

SECTION IV. MACRO LEVEL SOCIAL WORK PRACTICE

SOFT SKILLS - MACRO LEVEL SOCIAL WORK PRACTICE ACTIVITIES

When social work students enter an undergraduate or graduate school or department of social work, it is likely they want to work with individuals, or their attending school or department focuses on micro social work practice. A 2018 National Association of Social Workers survey found 82% of social work programs focus on micro practice while 9% focus on macro social work practice (NASW, 2018). It is no wonder why there are more micro practitioners than macro practitioners.

Section IV focuses on macro social work practice. Macro social work practice is defined as practice with or in organizations and communities (Kirst-Ashman & Hull, 2018). Austin et al. (2015) identify the following domains of macro practice:

1. Organizing services and programs and community groups.
2. Planning, monitoring, and evaluating community development and human services programs.
3. Collaboration among nonprofit, public, and private organizations, as well as community interest groups.
4. Development of organization and communities (social, economic, and sustainable).
5. Advocacy, policy practice, social justice and human rights.

A recent study by Jardim, 2022, validated the Soft Skills Inventory (SSI) to assess soft skills in higher education students, namely self-determination, resilience, empathy, assertiveness, social support, and teamwork. Others include the following to define aspect of soft skills, self confidence, and self-care (Fixsen, Cranfield, & Ridge, 2018).

This section requires social work students to practice their use of soft skills within an organizational and or community context.

The American Dream and Promise Act of 2021

The bill, known as H.R. 6 or The American Dream and Promise Act of 2021 was introduced by Representative Lucille Roybal-Allard (D-California) on March 3, 2021 and it was passed by the House of Representatives on March 18, 2021 (U.S. Congress, 2021). The bill would grant Dreamers conditional permanent resident status for ten years and cancel removal proceedings if Dreamers were: 18 years old or younger when they entered the US, are not inadmissible, have no prior convictions, graduated from high school or obtained a GED, and can pass a background check (American Immigration Lawyers Association, 2021). Additionally, the bill would allow Dreamers access to federal financial aid and would allow eligible Dreamers deported from the US by the Trump Administration to apply for relief from abroad (American Immigration Lawyers Association, 2021). Furthermore, the American Dream and Promise Act would allow Dreamers access to federal financial aid (National Immigration Forum, 2021). This bill now heads to the Senate where it waits to pass or not pass. If this bill becomes law, DACA approved individuals and students like Maynor would become legal permanent residents of the

U.S. and have access to financial federal aid and other federal benefits. This aid would support and break down barriers for Maynor.

Foundation Activity: The social worker is the president of the Undocumented Student Services Program at a local university. The

vision of the program is to support undocumented and DACA students in their academic, professional, and personal goals. One of their objectives is to establish a campus network that can provide trustworthy and sensitive support, information, and assistance to undocumented students and their families.

Instructions: Write a two-minute program overview that, if given a chance, you would present at the College's New Student Orientation and at the Parent/Family Orientation. You will present your one statement at both events. Your statement should integrate learning from section II (social work competencies and values) and include the following:

1. A well-articulated issue that describes the need for the program,
2. A set of activities (no more than 3) that address the academic, professional and personal needs of undocumented students and their families,
3. An institutional target at whom the grievance is directed.

My conceptual statement included use one or more of the following soft skills:

- ☐ Self-determination ☐ Resilience
- ☐ Empathy ☐ Assertiveness
- ☐ Social support ☐ Teamwork
- ☐ Self-confidence ☐ Self-care

My conceptual statement included use one or more of the following social work core values:

- ☐ Service ☐ Social Justice
- ☐ Dignity and Worth of the Person ☐ Importance of Human Relationships ☐ Integrity ☐ Competence

Advanced Activity: The social worker is the president of the

Undocumented Student Services Program at a local university. The vision of the program is to support undocumented and DACA students in their academic, professional, and personal goals. The social worker has learned that their district congressional representative has announced they will be voting against the American Dream and Promise Act of 2021. Prepare a ten-minute political advocacy statement that, if given a chance, you would present to your district congressional representative to advocate your position. Your statement should synthesize the scenario and learning from sections II (social work competencies and values) and include the following:

1. Background and introduction of the issue and its impact on DACA individuals and students.
2. Explanation of the bill and its impact on DACA of the following social work core values:
individuals.

☐ Service ☐ Social Justice
☐ Dignity and Worth of the Person ☐ Importance of Human Relationships ☐ Integrity ☐ Competence
3. A final statement asking the legislator for their vote.

My political advocacy statement included use one or more of the following advocacy skills:

- ☐ Raised awareness ☐ Listened
☐ Educated ☐ Empowerment of others ☐ Facilitated relationships ☐ Shared knowledge, resources & contacts ☐ Asserted/argued your position ☐ Spoke against unjust policies

My conceptual statement included use one or more