

## **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, Anthony, Tolleson Knee, & Mathias (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.

Foundation Activity: As the social worker of students like Achara and many others, you are seriously concerned regarding the increased incidents of xenophobic comments directed Asian American or Pacific Islander students at your school and in the community. Several students have reported seeing signs in the community saying, “Go back to China. We don’t want your Kung Flu”, in reference to Covid-19. In fact, an elected school board member, at a town hall meeting, was overhead spewing the same sentiments. You have been speaking with students about civics, elevating their voices, and participating in government to make social change. The students, in conjunction with your colleagues, the school personnel and administrators have devised a plan to confront the school board member about their sentiments.

Instructions: Write a two-minute conceptual statement that, if given a chance, you would present at the County Board of Education meeting. Your statement should integrate learning from sections II (social work competencies and values) and III (theoretical frameworks) and include the following:

1. A well-articulated issue that includes a grievance,
2. A set of demands (no more than 3) that address that grievance,
3. An institutional target at whom the grievance is directed.

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

- |   |  |
|---|--|
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Resilience    |
| <input type="checkbox"/> Empathy            | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Social support     | <input type="checkbox"/> Teamwork      |
| <input type="checkbox"/> Self-confidence    | <input type="checkbox"/> Self-care     |

Advanced Activity: Considering the increase in violence against Asian Americans during the COVID 19 pandemic, in the surrounding community with which your high school is located, your state legislators have introduced Assembly Bill 557 that would create a toll-free hotline and online reporting system for reporting hate crimes and hate incidents. The bill includes creating a team of interpreters to help those who speak limited English navigate community resources. The bill would also create an independent office to address structural racism in state agencies. Your State Assembly member has invited you to come speak on the Assembly floor and present an advocacy statement to the rest of the state assembly and congress members.

INSTRUCTIONS: Prepare a ten-minute political advocacy statement you would present to your state representative to advocate your position. Your statement should synthesize the scenario, learning from sections II (social work competencies and values) and III (theoretical frameworks), and include the following:

1. Background and introduction of the issue and its impact.
2. Explanation of the bill and its impact.
3. A final statement asking the legislator for their vote.

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

- |   |  |
|---|--|
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Resilience    |
| <input type="checkbox"/> Empathy            | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Social support     | <input type="checkbox"/> Teamwork      |
| <input type="checkbox"/> Self-confidence    | <input type="checkbox"/> Self-care     |