

Level of competencies of students in the primary methods of social work practice

Jocelyn T. Gaas

Western Mindanao State University, Zamboanga City 7000, Philippines

Abstract. This study aimed to determine the level of competencies of students in the primary methods of social work as taught in the classroom and in actual practice. This research is a descriptive-evaluative study using a quantitative approach, employing survey questionnaires, to gather data and analyzed using descriptive statistics. The respondents of this study were the 9 agency supervisors and 11 faculty supervisors supervising the 285 social work students placed in social welfare agencies for SY 2017-2018. Findings revealed that students' level of competency in the social work helping process using the primary methods of casework, group work, and community organization is in the apprentice level. These findings purport that social work students demonstrate adequate competence, knowledge, skills, good attitudes, and working habits and can work with less supervision while placed in social welfare agencies.

Keywords: Social work primary methods, level of competencies, social work students, agency supervisors, social welfare agencies

I. INTRODUCTION

The profession of social work in the Philippines was formally recognized cognizant or pursuant to the passing of Republic Act 4373 also known as the 'Social Work Law'. Along this line, the Bachelor of Science in Social Work (BSSW) is a college course or an undergraduate program that prepares college graduates for direct generalist practice of social work towards individuals, families, groups, and communities. The profession is geared toward advancing the growth and empowerment of people, developing the social progress of communities towards greater justice and equality amongst individuals and societies where-- oppression, discrimination, and marginalization of individuals, families, groups, and communities exist.

In an era where social development issues, challenges and responses are interconnected globally, the social work profession has become a global profession. Accordingly, the social work profession in the Philippines integrates internationally benchmarked outcomes without ignoring the particularities and priorities of the national situation. These international outcomes are contained in the document "Global Standards for the Education and training of social work Profession" which was adopted in the General Assemblies of the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) in Adelaide Australia in 2004.

The focal point of the BSSW Program is the global definition of social work that was adopted in July 2014. It was hinged on the idea that "Social Work is a practice-based

profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Thus, central to social work, are the principles of social justice, human rights, collective responsibility, and respect for diversity. Underpinned by theories of social work, social sciences, humanities, and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being" (CHED Memo Order no. 39 Series Of 2017).

By and large, the learning outcomes of social work students at the College of Social Work and Community Development (CSWCD) under Western Mindanao State University (WMSU), are measured in terms of their ability to demonstrate, integrate, and apply knowledge, attitude, and skills in the practice of the profession. This is achieved with the aid of the process using casework, group work, and community organization methods of social work. These primary methods of social work practice encapsulate the professional courses stipulated in the curriculum including Human Behavior and Social Environment, Social Welfare Policies, Programs and Services, and Social Work Practice. These students are placed or assigned in social welfare agencies to engage in fieldwork.

In connection, fieldwork is an experiential form of learning, where students develop their professional selves and integrate their knowledge and skills under the supervision of expert practitioners' (Noble, 2011). On top of this, according to several studies, as the 'signature pedagogy' of social work education (Council on Social Work Education, 2008; Shulman, 2008; Shulman & Safyer, 2005; Wayne, Bogo, & Raskin, 2010), fieldwork is an essential method for socializing students to the role of practitioner (Wayne, et al., 2010) and vital for the consolidation of theory and practice. It is through field- work that learning opportunities not possible through any other educational mechanism in the past, are now made possible to students.

By way of contrast, fieldwork supervision is distinct from staff supervision because it has a particular focus on the educative function of supervision. It can be defined as the oversight of a student on practicum by a more experienced, qualified practitioner who holds the responsibility of guiding the student by means of placement, providing a measure of support and advocacy, facilitating learning opportunities that address student learning needs, evaluating practice

development, and assessing work performance (Maidment, 2001).

Moreover, the social workers' role is to supervise the students while doing the field work. They are licensed social workers and are part of the agency staff. They are usually referred to as agency supervisors. Thus, both possess competencies in social work, helping process using the primary methods in social work practice. The agency supervisors create or provide learning opportunities for students to integrate social work theory as well as its practice. Theories are taught in the classroom and students are expected to apply those theories through social work practice in the real world of work. While it is true that theories enhance knowledge to a great extent, field work helps to develop requisite knowledge and skills extensively. Social work, therefore, is a subject which mainly focuses on theoretical and practical aspects concurrently. It helps to build networking opportunities with other professionals and enhance social interaction (Yadav 2015).

However, in the process of applying these theories in the actual situation, students may encounter unique and greater opportunities and challenges in the practice setting which demands critical thinking. It is expected that real-life encounters may provide opportunities for the students to apply their knowledge, and skills, it may also develop their professional attitude towards working with individuals, groups, and people with diverse cultural backgrounds. Under the supervision of an agency supervisor, the students are expected to be administratively guided, mentored, and supported. They are expected to perform well and be productive to deliver the social agency's programs and services efficiently and effectively. At times, as experienced by students, they have difficulties in relating competencies with that of the actual practice. This is because there is a great disparity between what is taught in the classroom theoretically from what is in the actual situation. Yes, it is undeniable that the social work students religiously study the subjects, hurdle the examinations, and comply subject requirements but when they apply those theories, they face the challenges in implementing those. This is when the rubber hits the road scenario.

Obviously, no study has been done to bridge the gaps between what was taught in the classroom and the actual social work practice. Due to this dilemma, this study was conceived. It is the aim of the study to assess the level of competencies of students in the application of the social work primary methods in social welfare agencies while under the supervision of faculty and agency supervisors. Assessment information derived from this research will be utilized to (a) guide students' learning, (b) assess students' learning outcomes, (c) evaluate the effectiveness of the Social Work Field Instruction program of the College of Social Work and Community Development under Western Mindanao State University, Philippines and (d) enhance the assessment methods used.

The overall purpose of this study is to investigate the relevance and effectiveness of social work theory to actual practice of social work primary methods by student social workers in social welfare agencies. Specifically, it sought to determine the level of competencies of social work students in both aspects of learning and doing. Output of this study will provide data essential for Field Instruction Program Improvement and eventually for improved passing rate in the Social Workers Licensure Examination.

II. MATERIAL AND METHOD

This study used quantitative design using a researcher-made evaluation tools duly validated, and item analyzed using Cronbach Alpha to assess the level of curricular competencies of social work students. Using the Likert Scale, the level of competencies of social work students were categorized into five levels. The value of (5) is described qualitatively as proficient which means students are very competent in the methods, developed all necessary skills, demonstrate exemplary attitudes and working habits, can perform without much supervision, the value of four (4) for independent where the student is competent, much knowledge of the method, gained appropriate skills, with good attitudes and working habits, can work with minimum supervision, the value of three (3) for apprentice which means, the student demonstrate adequate competence, knowledge, skills, good attitudes and working habits and can work with less supervision, the value of two (2) for novice which mean students demonstrate insufficient competence, knowledge of the subject, skills with fairly developed attitudes and working habits, needs close supervision and one (1) which means the student needs improvement because they demonstrate very poor competence, knowledge, skills and attitudes, working habits and have no interest to learn. Ultimately, the weighted-average mean was used to analyze the level of competencies of both subjects.

III. RESULTS AND DISCUSSION

The findings of the study highlight the following: In Table 1 present the level of curricular competency of social work students in the casework helping process as evaluated by the faculty and agency supervisors. The social work helping process consists of the following sequential steps: assessment, planning, intervention or plan implementation, evaluation, and termination (Mendoza, 2008). This process is followed when working with any type of client system.

On the assessment process, specifically, the competency indicators as rated by the faculty and agency supervisors imply that students' demonstrate competency in data gathering from a variety of sources for accurate definition of the clients' needs with a mean scores of 3.26 and 2.94 respectively, critical analysis to establish the validity and reliability of each information source with effort focus on evaluation of the implications of evaluation, 3.16 and 3.12 correspondingly, ethics of informed consent through seeking permission from client before certain kind of information is

obtained from an identified source with a mean scores of 2.85 and 3.08, assessment of clients' problems to determine eligibility requirement, 2.87 and 2.94, defining clients' problems that includes the engagement with a common understanding of what they are together from the clients' frame of reference, 2.93 and 3.13 respectively, and writing assessment statement indicating the interdependent factors; problem, person and environment with 2.64 and 3.08 mean scores respectively.

Overall, the level of competence of social work students in the assessment process in casework as rated by both raters is in the level of apprentice with an average mean of 2.95 and 3.05, respectively. The findings indicate that students have adequate competence, knowledge, skills, good attitudes, and working habits and can work with less supervision because they are still beginning practitioners, thus students still have the beginning competency in the assessment process. These competencies in the assessment process are important skills necessary for appropriate planning. As emphasized by Mendoza, 2008, the major social work tasks involved during this stage are information or data gathering and problem definition based on an agreement between the client and the worker as to the problem to be worked on, or simply, the problem-for-work. The findings justify further that the student's competency in the process of assessment is in congruence with theory and practice. Added to this findings, can be associated with (Bogo, Rawlings, Katz, & Logie, 2014) perspectives on students' competency. They aver that competency is a complex concept that focuses on what practitioners or students are able to do and not just what they know. In doing assessment, the process of defining the client's problem

In the planning process, the social work students demonstrate adequate competence in translating the content of the assessment into a goal statement that describes the desired results and identifying the means to reach the goals with an item mean score of 3.16 and 3.02 respectively, formulate treatment goal with clients and contract setting with a mean score of 2.84 and 3.09 respectively and competence in formulating goals that are specific, concrete, measurable, attainable and the time-bounded mean score of 2.80 and 3.14 respectively.

For the faculty supervisor, views these are tasks in the planning process that allows the worker, with the client's participation, to move from problem definition to problem solution this necessitate social work practice skill to reach the desired or expected outcomes (Mendoza 2008).

For the agency supervisor, the students show adequate competency in this aspect due to the temporary nature of their engagement with the clients and agency, hence action planning as the term implies short-range the goal of the helping process in casework.

Overall, the faculty and the agency supervisors rated the students within an apprentice level which imply that

students manifest adequate knowledge and skill, which implies good attitudes and working habit, and can work with less supervision in doing the planning process in casework with an average mean score of 2.93 and 3.08 respectively. Students' competencies are expected to be at the apprentice level are beginning practitioners and are still in the process of developing competency in the planning process in casework.

On Plan Intervention, specifically, social work students have beginning competence in identifying the "units of attention" or systems that are the focus of the change activity with a mean score of 3.16 respectively, and use of social work intervention models appropriate to a particular case, both with an item mean of 2.89 respectively and competency in individual case diagnosis and treatment planning, both with mean score of 2.66 respectively.

The findings further imply that the level of competence of students on this process were both rated by the faculty and agency supervisors as in an apprentice level generally with an average mean score of 2.93 and 3.08, respectively. This activity entails identification of other persons who in addition to the client, have to be given attention because they are involved in the situation and work with them is essential in goal attainment.

On Intervention process, the findings reveal that students' competence as evaluated by the faculty and agency supervisors, is in the apprentice level in all indicators under this process. Specifically, actualizing knowledge, values, and skills to help clients reach their mutually defined goals with an item mean of 3.0 respectively and use of interventive roles as expected of them to undertake in order to accomplish goals agreed upon with client with the same item mean of 2.95.

This process in helping individuals is very crucial because it is on this process that students are face with the challenges of deciding what to do and doing the decided. The first involves the assessment and planning steps and the second, intervention (Mendoza, 2008).

Overall, both faculty and agency supervisors rated students to be adequately competent on the intervention process with an average mean of 2.97, respectively. Same with the other processes, students are consistently rated as with adequate competence which means they are still beginning social work practitioners.

On evaluation, specifically, students were rated as with adequate competence in the application of the scientific and systematic approach to evaluation that is truly client-centered with an item mean score of 3.0 respectively, consciousness on professional accountability in the aspects of efficiency and effectiveness of the service in accomplishing their intended goals with an item mean of 3.0 and 2.88 respectively, application of research to measure outcomes and change processes in a casework relationship with an item mean score of 2.93 and 2.94 respectively. Lastly, competency in evidence-based practice that entails documentations of the

activities undertaken necessary for evaluation with an item mean score of 2.93 and 2.94, respectively.

Generally, both supervisors rated the students as adequately competent in this process with an average mean of 2.96 and 2.94, respectively which means students level of competency is in the apprentice level.

On termination process, findings reveal that faculty and agency supervisors rated students' performance as adequately competent in the process of terminating cases with an item mean score of 2.89 and 2.86 correspondingly. This process involves the competency in the termination of the helping relationship after the goal has been achieved with the same item mean scores of 2.93, preparing transfer summary with item mean scores of 2.82 and 2.94 respectively and referral document in cases where services of the agency are not available for the client with the same scores of 2.93.

Overall, the result of the evaluation as rated by faculty and agency supervisors, students are adequately competent or apprentice in the application of the social work

helping process in casework with a grand mean of 2.9 and 2.98 respectively which means, the student demonstrate adequate competence, knowledge, skills, good attitudes and working habits and can work with less supervision in all steps of the helping process in social work practice using the casework method. Among the different tasks, termination of the helping relationship after the goals have been met and preparing referral document in cases where services of the agency are not available for the client (2.93) where found to be the part of the process where students demonstrate adequate competence. The implication of these findings can be attributed to the temporary nature of students' engagement in the social welfare agency and other reasons that are beyond the capacity of the students to provide intervention, thus disengagement through transfer of the management of cases takes place. Since students are beginning practitioners, their competency is expected to be in an adequate level as they are socialized to the role of a practitioner (Pierce 2008).

Table 1. Mean distribution of students' competencies in casework helping process as rated by faculty and agency supervisors (N-143).

Social work helping process	Faculty supervisor's Ratings		Agency Supervisor's Ratings	
	Item Mean	Verbal Description	Item Mean	Verbal Description
A. On Assessment process: Demonstrate competency in:				
1. Data gathering from a variety of sources for accurate definition of the client's needs.	3.26	Apprentice	2.94	Apprentice
2. Critical analysis to establish the validity and reliability of each information source focusing on evaluation of the implications of the variations.	3.16	Apprentice	3.12	Apprentice
3. Ethics of informed consent through seeking permission from client before certain kind of information is obtained from identified source.	2.85	Apprentice	3.08	Apprentice
4. Assessment of the client's problem to determine eligibility requirement.	2.87	Apprentice	2.94	Apprentice
6. Writing assessment statement indicating the interdependent factors; problem, person, and environment.	2.64	Apprentice	3.08	Apprentice
Average mean	2.95	Apprentice	3.05	Apprentice
B.1. On planning process: Demonstrate competency in:				
1. Translating the content of the assessment into a goal statement that describes the desired results and identifying the means to reach the goals.	3.16	Apprentice	3.02	Apprentice
2. Formulating treatment goal with clients and contract setting.	2.84	Apprentice	3.09	Apprentice
3. Formulating goals that are specific, concrete, measurable, attainable & time bounded.	2.80	Apprentice	3.14	Apprentice
Average mean	2.93	Apprentice	3.08	Apprentice
B.2. On Plan Intervention. Demonstrate competency in:				
1. Identifying the "units of attention" or systems that are the focus of the change activity.	3.16	Apprentice	3.16	Apprentice
2. The use of social work intervention models appropriate to a particular case.	2.89	Apprentice	2.89	Apprentice
3. Individual case diagnosis and treatment planning.	2.66	Apprentice	2.66	Apprentice
Average Mean	2.90	Apprentice	2.90	Apprentice
C. On Intervention process: Demonstrate competency in:				
1. Actualizing knowledge, values, and skills to help clients reach their mutually defined goals.	3.0	Apprentice	3.0	Apprentice
2. The use of interventive roles that she/he is expected to undertake to accomplish the goals agreed upon with the client.	2.95	Apprentice	2.95	Apprentice

Average mean	2.97	Apprentice	2.97	Apprentice
D. On evaluation: Competency in the:				
1. Application of the scientific and systematic approach to evaluation that is truly client- centered.	3	Apprentice	3.0	Apprentice
2. Consciousness on professional accountability in the aspects of efficiency and effectiveness of the service in accomplishing their intended goals.	3	Apprentice	2.88	Apprentice
3. Application of research to measure outcomes and change processes in a casework relationship.	2.93	Apprentice	2.94	Apprentice
4. Evidence-based practice that entails documentations of the activities undertaken necessary for evaluation	2.93	Apprentice	2.94	Apprentice
Average mean	2.96	Apprentice	2.94	Apprentice
E. On termination: Demonstrate competency in the:				
1. Termination of the helping relationship after the goal has been achieved.	2.93	Apprentice	2.93	Apprentice
2. Preparing transfer summary.	2.82	Apprentice	2.94	Apprentice
3. Preparing referral document in cases where services of the agency are not available for the client.	2.93	Apprentice	2.93	Apprentice

Legend: 1.00-1.79=Needs Improvement 1.80 -2.59=Novice 2.60-3.39=Apprentice 3.40-4.19=Independent 4.20-5.00=Proficient

Table 2 present the level of curricular competency of social work students in the group work helping process as evaluated by the faculty and agency supervisors. In the same manner, as casework, the social work helping process using the group work method consists of the following sequential steps: assessment, planning, intervention or plan implementation, evaluation, and termination (Mendoza, 2008). Each process has different tasks which are the indicators of the student's competency in the group work method as applied to actual practice.

On the assessment process, it entails specifically the application of students' competencies in pre-group intake to generate comprehensive information necessary in the preparation of individual case assessments with item mean scores of 3.28 and 3.29 respectively, writing an individual profile of group members' needs relevant to a group program, resources, limitations and worker's observations and comments with an item mean of 3.16 and 3.17. Lastly, competency in case assessment/problem definition to arrive at an adequate understanding of the individual client's concern or problem with an item mean score of 3.16 and 3.17 respectively.

Overall, generally, both raters rated students as with apprentice level of performance with an average mean score of 3.20 and 3.21 correspondingly. These ratings can be attributed to the nature of students' engagement at the onset of the helping process group work which is focused on data gathering and it is done in the intake process. This curricular competency in the assessment process in groupwork is important because one cannot perform effectively in a helping role if one does not have some information about the persons to be helped. Regardless of the nature of the problem or concern to be addressed by a group, some background information is needed on each prospective group member (Mendoza 2013).

On planning process, the findings in the following indicators infer that students demonstrate adequate competency in action-planning which entails tasks of formulating goals and establishing specific helping plans 3.20 and 3.2.1 respectively, group level assessment and planning, group composition, engagement of members to identify common problems, norms and rules, schedule and venue and group goals with the same item mean of 3.27 and use of program media for the purpose of achieving the goal with an item mean score of 3.14 and 3.15 respectively.

Generally, the faculty and agency supervisors rated students as adequately competent or apprentice in the planning process in groupwork with item mean score of 3.20 and 3.21, respectively. The findings imply that students though they possess competence in planning, their groupwork competency is just for beginning practitioners which is expected for students still developing knowledge, attitudes, and skills in this process of engagement with groups.

On Intervention process or plan implementation, the findings infer that social work students manifest adequate knowledge, skills and attitudes in putting into operation his/her professional capability on "deciding what to do" but also of "doing the decided with an item mean score 3.26 and 3.2.2 respectively, competency in the various workers' interventive roles where both raters rated students to have adequate competence with same item mean of 3.23, capacity in determining resources and services to be used with 3.23 and 3.17 respectively and capacity to network with stakeholders with an item mean of 2.97 and 2.98 correspondingly.

Overall, the findings reveal that students' level of curricular competency on this process as rated by both supervisors is within the apprentice level with an average mean of 3.15, respectively. This imply that students' manifest adequate competence to perform various interventive roles. When placed in a social welfare agency, students are expected to perform various roles as they manage group such as social

broker, enabler, counsellor/therapist depending on the problem at work (Mendoza 2008), thus they are prepared to do the tasks appropriate for a certain model of intervention applied, though their competency is just for beginning practitioner in social work practice.

On evaluation process, findings reveal that the social work students manifest adequate knowledge, skills and attitudes on the following indicators; competency in writing pre-group/intake interview record with a mean score of 3.32 and 3.33 respectively, identifying needs and formulating individual case assessment with a mean score of 3.30 and 3.37 respectively, documentation of process or summary of group sessions, marginal and collateral interviews, evaluation and transfer summaries with an item mean of 3.28 and 3.29 respectively and formulating terminal evaluation vis-a-vis group program goal with 3.11 and 3.19 item mean respectively. Generally, students' competency on this process as evaluated by the faculty and agency supervisors are within the apprentice level which indicate that students have adequate competence in doing evaluation process in groupwork with an average mean of 3.25 and 3.29, respectively.

These findings imply that both supervisors are one in their judgement that student exposure in the social welfare agencies provides them opportunity to develop skills in writing or documenting all of the data gathered during intake interviews for these data are needed for evaluation of outcomes of the interventions done. The findings support the theory of Mendoza 2013, that social work records have important uses and one of these is in relation to evaluation. One cannot just verbally claim to have been successful in achieving his/her goals for a client group if it is not supported by his/her records of what gains have been achieved and how. One requirement for students to accomplish while placed in the agency is for them to submit documentation of the process, they experience which is in social work jargon, is referred to as recordings, thus, they are expected to develop their skill in oral and written communication as beginning practitioners. This implies further that students have beginning competence in doing evaluation of the outcomes of

the helping efforts. This is expected because students' capacity in writing case assessments and recording is not yet fully developed as they are not yet professional social workers. According to Mendoza, social work records have important uses and one of these is in relation to evaluation. One cannot just verbally claim to have been successful in achieving his or her goals for a client group if it is not supported by his/her records of what gains have been achieved and how.

On termination process, the students were rated by both supervisors as manifesting adequate competence in terminating helping relationship in social work after the helping goals for the group has been achieved with item mean score of 3.16, preparing transfer summaries with item mean scores of 3.16 and 3.03 respectively. Lastly, writing referral letters for members of the group that needs assistance from proper agency with item mean scores of 3.11 and 3.15 respectively. The result implies that as the students social work practice in social welfare agency come to an end, terminal activities involves termination of cases handled if the goal of the helping process is achieved. It entails further, transfer of cases handled to the agency supervisors because it is impossible for students to continue handling the cases be it individual cases or client group when they have to leave for another area of assignment. Thus, students' activities towards the end of the semester entail disengagement of the helping relationship.

Overall, the grand mean result as evaluated by both faculty and agency supervisors, the students' level of competency is in an apprentice level with an average mean score of 3.18 and 3.19, respectively. These means, that the student manifest adequate competence on the groupwork method as applied to social work practice. The same with casework, student's competency is in an adequate level for they are still beginning practitioner. When students are integrated into practice settings for which little theoretical or empirical knowledge exists, instructors and students are challenged to hone relevant understanding and skills with limited guidance. (CSWE 2010)

Table 2. Mean distribution of students' competencies in group work helping process as rated by faculty and agency supervisors (N=143).

Social work helping process in groupwork	Faculty supervisor's Ratings		Agency Supervisor's Ratings	
	Item Mean	Verbal Description	Item Mean	Verbal Description
A. On Assessment process: Demonstrate competency in:				
1. Pre-group intake to generate comprehensive information necessary in the preparation of individual case assessments.	3.28	Apprentice	3.29	Apprentice
2. Writing individual profile of group members' needs relevant to group program, resources, limitations, worker's observations, and comments.	3.16	Apprentice	3.17	Apprentice
3. Case assessment/problem definition to arrive at an adequate understanding of the individual client's concern or problem.	3.16	Apprentice	3.17	Apprentice
Average mean	3.20	Apprentice	3.21	Apprentice
On planning: Demonstrate competency in:				
1. Action-planning which entails the tasks of formulating goals and establishing specific helping plans.	3.20	Apprentice	3.21	Apprentice
2. Group level assessment and planning, group composition,	3.27	Apprentice	3.27	Apprentice

engagement of members to identify common problems, norms and rules, schedule and venue and group goals.				
3. Use of program media for the purpose of achieving the goal.	3.14	Apprentice	3.15	Apprentice
Average mean	3.20	Apprentice	3.21	Apprentice
On Intervention process (plan implementation) Demonstrate competency in:				
1. Putting into operation his/her professional capability on "deciding what to do" but also of "doing the decided"	3.26	Apprentice	3.22	Apprentice
2. The various workers' interventive roles.	3.23	Apprentice	3.23	Apprentice
3. Capacity in determining resources and services to be used.	3.17	Apprentice	3.17	Apprentice
4. Capacity to network with stakeholders.	2.97	Apprentice	2.98	Apprentice
Average Mean	3.15	Apprentice	3.15	Apprentice
On evaluation process: Demonstrate competency in:				
1. Writing pre-group/ intake interview record.	3.32	Apprentice	3.33	Apprentice
2. Identifying needs and formulating individual case assessment.	3.30	Apprentice	3.37	Apprentice
3. Documentation of process or summary of group sessions, marginal and collateral interviews, evaluation and transfer summaries.	3.28	Apprentice	3.29	Apprentice
4. Formulating terminal evaluation vis-a-vis group program goal.	3.11	Apprentice	3.19	Apprentice
Average mean	3.25	Apprentice	3.29	Apprentice
On termination process: Demonstrate competency in:				
1. Terminate helping relationship after the helping goals for the group has been achieved.	3.16	Apprentice	3.16	Apprentice
2. Preparing transfer summary.	3.03	Apprentice	3.03	Apprentice
3. Prepare referral letter for members of the group that needs assistance to proper agency.	3.16	Apprentice	3.16	Apprentice
Average Mean	3.11	Apprentice	3.11	Apprentice
GRAND MEAN	3.18	Apprentice	3.19	Apprentice

Legend: 1.00-1.79=Needs Improvement 1.80 -2.59=Novice 2.60 3.39=Apprentice 3.40-4.19=Independent 4:20-5:00=Proficient

Table 3 present the level of curricular competency of social work students in doing community organization as evaluated by the faculty and agency supervisors. In the generalist perspective, the social work helping process is generic to all methods, thus practicing community organization five sequential steps in social work helping process. Though the process is generic, the specific task in every process varies and it does not hold through to all methods due to the nature of the clientele such as the complex nature of the community being the target of the method. On the other hand, the ratings of the agency supervisors apply only to the twenty (20) fourth year social work students assigned in an agency setting with community organization program component because the rest of the students were on a community-based practice where they are directly under the supervision of the faculty supervisors and are not attached in an agency as they practice the community organization method.

On the assessment process, the findings on the following indicators imply that students' are very competent in the social preparation process such as area selection with an item mean score of 3.46 as rated by the faculty supervisors and with adequate competence in this process as rated by the agency supervisor with an item mean of 3.35, adequately competent as evaluated by the faculty supervisor in community analysis through social investigation, assessment

of social, physical, economic, cultural and political situation with an item mean of 3.32 and competent or independent with an item mean score of 3.65 as rated by the agency supervisor. For the community profiling and validation of the community profile indicator, both supervisors rated student respondents as competent or independent in this aspect of the helping process in community organization with item mean score of 3.44 and 3.5, respectively. As to engaging political institution in collaborative partnership, student respondents were rated by the faculty supervisors as adequately competent with item mean score of 3.30 and competent or independent on this task as rated by the agency supervisors with item mean score of 3.65. As to community profiling and validation of the community profile, both supervisors rated the students as competent or independent with item mean score of 3.44 and 3.5, respectively. Students were rated as apprentice by the faculty supervisors in engaging political institution in collaborative partnership with item mean score of 3.38 while they are independent with item mean score of 3.65 as rated by the agency supervisors. In the use of tool of analysis in assessment of community needs and issues, both supervisors rated students as adequately competent or apprentice with item mean score of 3.28 and 3.30, respectively.

Overall, the students were rated by the faculty supervisors as adequately competent or apprentice in doing the assessment process in community organization with an

average mean score of 3.36 which means, students demonstrate adequate competence, knowledge, skills, good attitudes and working habits and can work with less supervision. On the other hand, agency supervisors rated the students as very competent or independent in the practice of this process in the agency setting with item mean score of 3.49 which imply that students demonstrate competence with much knowledge of the method, gained appropriate skills, with very good attitude, working habits and can work with minimum supervision while placed in social welfare agencies to practice community organization method. The findings justify further that the nature of student engagement in the application of their competency in the use of community organization method is along social investigation which entails social preparation, profiling, and validation of results. This process is important for people to be made aware of the important issues that affect their lives and condition in the community (Manalili 1990).

On planning process, the data reveal that students demonstrate adequate competence in project proposal development and evaluation as rated by the faculty supervisors with item mean score of 3.31, while they are independent with item mean score of 3.55. as rated by the agency supervisor. On community case study preparation students are apprentice in terms of their level of performance with item mean score of 3.21 as rated by the faculty supervisors while they are independent with item mean score of 3.55 as rated by the agency supervisors.

Generally, the students were rated by the faculty supervisors as adequately competent or apprentice with item mean score of 3.26 and competent or independent as rated by the agency supervisors with item mean score of 3.55 in the planning process in community organization while placed in social welfare agencies that they performed well as compared to result of the assessment made by faculty. The findings imply that students are aware of the process of planning as essential in the achievement of the defined goals and plans of helping the community though they were rated differently by supervisors. Though there is not much dichotomy between “theory in the classroom” and “practice in the field” according to Cordero, the result of the students ‘ratings imply that student’s performance may vary when already in the actual practice. In social work practice, the defined goals and plans guide the worker’s activities.

On Plan Implementation/Intervention, findings reveal that students are competent or independent as evaluated by faculty supervisors and adequately competent or apprentice as evaluated by the agency supervisors in organizational development through setting up the organization, core group formation and/or reactivation of organization with 3.41 and 3.0 respectively. On facilitating institutionalized organizational mechanisms in the community i.e., needs assessment and analysis, problem analysis and prioritization of problems, students are adequately competent with 3.38 mean score as evaluated by the faculty supervisors and very

competent or independent in this tasks as evaluated by the agency supervisors with 3.55 mean score. On project development and management such as needs assessment and analysis, problem analysis and prioritization of problems, students are very competent in these tasks as assessed by both supervisors with 3.42 and 3.45 mean scores, respectively.

Overall, the social work students demonstrate adequate competence as assessed by the faculty and agency supervisors in the intervention process of community organization method with a weighted average mean of 3.40 and 3.33, respectively which further imply that students demonstrate beginning competency in the planning process in community organization.

On Evaluation process, in particular, both supervisors rated social work students as adequately competent in evaluating community projects with mean scores of 3.33 and 3.30 respectively, while the faculty supervisor rated students with adequate competence in evaluating field work experience and relate it to theories learned as applied to practice with a mean score of 3.36 and independent as evaluated by the agency supervisors on this aspect with a mean score of 3.6.

Generally, students are adequately competent in this process as evaluated by both supervisors with mean scores of 3.34 and 3.3. respectively. These findings imply that students have beginning knowledge and skill competency in the evaluation process in community organization. This process is significant in helping communities to determine the extent of the implementation of interventions to solve community issues. Cordero 2013 emphasized that the function of evaluation is to provide feedback from results to effect organizational decisions. And in the case of students placed in communities, they are expected to develop competence in providing intervention with the people on community issues. The process of evaluation is in the context of assessment of programs and services delivered and determine theories applied/gained.

On termination process, the following indicators revealed that students are adequately competent to terminate helping relationship after the helping goals for the community has been achieved as rated by both supervisors with a mean score of 3.32 and 3.70 respectively and adequately competent in preparing transfer summary as rated by the faculty supervisor with a mean score of 3.37 while independent in this aspect as evaluated by the agency supervisors with a mean score of 3.70.

Generally, students were rated by the faculty supervisors as adequately competent on the termination process in working with communities with a mean score of 3.34 and very competent in this process as rated by the agency supervisors with a mean score of 3.70.

Overall, the students manifest apprentice level of competency in the application of their curricular competency in working with communities using the community

organization method with a grand mean of 3.35 as rated by the faculty supervisors and independent with a grand mean of 3.47 as rated by the agency supervisors.

The ratings of the faculty supervisors show that the students demonstrate adequate competence, knowledge, skills,

good attitudes and working habits and can work with less supervision in practice of the community organization method. For the agency supervisors, the students are competent, with much knowledge of the method, gained appropriate skills, with very good attitudes and working habits, and can work with minimum supervision.

Table 3. Mean distribution of students 'competencies in community organization helping process as rated by faculty and agency supervisors (N-143).

Social work helping process in community organizations	Faculty supervisor's Ratings (N-142)		Agency Supervisor's Ratings (N-20)	
	Item Mean	Verbal Description	Item Mean	Verbal Description
Assessment				
1. The social preparation process such as area selection.	3.46	Independent	3.35	Apprentice
2. Social investigation, assessment of social, physical, economic, cultural, and political situation.	3.32	Apprentice	3.65	Independent
3. Community profiling and validation	3.44	Independent	3.5	Independent
4. Engaging political institution in collaborative partnership.	3.30	Apprentice	3.65	Independent
5. Use of tools for social analysis in assessment of community needs & issues	3.28	Apprentice	3.30	Apprentice
Average Mean	3.36	Apprentice	3.49	Independent
Planning				
1. Project proposal development; project plans and evaluation	3.31	Apprentice	3.55	Independent
2. Community case study preparation.	3.21	Apprentice	3.55	Independent
Average Mean	3.26	Apprentice	3.55	Independent
Plan Intervention: Demonstrate competency in:				
1. Organizational development through setting up the organization, core group formation and/or reactivation of organization	3.41	Independent	3.0	Apprentice
2. Facilitating institutionalized organizational mechanisms in the community i.e. establishing people's organization.	3.38	Apprentice	3.55	Independent
3. Project development and management i.e. needs assessment and analysis, problem analysis and prioritization of problems	3.42	Independent	3.45	Independent
Average Mean	3.40	Apprentice	3.33	Apprentice
Evaluation: Demonstrate competency in:				
1. Evaluation of community projects.	3.33	Apprentice	3.0	Apprentice
2. Evaluate field work experience and relate it to theories learned as applied to practice	3.36	Apprentice	3.6	Independent
Average Mean	3.34	Apprentice	3.30	Apprentice
Termination process: Demonstrate competency in:				
1. Terminating helping relationship after the helping goals for the community has been achieved.	3.32	Apprentice	3.70	Independent
2. Preparing transfer summary.	3.37	Apprentice	3.70	Independent
Average Mean	3.34	Apprentice	3.70	Independent
GRAND MEAN	3.35	Apprentice	3.47	Independent

Legend: 1.00-1.79=Needs Improvement 1.80 -2.59=Novice 2.60-3.39=Apprentice 3.40-4.19=Independent 4:20-5:00=Proficient

Table 4 reflect the level of attitude competency of student social workers generic to casework, group work and Community Organization method as evaluated by faculty and agency supervisors. The indicators are considered as professional attitudes that students are expected to apply/ gain in the practice setting

Specifically, the students are beginning to consistently familiarize self with clients and or target population's needs rated as apprentice with an item mean of 3.22 as rated by the faculty supervisors and 3.17 as evaluated by the agency supervisors. On the indicator of access services for clients, students were rated as apprentice with an item mean of 3.21 as rated by faculty supervisors and 3.14 as rated

by the agency supervisors. Both supervisors rated students as apprentice in their beginning competency to consistently recognize client and or target population concerns related to receiving services with an item mean of 3.16 and 3.20 respectively. In the attitude of showing commitment to the profession by placing client's interest a priority, students were rated by both raters as apprentice with an item mean of 3.26 and 3.16 respectively. Students were in the level of an apprentice in displaying awareness of personal values and opinions related to the client population with an item mean of 3.28 and 3.14 as evaluated by both raters respectively. On the aspect of competence in acknowledging that all individuals have personal values that need to be recognized to practice

effectively, students were rated as apprentice by both supervisors with an item mean of 3.28 and 3.20 correspondingly. Moreover, students are beginning to show evident change in behavior, attitudes and values related to field instruction rated by the supervisors as apprentice with an item mean of 3.28 and 3.35. In the recognition of supervisor's role and authority, abilities and limitations, the students' level of competency as rated by both supervisors, the students were rated the level of independence with an average mean of 3.41 and 3.42 respectively. Students obtained the apprentice level in the practice the social work code of ethics in all areas of work, human relationships and in guiding ethical decisions with an item mean of 3.16 and 3.37 respectively. In the same manner, students were rated apprentice in their competency to acknowledge consistently the ethical obligations of the professional social worker in fulfilling service roles, responsibilities with clients, other professional, and the community with an item mean scores of 3.12 and 3.16 correspondingly, beginning to show awareness on professional boundaries and consistently interact in a professional manner while at the agency with an item mean scores of 3.16 and 3.19. In promoting social justice and protect human rights by upholding human dignity of clients

and colleagues, the students obtained the apprentice level of competence with an item mean score of 3.22 and 3.12. Lastly, practice democratic participation and collective problem solving among clients and colleagues with an item mean score of 3.23 and 3.12 as evaluated by both raters.

Overall, both supervisors rated students to have adequate attitude competence in reference to the application of the three primary methods of social work with a weighted average mean of 3.23 and 3.21, respectively. To have an adequate competence in almost all aspects of the social work helping process can be attributed to different factors such as learning environment, supervision, theoretical application, etc. which shape the students' experience and are critical to the formation of knowledge, attitudes, and skills.

Of the thirteen (13) attitude competency indicators, the students possess very competent attitude in recognizing the supervisors' role and authority, abilities, and limitations. The findings imply that students acknowledge the educative function of the supervisors in social work practice to help them grow and develop professionally, and to improve capacity to do their work more effectively (Kadushin and Harkness 2002).

Table 4. Mean distribution students' attitude competency generic to casework, groupwork and community organization as rated by faculty and agency supervisors

D. Attitude competency indicators	Faculty supervisor's Ratings (N=285)		Agency Supervisor's Ratings (N=163)	
	Item Mean	Verbal Description	Item Mean	Verbal Description
1. Consistently familiarize self with client's and/or target population needs.	3.22	Apprentice	3.17	Apprentice
2. Access services for clients.	3.21	Apprentice	3.14	Apprentice
3. Consistently recognize client and/or target population concerns related to receiving services.	3.16	Apprentice	3.20	Apprentice
4. Show commitment to the profession by placing client's interest a priority.	3.26	Apprentice	3.16	Apprentice
5. Display awareness of personal values and opinions related to the client population.	3.28	Apprentice	3.14	Apprentice
6. Acknowledges that all individuals have personal values that need to be recognized in order to practice effectively.	3.28	Apprentice	3.20	Apprentice
7. Beginning to show evident change in behavior, attitudes and values related to field instruction.	3.28	Apprentice	3.35	Apprentice
8. Recognition of supervisor's role and authority, abilities, and limitations.	3.41	Independent	3.42	Independent
9. Practice the social work code of ethics in all areas of work, human relationships and in guiding ethical decisions.	3.16	Apprentice	3.37	Apprentice
10. Beginning to acknowledge consistently the ethical obligations of the professional social worker in fulfilling service roles, responsibilities with clients, other professionals, and the community.	3.12	Apprentice	3.16	Apprentice
12. Promote social justice and protect human rights by upholding human dignity of clients and colleagues.	3.22	Apprentice	3.12	Apprentice
13. Practice democratic participation and collective problem solving among clients and colleagues.	3.23	Apprentice	3.12	Apprentice
AVERAGE MEAN	3.23	Apprentice	3.21	Apprentice

Legend: 1.00-1.79=Needs Improvement 1.80 -2.59=Novice 2.60-3.39=Apprentice 3.40-4.19=Independent 4.20-5.00=Proficient

IV. SUMMARY

On casework

The competency of social work students in the social work helping process in casework as evaluated by the faculty and agency supervisors is in the level of an apprentice which means, the student demonstrate adequate competence,

knowledge, skills, good attitudes and working habits and can work with less supervision.

On Groupwork

The students' level of competency in this method is in an apprentice level which means student manifest adequate competence in the social work helping process in groupwork

method as applied to social work practice with less supervision. By adequate, means the students are beginning groupwork practitioners with competence level already acceptable for social work practice.

On community Organization

The level of competency of students in the application of the community organization method in practice is in an apprentice level as rated by the faculty supervisors and independent as rated by the agency supervisors. These means that for the faculty supervisors, the students demonstrate adequate competence, knowledge, skills, good attitudes and working habits and can work with less supervision in the application of the community organization method. For the agency supervisors, the students are independent which means, they are very competent with much knowledge of the method, gained appropriate skills, with good attitudes and working habits, can work with minimum supervision.

On attitude competency generic to all primary methods (casework, groupwork, community organization)

Overall, students have adequate attitude competence in reference to the application of the three primary methods of social work. To have an adequate competence in almost all aspects of the social work helping process can be attributed to different factors such as learning environment, supervision, theoretical application, etc. which shape the students' experience and are critical to the formation of knowledge, attitudes, and skills.

In all attitude competency spelled out, the students were rated with very competent attitude in recognizing the supervisors' role and authority, abilities and limitations which imply students acknowledges the educative function of the supervisors in social work practice.

V. CONCLUSION

On the basis of the findings, the following conclusions are made:

1. The B.S. Social Work students 'competency in the application of the primary methods of social work practice is in the apprentice level which means they demonstrate adequate competence, knowledge, skills, good attitudes and working habits and can work with less supervision.
2. The exposure of social work students to any type of clientele served by the social welfare agencies precipitate application of knowledge, skill, and attitude competency in the social work methods, however, there is a need to enhance communication between students and instructors on competencies that require growth and advancement and to enhance students' ability in social work helping process using the primary methods.

VI. RECOMMENDATION

In so far as the findings and conclusions of the study are concerned, the recommendations are brought forward:

1. The College of Social Work and Community Development, Western Mindanao State University, Philippines should strengthen collaboration and communication with social welfare agencies as the learning environment of students for improved field education.
2. The CSWCD must undertake concerted efforts to explore more areas for field work practice to improve students' learning outcome. This is to include educational settings, government agencies with social services programs, correctional, health and industrial setting with casework, groupwork and community organization program components.
3. There should be an established feedback mechanisms among faculty and agency supervisors to gauge student's competency in applying the various methods in social work practice.
4. The college should retain close and formal relationships with representatives and key stakeholders of the social work profession, including regulators and national and regional associations of social work practice and education.
5. A similar study maybe conducted highlighting the need to enhance students core competencies as contained in the document "Global Standards for the Education and training of social work Profession".

BIBLIOGRAPHY

- [1] Alschuster, M.T, & MacArdale, L. (2015). Strengths-based group supervision with social work students. *Group work*, 25 (1). 34-57.
- [2] Blomeke, S., Gustafsson, J.E, & Shavelson, R.J. (2015). Beyond Dichotomies: Competence viewed as a continuum. *Zeitschrift fur psychologie*, 223, 3-13.
- [3] Boahin, P., & Hofman, W.H. A. (2012). Implementation of innovation in higher Education: The case of competency-based teaching in Ghana. *Innovations in Education and teaching international*, 49 (3), 283-293.
- [4] Bogo M., Regehr, C. Katz, E., Logie, C., Tufford, L., & Litback, A. (2012). evaluating an objective structured clinical examination (OSCE) adapted for social work. *Research on social work practice*, 22, 428- 436. Clarke S. Macdonald, S., & Rainey, D. (2012). Assessing registered nurses 'clinical skills in orthopedics. *Nursing Standard*, 26(43), 35-42.
- [5] Bogo, M., Rehn, C., Power, R., & Regehn, G. (2007). When values collide: Field Instructors' experiences of providing feedback and evaluating competence. *The clinical supervisor*. 26 (12), 99-117.
- [6] Bogo, M. (2015). Evaluation of student learning. In C. Hunter, J.K. Moca, & M. S. Raskin (Eds.), *Social work field directors: Foundations for excellence* (154-178). Chicago, IL: Lyceum Books.
- [7] Braun V., S Clarke, V. (2006). Using thematic analysis in Psychology. *Qualitative Research in Psychology*. 3, 77-101.
- [8] Briscoe, C., & David, T. (1977). *Community Work: Learning and supervision*. London: Allen and Unwin.
- [9] Calderon, J.F, & Gonzales, E.C., (1993). *Methods of Research and Thesis Writing*. Manila: National Book Store
- [10] Calmorin, L.P. & Calmorin, M.A. (2nd ed.) (2007). *Research Methods and Thesis Writing*. Manila: Rex Book Store.

- [11] Cederbaum, J., et al. (2014). Student Instructor Assessments: Examining the skills and competencies of social work students placed in military-connected schools. *Children and Schools Journal*. 36 (1).
- [12] CHED Memo Order (CMO) n. 52 series of 2012. Implementing guidelines for the Support and Development of Centers of Excellence (COE) and Centers of Development (COD) for the Social Work Program.
- [13] CHED Memorandum Order (CMO) n. 11 series of 2010. Policies and Standard for Bachelor of Science in Social Work Program.
- [14] CHED Memorandum Order (CMO) n. 39 series of 2017. Policies and standard for Bachelor of Science in Social Work Program.
- [15] Clarke, V. & Braun, V. (2013). Teaching thematic analysis: Overcoming Challenges and developing strategies for effective learning. *The psychologist*, 26 (2). 120-123.
- [16] Cordero, E., Gutierrez, C., & Pangalangan E. (Rev. ed.) (2013). Administration and supervision in social work with a special session on beginning therapy and related supervision.
- [17] Cordero, E., Pangalangan, E., & Fondevilla, R. (2000). *Philippine Encyclopedia of Social Work* (2000 ed.) Vol 1. Mega Books Company and the National Association of Social Work Education, Inc. (NASWEI)
- [18] Council on Social Work Education (2015). Educational policy accreditation Standards for Baccalaureate and master's social work programs.
- [19] Council on Social Work Education (2008). Educational policy and accreditation standards for baccalaureate and master's social work programs. Alexandria, VA:
- [20] Cristobal, A.P., & Cristobal, M.C. (2013). *Research made easier: A Step-by-Step Process*. C & E Publishing, Inc. Quezon City
- [21] Creswell, J. (3rd ed.) (2009). *Research Design: Qualitative, Quantitative, and mixed- method Approaches*. Sage Publications.
- [22] De Guzman, L.S. (1988). *Dictionary of Social Work Philippine Setting*. Quezon City: New Day Publisher.
- [23] Drisko, J.W. (2014). Competencies and their assessment. *Journal of Social Work Education*. 50, 414-426.
- [24] Drisko, J.W. (2015). Holistic competence and its assessment. *Smith College Studies in Social Work*, 85, 110-127. Doi: 10.1080/0037731.2015.1017396
- [25] Dunham, A. (1970). *The new community organization*. New York, Thomas Y. Crowell, Co. (1970).
- [26] Everett, J.E., Miehl, D., Dubois C. & Garran, A. (2011). The developmental model of supervision as reflected in the experiences of Field Supervisors and graduate students. *Journal of Teaching in Social Work*. 31 (3), 250-264.
- [27] Gibelman, M., & Schervish, P.H. (1997). Supervision in Social Work: Characteristics and Trends in a changing environment. *The clinical supervision*, 16 (2), 1-15.
- [28] Harris, P. (1977). Staff Supervision in Community Work. In Catherine Briscoe and David N. Thomas, (eds.) *Community Work: Learning and Supervision*. London: Allen and Unwin. 33-42.
- [29] Holloway, E. et.al. (1989). Relation of Power and Involvement to theoretical orientation in supervision: "An analysis of discourse. *Journal of Counseling Psychology* 36 (1): 88-102.
- [30] Kadushin, A. & Harkness, D. (2002). *Supervision in Social Work*. New York and Chichester, West Sussex: Columbia University Press Publishers.
- [31] Kadushin, A., Harkness, D. 2014. *Supervision in Social Work* (5th ed.) New York: Columbia University Press.
- [32] Ketner, M., VanCleave, D., & Cooper-Bolinsky, D. (2017). The meaning and value of supervision in Social Work Field Education. *Field Scholar*. 7 (2).
- [33] Kigule-Malwadde, E., Olapade-Alaopa., E.O., Kiguli, S. Chen, C. Saatkamp, N.K. Ogunniyi, A.O, & Omaswa, F. (2014). Competency-based medical education and practice, 5, 483 -489. Doi: 1.0. 2147/AMEP.S68480.
- [34] Kumar, A. & Yadav, D. (2015). A comparative study of academic motivation Of secondary students. *Bhartyam International Journal of Education and Research*, 4(3), 33-39.
- [35] Maidment, J. (2001). Fieldwork Practice in Social Work Education. In M. Conolly (Ed.), *New Zealand Social Work: Contexts and practice*. Auckland New Zealand: Oxford University Press.
- [36] Manalili, A.G. (1990). *Community Organizing for People's Empowerment*. Manila: Kapatiran-Kaunlaran Foundation, Inc.
- [37] Manual on Field Instruction, Social Work Department, Social Sciences and Education Division, Ateneo de Davao University.
- [38] Maxwell, T.W. (2012). Assessment in higher education in the professions: Action research as an authentic assessment task. *Teaching in Higher Education*, 17, 686-696. Doi: 10.1080/13562517.2012.725220.
- [39] Mcknight, S.E. (2013). Mental health learning needs assessment: competency-Based instrument for best practice. *Issues in mental health nursing*, 34, 459- 471. doi: 10.3/09/01612840.2012.758205.
- [40] Mendoza, T.L. (3rd ed.) (2008). *Social Welfare and Social Work*. Quezon City: Central Book Supply, Inc.
- [41] Mendoza, T.L. (2003). *Social Work with Groups*. Quezon City: Megabooks Company.
- [42] Miclat, A. N. (1995). *The Fundamentals of Social group Work, Theories, and Practice* Philippine Copyright 1995. Mary Jo Educational Supply, Publisher Sampaloc Manila.
- [43] Moorhouse, L., Hay, K., O'Donoghue, K. (2014). Listening to students Experiences of Supervision. *New Zealand Social Work Issue*. 26(4).
- [44] Munson, C. E., DSW (2nd ed.) (1993). *Clinical Social Work Supervision*. New York, London, Australia: The Haworth Press.
- [45] Murray G. Ross. (1955). *Community Organization Theory and Principles*. New York: Harper
- [46] National Social Work Competency Framework. (2015). Ministry of Social and Family Development and National council of Social Service. <http://www.socialserviceinstitute.sg/>.
- [47] Noble, C., & Henrickson, M. (2011). *Social Work Field Education and Supervision Across Asia Pacific*. Sydney, Australia: Sydney University Press.
- [48] Poulin, J., & Matis S. (2015). Perspectives Social Work Competencies and Multidimensional Assessment. *Journal of Baccalaureate Social Work*. (20).
- [49] Perspectives on Social Work Competencies and Multidimensional Assessment. (2015). *Journal of Baccalaureate Social Work*. (20).
- [50] Pettes, D. E. (1979). *Staff and student supervision – A task centered Approach*. London: Allen and Unwin.
- [51] Pierce, D. (2008). Field education in the 2008 EPAS: Implications for the field director 's role. Retrieved from <http://www.cswe.org/File.aspx?id=31580>
- [52] Republic Act 4373, s. 1965. An act to regulate the Practice of Social Work And The operation of Social Welfare Agencies in the Philippines and for other purposes.
- [53] Rissi, J.J., & Gelmon S.B. (2014). Development, implementation and assessment of a competency model for a graduate public affairs program in health administration. *Journal of Public Affairs Education*. 20, 335-352.
- [54] Schuwirth, L., & Ash, J. (2013). Assessing tomorrow's learners: In Competency-Based education only a radically different holistic method of assessment will Work. Six things we could forget. *Medical Teacher*, 35, 555-559, doi: 10.3109/0142159x.2013.787140.
- [55] Theeb, R-S., Muhaidat, M.A., & Al-Zboom, E.K. (2014). Professional competencies among pre-service teachers in special education from their perspectives. *Education*, 135 (1), 133-143.
- [56] Thomas, D. N., & William, W. (1978). Staff Development in Community Workers in Social Service Department. In C. Briscoe and D. Thomas, (eds.), *Community Work: Learning Supervision*, 22-32. London: Allen and Unwin.
- [57] Vioria, E.C. (1971). *Social Casework*. Philippine Encyclopedia of social Work. (Vol 1, 2000 Ed.). Megabooks Company, National association of Social Work Education, Inc. (NASWEI).
- [58] Vinter, R.D. (1974). *The essential components of Social Group Work Practice, Individual Change Through Small Groups*. Eds. Paul Glasser, Rosemary Sarri, and Robert D. Vinter. New York: The Free Press.

[59] Watson, D, & West, J. (2006). *Social Work Process and Practice: Approaches, knowledge, and skills*. New York, Basingstoke, Hampshire: Palgrave Macmillan Houndmills.

[60] Wayne, J., Bogo, M., & Raskin M. (2010). Field Education as the signature Pedagogy of Social Work Education. *Journal of Social Work Education*. 46 (3), 327-339.