

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).

In addition to the fact social work departments minimally concentrate on macro social work practice, social work students may be impaired by their limited practice of soft skills with and in community and as it relates to policy development, implementation, and evaluation. Soft skills are interpersonal skills that demonstrates social workers ability to work with others (Price & Magy, 2017), and includes personality, attitudes, and behavior (Teng, et al., 2018).

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 – The social worker is the leader, coordinator, or facilitator of a non-profit organization or civic group whose vision includes a diverse group of community leaders managing social services in Ohio. One of their objectives is to advocate for more African American, Latin/Hispanic, and Asian administrators in Ohio social services.

INSTRUCTIONS: Write a two-minute conceptual statement that, if given a chance, you would present to a City Council body. 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 – The social worker is the leader, coordinator, or facilitator of a non-profit organization or civic group whose vision includes expansion of health care coverage and services in Ohio, especially for marginalized people, including immigrants. Immigration is a controversial topic. One of the organization’s objectives is to target Ohio legislators to vote for inclusive health care expansion legislation.

INSTRUCTIONS: Prepare a ten-minute political advocacy statement that, if given a chance, you would present to an Ohio House or Senate 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 on immigration.
2. Explanation of the bill and its impact on immigrants.
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 |