

MSW Intern Self-Reflection Prompts

1. Social Isolation: Reflect at the end of each week. Note how your mood, coping skills, social/emotional skills change over time.
 - a. How many people did you interact with? In person? By phone/video?
 - b. What is your living situation like? Solitary? Crowded?
 - c. To what sort of resources do you have access?
 - d. Using the privilege wheel, identify your privileges and note how they are working for or against you during social distancing/isolation.
2. How do your experiences with social isolation each week bring you closer to or farther away from your client's every day experiences?
3. What coping skills are you employing for yourself during social isolation?
4. How do your own coping skills inform your work with clients? What are you learning about what is needed to cope in a resource-depleted environment?
5. What sort of low cost/no cost small group activities or skills group curriculum might you design having had this experience?
6. Think about a client with little or no access to resources. How might your work with them change now that you've had this experience?
7. What large social systems did you interact with during this time? (Education, health, employment, child welfare, social benefits, insurance, etc.) Were they helpful or harmful or neutral? How did your privileges (of any kind) change how you interacted with those systems?
8. Describe any gaps in services you noted with those large social systems. How might you design supports to fill-in those gaps?

Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality." *The Gender Question in Education: Theory, Pedagogy, and Politics*, Ann Diller, et al., Boulder, CO: Westview, 1996.

