



# Competencies of Agency Supervisors in Social Work Primary Methods: Viewpoints from Students and Faculty Supervisors

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## ABSTRACT

This research is a descriptive-evaluative study using quantitative design which focused on the assessment of competencies of social welfare agency supervisors handling student social workers placed in social welfare agencies for school year 2022-2023. Using the researcher-made questionnaire- checklist, it explored the viewpoints of 285 social work students and 11 faculty supervisors on the level of competencies of agency supervisors in utilizing casework, groupwork and community organization which aimed to improve the Bachelor of Science in Social Work Field instruction Program of the College of Social Work and Community Development, Western Mindanao State university, Zamboanga City Philippines, likewise, for improved performance in the Licensure examination for Social Work. Findings revealed that the agency supervisors are in their advanced level in both foundational and intermediate competencies in the utilization of the primary methods of social work in practice which means competent with substantial knowledge, skill and behavioral competency required of social workers in all social work fields of practice in Direct Practice.

**Keywords:** competencies of agency supervisors, faculty supervisors, social work methods, social welfare agencies, social work student, philippines

## Introduction

The proficiency of social welfare agency supervisors in overseeing the application of casework, groupwork, and community organization methods is crucial for ensuring the delivery of effective and impactful social work services. Supervisors play a vital role in guiding and supporting social workers in the implementation of these methods to address the diverse needs of clients and communities. In the context of social work education, the evaluation of supervisor competencies by social work students and faculty supervisors provides valuable insights into the effectiveness of supervision practices and the quality of training provided to future social work professionals.

The assessment of supervisor competencies in casework, groupwork, and community organizations by social work students and faculty supervisors offers a unique perspective on the strengths and areas for improvement in supervisory practices within social welfare agencies. Social work students, as aspiring professionals, bring a fresh critical lens to their evaluation of supervisor performance, drawing on their classroom learning and field experiences. Faculty supervisors, with their expertise in social work education and practice provide valuable guidance and assessment criteria based on established standards and best practices in the field. Specifically, there is a gap in both the research and practice concerning the supervision of professional staff (O. Donoghue and Engelbrecht, 2021).

By engaging social work students and faculty supervisors in the evaluation of supervisor competencies, this research aims to bridge the gap between theoretical knowledge and practical application in the supervision using the methods of casework, groupwork, and community organization. Their viewpoints and assessment can help identify areas where supervisors excel and areas where additional support or training may be needed to enhance their effectiveness in overseeing these essential social work methods.

Furthermore, the collaboration between social work students, faculty supervisors, and agency supervisors in evaluating competencies fosters a culture of continuous learning and improvement within social work education and practice. The feedback and insights gathered from this evaluation process can inform

professional development initiatives, curriculum enhancements, and organizational practices aimed at strengthening the skills and abilities of agency supervisors in guiding students in casework, groupwork, and community organization. Through the collaborative evaluation of supervisor competencies by social work students and faculty supervisors, this research contributes to the ongoing dialogue on effective supervision practices in social work and underscores the importance of feedback and reflection in enhancing the quality of supervision and training within social welfare agencies.

## **Related Literature and Studies**

### **Supervision in Social Work**

On supervision in social work, Cordero, Gutierrez and Pangalangan 2013, aver that social work as a profession has placed a special emphasis on supervision. This is because the supervisor has always occupied a central position in social work education and practice carried out through supervision. In social work, mastery of professional practice requires a continuous period of learning and doing. As an arm of administration, supervision affords a crucial venue for communication and staff interaction at all levels that are essential to the effective functioning of an agency. A governing principle of the social agency has always been the giving of high-quality service and it is the supervisor that carries the administrative responsibility of ensuring that those services are delivered.

The history of supervision goes back to the very beginning of social work as a profession and is inextricably bound with the development of the program. Supervision started as an administrative activity. However, in the long run supervisors realized the importance of teaching as an enabling function and henceforth included them as part of their tasks. Thus, supervisors not only “direct the work of students and staff, but they also teach students and workers the different ways of helping people based on their own experiences” (Cordero, et.al. p. 103). In educational terms, supervision uses the tutorial method and it “resulted to intensified teacher/student relationship which requires certain knowledge, techniques, and skills” (Cordero, et.al. 2013, p. 104).

## **The Primary Methods in Social Work practice**

### **Social Casework**

Social Casework is a helping process which consists of a variety of activities that may include the giving of material assistance; referrals to other community facilities; rendering emotional and psychological support through sensitive listening; expressions of acceptance and reassurance; making suggestions; appropriately advising and setting limits, encouraging the individual to express or suppress his feelings, likewise encouraging him to affect his plans. It includes assisting the individual to narrate and examine his situation; and or working out with him a consideration and better understanding of the causal connections between his present attitudes and mode of adjustment with the past experiences. All these may be used in combination to respond to the person under stress, so as to enable him to meet his needs more fully and to function more adequately in his social relationships. The logical steps of study, diagnosis or assessment, and treatment are used (Viloria1971).

### **Social Group work**

Social group work is a method of social work through which individuals in groups are helped by a professional social worker in an agency or community setting through guided group process/activities meet their needs for socialization, growth and development and interests which would ultimately redound not only for their own benefit, welfare, and development but also for their community. It is a process and method rooted on the sociological concept that a person is a social being who has the inclination and need to associate with other human beings. An individual's welfare is directly affected by the groups of which he/she is a part and the group members with whom he/she interacts.

The individual's personality and capabilities are therefore products of his/her own needs/welfare as well as contribute to the welfare of society is anchored on his/her ability to maintain positive and meaningful relationships within groups of which he/she is a part. There is therefore a recognized need to develop the individual's ability to relate with other people in groups so that the socialization process will result to acceptable patterns of social behavior (Miclai 1995). It is a mode of serving individuals through sustained face-to-face interaction to induce desired changes among the client participants. The treatment sequence in this group work (remedial) model consist of intake, diagnosis and treatment-planning, group composition and formation, group development and treatment, evaluation, and termination (Vinter 1974).

## **Uses of groups**

### **1. The group as medium of change**

Should the group be a “medium of change,” then the target of influence in the individual member, and the source of that influence is the group (e.g., the members' interaction with each other, the worker, and the interaction with the members). Guided group processes are utilized to help members of the group with their particular problems. An example of this would be youngsters whose disadvantaged upbringing has prevented them from learning the norms of the larger society, or who may have learned these but for some reason, have forgotten them. Others may require guidance in developing their sense of identity or in enhancing their feeling

of belongingness and self-esteem. There are also those who may need help in the areas of interpersonal relationships, motivation, and learning. In all these situations, the group serves as a small social system whose influence can be guided by the social worker so as to induce desired changes among individual participants. Thus, the group becomes a medium of change.

## **2. The group as target of change**

It may also be necessary for the group as a whole or certain aspect of the group to change in order to effect change in its members. Robert Vinter calls this "indirect means of influence" where practitioner interventions are used to effect modifications in group conditions which in turn, affect the members. These conditions include the group's composition, climate, structure (including size, governing, and operating procedures, and sub-groups) and processes.

Use of such means of influence is unique to group work because the group serves as "action system". Thus, the group's size may have to be changed if it is affecting the quality of member-member and worker-member interactions and relationship, and a highly formal or autocratic leadership style may have to be modified if it is blocking individual participation and group decision-making. These and other changes in different aspects of the group system often have to be undertaken in order to achieve desired effects on the individual members as defined by their treatment or helping goals. When these are done, the group becomes the target of change.

## **3. The group as an agent of change**

The concept of the group as an "agent of change" refers to the active involvement of the group in efforts to modify or redirect features or forces in its social environment which make demands, create pressures, and impose constraints on the group which can have adverse effects on its development and goal achievement. In many cases, change in the individual or group can only come about after the social environment has been modified or changed. The use of group as an agent of change is done not only to supplement the worker's own efforts, but to enable the group to be an active player in its own goal-achieving process. Such an experience, constantly repeated, helps to develop in the group members a sense of autonomy and confidence which is what ultimately leads to human empowerment, a priority value in social work.

Vinter 1967 state that group's social environment includes the separate social affiliations and personal environments of the group's members (i.e., family, school, etc.) and objects, persons and other units collectively encountered by the group as a social entity (e.g., the guards in a correctional institution, the house parents in a rehabilitation center, local officials who promulgate and enforce rules). These two environments often overlap (such as in the case of a group whose members all reside in the same institution) but they are also, in many cases, mutually exclusive.

## **An integrated approach to work with groups**

The emphasis of this literature is on the interdependent relationship of the group and its environment. It avers that the practitioner who wants to be effective in the use of group approach, should be prepared for the challenge of working with a group on an intragroup level (the group as medium and target of change), and also to engage in extra group activities that are essential to group learning and problem-solving with the group as the main resource (the group as an agent of change). This stance can very well be called an integrated approach to work with groups in which the worker uses the group as a medium of change, as a target of change in order to be of help.

## **Community Organization**

Murray Ross defined community Organization as a method of social work practice is a process by which a community identifies its needs or objectives, orders (or ranks) these needs or objectives; finds the resources (internal or external) to deal with those needs or objectives, acts in respect to them; and in so doing extends and develops cooperative and collaborative attitudes and practices in the community.

It is a conscious process of social interaction and a method of social work concerned with any of the following objectives: a) the meeting of broad needs and bringing about and maintaining adjustment between needs and resources in a community or other area; b) helping people to deal more effectively with their problems and objectives by helping them develop, strengthen and maintain qualities of participation, self-direction, and cooperation; and c) bringing about changes in community and group relationships and in the distribution of decision-making power (Dunham 1970).

## **Methods**

This is a descriptive-evaluative study using quantitative method utilizing survey questionnaire-checklist to describe and assess agency supervisors' level of curricular competencies in the utilization of the primary methods of casework, groupwork and community organization in social work practice.

## Results and discussion

**Table 1. Mean distribution of agency supervisors' foundational competency in casework method as evaluated by faculty supervisors and social work students**

A. Casework A.1. Foundational Level: Demonstrate competency in:	Faculty supervisor's Ratings (N=11)		Social Students' Ratings (N=143)	
	Item Mean	Verbal Description	Item Mean	Verbal Description
1. Engaging, providing intervention and evaluate practice.	4.0	Advanced	4.09	Advanced
2. Assessing client's level of functioning.	3.90	Advanced	4.16	Advanced
3. Assessing client's needs for social functioning.	4.0	Advanced	4.18	Advanced
4. Assessing system intervention for clients	4.0	Advanced	4.15	Advanced
5. Understanding client groups and manage associated risk and protective factors.	4.0	Advanced	4.21	Advanced
6. Drawing and applying relevant theories in direct casework for appropriate or care plans.	4.45	Exemplary	4.16	Advanced
7. Reflective practice (e.g., case/ or care plans, social reports).	4.09	Advanced	4.15	Advanced
8. Define matters to do/discuss for supervision and describe clear personal development goals during professional supervision.	3.90	Advanced	4.23	Advanced
9. Recognize ethical dilemmas to discuss the application of ethics in practice.	3.90	Advanced	4.16	Advanced
10. Research protocols for supervision and collaboration	3.90	Advanced	4.21	Exemplary
11. Identifying profile and prioritize clients based on needs-evaluation at organization/department level.	4.09	Advanced	4.30	Exemplary

Legend: 1.00-1.79=Not demonstrated, 1.80 -2.59=Basic 2.60-3.39=Proficient  
3.40-4.19=Advanced, 4.20-5.00=Exemplary

The data in Table 1 presents the foundational competency of Agency Supervisors in the use of the casework method in social work practice as evaluated by the faculty supervisors and students.

Specifically, the agency supervisors manifest casework advanced foundational competency as rated by the faculty supervisors and students in engaging, providing intervention and evaluating practice with a mean scores of 4.0 and 4.09 respectively, assessment of client's level of functioning with a mean scores of 3.90 and 4.16 respectively, assessing client's needs for social functioning with a mean scores of 4.0 and 4.18 respectively and assessing system intervention for clients with a mean scores of 4.0 and 4.15 respectively.

In understanding client groups and manage associated risk and protective factors, the agency supervisors were rated by the faculty supervisors as having an advanced level of competency with a mean score of 4.0 while exemplary on this aspect as evaluated by the students with a mean score of 4.21. In the aspect of drawing and applying relevant theories in direct casework for appropriate care plans, the faculty supervisors rated the agency supervisors as exemplary with a mean score of 4.45 while they demonstrate advanced competency in this aspect as evaluated by the students with a mean score of 4.16. Both faculty and students rated the agency supervisors as having an advanced competency in reflective practice (e.g., case/ or care plans, social reports) with mean scores of 4.09 and 4.15, respectively.

On defining matters to do/discuss for supervision and describe clear personal development goals during professional supervision, the faculty supervisors rated the agency supervisors as having advanced competency with a mean score of 3.90 while rated exemplary by the social work students on this aspect with item mean score of 4.23. The agency supervisors were rated advanced by both the faculty supervisors and students in their ability to recognize ethical dilemmas to discuss the application of ethics in practice with item mean scores of 3.90 and 4.16, respectively.

On the indicators of competency in research protocols for supervision and collaboration, the faculty supervisors rated the agency supervisors as with advanced competence with a mean score of 3.90 and exemplary as rated by the students in this aspect with a mean score of 4.21. On their ability to identify profile and prioritize clients based on needs-evaluation at organization/department level, the agency supervisors demonstrate advanced

competence as rated by the faculty supervisors with an item mean score of 4.09 and exemplary as rated by the students with an item mean score of 4.30.

Generally, the agency supervisors manifest advanced level of foundational competency with average mean score of 4.05 in the use of the casework method in social work practice as evaluated by faculty supervisors. For students, the agency supervisor's manifest exemplary foundational competency with an average mean score of 4.20. The findings imply that for the faculty supervisor, the agency supervisors demonstrate substantial knowledge of the casework method of social work and regularly integrate it to practice in the social welfare agency and communities, For the students, the agency supervisors, have comprehensive foundational knowledge of the methods and skillfully integrate it to social work practice.

As what is expected of social workers in direct practice that involves direct contact with clients and beneficiaries at the individual, group or community level to address their needs, thus the theoretical foundation in social work practice serves as their guidepost as they work in different settings such as voluntary welfare organizations, hospitals and specialized in different fields of practice such as disability, eldercare, family, healthcare, youth and children (National Social Work Competency Framework 2015)

**Table 2. Mean distribution of agency supervisors' intermediate competency in casework as rated by faculty supervisors and social work students.**

<b>A. Casework A.2. Intermediate Level: Demonstrate competency in:</b>	<b>Faculty supervisor's Ratings (N=11)</b>		<b>Social Work Students' Ratings (N=143)</b>	
	<b>Item Mean</b>	<b>Verbal Description</b>	<b>Item Mean</b>	<b>Verbal Description</b>
1. Specialized theories and techniques in particular domain and to customize the use of tools and approaches for therapeutic outcomes.	3.90	Advanced	4.15	Advanced
2. Facilitation skills to lead high-risk case conferences in multi-disciplinary settings.	3.90	Advanced	4.09	Advanced
3. Manage ethical dilemmas while considering range of information independently.	3.63	Advanced	4.11	Advanced
4. Supervisory phases, and ability to supervise social workers and students in practice.	3.81	Advanced	4.19	Advanced
5. Social work theoretical frameworks and skills in domain area while working with individual clients.	4.27	Exemplary	4.13	Advanced
6. Engaging in peer supervision and debriefing.	3.18	Proficient	4.24	Exemplary
7. Design program and conduct outcome-based evaluation by using theories/evidence as backbone.	3.72	Advanced	3.95	Advanced
8. Apply knowledge of qualitative and quantitative methods in practice.	3.90	Advanced	4.14	Advanced
<b>AVERAGE MEAN</b>	<b>3.79</b>	<b>Advanced</b>	<b>4.12</b>	<b>Advanced</b>

Legend: 1.00-1.79=Not demonstrated, 1.80 -2.59=Basic 2.60-3.39=Proficient  
3.40-4.19=Advanced, 4.20-5.00=Exemplary

The data in Table 2 present the intermediate competency of Agency Supervisors in the use of the casework method in social work practice as evaluated by the faculty supervisors and student respondents.

The different tasks under the intermediate competency in casework practice includes agency supervisors' knowledge of specialized theories and techniques in particular domain and to customize the use of tools and approaches for therapeutic outcomes with item mean scores of 3.90 and 4.15, respectively. Both respondents rated the agency supervisors as with advanced, knowledge of facilitation skills to lead high-risk case conferences in multi-disciplinary settings with item mean scores of 3.90 and 4.09, respectively. With advanced competency to manage ethical dilemmas while considering range of information independently with mean scores of 3.63 and 4.11, respectively.

Agency Supervisors have advanced knowledge of supervisory phases, and ability to supervise social workers/social work students in practice with mean scores 3.81 and 4.19, respectively. On Knowledge of social work theoretical frameworks and skills in domain area while working with individual clients, agency supervisors were rated exemplary by the faculty supervisors with item mean score of 4.27 and rated advanced as rated by the students with item mean score of 4.13 respectively.

The agency supervisors are proficient as rated by the faculty supervisors in their ability to engage in peer supervision and debriefing with a mean score 3.18 and exemplary as rated by the student social workers with a mean score of 4.24. On their ability to design program and conduct outcome-based evaluation by using theories/evidence as backbone, faculty supervisors and student respondents rated the agency supervisors with advanced competency with mean scores of 3.72 and 3.95 respectively and rated advanced by both raters on their ability to apply knowledge of qualitative and quantitative methods in practice with mean scores of 3.90 and 4.14 respectively.

Generally, the agency supervisors manifest advanced level of intermediate competency in the use of the casework method in social work practice which means that they demonstrate substantial knowledge of the methods of social work and regularly integrate it in practice in the social welfare agency and communities with an average mean of 3.79 and 4.12 respectively. This implies further that agency supervisor's experience in the macro practice of social work improves more as they go higher in terms of positions and functions. Thus, they are conscious on the demands of their positions in the agency. As Munson (2002) indicates that few supervisors are just supervisors. Rather they balance the demands of agencies, clients, and requirements of the field with the needs of students or supervisees.

**Table 3. Mean distribution of the foundational competency of agency supervisors in groupwork as evaluated by faculty supervisors and social work students.**

B. Group work B.1. Foundational Level; Demonstrate competency in:	Faculty supervisor's Ratings (N=11)		Social Work Students' Ratings (N=143)	
	Item Mean	Verbal Description	Item Mean	Verbal Description
1. Application of underlying theories that inform group work practice.	4.18	Advanced	4.22	Exemplary
2. Formation of groups.	4.18	Advanced	4.08	Advanced
3. Assessing whether group is very appropriate (type, composition, structure, needs and purpose)	4.27	Advanced	4.17	Advanced
4. Basic facilitation skills and ability to co-facilitate with senior or experienced workers.	4.36	Exemplary	4.15	Advanced
5. Conduct support groups.	4.09	Advanced	3.95	Advanced
6. Articulate clinical outcomes to deliver, monitor and evaluate group work	4.09	Advanced	3.97	Advanced
<b>AVERAGE MEAN</b>	<b>4.19</b>	<b>Advanced</b>	<b>4.09</b>	<b>Advanced</b>

Legend: 1.00-1.79=Not demonstrated, 1.80 -2.59=Basic 2.60-3.39=Proficient  
3.40-4.19=Advanced, 4.20-5.00=Exemplary

The data in Table 3 present the foundational competency of Agency Supervisors in the use of the group work method in social work practice as evaluated by the faculty supervisors and students.

In particular, the faculty supervisors rated the agency supervisors as advanced in the application of knowledge of underlying theories that inform group work practice with item mean score of 4.18 while exemplary in this aspect as rated by the student respondents with item mean score of 4.22. Both raters rated the agency supervisors advanced in their competency in formation of groups with an item mean score of 4.18 and 4.08 respectively, advanced in assessing whether group is appropriate as to type, composition, structure, needs and purpose with item mean scores of 4.27 and 4.17 respectively.

The agency supervisors were rated to have exemplary knowledge of basic facilitation skills and ability to co-facilitate with senior or experienced workers with item mean score of 4.36 and advanced in this aspect as rated by student respondents with item mean score of 4.15. They are advanced in the following foundational competency; conduct support groups with item mean scores of 4.09 and 3.95 respectively and in articulating clinical outcomes to deliver, monitor and evaluate group work with item mean scores of 4.09 and 3.97 correspondingly.

Overall, the agency supervisors manifest advanced level of foundational competency in group work method of social work as rated by both faculty supervisors and social work students with an average mean of 4.19 and 4.09, respectively. The findings imply that agency supervisors demonstrate substantial knowledge in groupwork method and regularly integrate it to practice in the social welfare agency.



**Table 4. Mean distribution of the intermediate competency of agency supervisors in group work method as evaluated by faculty supervisors and social work students**

<b>B. Group work B. 2. Intermediate Level; Demonstrate competency in:</b>	<b>Faculty supervisor's Ratings (N=11)</b>		<b>Social Work Students' Ratings (N=143)</b>	
	<b>Item Mean</b>	<b>Verbal Description</b>	<b>Item Mean</b>	<b>Verbal Description</b>
1. Assessing patterns of group behaviors.	4.09	Advanced	4.03	Advanced
2. Use appropriate approaches in different groups.	4.09	Advanced	4.19	Advanced
3. Assessing group dynamics.	4.0	Advanced	4.09	Advanced
4. Running therapeutic groups for specific outcomes.	4.18	Advanced	3.89	Advanced
5. Integrating experiences from previous group interventions to current group work.	4.09	Advanced	4.15	Advanced
6. Knowledge of supervisory phases, and ability to supervise social workers and social work students.	4.0	Advanced	4.02	Advanced
7. Social work theoretical frameworks and skills in domain area while working with groups.	4.0	Advanced	4.05	Advanced
8. Engaging in peer supervision and debriefing.	4.0	Advanced	4.0	Advanced
<b>AVERAGE MEAN</b>	<b>4.05</b>	<b>Advanced</b>	<b>4.05</b>	<b>Advanced</b>

Legend: 1.00-1.79=Not demonstrated, 1.80 -2.59=Basic 2.60-3.39=Proficient,  
3.40-4.19=Advanced 4.20-5.00=Exemplary

The data in Table 4 present the intermediate competency of agency supervisors in the use of the group work method in social work practice as evaluated by the faculty supervisors and the social work students.

In particular, the agency supervisors manifest advanced level of intermediate competency as rated by both raters in the aspects of assessing patterns of group behaviors with item mean scores of 4.09 and 4.03, use of appropriate approaches in different groups with item mean scores 4.09 and 4.19, assess group dynamics with item mean scores of 4.0 and 4.09 respectively, run therapeutic groups for specific outcomes with item mean scores of 4.18 and 3.89 respectively, integrate experiences from previous group interventions to current group work with item mean scores of 4.09 and 4.15 respectively, knowledge of supervisory phases and ability to supervise social workers and social work students with an item mean scores of 4.0 and 4.02 respectively, social work theoretical frameworks and skills in domain area while working with groups with item mean scores of 4.0 respectively and engage in peer supervision and debriefing with item mean scores of 4.0 correspondingly.

Of all the identified evaluation indicators of agency supervisors' intermediate competency in group work, the rating is high in the ability of the agency supervisors in running therapeutic groups for specific outcomes with an average mean of 4.18 as rated by the faculty supervisors while high with an item mean score of 4.19 as rated by students in using appropriate approaches in different groups/settings.

Overall, the agency supervisors manifest advanced level of intermediate competency in group work as rated by both raters. This imply that the agency supervisors demonstrate substantial knowledge and regularly integrate the method in practice setting, precisely because some of them are in service for years.

**Table 5. Mean distribution of the foundational competency of agency supervisors in community organization method as evaluated by faculty supervisors and social work students**

<b>C. Community Organization C.1. Foundational Level; demonstrate competency in:</b>	<b>Faculty supervisor's Ratings (N=11)</b>		<b>Social Work Students' Ratings (N=20)</b>	
	<b>Item Mean</b>	<b>Verbal Description</b>	<b>Item Mean</b>	<b>Verbal Description</b>
1. Conduct needs assessment for service users at the community level.	4.09	Advanced	4.0	Advanced
2. Conduct environmental scanning to understand existing landscape, community needs and to identify specific community issues.	4.18	Advanced	3.90	Advanced
3. Tap on and utilize community resources and funding schemes that is where and how to make it available for clients.	4.0	Advanced	4.10	Advanced
4. Engage stakeholders and partners to develop solutions in community work.	4.0	Advanced	4.10	Advanced

5. Knowledge of local community, context, political, and larger system impacting clients, families, and community.	4.45	Exemplary	3.60	Advanced
6. Interpreting relevant policies and schemes that impact the community.	4.0	Advanced	3.05	Proficient
<b>AVERAGE MEAN</b>	<b>4.12</b>	<b>Advanced</b>	<b>3.79</b>	<b>Advanced</b>

Legend: 1.00-1.79=Not demonstrated    1.80 -2.59=Basic    2.60-3.39=Proficient  
 3.40-4.19=Advanced    4:20-5:00=Exemplary

The data in Table 5 present the foundational competency of agency supervisors in the use of the community organization method in social work practice as evaluated by the faculty supervisors and social work students.

Specifically, the agency supervisors manifest advanced level of foundational competency in the conduct of needs assessment for service users at the community level with item mean scores of 4.09 and 4.0 respectively, environmental scanning to understand existing landscape, community needs, and to identify specific community issues with item mean scores of 4.18 and 3.90 respectively, tap and utilize community resources and funding schemes that is where and how to make them available for clients with an item mean scores of 4.0 and 4.10 respectively, engage stakeholders and partners to develop solutions in community work with an item mean scores of 4.0 and 4.10 respectively. In the aspect of interpreting relevant policies and schemes that impact the community, the faculty supervisors rated the agency supervisors as advanced in their foundational competency in the practice of community organization in the practice setting with item mean scores of 4.0 and proficient in this aspect as rated by students with an item mean score of 3.05.

Of all the identified evaluation indicators of agency supervisors' foundational competency in community organization method, the rating is high or exemplary as rated by the faculty supervisors in the knowledge of local community, context, political and larger system impacting clients, families and community (4.45) and with advanced foundational competency to tap on and utilize community resources and funding schemes and engaging stakeholders and partners to develop solutions in community work, both aspects with item mean scores of 4.10. This implies that social workers engagements in communities as part of their functions make them familiar with the background of the community as a source of the clientele system, support such as community resources, various stakeholders they engaged with to effect change in the lives of the people in the communities.

Overall, the agency supervisors manifest advanced level of foundational competency in community organization method of social work practice as evaluated by both faculty and student respondents with average mean scores of 4.12 and 3.79 respectively, which means they demonstrate substantial foundational knowledge of community organization method and regularly integrate it in the practice setting.

**Table 6. Mean distribution of the intermediate level of competency of agency supervisors in community organization method as evaluated by faculty supervisors and social work students**

<b>C. Community Organization C.2. Intermediate Level; demonstrate competency in:</b>	<b>Faculty supervisor's Ratings (N=11)</b>		<b>Social Work Students' Ratings (N=20)</b>	
	<b>Item Mean</b>	<b>Verbal Description</b>	<b>Item Mean</b>	<b>Verbal Description</b>
1. Planning, implementing, and evaluating programs at the community level.	4.18	Advanced	4.05	Advanced
2. Setting up program protocols and processes in response to emerging needs to achieve desired outcomes.	4.63	Exemplary	4.40	Exemplary
3. Ability to navigate complex stakeholder relations for common solutions in community work program.	4.09	Advanced	4.15	Advanced
4. Highlight social emerging trends in the community.	4.0	Advanced	4.25	Exemplary
5. Knowledge of supervisory phases, and ability to supervise social workers and social work students.	4.0	Advanced	4.50	Exemplary
6. Knowledge of social work theoretical frameworks and skills in domain area while working with communities.	4.0	Advanced	3.65	Advanced
7. Engaging in peer supervision and debriefing.	4.0	Advanced	3.90	Advanced
<b>AVERAGE MEAN</b>	<b>4.13</b>	<b>Advanced</b>	<b>4.13</b>	<b>Advanced</b>

Legend: 1.00-1.79=Not demonstrated    1.80 -2.59=Basic    2.60-3.39=Proficient  
 3.40-4.19=Advanced    4:20-5:00=Exemplary



The data in Table 6 present the intermediate competency of agency supervisors in the use of the community organization method in social work practice as evaluated by the faculty supervisors and social work students.

Specifically, the agency supervisors manifest advanced level of intermediate community organization method competency in planning; implementing and evaluating programs at the community level as rated by the faculty supervisors and students with item mean scores of 4.18 and 4.05, respectively. In setting up program protocols and processes in response to emerging needs and/or achieve desired outcomes, both evaluators rated the agency supervisors as exemplary in this aspect with item mean scores of 4.63 and 4.40 respectively, advanced in navigating complex stakeholder relations for common solutions in community work program, with item mean scores of 4.09 and 4.15 correspondingly, advanced as rated by the faculty supervisors with an item mean score of 4.0 and exemplary as rated by the student respondents with an item mean score of 4.25 in the aspect of their ability to highlight social emerging trends in the community. In their knowledge of supervisory phases, and ability to supervise social workers and social work students, the agency supervisors are advanced as rated by the faculty supervisors with an item mean score of 4.0 and exemplary in this aspect as rated by the student respondents with an item mean score of 4.50. In the aspects of the agency supervisor's knowledge of social work theoretical frameworks and skills in domain area while working with communities, and ability to engage in peer supervision and debriefing, both faculty supervisors and students rated them as advanced with an item mean score of 4.0 and 3.65, 4.0 and 3.90 respectively.

Overall, the agency supervisors manifest advanced level of intermediate competency in community organization method of social work practice as rated by both faculty supervisors and student respondents which means that they demonstrate substantial knowledge of the community organization method and regularly integrate it in practice setting, with the same average mean scores of 4.13.

**Table 7. Mean distribution of the foundational attitude competency of agency supervisors 'generic to all social work methods as rated by faculty supervisors and social work students**

<b>D. Attitude Competency</b> <b>D.1. Foundational level; demonstrate competency in:</b>	<b>Faculty supervisor's Ratings (N=11)</b>		<b>Social Work Students' Ratings (N=163)</b>	
	<b>Item Mean</b>	<b>Verbal Description</b>	<b>Item Mean</b>	<b>Verbal Description</b>
1. Align to social work values and ethics in the use of self in a helping relationship	3.90	Advanced	4.21	Exemplary
2. Understanding how one's practice contributes to the overall social service profession.	4.27	Exemplary	4.45	Exemplary
3. Build and sustain collaborative working relationship with team members and social service partners.	4.0	Advanced	4.20	Exemplary
4. Cooperate with team members and social service partners to deliver social service outcomes.	4.0	Advanced	4.34	Exemplary
5. Take personal responsibility in helping clients to address short term needs.	3.90	Advanced	4.17	Advanced
6. Possess cultural understanding and social sensitivity	3.90	Advanced	4.16	Advanced
7. Believe that client can be developed and learn to be independent without judgement on their level of vulnerability.	4.0	Advanced	4.22	Exemplary
8. Explain basic rights and tools for client to access sources of information, services and benefits available.	3.90	Advanced	4.27	Exemplary
9. Give instructions or suggestions to prompt clients on certain actions to be taken independently	4.09	Advanced	4.16	Advanced
10. Assess the immediate situation faced by clients or service issues through inquiry beyond routine questioning of the people who are directly involved and consult multiple sources of information and resources.	4.09	Advanced	4.17	Advanced

Legend: 1.00-1.79=Not demonstrated    1.80 -2.59=Basic    2.60-3.39=Proficient  
3.40-4.19=Advanced    4.20-5.00=Exemplary

The data in Table 7 present the foundational attitude competency of the agency supervisors generic to all primary method of social work practice as evaluated by faculty supervisors and social work students.

In particular, the agency supervisors manifest advanced attitudes that are align to social work values and ethics in the use of self in a helping relationship with item mean score of 3.90 as rated by the faculty supervisors and exemplary on this aspect as rated by the students' respondents with item mean score of 4.21. Rated exemplary by both respondents in their attitude to understand how one's practice contributes to the overall social service profession with item mean scores of 4.27 and 4.45 respectively. The agency supervisors were advanced as rated by the faculty supervisors in the aspect of building and sustaining collaborative working relationship with item mean score of 4.0 while they are exemplary in this aspect as rated by the students with item mean score 4.20.

In the aspect of attitude competency in cooperating with team members and social service partners to deliver social service outcomes, the faculty supervisors rated the agency supervisors as advanced with item mean score of 4.0 while they are exemplary as rated by the student respondents on this aspect with item mean score of 4.34. On the attitude competency in taking personal responsibility in helping clients to address short term needs, the agency supervisors were rated by both faculty and students as advanced with item mean scores of 3.90 and 4.17, respectively. They were advanced as rated by both faculty and students in possessing cultural understanding and social sensitivity with item mean scores of 3.90 and 4.16 respectively and attitude competency in believing that client can be developed and learn to be independent without judgement on their level of vulnerability with an item mean score of 4.0 but exemplary in this aspect as rated by the student respondents with item mean score of 4.22. The agency supervisors manifest advanced attitude competency as rated by the faculty supervisors with item mean score of 3.90 in explaining basic rights and tools for client to access sources of information, services and benefits available while they are exemplary as rated by the students' respondents on this attitude with an item mean score of 4.27. On the attitude of giving instructions or suggestions to prompt clients on certain actions to be taken independently both faculty and students rated the agency supervisors as advanced with item mean scores of 4.09 and 4.16 respectively and advanced in their attitude in assessing the immediate situation faced by clients or service issues through inquiry beyond routine questioning of the people who are directly involved and consult multiple sources of information and resources with item mean scores of 4.09 and 4.17 respectively.

Generally, the agency supervisors manifest advanced level of foundational attitude competency with an average mean of 4.0 as rated by the faculty supervisors which means they demonstrate substantial attitude competency of the methods of social work and regularly integrate it in practice in the social welfare agency and communities but exemplary on this aspect as rated by student respondents with an average mean score of 4.23 which imply that agency supervisors demonstrate comprehensive attitude competency of the methods of social work and skillfully integrate it to any practice setting.

**Table 8. Mean distribution of the intermediate attitude competency of agency supervisors' generic to all social work methods as rated by faculty supervisors and social work students**

D. Attitude Competency D.2. Intermediate level; demonstrate competency in:	Faculty Supervisor's Ratings (N=11)		Social Work Students' Ratings (N=163)	
	Item Mean	Verbal Description	Item Mean	Verbal Description
1. Acting in accordance with and model social work values and ethics	4.0	Advanced	4.09	Advanced
2. Acting to promote the larger purpose of the social service sector.	4.09	Advanced	4.23	Exemplary
3. Establishing network of key partners to build resource pool of expertise	4.09	Advanced	4.26	Exemplary
4. Tapping on network to garner resources to deliver social service outcomes.	4.09	Advanced	4.22	Exemplary
5. Understanding underlying issues and context of client beyond those expressed.	4.09	Advanced	4.26	Exemplary
6. Showing sensitivity and act beyond normal expectations with the will to improve the situation of client by addressing underlying needs.	4.27	Exemplary	4.26	Exemplary
7. Identifying client's strengths and vulnerabilities.	4.27	Exemplary	4.37	Exemplary
8. Enhancing client's capacity to improve problem solving abilities towards self-reliance.	4.45	Exemplary	4.22	Exemplary
9. Setting up basic support systems to create an environment that allows client to exercise independence with ease.	4.0	Advanced	4.04	Advanced
10. Actively investigate and probe deeper to get to the root of situation/issues.	4.09	Advanced	4.22	Exemplary

11. Applying new knowledge, practice knowledge and theories to make balanced assessment of situation and issues.	3.72	Advanced	4.19	Exemplary
<b>AVERAGE MEAN</b>	<b>4.10</b>	<b>Advanced</b>	<b>4.21</b>	<b>Exemplary</b>

Legend: 1.00-1.79=Not demonstrated    1.80 -2.59=Basic    2.60-3.39=Proficient  
 3.40-4.19=Advanced    4:20-5:00=Exemplary

The data in Table 8 present the intermediate attitude competency of the agency supervisors generic to all primary method of social work practice as evaluated by faculty supervisors and social work students.

Specifically, the agency supervisors manifest advanced level of intermediate attitude competency as they act in accordance with and model social work values and ethics as evaluated by both the faculty and students' respondents with item mean scores of 4.0 and 4.09, respectively.

They are advanced as evaluated by the faculty supervisors in promoting the larger purpose of the social service sector with item mean score of 4.09 and exemplary as evaluated by the students with item mean score of 4.23. The agency supervisors are advanced as evaluated by the faculty supervisors in their intermediate competency to establish network of key partners to build resource pool of expertise with item mean score of 4.09 and exemplary in this aspect as evaluated by the students with item mean score of 4.26.

On the aspect of tapping on network to garner resources to deliver social service outcomes, the agency supervisors manifest advanced intermediate attitude competency with item mean score of 4.09 and exemplary on this aspect as evaluated by the students with item mean score of 4.22. On understanding underlying issues and context of client beyond those expressed, the agency supervisors are advanced with item mean score of 4.09 while exemplary as evaluated by the student respondents in this aspect with item mean score of 4.2.

In their intermediate attitude competency in showing sensitivity and take action beyond normal expectations with the will to improve the situation of client by addressing underlying needs, the agency supervisors were rated by both evaluators as exemplary with item mean scores 4.27 and 4.26, respectively. Both evaluators rated the agency supervisors exemplary with item mean scores of 4.27 and 4.37 correspondingly in identifying clients' strengths and vulnerabilities. So, with their attitude competency in enhancing clients' capacity to improve problem-solving abilities towards self-reliance, the agency supervisors were rated by both raters as exemplary with item mean scores 4.45 and 4.22 respectively.

In setting up basic support systems to create an environment that allows client to exercise independence with ease, the agency supervisors were rated by both the faculty supervisors and students as advanced with an item mean score of 4.0 and 4.04 respectively. In the aspect that actively investigate and probe deeper to get to the root of situation/issues, the agency supervisors were rated as with advance intermediate attitude competency by the faculty supervisors with item mean scores of 4.09, exemplary with item mean score of 4.22 as rated by the students.

In the aspect of applying knew knowledge, practice knowledge and theories to make balanced assessment of situation and issues, both have advanced intermediate attitude competency with item mean score of 3.72 and 4.19 respectively. Among the indicators of intermediate attitude competency, agency supervisors were rated exemplary in their attitudes that show sensitivity and act beyond normal expectations with the will to improve the situation of client by addressing underlying needs and identify client's strengths and vulnerabilities and enhance client's capacity to improve problem solving abilities towards self- reliance. From the perspectives of the students, the agency supervisors manifest exemplary intermediate attitude competency in identifying clients' strengths and vulnerabilities.

Generally, the agency supervisors manifest advanced level of intermediate attitude competency as evaluated by the faculty supervisors with an average mean of 4.10 which means they demonstrate substantial intermediate attitude competency of the methods of social work and regularly integrate to practice in the social welfare agency and communities while they manifest exemplary attitude with an average mean of 4.21 as evaluated by students which imply that the agency supervisors have comprehensive intermediate attitude competency on the methods of social work practice and skillfully integrate it into practice.

### Conclusion

Anchoring on the findings of this study, it can be concluded that the agency supervisors manifest advanced level on their knowledge, skills, and attitudes in all categories of competencies in the use of the primary methods of social work in the helping process which implies that they demonstrate substantial and requisite knowledge of all methods and regularly integrate it to practice in social welfare agencies. Likewise, the manifestations of these competencies (foundational and intermediate) are along sensitivity of the clients' needs

and religiously abiding with the social work helping process, providing interventions focusing to improve capacity of client to solve problems. It is hereby concluded that the competencies and attitudes of agency supervisors in utilizing the primary methods of social work practice in the micro-macro practice are align with the expected social work competencies dealing with different types of clientele system and level of social work practice.

### Recommendations

1. The College of Social Work and Community Development must undertake concerted efforts to determine the readiness and preparation of social welfare agency supervisors in supervising students while placed in social welfare agencies to ascertain students acquire the knowledge, attitudes and skills in the application of the primary methods of social work practice.
- 2.. A training program for social welfare agency supervisors who are involve in supervision of students should be included in the development plan of the college for improvement of the social work curriculum.
3. Explore more areas for social work practice to enhance the quality of field work training. This is to include educational settings, government agencies with social services programs, correctional, health and industrial setting for improved student learning outcome.

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