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Feedback mechanisms of agency supervisors on the performance and competencies of social work students in social welfare agencies

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Abstract

This study aims to determine the skills and competencies of the College of Social Work and Development (CSWCD) students placed in social welfare agencies. Specifically, it aims to determine the supervisors' feedback mechanisms on students' performance in terms of practice of the primary methods of social work, nature of learning environment provided by the social welfare agencies, and faculty supervisors' learning strategies. Data were gathered by using a descriptive-evaluative study by utilizing mixed approaches like employed data source triangulation of survey questionnaires, focus group discussion, and field observation. All data sets were analyzed using descriptive statistics and thematic analysis for qualitative data. A total of 285 students of the College of Social Work and Development (CSWCD) of Western Mindanao State University (WMSU), Zamboanga City and 9 agency supervisors supervising students in social welfare agencies were the respondents of this study. Findings revealed that the agency supervisors used the method of group supervision, monitoring and evaluation of field experience, trialogue and case conference. These mechanisms provide feedback on the performance and competencies of the social work students were predominant and effective with the highest frequency responses and rank.

Keywords: feedback mechanisms, agency supervisors, social welfare agencies, CSWCD, Zamboanga City, Philippines

Introduction

According to a Ketner (et al 2017) that supervision has played an important role in social work education. Social work agency supervisors' value teaching and giving feedback to students that shapes their professional practice in social work agencies. In general, agency supervisors act their primary roles as teaching, mentoring, using reflective feedback, and facilitating social work skill development in students (Bogo et al 2007).

Social work students are usually evaluated intellectually and professionally by the agency supervisors. In general, writing formal evaluations, assessing student practice, and engaging students in the evaluation process is very complex and challenging (Bogo et al 2007). First and foremost, effective supervision is complex and involves a triad of functions: administrative and managerial tasks, professional development including educational or clinical tasks, and supportive tasks including reflection and emotional support (Alschuler et al 2015; Kadushin & Harkness, 2014).

Bogo (2015) reported that feedback is an important mechanism that enhances student learning in supervision and field education. Constructive feedback that is specific, timely, and based on observations; bridges theory and practice, enhances self-awareness, and builds holistic competence in social work students. There were qualitative studies that will examine the role of feedback in student learning using a simulation-based learning activity aimed at developing holistic competence in the classroom to prepare students for field learning. The impact of feedback on students' learning and the key elements that facilitated learning related to feedback were feedback enhanced knowledge, improved skills, feedback developed professional judgment, and increased self-reflection. The processes influencing the impact of feedback was the source of the feedback, type of feedback given, and delivery

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of feedback.

This study aim study to assess the feedback mechanisms of agency supervisors on the level of performance and competencies of social work students placed in social welfare agencies. Assessment information derived from this research will be used to guide student's learning, assess students' outcomes, and evaluate the effectiveness of the Social Work Field Instruction program of the College of Social Work and Community Development, Western Mindanao State University, Philippines.

Materials and Method

This study used mixed methodology design using quantitative and qualitative methods. A total of 285 students were evaluated using survey tool designed to determine the supervisor's feedback when the social work students were assigned in the various social welfare agencies. Focus Group Discussion (FGD) and field observation were also used. A Key Informant Interview (KII) was used to agency heads to understand the nature of learning environment provided to social work students. Ranking for multiple responses and weighted average mean were used to analyze level of competencies of social work students and the feedback of agency supervisors.

Results and Discussion. The data in Table 1 were the mechanisms utilized by agency supervisors in providing feedback on students' performance while placed in a social welfare agency as experienced by the students. These supervision mechanisms are models of supervision employed by supervisors in performing their teaching, helping and administrative function specifically for students placed in their agencies to ensure that the clients' needs are met and that the students work correctly within the agency functions and policies (Cordero et al 2013).

A frequency of 245 students and rank 1 showed that agency supervisors use group supervision as the mechanism to provide feedback on their performance in the field. A frequency of 220 students and rank 2 revealed that the manner they are provided feedback in terms of their performance in the agency by supervisors is through case conference. Case conference is a model that is case-focused and provides opportunity to reinforce the supervisees' strong points and not solely focused on areas of weakness. A frequency of 214 and rank 3 revealed that their supervisors monitor and evaluate their performance relative to the tasks required of them to accomplish in a given period. The goal in the use of this model is primarily to see that no harm is done in providing services to client (Cordero et al 2013). A frequency of 200 and rank 4, revealed that they experienced periodic sharing of field experiences with the supervisors in the agency at the end of semester. A frequency 183 and rank 5, students experienced group conference while placed in the agency. According to Everett (et al 2011) that group conference is a feedback mechanism where one of its features is receiving reflections, feedbacks, and inputs from colleagues as well as the supervisor. Obtaining feedback from peers and staff to support administrative, teaching and helping function, peer group supervision and tutorial model of supervision with a frequency of 10 each and rank 8 respectively.

The findings showed that group supervision is the predominant feedback mechanism employed by agency supervisors on the performance of students in the agency. This mechanism is used to ease the difficulty in supervising a big number of students with 10 to 11 students per agency. Social welfare agencies that lack trained social workers to handle supervision, group supervision is advantageous. Group supervision is done where the group meets with a predetermined agenda and cases of students are discussed both to provide direct help to the worker involved and to serve as springboard for the discussions (Cordero et al 2013).

Table 1: Agency supervisors' feedback mechanisms on students'performance as experienced by the students' respondents.

Supervisors' Feedback mechanisms (N-285)	f	Rank
1. Group supervision	245	1
2. Case conference/ consultation	220	2
3. Monitoring and evaluation of the field experience.	214	3
4. Periodic sharing of students' field experience.	200	4
5. Group Conference	183	5
6. Trialogue (To notify of the observation of student's performance with agency and faculty supervisor)	50	6
7.Obtaining feedback from peers and staff to support administrative, teaching and helping function	10	8
8. Peer Group Supervision	10	8
9. Tutorial Model of supervision	10	8
10. Tandem Supervision	2	10
* Multiple responses		

In Table 2, a frequency of 189 and rank 1 showed that group supervision is effective as feedback mechanism because students are provided with opportunities for sharing experiences and probably most effective because as a group' they learn from one another as well as derive mutual support during presentation of cases handled and other concerns. As they go through the process, they enhanced their knowledge, attitudes, and skills in case work because the supervisor validates students' experiences through relating it to the theories. A frequency of 173 students and rank 2 revealed that they perceived case consultation as effective mechanism in providing feedback of their performance because it provides avenue for critical understanding of field work. Students improve social work practice with the collaborative efforts from the team to solve problems and challenges in handling cases and writing case study. Concomitantly, it is an effective mechanism to achieve knowledge, attitudes, and skill competencies in case management because cases handled are presented, evaluated if interventions applied for a particular case are appropriate.

On monitoring and evaluation, a frequency of 74 students

and rank 3, perceived this model of supervision as effective mechanism because they learn more when they are monitored in the field. Consequently, practice tasks, roles performed, knowledge and skill applied are evaluated for its relevance to the expected curricular competency. On peer group supervision, a frequency of 22 students and rank 4 perceived peer group supervision as effective mechanism utilized by supervisors in providing feedback of their performance in the field because they all have the chance to look into their performance based on assessment of the process subsequently learn from each other.

Furthermore, a frequency of 20 students and rank 5, have this perspective that tutorial model is an effective mechanism because it enhances analytical skill, provides opportunity/ chance for students to acquire more knowledge, attitudes, and skills in working with individuals because students are beginners in practice. On trialogue as model of supervision, students with a frequency of 19 and rank 6 see this mechanism as effective to affect changes or improve their performance in all areas of case management because the two (faculty and agency supervisors) are functioning differently but meet in a regular basis with the students to discuss matters pertaining to their field performance.

The feedback from peers and staff to support supervision function have a frequency of 11 and rank 7 which means that 11 out of 285 students have perceived this model of supervision as effective approach to providing feedback on the performance of students. Findings imply that group supervision is effective mechanism in providing feedback to students' performance from the standpoint of the students. There are various models of supervision that are appropriate for student learners as gleaned on their responses on the effectiveness of each model. Group supervision came out to be the effective method from among other mechanisms of providing feedback because in a casework method of practice it is what students experienced in the agency.

Table 2: Agency supervisors' feedback mechanisms on students' performance which students think are effective to attain knowledge, attitudes, and skills.

Feedback Mechanism	Reasons	f N-285	Rank
1. Group Supervision	This mechanism provides opportunity for sharing experiences and most effective because as a group, we learn from one another as well as derive mutual support during presentation of our cases and other concerns. As we go through the process, we enhanced our knowledge, attitudes, and skills in case work because the supervisor validates our experience through relating it to theories in casework	189	1
2. Case consultation	Case consultation is an effective mechanism of feedback of their performance because it provides avenue for critical understanding of the field work and how they improve social work practice with the collaborative efforts from the team to solve problems and challenges in handling cases and writing case study. Effective to achieve Knowledge, attitudes, and skill competencies in case management because cases handled by students are presented, evaluated if interventions applied for a particular case are appropriate.	173	2
3. Monitoring and evaluation	Students learn more when they are monitored in the field. Consequently, practice tasks, roles performed, and knowledge applied are evaluated for its relevance to the expected curricular competency.	74	3
4. Peer group supervision	This is effective because we all have the chance to look into our performance base on our assessment of the process subsequently learn from each other.	22	4
5. Tutorial	The mechanism enhances analytical skill, provides opportunity/ chance for students to acquire more knowledge, attitudes and skills in working with individuals because students are beginners in practice hence; they need to be tutored to enhance knowledge, skills and attitudes competency as taught in the classroom and as applied to actual practice.	20	5
6.Trialogue	The students see this mechanism as effective to affect changes or improve their performance in all areas of case management because the two supervisors are functioning differently but meet in a regular basis with the students to discuss matters pertaining to their field performance.	19	6
7. Obtaining feedback from peers & staff to support supervision function.	Effective to attain knowledge, attitudes, and skills because as the supervisor listens to the thoughts and perspectives of staff in the organization, it helps widen understanding whether feedback is good or not but should be taken up positively.	11	7

*Multiple responses

Table 3 showed that group supervision has the highest frequency of 179 and rank 1. It is effective because sharing of experiences and listening to insights of supervisor and classmates takes place for improved social work practice. A frequency of 102 students and rank 2 revealed that group conference is effective because they are able to present status of the group. They manage before the social worker and other staff of the agency, listen to their insights and suggestions to improve case management skill, identify gaps, and determine the appropriateness of interventions. A frequency of 61 and rank 3 revealed that monitoring and evaluation of field experience is effective in attaining relevant knowledge, attitudes and skill because supervisors monitor, guide, and provide input as needed to determine the effectiveness of the activities implemented with group and planning for improved service delivery.

On Peer Group Supervision as an approach to provide feedback of students' performance in the field, a frequency of 30 students and rank 4 revealed that this feedback mechanism is effective because they are on their own to support each other to attain knowledge, attitudes and skills. Doing brainstorming relative to social work practice, thus cohesiveness of the group is sustained and relationship strengthened.

A frequency of 26 students and rank 5 revealed that tutorial model of supervision is effective because the students are taught individually which help them understand what to do to improve knowledge in working with groups as applied in the community setting. Another approach in providing feedback of students' performance is through periodic sharing of field experience where a frequency of 23 students and rank 6. This mechanism is effective for consultation and evaluation of students' performance. Furthermore, the connection between students and the supervisor is sustained.

Another feedback mechanism, the agency supervisor is using feedback from peers and staff to support administrative, teaching and helping functions where a frequency of 12 and rank 7. This mechanism is effective because it helps in the development of knowledge, skills, and attitude in the group work method as feedback is taken from different staff within the agency as basis of the agency supervisor's evaluation of student's performance.

Case conference or consultation and trialogue with a frequency of 10 each and rank 8.5 respectively viewed the two as effective mechanisms to provide feedback on the students' performance. From the standpoint of the students, case conference helps them share experiences with the supervisor and in the process improves knowledge and skill in working with groups. The other mechanism is trialogue where students, teacher and supervisors meet twice or more during field supervision, to ensure that students' tasks, roles, and skills applied in practice are consonant with the social work practice. In trialogue open communication takes place with students, faculty, and agency supervisors.

The findings showed that group supervision is an effective mechanism used by supervisor in providing feedback on students' performance while on field practice in the social welfare agency. Group supervision is practiced by agencies which lack the necessary number of trained supervisors to handle supervision. Just like in the practice of casework, group supervision emerged as effective mechanism to supervise students' performance in doing group work.

Table 3: Agency supervisors' feedback mechanisms on students' performance which students think are effective to attain. Knowledge and skills in group work with corresponding reasons.

Feedback Mechanism	Reasons (N-285)	f	Rank
1. Group supervision	Effective because sharing of experiences, listening to insights of supervisor &classmates takes place for improved social work practice.	179	1
2. Group Conference	This feedback mechanism provides students' opportunities to present status of the group being manage before the social worker, listens to their insights and suggestions to improve case management skill, identify gaps, & determine the appropriateness of interventions, levelling off on the SOP and for guidance.	102	2
Feedback Mechanism	Reasons (N-285)	f	Rank
3. Monitoring & evaluation of field experience	Effective in attaining relevant knowledge, attitudes, and skill competencies because supervisors monitor and guide students in practice, provide input as needed to determine the effectiveness of group activities implemented with group and planning for improved service delivery.	61	3
4. Peer Group Supervision	Students are on their own to support each other to attain knowledge, attitudes and skill through brainstorming relative to social work practice thus cohesiveness of the group is sustained, and relationship strengthened.	30	4
5. Tutorial Model	This mechanism is effective because we are taught individually to understand what to do to improve knowledge competency in working with groups as applied in the community setting.	26	5
6. Periodic sharing of field experience	Effective for consultation and evaluation of students' performance hence the connection between students and supervisor is sustained.	23	6
7. Obtaining feedback from peers and staff	Helps in the development of knowledge, skills, and attitude in the group work method because feedback is taken from different sources for evaluation of students' performance.	12	7
8. Case Conference/ consultation	The mechanism helps the practitioners to share experiences in the conference with the supervisor and in the process improves knowledge and skill in working with groups. It is also effective for planning.	10	8.5
9. Trialogue	The supervisors (agency and faculty) and the students meet to ensure that tasks, roles, and skills applied in practice are consonant with the social work practice and within the objectives set. Further, open communication takes place with students, faculty, and agency supervisors.	10	8.5

*Multiple responses

In Table 4, majority of the students with a frequency of 125 and rank 1 revealed that monitoring and evaluation of their field experiences is effective in the application of knowledge, attitude, and skill because their performance is evaluated and harmonized with theories learned.

A frequency of 102 students and rank 2 revealed that group supervision and periodic sharing of field experience were perceived as effective feedback mechanisms on their performance because they can share experiences, challenges in dealing with the community, update of activities relative to community organization work, improve knowledge, attitudes, and skill (KAS) in community organization.

On case consultation/conference, a frequency of 16 students and rank 3 revealed that for them this mechanism is effective to determine the knowledge, skills develop in the conduct of community activities. On tutorial as mechanism of feedback by supervisors on students' performance, a frequency of 10 and rank 4 view this model as effective for it provides avenue for learning effectively because students are taught individually for effective performance thus, gain competency in the C.O. method.

Peer group supervision is an approach that recognizes students' independence because of the assumption that they are mature and experienced enough to make vital contribution to case discussion (Cordero et al 2013). On

this model, a frequency of 6 students and rank 5.5 view this as effective mechanism because students support each other as a team to achieve the objectives of the group in the community. Case conference or consultation has the same frequency of students with that of peer group supervision revealed that they see these feedback mechanisms as effective in determining the knowledge gain, skill and attitudes develop by the students in practice of community organization method. Similarly, Tandem supervision and trialogue were viewed by a frequency of 2 students and rank 7 as effective feedback mechanism in assessment of students' performance in the application of their curricular competency in community organization such as process, principles, and techniques.

The results showed that monitoring and evaluation of field experiences was effective feedback mechanism on the performance of the students in the application of community organization method. This can be attributed to the nature of the Field Instruction Program of the Social Work Curriculum that gives emphasis on placement of students in communities under the supervision of agency supervisor. The function of the agency supervisor is to monitor and evaluate students, which influences their perspective of the model as effective mechanism to provide feedback on their performance.

Table 4: Agency supervisors' feedback mechanisms on students' performance which students think are effective to attain knowledge and skills in community organization with corresponding reasons.

Feedback Mechanism	Reasons (N- 142)	f	Rank
1. Monitoring and evaluation of the field experiences	Performance in the field is evaluated and harmonized with theories learned /applied.	125	1
2. Group supervision & periodic sharing of field experience	Share experiences, challenges in dealing with the community, update of activities relative to CO work, improve our KAS in community organization.	102	2
3. Case conference/ consultation	One –on-one consultation to determine the knowledge, skills develop in the conduct of community activities.	16	3
4. Tutorial model	Provides avenue for learning effectively because the students are taught individually for effective performance thus gain competency in the C.O. method and we are more guided.	10	4
5. Peer group supervision	Appropriate for students to gain competencies in community organization because they motivate and support each other to achieve the objectives of the group in the community.	6	5.5
6. Case conference/ consultation	One –on-one consultation to determine the knowledge, skills develop in the conduct of community activities.	6	5.5
7. Tandem supervision & trialogue	Effective feedback mechanisms in assessment of students' performance in the application of competency in the C.O. process, principles & techniques	2	7

*Multiple responses

In Table 5, there were 9 agency supervisor respondents, a frequency of 6 and rank 1 revealed that they are supervising students in the field using group supervision and group conference. Monitoring and evaluation of the field experience with a frequency of 4 and rank 2.5 respectively. Case conference or consultation, peer group supervision, obtaining feedback from peers and staff to support functions of administrative, teaching and helping, trialogue and periodic sharing of students' field experiences are the feedback mechanisms employed by 3 supervisors for each mechanism and rank 5 respectively. There were 2

supervisors and rank 9 used tutorial model and 1 supervisor and rank 10 uses tandem supervision.

With the various feedback mechanisms presented, majority of the supervisor respondents use group supervision in supervising students. These mechanisms can be connected to economics of time, money or expertise and shortage of qualified staff to supervise students. This finding is also in agreement with what Cordero et al (2013) emphasized that with group supervision, the students can learn from one another as well as derive mutual support in the course of the discussion.

Table 5: Responses of agency supervisors to the question "How do you provide feedback to students' performance in the social welfare agency?

Supervisors' Feedback mechanisms	f (N = 9)	Rank
1. Group supervision	6	1
2. Group Conference	4	2.5
3. Monitoring and evaluation of the field experience.	4	2.5
4. Case conference/ consultation	3	4
5. Peer Group Supervision	3	5
6. Obtaining feedback from peers and staff to support administrative, teaching and helping function (function of supervision)	3	6
7. Trialogue	3	7
8. Periodic sharing of students' field experience.	3	8
9. Tutorial Model of supervision	2	9
10. Tandem Supervision	1	10

* Multiple responses

Table 6 present that trialogue is effective as identified by 5 supervisors and rank 1 because student, agency and faculty

supervisors can meet regularly for feedback of students' performance in case management to harmonize supervision

aspect of the Field Instruction with the curriculum's goal. The following feedback mechanisms to include monitoring and evaluation of field experience, case conference and periodic sharing of students were identified as effective by 4 supervisors for each mechanism and rank 3. Students' performance can be assessed, evaluate the accomplishments against the plan activities and look into the appropriateness of interventions provided. One on one consultation regarding progress of the client's case manages by students where cases are reviewed focusing on appropriate intervention and matches it with resources

available to help meet the client's problems/needs. Periodic sharing of students' field experience was effective to determine the relevance of the experiences of students in working with individual clients.

The findings indicate that majority of the agency supervisors identified trialogue an effective mechanism to provide feedback to students' performance. The students to develop competence in practice of casework, faculty and agency supervisors should be in constant and mutual discussion to ensure that students develop the knowledge and skills.

Table 6: Responses of agency supervisors on feedback mechanism which they think are effective for students to attain knowledge, attitudes and skills in casework practice and reasons why the mechanism chosen is effective.

Feedback Mechanism	Reasons	f N- 9	Rank
1. Trialogue	Student, agency, and faculty supervisors meet regularly for feedback of students' performance in case management to harmonize supervision aspect of the field instruction with the curriculum's goal.	5	1
2. Monitoring and evaluation	The supervisor can assess the performance of the students and evaluate the accomplishments against the plan/activities and look into the appropriateness of the intervention provided.	4	3
3. Case conference/ consultation	One on one consultation regarding progress of the client's case manage by students. Cases are reviewed focusing on appropriate intervention and matches it with resources available to help meet the client's problems/needs.	4	3
4. Periodic sharing of students' field experience	This mechanism is effective to determine the relevance of the experiences of students in working with individual clients if the learning jibes with the expected learning outcome of the social work curriculum.	4	3

*Multiple Responses

Table 7 present that the effective feedback mechanisms that were identified by supervisors were group supervision, monitoring and evaluation of field experience, trialogue and case conference. Group supervision is identified by 6 supervisors and rank 1 that students can learn from one another as well as derive support during supervision because they have common experiences as a group. On monitoring and evaluation of field experience, a frequency of 4 and rank 2 that this mechanism is effective to look into the appropriateness of the intervention provided by students to clients. Trialogue and case conference had the same score of 3 and rank 3.5 respectively that these models are

effective because the faculty, agency supervisors and the students can level-off in terms of the scope of practice in social welfare agency.

The findings denote that majority of the supervisors described and identified group supervision as effective mechanism to provide feedback on the performance of students in the practice of group work in social welfare agencies. With a big number of students (10-11 per group) assigned in agency, group supervision is one way that students can be supervised and ensure that they work within the bounce of agency functions and policy (Cordero et al 2013).

Table 7: Responses of agency supervisors on feedback mechanism which they think are effective for students to attain knowledge, attitudes, and skills in groupwork practice and reasons why the mechanism chosen is effective.

Feedback Mechanism	Reasons	f N-9	Rank
1. Group Supervision	Students can learn from one another, derive support during supervision because they have common experiences as a group and the agency lacks the necessary number of social workers to supervise them in the field, thus this model is effective.	6	1
2. Monitoring and evaluation of field experience	Effective to look into the appropriateness of the intervention provided by students to clients. The goal is looking into what to do or not to do in relation to knowledge, attitude, and skill.	4	2
3. Trialogue	This model is ideal because the faculty, agency supervisors and the students can level-off in terms of the scope of practice in social welfare agency.	3	3.5
4. Case consultation/ conference	One on one consultation regarding progress of the group manages by students by reviewing and evaluating individual progress of each member for appropriate intervention.	3	3.5

*Multiple Responses

In Table 8 present that monitoring and evaluation of field experience was identified by 8 supervisors and rank 1 as effective mechanism of feedback to look into the appropriateness of the tasks, roles and skills applied by students in the community. With this mechanism, the supervisor can regularly provide input to students on social work theory vis-a-vis- actual situation in the community.

Group supervision is useful as perceived by 5 supervisors and rank 2 was useful for students that face the same issues in the communities with similar needs or problems. This mechanism is effective for students because they can learn from each other and derive mutual support while under the supervision of a social worker. Tandem supervision and trialogue were effective models with same frequency of 3

and rank 3.5 respectively. The agency supervisor and field supervisor are in tandem with each other but with a defined parameter of work to help students obtain the needed competency in working with communities and the students.

The findings revealed that agency supervisors consider monitoring and evaluation of field experience as effective mechanism to provide feedback of students' performance in communities.

Table 8: Responses of agency supervisors on feedback mechanism which they think are effective for students to attain knowledge, attitudes and skills in community organization practice and reasons why the mechanism chosen is effective.

Feedback Mechanism	Reasons	f N-9	Rank
1. Monitoring and evaluation of field experience	Effective to look into the appropriateness of the tasks, roles and skills applied by students in the community. The goal is looking into what to do or not to do in relation to knowledge, attitude, and skill in the application of community organization. With this mechanism, the supervisor can regularly provide input to students on social work theory vis-a-vis- actual situation in the community.	8	1
2. Group supervision	Useful for students that faces the same issues in the communities with similar needs or problems. Just like in group work, this mechanism is effective for students because they can learn from each other and derive mutual support while under the supervision of a social worker.	5	2
3. Tandem supervision	The agency supervisor and field supervisor function in tandem with each other but with a defined parameter of work to help students obtain the needed competency in working with communities.	3	3.5
4. Trialogue	The students, the faculty and the field supervisor should regularly meet to ensure that student gets the adequate supervision they need. This is important for consultation and case review.	3	3.5

*Multiple Responses

Conclusion

In view of the aforementioned findings, the following conclusions were drawn:

Findings revealed that the agency supervisors used the method of group supervision, monitoring and evaluation of field experience, trialogue and case conference. These mechanisms provide feedback on the performance and competencies of the social work students and were effective with the highest frequency responses and rank.

The social welfare agencies as a learning environment exposed student to case management model of practice in all methods. The exposure of students' tasks, roles performed, and skills applied or learned are manifestations of social welfare agencies adherence to the case management model of social work practice. In addition, the social work students demonstrate adequate competence, knowledge, skills, good attitudes and working habits with the supervision of the agency supervisors and agency supervisors.

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