peck

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Macro Assignment: A Day in My Life

Objectives:

- To increase understanding of “social policy” and its relationship to daily life activities.
- To increase knowledge of an agency’s purpose and program scope.

Directions:

- Part 1. Set up a document with two columns. Identify a full day and record your general activities on one side of the document. Then go back and try to identify the state and /or federal agencies that have some connection /”jurisdiction or authority” over the activity.
- Some helpful resources include:
 - the Maryland Manual (for state agencies & laws—it is located under the “Executive Branch”) www.mdarchives.state.md.us/msa/mdmanual/html/mmtoc.html
 - the Index of U.S. Government Departments and Agencies (for federal agencies & laws) www.firstgov.gov/Agencies/Federal/AllAgencies/index.shtml.
- After listing the agencies, identify if they are a state or federal agency with an “s” for state and an “f” for federal.
- See PARTIAL sample on the back of this page.
- Part 2: Select five agencies that you have identified and write a brief summary of its purpose/function, scope and how it impacts on an individual’s life.

Partial Sample of Part 1 (for discussion with student.) Note these are all state agencies; and only a *small* sample of the various agencies which have jurisdiction over the activities.

NAME: Gisele Ferretto, LCSW-C	Date: February 12, 2012
I got up from the sound of my alarm I made and drank a cup of tea and fed the rabbit.	Pesticide Regulation Section State Council on Cancer Control
I then took a shower and dressed for work. I then woke up my son and fixed him pancakes for breakfast. I ate a bagel with cream cheese and took my allergy medication and packed his lunch.. After we ate breakfast he got dressed while I packed up the car for work and school.	Division of Primary Care Egg Inspection Grading Grain Section Office of Food Safety Office of Resource Conservation MD Health Care Access & Cost Commission Insurance Commission State Board of Pharmacy Air & Radiation Management Administration Office of Epidemiology & Disease Control State Board of Physician Quality Assurance
I drove him to school for before school child care and then got gas for the car.	Office of Child Care Motor Fuel Tax Unit Insurance Fraud Unit, Office of Attorney General Non-public School Accreditation Branch
I drove to Annapolis from home.	State Board of Pilots MD Transportation Authority Board of Public Works Motor Vehicle Administration Wetlands Administration M-Tag Division Division of Tourism & Promotion Environmental Noise Advisory Council MD State Police
I met with three interns and their field instructors for their semester liaison meetings.	State Board of Social Work Examiners Dept of Budget & Fiscal Planning Safety Inspection (Elevators) State Board of Architects
Then I went to lunch and returned to Baltimore to finish preparation for a presentation. These preparation activities include coordinating with other event planners, organizing materials and sending emails, and securing funding for students who were attending a training event.	Office of Minority Affairs Equal Opportunity Office Occupational Safety & Health Board Comptroller of the Treasury Department of Personnel State Department of Assessments & Taxation
I returned home to make and have dinner with my son and my mother. After dinner I emptied trash and cleaned the kitchen while my son did his homework then I reviewed it.	Public drinking water program Housing and Long Term Care Division Waste Management Administration MD Science Week Commission Fire Department Parole & Probation
My son went in the basement to play a Nintendo 64 games while I washed some laundry.	Video Game Rating Board Lead Paint Commission Asbestos Oversight Committee Office of Planning & Zoning (Baltimore County) Water Management Administration Water Resources Administration Hydrogeology Program
We watched some TV, then each read our books, said prayers and he went to bed. I worked a bit on the computer, and then went to bed.	Telecommunication Division of Public Service Commission Office of the Attorney General

*Never Doubt That a Small Group of Committed People Can
Change The World.*

Indeed, It Is The ONLY Thing That Has. Margaret Mead

Tools for Legislative Advocacy

This worksheet is designed to aid in the development of the social worker's role of advocate as well as to develop the necessary skills to impact the legislative process.

NAME:	My Legislative District:
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Policy changes are often necessary to bring about the services that reflect social work values and knowledge. At times, policy changes are made that affect those we serve in devastating ways. The legislative process is one way that policy changes are made. Social workers take an active role to shape the legislative agenda by promoting a bill that will benefit those we serve OR work to defeat a bill that would adversely affect those we serve.

Identify the legislative district you live in AND help others to do the same. Also identify your state senators and state representatives. Review information that explains the legislative process. To aid you in this process you may find the following resource helpful:

Maryland General Assembly and the Department of Legislative Reference. Both may be found at: <http://mlis.state.md>.

This is a very helpful resource when you are seeking information about the Maryland legislative activities. On their website you will find individual state legislators, proposed legislation, bills that have passed in previous legislative sessions, information about the status of a bill, a listing of legislative subcommittees, as well as a hearing schedule and historical information about legislative proposals. They also maintain a library and have very helpful brochures and materials.

My state Delegate #1		email
My state Delegate #2		email
My state Delegate #3		email
My state Senator		email

Legislative Proposal Assessment

To complete this worksheet obtain a copy of a Maryland bill that is proposing to make a change in a social work related area that interests you. Be sure that the bill is a few pages in length so you have enough content to assess. Go to the Maryland General Assembly homepage (<http://mlis.state.md.us>) to locate a bill and the status information regarding the bill. The legislative session is in session from January to April. If you are completing this worksheet when the legislature is not in session, obtain a copy of a bill that either passed or failed in the prior legislative session.

Bill number	<input type="checkbox"/> HB _____ (House Bill) or <input type="checkbox"/> SB _____ (Senate Bill)	
Title of the bill		
Identify the committee assigned to this bill		
Identify the legislative session the bill was introduced:	Was the bill introduced (and failed) in other prior legislative sessions? If yes, what other years has it been introduced?	
Identify the sponsors of the bill and what districts they represent? (attach additional page if necessary)	Name of Sponsor(s) of the bill	Legislative district & geographical area they represent
Identify any significant themes related to the sponsors of the bill. (Are they from the same county? All female? All attorneys?)		
Identify the chairperson of the committee that this bill is assigned to.	their district	

<p>Where does the proposed change reach?</p>	<p><input type="checkbox"/>entire state <input type="checkbox"/> Baltimore City, or <input type="checkbox"/>specific county_____</p>
<p>What section of the law (<i>Annotated Code of Maryland</i>) is the bill attempting to amend, either by adding or deleting content?</p> <p>Note: the same bill may amend more than one law so look carefully throughout the bill to see if multiple laws are being amended. Examples: Family Law § 5-701; Health General §4-306; Health Occupations Article §19-302 etc. Look at the lines after the words, "By repealing and reenacting, with amendments"</p>	
<p>What is the bill attempting to change?</p> <p>Note: the new language BEING ADDED TO THE BILL WILL BE IN CAPITAL LETTERS and the language that is [being deleted from existing law will be contained in brackets] "[]"</p>	
<p>Who is affected by the changes? (Programs, populations, professionals.)</p>	
<p>How does this change affect social work</p>	

<p>practice or the delivery of services?</p>	
<p>What social work values or ethics is this issue related to? And how? (confidentiality, self-determination, collaboration, etc.)</p>	
<p>Are there social work theories, evidence based practice, or concepts that may shed light on this issue?</p>	
<p>Who might be in favor of this bill (individuals and organizations)? Why?</p>	
<p>Who might be opposed to the bill (individuals and organizations)? Why?</p>	
<p>Are there expenses associated with the changes this bill proposes? (Items,</p>	

personnel, treatment, training needed to implement the change) How would you go about calculating the cost?		
What are your feelings about the bill?		
Would you change any parts of it and Why?		
<input type="checkbox"/> Date and time the hearing WAS held:	<input type="checkbox"/> Date and time of upcoming hearing for the bill:	<input type="checkbox"/> No hearing date is set yet.
Is there a companion bill? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, the companion bills number:	
	Companion's bill title:	
	What committee is assigned the companion bill?	
	Are there any differences in the language between the companion bills? If so, summarize difference.	
OTHER COMMENTS:		



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Macro Cultural Competence Assignment

Often when the Cultural Competence Continuum by Rauch, et,al (1993) is considered it is applied to an individual's status and growth concerning their cultural competence and development. However, this assignment is applying this continuum from Culturally Destructive, Culturally Incapable, Culturally Blind, Cultural Precompetent, Culturally Competent, to Culturally Proficient to a macro practice level.

Step 1: Read a five page handout: *A Guide to Infusing Cultural & Linguistic Competence in Health Promotion Training* National Center for Cultural Competence, Georgetown University Center for Child & Human Development that you will find at the following site:

<http://nccc.georgetown.edu/projects/sids/dvd/continuum.pdf>

Step 2: For each stage on the continuum identify agency policies, laws, regulations, procedures, historical events that best illustrate the concept. Examples: slavery is an example of a macro level system that was Culturally Destructive. The federal policy of "Don't Ask-Don't Tell" is a macro level example of Culturally Blind.

Step 3: Identify five policies at your field agency or that impact the population it serves. Identify each policy and assess where it is on the cultural competence continuum. Briefly explain why you selected that area on the continuum. What modifications could be made that would bring it closer to a more positive stage along the continuum? What would be needed to implement that change?

Agency Assessment Tool

Developed by Gisele Ferretto,MSW, LCSW-C

Name of Agency/Organization:	
Person Completing Assessment:	Role in agency:
Academic year this assessment was completed:	

History of the Agency/ Organization

Describe the origin of the agency/ organization (<i>when, why, how was this agency /organization formed</i>)	
Identify any significant events which are part of the history of this organization	

Mission / Vision of the Organization

Do the Agency/ Organization have a clear Vision and Mission Statement? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes, Where is the mission statement explained:
--	---

Mission Statement:

Staff (use additional sheet if needed)

Name	Position	Length of time with Organization

Constituency/Service

Is the agency/organization: Private Public For-Profit Non-Profit

The Agency/
Organization's
Description of
"client/customer"

Where is
"client/customer" defined
*in Bylaws? Statute?
Regulations?* Or is there
an informal definition.

Describe the population
the organization
attempts to serve.

Describe the service(s)
provided.

Include the following: Voluntary
Services/Mandated Services ; Primary
Prevention/Secondary Prevention
/Responsive; Social Criteria/Income
Eligibility/ Other; Short-term/Open-
ended; Psycho-educational/
therapeutic/self-help

Average number of
persons served per year
(any trends related to
"population served" to
note?)

Points to consider when
reflecting on
developmental theory as it

<p>relates to the population served.</p>	
<p>Points to consider when reflecting on social role theory and systems theory as it relates to the population served.</p>	
<p>List some of the federal and state laws and regulations that impact on the service delivery of this agency.</p>	
<p>Describe the diversity of the composition of the client/customer population</p>	
<p>Describe the diversity of the composition of the</p>	

staff.	

Leadership and Leadership Development

Identify the Leaders in this agency/ organization (attach list of the board members):	Their position in the organization:

Do the agency/ organization have a plan for the development of new leadership?	<input type="checkbox"/> yes	<input type="checkbox"/> no
If yes, identify their leadership development plan. Describe the opportunities for new people to work their way into leadership.		
Do the agency/ organization receive any technical assistance from “outside” the organization? <input type="checkbox"/> yes <input type="checkbox"/> no	If yes, identify TA providers:	Topic of TA Provided in the last year:

In what ways are the agency/ organization recognized by other organizations or institutions in the community?	

Financial Self-Sufficiency

Sources of Funding	Amount of Funding
	\$
	\$
	\$
	\$
	\$

Total budget: \$

What percentage of the core operating income is raised from fees or charges?	What percentage of the core operating income is raised from grants?	What percentage of the core operating income is raised from events?
What percentage of the core operating income is raised from state or federal budget allocations?	OTHER?	

Describe how the leadership is involved in fundraising.	
Describe how staff is involved in fundraising.	
Describe how volunteers are involved in fundraising.	
Identify the fundraising activities of the agency. (grant writing, phone-a-thon, direct mail, public budget	

<p>process, other.)</p>	
<p>Describe how these activities have changed over the history of the agency/ organization (<i>Do they demonstrate more skill or have more activities each year</i>)</p>	
<p>Capacity/ Self Sufficiency</p>	
<p>What indicators have been observed which indicate that the agency/ organization are “growing?”</p>	
<p>What is the strategic planning process? (<i>How are staff and clients, partners etc. raising questions and proposing new strategies.</i>)</p>	
<p>Describe the relationships with the geographic community. (<i>Note any significant changes over time.</i>)</p>	

Describe the relationships with the professional community. <i>(Note any significant changes over time.)</i>	
What is the public perception of the agency/ organization? (give specific example from article, news report, research, other)	
What are the trends in the larger society and how does the agency/ organization stay “ahead” or incorporate changes?	
Decision Making	
Describe the decision making process utilized by this agency/ organization. (examples: democratic, parliamentary, hierarchy, participatory, transparent /closed)	
What possibilities are in place that give staff/ clients an opportunity to raise issues and opposing points of view?	

Describe “power” in this agency/ organization and the distribution of power.	
Identify the critical decisions being made by this agency/ organization.	
Identify the critical decisions/issues NOT being addressed by this agency/ organization.	
Describe how the agency/ organization has influenced the decision making of other organizations or institutions.	
Issue Identification and Institutional Change	
Issues identified by the agency/ organization. (How do you know this? Is the issue contained in minutes? agency report? audit? observed?)	
Describe how these issues are communicated.	

Identify the problems associated with these issues.	
Identify behaviors observed that indicate a level of commitment to working on these issues.	
How is the power/expertise (needed to resolve those issues) being developed?	
Name the targets of change that have been identified.	
What opportunities are there for the agency/ organization to evaluate their progress/outcomes?	
Evaluate the progress being made on the resolution of those issues.	
Describe the agency/ organization's "strength" to endure to see the resolution of the issue.	
Other information to note?	

Group Proposal Outline

The following outline identifies the issues that are all part of planning a group. Answer all of the questions as specifically as you can, explaining the justification for your proposed intervention. There are many helpful group models that may serve as a guide. If your field assignment is to co-lead an existing group then answer the following questions as it relates to the current group.

1. What *unmet needs* will be met by the group?
2. How were these unmet needs identified?
3. What benefits might a group experience provide for the target population?
4. What is the purpose of the group? By the end of the group, what will be the outcomes- what will the members have achieved?
5. Describe the kind of group it will be. Examples: therapeutic, educational, problem-solving, self-help, socialization, personal growth, T-group, preventive/remedial, open/ closed group, task-action, natural/formed, short-term/ongoing/single session, homogeneous / heterogeneous membership, focus group, etc.)
6. What will the structure of the group be?
 - a. Number of meetings
 - b. Frequency and duration of meetings
 - c. Length of individual meeting
 - d. Location of meetings
 - e. Size of group
 - f. Number (and roles) of group leaders/facilitators
7. What will the composition of the group be?
 - a. Age and sex of members
 - b. Demographic characteristics (social, cultural, economic)
 - c. Developmental issues associated with the age of members
 - d. Behavior (physical, emotional) associated with the developmental stage of its members
8. What are the specific topics for each session identified? Arrange the topics in chronological order after reflecting on the stages of group development (initial, transition, working, ending.)
9. For each session develop the specific agenda/curriculum. Identify at least one activity that will facilitate the goal of that specific session.
10. What materials are needed to facilitate the group process? Are there any costs associated with the group? If so how will the costs be met?
11. What are the anticipated “rules” (norms) of the group? Describe the best process to establish the rules of the group to increase member “buy in” to the rules.
(Contracting)

12. How will members be recruited and oriented to the group? If children are members, how will the appropriate guardian permission be sought? Who are the key people in the agency to help facilitate the participation of specific group members?
13. Are there any agency policies that will affect the group's development?
14. How will the group progress be recorded? Will individual member attendance be recorded? If so how?
15. How will the issue of confidentiality be addressed? What are the specific practices and policies related to confidentiality that relate to the population and setting? Any ethical considerations? Conflicts of interest?
16. Self- Awareness: What are your strengths and areas of growth that will impact your role of leader/facilitator of this group? What would you like your field instructor to do to assist you in this process?
17. Reflect on the physical location of the meeting place of the group. How might the room be arranged to facilitate group process?
18. Reflecting on the stages of group development (initial, transition, working, ending) what issues might you anticipate with the population of the group? Identify any strategies you might use to address the issues identified.
19. Describe the ending process for this group. Identify one activity that will facilitate the ending.
20. Describe the process to evaluate the group progress and outcomes.

Macro Practice Face Sheet

Describe the system/task/or committee	
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:
Name	Unit/agency:
	Position/title:
	Phone number:
	Email:
	Other notes:

Group Meeting Summary

(to be completed for every meeting attended)

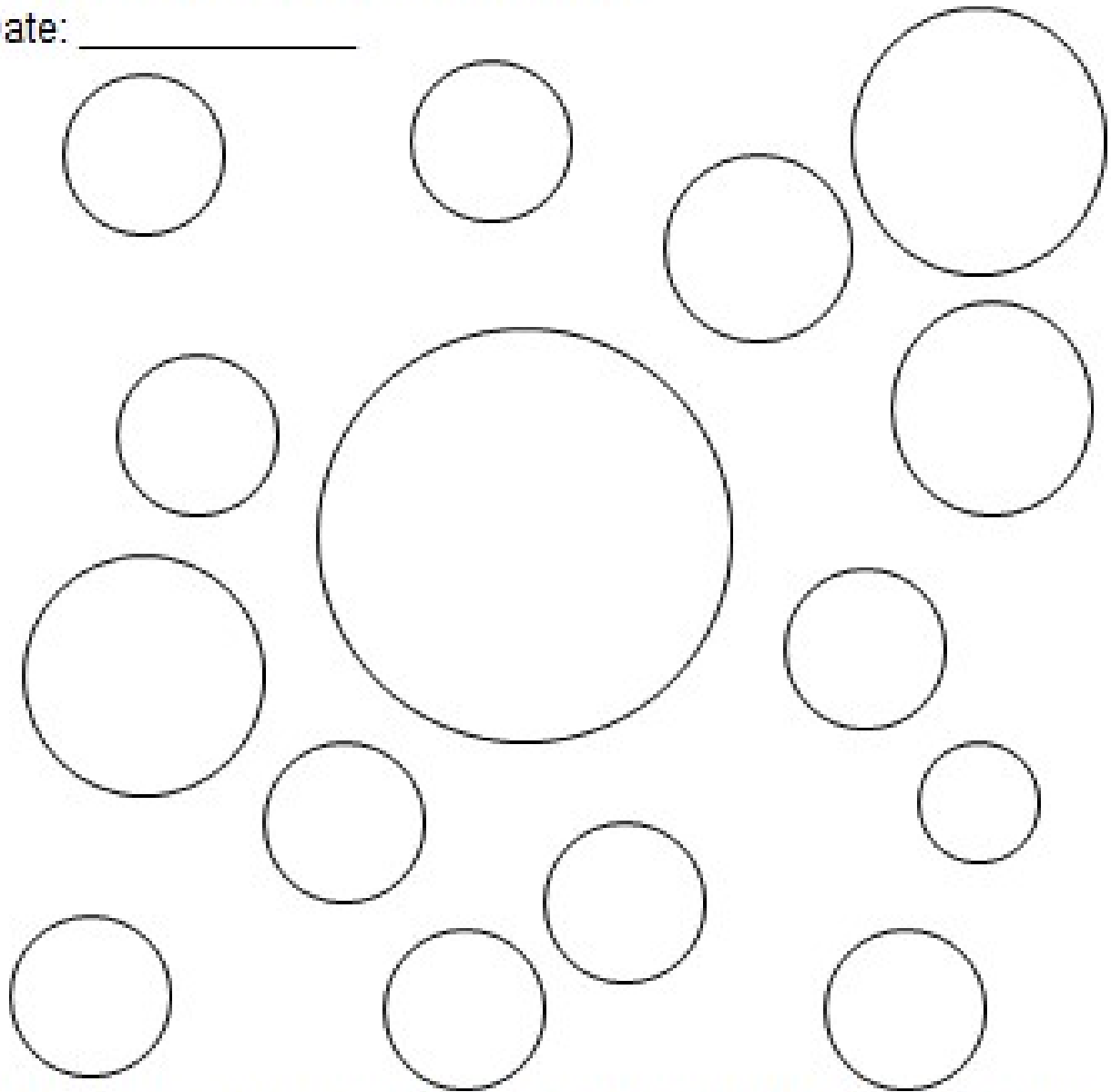
Name of Person Completing this Summary:			
Date of Meeting:		Date this form was completed:	
Name of Organization:			
Name of Group:			
Location of Meeting:		Time the Meeting started	Time when the meeting was <i>planned</i> to start
Chairperson:			
Number of Group Members Present:		Total # of Group members	
How were members notified:	<input type="checkbox"/> phone <input type="checkbox"/> flyer <input type="checkbox"/> special mailing <input type="checkbox"/> contained in past minutes <input type="checkbox"/> FAX <input type="checkbox"/> Email <input type="checkbox"/> other (<i>specify</i>)		
Name of Participants (attach sign-in if available)		<i>Agency, if applicable</i>	
Identify members not present, but invited:			

Purpose of Meeting:			
Discussion Points:			
Action(s) Taken			
Action(s) Planned	Person Responsible	Date for Completion	
Other Comments:			
Next Meeting: <i>Date, Time, Place</i>			

MACRO "Eco-Map"

Name of project, agency, unit or task: _____

Date: _____



Identify significant systems and fill in empty circles as needed. Fill in connections where they exist. Indicate nature of connections with a descriptive word and by drawing different kinds of lines; _____ for strong _____ for tenuous and //////////////// for stressful. Draw arrows along lines to show flow of resources, funding, power, leadership, etc.

(Macro adaptation by Gisele Ferretto, LCSW-C, University of Maryland, School of Social Work)