

**INCULCATION OF SOCIAL WORK VALUES AND PRINCIPLES: VIEWS OF  
SOCIAL WORK INTERNS**



An Undergraduate Thesis  
Presented to the Faculty of the  
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Davao City


In Fulfillment of the Requirements  
for the Degree of Bachelor of  
Science in Social Work

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**APPROVAL SHEET**

This study entitled **Inculcation of Social Work Values and Principles: Views of Social Work Interns**, prepared and submitted by Agnes L. Luna, Mary Blaze C. Bojo and Prince Ken U. Mandacawan, in fulfillment of the requirements for SW 50 (Social Work Research II), has been examined and is hereby recommended for approval and acceptance.

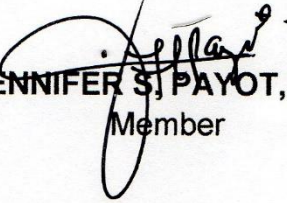
  
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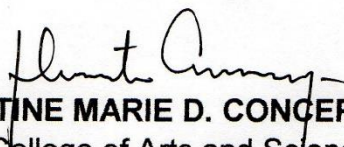
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The Researchers

## **DEDICATION**

The study is dedicated to our respective families, teachers, and Social Work interns in Davao City and above all our Almighty God.

A.L..L.

M.B.C.B

P.K.U.M.

## ABSTRACT

This phenomenological study highlighted the Inculcation of Social Work values and principles among Social Work Interns. Interview guide questionnaire was used to gather the experiences, challenges, and insights from seven participants of the Social Work Program in one of the universities in Davao City. The results of the study showed participants experienced applying social work knowledge and principles, helping process, community organizing method, resolving conflicts among co-interns and controlling emotions. Adjustment is very important in dealing with the clients. Moreover, computer skills for paperwork and observation skills in interviewing the clients are also helpful in the field. The participants faced challenges in dealing with the dynamics in the social welfare agency and expanding capabilities in dealing with various clients and situations, working with staff with different backgrounds, ethical dilemmas in applying the principle of confidentiality and professional boundaries. One of their insights is the whole field instruction journey helped them mold their values for their future profession. The Social Work Program may prepare future interns through simulation on dealing with dynamics in the social welfare agency, specifically in dealing with professionals with different backgrounds and may use case studies concerning ethical dilemmas. Students may undergo case analysis for a better understanding and preparation for actual situations in field practicum.

**Keywords:** *social work values and principles, social work interns, phenomenology, Davao City*

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Background of the Study

Field instruction is essential to social work training programs. Much time and finances are being spent by departments to provide field instruction opportunities for students to prepare for social work practice. Different aspects of social workers' and social work interns' environment may impose diverse and conflicting value-systems, which pose as tensions to the practitioner. These tensions pose challenges to the practice. While it is impossible to resolve these conflicts, it is crucial for social workers to be aware of these tensions and to reflect these tensions based on the professional values and principles of the social work profession (Dhemba, 2015).

Almost universally, students of social work levels describe their field instruction as the single most useful, significant, and powerful learning experience of their formal social work education. It is during the practicum that the concepts, principles, and theories discussed in the classroom come to life. During the fieldwork, students work with real clients and have the opportunity to try out the skills and techniques they previously rehearsed in classroom role-playing and simulations. It is also during the fieldwork that students develop self-awareness and understand their particular strengths and limitations as well as the influence of their values, attitudes, and life

experiences on their practice. The fieldwork can and should be a time when classroom theory is integrated with social work practice and when students merge with the values and fundamental principles of their chosen profession. For many students, fieldwork is a very positive and meaningful experience. Still, for some, the fieldwork can fall short of expectations. The quality of every fieldwork experience can be enhanced if students are provided with guidance in identifying and making use of learning opportunities. A structure that helps students to examine and analyze their settings in ways that build on prior classroom learning is of critical importance. Some of the most meaningful learning occurs as a result of having to deal with unexpected events and frustrations during the practicum (Sheafor & Horejsi, 2015).

The need to conduct this study is essential for the researchers to know the experience, challenges, and insights of Social Work Interns in the inculcation of the Social Work Principle and Values in the Field Practice. The study aimed to identify emerging themes in the reflective outcome vis-a-vis the fieldwork experience of Social Work students.

### **Research Questions**

The researcher seeks to know the experiences, challenges, and insights in the inculcation of Social Work Principle and Values among Social Work Interns by answering the following questions:

1. What are the experiences of Social Work Interns in integrating knowledge, attitude, and skills in the Field Practice?
2. What are the challenges of Social Work Interns in applying Social Work Values and Principles in the Field Practice?

3. What are the insights of the Social Work Interns in using the Social Work Values and Principles in Field Instruction?

### **Purpose of the Study**

The purpose of the study is to know the experiences, challenges, and insights in the inculcation of Social Work Principles and Values among Social Work Interns; to know what the dynamics are in Social Welfare agencies and how it helps them.

### **Theoretical Lens**

This study is anchored on Constructivism Learning Theory by Jean Piaget, which discusses the logical and conceptual growth of students depends upon their learning in school. It states that individuals can incorporate new experiences into old experiences. These will develop new outlooks, rethink what were once misunderstandings, evaluate what is essential, and altering our perceptions. Individuals conceive particular judgments in situations. But when things do not operate in their will, they must accommodate and reframe their expectations with the outcomes (Olusegun, 2015).

The theory that supports this study is Experiential Learning by David Kolb (1984). This type of learning defined as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience. Social work interns will apply all the values and principles of social work when they are

learning by doing. They will learn from it when they will perform specific tasks in the field instruction (McLeod, 2017).

Discovery Learning is an inquiry-based, constructivist learning theory that occurs in problem-solving situations. The learner draws on his or her own experience and existing knowledge to discover facts and relationships and new truths to be learned. Students interact with questions and controversies or performing experiments (Bruner, 2009).

### **Review of Related Literature**

The topics in this study are taken from books, magazines, and online sources.

**Social Work Values.** There are more than five social work values that encompass everything from integrity to individual dignity to compassionate service to social justice to human relationships. These core values are inherent to the effectiveness of social work activities and programs. These core codes serve specific purposes (Social Work Degree Guide, 2018).

*Conflict of Personal and Professional Values.* It has always been acknowledged that social work practice raises ethical dilemmas regularly. These dilemmas occur due to a dispute between professional and personal values. Social work is involved with the support of people who have a variety of needs, with relationships within the family, with needs ascending from structural influences; such as poverty and conflicts with society. These are individually moral concerns that are integrated into the tradition of community and are, therefore, laden with social values (Shersher, 2019).

*Controlling Conflict of Values.* Social workers can control the conflict of values and dominate the mixture of feelings, which are triggered by an offense. These include; not labeling, recognizing and validating experienced trauma, understanding attachment difficulties, and understanding the pathway an individual has undergone to get where they are. This kind of approach in social work practice can help to encourage the individual to believe that they can lead a purposeful life and achieve goals without posing a threat to others (Hebb, 2013).

Student's knowledge in the area of professional skills should expand through the field experience. Identifying specific needs such as using empathy, asking open-ended questions, talking too fast, or being able to end conversations gracefully can be useful. Professional writing skills may be an area for needed work. The more accurately the student can identify weaknesses, the more readily he/she can address these in goals and plan to learn tasks (North Central University, 2016).

### **Positive Effect of Social Work-Related Values on Work Outcomes: The Moderating Role of Age and Work Situation**

**Work Values.** Work values represent a motivational force that directs and sustains specific actions performed in the workplace (Latham, 2016). There are different conceptualizations of work values (Martela & Pessi, 2018). In this study, work values are defined as the psychological criteria that guide an individual's preferences. These preferences are for work characteristics, environment, or outcomes, such as good pay, higher status, or a friendly work environment (Purc & Laguna, 2019). Therefore, the following reviews on work

values cover past literature on work values and work-related needs and motives. Most work motivation theories include costs as one of the predictors of work-related actions and performance outcomes (Locke & Latham, 2015). Among a great variety of personal work values, two types of work values have received much attention in the literature: intrinsic and extrinsic work values (Lyons, Higgins, & Duxbury, 2010). Employees who are intrinsically motivated tend to have higher levels of JP and work effort than those with lower intrinsic motivation. Whereas holding extrinsic work values is also found to positively associated (Dysvik & Kuvaas, 2011).

### **Age Variations in Social Work Values**

Although the importance of intrinsic and extrinsic work values has been well documented, these two work values do not seem to change much with age (Jin & Rounds, 2012). In the literature on aging, asserts that older adults with limited shift their emphasis from the knowledge and instrumental goals to emotionally meaningful goals (Fung & Carstensen, 2013). The focus on emotional goals may direct older workers to focus more on emotionally meaningful social interactions and interpersonal closeness in the workplace. The results will lead to an age-related increase in the level of social work values. Social work values refer to preferences for job characteristics and work outcomes that are related to affiliation and collaboration with coworkers (Kooij, De Lange, Jansen, Kanfer & Dijkers, 2011).

Past research demonstrates that older employees are more likely to prefer having warm and cooperative work relationships than are younger employees. The meta-analytic study by Kooij et al. (2011) also showed that

the relationship between age and Social work values for the Traditional and Baby Boomer cohorts was positive. This result reveals that older workers exhibit higher Social work values than do younger workers. However, Taneva Arnold & Nicolson (2016) found that older workers did not rate the opportunity to meet people and work with pleasant people as necessary. The result was the opposite of younger workers. The discrepancies in these findings may be caused by different focuses when assessing social relationships in the workplace. This study adopted the latter approach to examine social work values that were related to harmonious relationships with coworkers and opportunities for social interactions and collaboration.

### **Field Instruction**

Field education, as the signature pedagogy is critical for developing ethical practice skills for practice in rural settings. Social work programs can collaborate with field placement agencies to ensure that students are being prepared to practice ethically. During pre-field orientation sessions, social work programs can reinforce adherence to the NASW code of ethics and focus on specific issues such as confidentiality and dual relationships that present ethical dilemmas in rural practice. Ethical practice issues can also be reinforced during the initial agency orientation and regular supervision.

Additionally, in a focus group, social workers' suggestions for effective rural practice included generalist practice skills such as working at micro, mezzo, and macro systems, professional use of self, and self-awareness. In another study, social work supervisors cited the NASW code of ethics as one of the guidelines most often used in managing ethical challenges such as

protection of client confidentiality, dual relationships, and boundary issues (Blue, Kutzler, Marcon-Fuller, 2014). Social work education programs can work with field agencies for continuing education and life-long learning required for ethical rural practice and field supervision of rural social work students.

In the Field Instruction, social work interns needed to know the coordination of knowledge, aptitudes, and frame of mind that the interns invested a long time in academic settings. Social work interns required to recognize what are the conflicts in the field guidance when it comes to coordinating our learning's into practice (Levine & Murray-Litchman, 2018).

According to the Council on Social Work Education (2015), field instruction has long been considered the optimal setting for social work students to integrate classroom learning into their burgeoning professional skill set. Field placements also referred to as internships, and are strengthened when what is taught in the school, can be directly applied to practice. The CSWE designation of field education as the "signature pedagogy" of the profession has highlighted the critical role that field placements play in the overall knowledge of social work students.

In addition to the active supervision of social work interns, several other elements are necessary for a successful internship. These elements included a positive agency climate and a sense from interns that they are contributing to an organization that values them and their work. Also, an opportunity to combine classroom learning with field experience results in a more beneficial and positive internship experience for students (Grady & Drisko, 2015)



Human-made and natural disasters affect over 300 million people each year. Significant challenges face those deployed in disaster areas. Social workers are among the professionals who provide vital care during and after the emergency. In many ways, the helping process following a disaster response is complex, often infused with subjectivity and conflict. These conditions may tend to undermine the ability of professionals to render effective services, especially when decisions need to be made between two or more actions, both reasonable, but that cannot be executed together. Confusion is heightened when these decisions carry ethical overtones. In this article, we highlight the results of an international qualitative study that used focus groups of social workers to explore post-disaster decision-making. The primary research question concerned the impact of September 11th and other disasters, both natural and human-made, on the professional practice of social work practitioners. The focus of this study centered on the dissonance experienced by social workers when agency policies/procedures/practices impacted their ability to deliver services deemed necessary. For some respondents, this dissonance was ethical, revolving around conflicts between competing principles. This article focuses on how social workers contend with the obligation of acting for the benefit of others (beneficence), while concomitantly feeling an obligation to comply with commitments to uphold agency policies/protocols (fidelity). These are two primary ethical principles which may tend to pose conflicts for professionals during the aftermath of a disaster. The study was conducted with focus groups of social workers in health care and social service settings in the United States, Canada, and Israel (United Nations Development, 2017)

***Ethical Dilemmas.*** An ethical dilemma refers to a situation in which a practitioner is faced with a choice between two actions based on conflicting values. It implies two competing actions in a tension between 'right or wrong' and 'goodness of consequence,' where choosing one step upholds one moral principle, while concomitantly violating another. Social workers frequently rely on two theories of normative ethics – deontological and utilitarian, to resolve ethical dilemmas (Newfoundland and Labrador Association of Social Workers, 2015)

Several social work-based models (Campbellsville University, 2015) of ethical decision-making incorporate these theories. Deontological thought, shaped by Immanuel Kant, argues that moral philosophy is grounded in pure reason, based upon the extent to which an action is considered right (Beauchamp & Childress, 2012). Deontology calls attention to the way people relate to each other and the moral significance of these relationships. The obligations that each has to the other are independent of consequences. Deontologists characterize moral life as more than merely the means and ends. The ethical action focus is on individual rights and liberties rather than the greater good. Utilitarianism, associated with philosophers such as John Stuart Mills and Jeremy Bentham, supports actions according to the consequences they produce. This line of thought is rooted in the belief that there is only one basic principle in ethics, the principle of utility. In effect, specific actions should be taken not because they are 'intrinsically good,' but because they are 'good' concerning their consequences. Utilitarians seek the highest good for the highest number; the focus is on prioritizing the collective over the individual. Some commentators suggest that although social work is

deontological, social workers typically make utilitarian-based choices (Beauchamp & Childress, 2012)

***Beneficence and Fidelity.*** Beneficence and fidelity are two highly valued ethical principles in social work. According to Sweifach, Linzer & LaPorte (2015), beneficence vs. Fidelity, place a significant role among the four major ethical principles; others are respect for autonomy, non-maleficence, and justice. The principle of beneficence refers to the moral obligation to act in ways that advance the interests of others and to further their interests. The policy supports an array of specific rules of duty. The examples include the obligation to protect and defend the rights of others, to prevent harm from occurring to others, to remove conditions that could cause damage to others, to help people with disabilities, and to rescue people in danger (Beauchamp & Childress, 2012).

### **Practices of Exclusion in Volunteer-Based Social Work**

Public perceptions of the voluntary sector tend to imagine volunteer work as possessing many of the desirable qualities that the commercial labor market does not: those of a non-hierarchical, open, fair, inclusive, and fertile breeding ground for social network creation across social boundaries. Policymakers in Europe, the US, and elsewhere celebrate a benevolent image of volunteerism. Despite this, research on volunteerism consistently demonstrates that patterns of participation in volunteering mirror social inequalities found in the traditional labor market (Wilson, 2012). White, well-educated high earners midway through life are among the most likely to

volunteer their spare time, at least as far as volunteering in formal organizations goes (Fridberg, 2014).

***Theoretical Foundations.*** The discipline of volunteerism studies has been established as an independent and flourishing field in the social sciences. Most theoretical definitions of (formal) volunteering tend to emphasize free choice, lack of material compensation, the productive nature of the work performed (helping strangers or a cause), as well as the formalized organizational context of the work. Politically, volunteerism is an increasingly popular topic for policymakers of all persuasions. The act of volunteering has become a widespread "solution" to a range of societal problems, such as political apathy, unemployment, or welfare service deficits (Hogg & Baines, 2011).

***Inequality in Volunteerism.*** In 2012, around 35% of the Danish population had participated in volunteer work during the past year (Fridberg, 2014). This share is rather high in comparison with that of other European nations (McCloughan, Batt, Costine, & Scully, 2011) as well as when compared to American volunteer rates (United States Department of Labor, 2017). But this relatively high civic participation rate masks a high degree of unevenness regarding Danes' propensity to volunteer. While an impressive 44% of 36- to 45-year-old adults report having volunteered in 2012, only 24% of 16- to 25-year old youths did the same. And while half (51%) of Danes holding a university degree claim to have volunteered within the past year, this is true for just one-quarter (26%) of unskilled workers (workers who hold no formal educational qualifications).

In other Western countries, volunteer participation patterns are similarly tilted towards the middle-aged, highly educated, high earning and non-disabled members of the ethnic majority. Although most scholars agree that the unequal distribution of volunteering propensity is no coincidence, there have been different theoretical attempts to explain why this is the case. The single most influential theory in recent years is undoubtedly the so-called "integrated" theory of volunteer work proposed in 1997 by the American Sociologists Marc Wilson and John Musick. The theory argues that three principal types of resources—human, social, and cultural capital—are needed in volunteer work, thus attracting individuals who are affluent in these forms of money. Accordingly, the integrated theory of volunteering treats volunteer recruitment as a somewhat "straightforward" process involving the demand and supply of objectively desirable resources. In opposition to this view of the "objective" nature of social inequality in volunteerism, I argue that different social practices will produce inequality patterns of various kinds and varying degrees.

As in other parts of society, social inequality in volunteering is socially constructed and thus potentially changeable. Although this is not a groundbreaking insight, the social constructivist view does, however, direct our attention to the social practices that produce and sustain social inequality. It is thus surprising that so few authors have addressed the subject of how social differences in volunteer work come to exist. Some scholars have sought to empirically examine the circumstances of "unlikely" groups of volunteers, such as working-class or unemployed citizens, ethnic minorities, young people, the elderly, and refugees (Fridberg, 2014). Yap, Byrne, and

Davidson (2010), in a study of refugees in the United Kingdom, found that volunteering is used as a means to “transcend” the negative stigma of being a refugee.

A new report on volunteering in the Danish population, requested by the Danish Ministry of Social Affairs, concluded that citizens who are permanently out of the labor force are less likely to volunteer. However, when they do, they are typically involved in voluntary social work. However, only a few such studies have applied a process perspective to the study of “unlikely” volunteers and inequality in volunteerism. One exception is Dean (2016), who found that public policy on youth volunteering in the UK has unintentionally reinforced structural access barriers for working-class youths. Thus, there are two main gaps in our knowledge base about inequality in volunteerism. First, past studies have tended to employ a predominantly individualistic approach to the education of who volunteers with a focus on individuals' resources and motivations— persuading us that social inequality in volunteerism is, first and foremost, a “natural” byproduct of individual actions. Secondly, many studies more often paint a static portrait of the social composition of the voluntary sector—vital knowledge provided by quantitative cross-sectional studies, but thus neglecting a process perspective that could provide insights into how this very picture comes about (Rambøll, 2017).

***Social Exclusion in Volunteer Work.*** Social exclusion is not a phenomenon unique to the voluntary sector. However, the public perception seems to be that exclusion is evil more easily escaped in volunteer work than in other parts of society. Perhaps, for this reason, other research areas within the social sciences have more readily acknowledged the need for a

processual understanding of the social dynamics that foster social segmentation. This is especially true in literature in human resources and organizational studies where one can find several fruitful studies, for example, on social inequality in recruitment processes, often about gender—fuel for bias: "The ideal volunteer" and logic of social exclusion. As in Joan Acker's (2016) work on inequality regimes in organizations, the notion of the "ideal worker"—here the "ideal volunteer"—is central to an understanding of exclusion of volunteers in the present analysis. The volunteer ideal represents an organizational logic that can morally justify practices of inclusion and exclusion within an organization. The notion of the "ideal volunteer" was reflected in the organization's discourse on recruitment and retention among volunteers and supervisors. Because the ideal was highly shared among individual volunteers, paid supervisors, and across project locations. Because it seems to converge with widespread notions of "the Volunteer" in society, I will argue that what I have learned during my time in the organization about the ideal volunteer and the practices of exclusion that it fuels can carefully be generalized to other non-profit organizations. The ideal volunteer is a Janus head, consisting of two axes of socially desirable qualities of volunteers: firstly, motivations, and, secondly, skills. I elaborate on these in the order below.

*Self-Determination.* Essentially, self-determination is the right of people to determine their destiny. In particular, the principle allows people to choose their political status and to decide on its form of economic, cultural, and social development. Exercise of this right can result in a variety of different outcomes ranging from political independence through to full integration within

a state. The importance lies in the power of choice so that the result of a people's decision should not affect the existence of the right to make a choice. In practice, however, the possible outcome of an exercise of self-determination will often determine the attitude of governments towards the actual claim by a people or nation. Thus, while states may more readily recognize claims to cultural autonomy, claims to independence are more likely to be rejected by them.

Nevertheless, the right to self-determination is recognized in international law as a right of the process (not of outcome) belonging to peoples and not to states or governments (Unrepresented Nations and Peoples Organization, 2017)

### **Fieldwork in Social Work Education and Training: Issues and Challenges in the Case of Eastern and Southern Africa**

Social work is an international profession, and similar social work education internationally has always embraced both academic and practical components. Social work education comprises of a theoretical element taught in the classroom and field-based training involving the integration of the educational aspect and practice. Fieldwork, which is also known as field instruction, field placement, field education, practicum or internship is, therefore, an integral component of social work education (Dhemba, 2015)

Though the definition of social work seems to be a contested terrain, the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (2014) convey its underlying meaning quite concisely. They contend that the social work profession



promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environment. Principles of human rights and social justice are fundamental to social work. From this definition, it is clear that social workers follow a formal procedure in helping clients to cope with their life tasks and to realize their aspirations. This procedure involves developing their ability to deal with their problems more effectively now and in the future. Furthermore, social work intervention helps people connect with needed resources and to negotiate problematic situations. The response might also involve changes to existing structures where these present blocks to human growth and development.

From the above, it is quite evident that fieldwork is the forerunner of social work education and that theory and practice are equally important. Leading social work scholars, among them Dash & Roy (2015), also unequivocally assert the importance of both field instruction (fieldwork) and classroom instruction. On the same note, it argues that "a generally accepted view today is that field instruction is of equal importance to academic instruction." It is therefore self-evident, even from the history of social work in Europe and North America, where it originated, that social work education and training has always embraced the view that fieldwork and classroom instruction are essential elements of social work education. However, the reality at social work training institutions, as Dhemba (2015) observes, is that fieldwork is marginalized when compared to its academic counterpart. Dhemba asserts very little is written on this subject matter. The scarcity

leaves social work educators, students, and field supervisors without any meaningful and comprehensive guide to field instruction. Dash & Roy (2015) also corroborates this view, contending that "social work institutions need to recast their fieldwork to give it equal importance to academic instruction."

### **Significance of the study**

The results of this study aim to benefit the following:

*Social Work Students.* This study may inspire students, especially Social Work, to be more knowledgeable about the principles and values of Social Work.

*Social Work Program.* The study may inform the Social Work Program on perceptions of the Social Work Interns in integrating the knowledge into practice.

*Future Researchers.* The study may be future benefit researchers who will acquire knowledge and insights into their chosen topic relevant to the success of their research. Also, the study may serve as a basis for parts of the studies which have not been explored yet.

### **Definition of Terms**

Clear explanations as frames of reference composed of selected terminologies are needed and must be provided in this study. These terms are within the context of the operational definition, and it will help the readers to have a full understanding of the background.

**Social Work Values and Principles.** The term refers to the professional values and practice of social work as applied in the fieldwork.

**Social Work Interns.** The term refers to Bachelor in Science in Social Work students who have finished the Field Instruction I and II courses.

## **Chapter 2**

### **METHODOLOGY**

This chapter discussed the research design, participants, and source of information, the role of the researchers, the trustworthiness of the study, ethical considerations, and the analysis treatment of the information to be used in the study.

#### **Research Design**

This study employed a phenomenological type of qualitative research design. In this study, it is a phenomenological research design in the reason that it aims to uncover the experiences of human beings to a particular event or circumstance. The researchers' presumptions may be restricted as they indulged in the situation where research participants had experienced through the conduct of in-depth interviews and empirical observations (Creswell, 2013). The researchers chose the phenomenological method of study because it aims to discover the experiences, challenges, and insights of social work interns in terms of applying social work values and principles in the field practice.

#### **Research Locale**

The study was conducted in one of the Schools of Social Work in Davao Region.

#### **Research Participants**

The research participants in this study were seven previous social

work interns of the University of Mindanao. They were qualified to be the participants of the researchers because they have completed their Field Instruction I and II courses.

The researchers conducted an initial investigation by asking their classmates if they had an acquaintance who had completed Field Instruction courses. Also, the researchers acquired knowledge that they are always at the Social Work Laboratory, the University of Mindanao, for their review purposes. The researchers introduced themselves and asked permission to acquire their contact numbers for the conduct of the study. The participants were currently enrolled in Competency Appraisal courses at the same university. This study used a Focus Group Discussion.

### **Research Instrument**

This study used an Interview Guide Questionnaire. With the assistance of the researcher adviser, the researchers formulated an interview guide questionnaire that discovered the assumptions and agreement. The interview guide questionnaire was validated by the experts in the Social Work field. The researchers came up with their questionnaire approved by the research adviser and panel

With the use of this instrument, the researchers encouraged them to discuss their questions with the use of open-ended questions. This instrument investigated issues more profoundly. The purpose was to discover how individuals think and feel about a topic and why they hold individual opinions. The other goals were to investigate usage, effectiveness, and usefulness of particular library collections and services, inform decision making, strategic

planning, and resource allocation, sensitive topics which people may feel uncomfortable discussing in a focus group and add a human dimension to impersonal data deepen understanding (Nyumba, Wilsson, Derrick, & Mukherjee, 2018). The instrument consisted of the research questions, identifying questions, and probe questions.

### **Sources of Information**

Data collection is essential in any research for the data collected might validate or validate the study. Thus, the following steps were followed.

Administration of the questionnaire. With the help of experts, the research instrument was validated and administered. The interview guide questionnaire was composed of open-ended questions that encouraged the participants to respond to more elaborative answers. This was used to draw information and analyze results about the study that permits and guided by the panel of examiners, experts, and advisers to conduct the research.

They were securing permission to conduct the study. The researchers asked secured consent from the social work interns. Research participants were free to refuse the conduct of the interview.

Data Collection. Data collected after the conduct of the interview with the Social Work Interns allowing the researchers to do so.

Recording Devices. The interview was recorded for written interpretation with the consent of research participants.

### **Conduct of the Interview**

The researchers carefully followed a procedure in the manner of the interview. Before any actions made, the researchers asked permission from

the respondents to conduct an interview. Before the conversation to begin, the researchers gave informed consent to participants through a letter, considering their schedules in the conduct of interviews. The meeting was set on the day chosen by the respondents. The researchers first handled the possible questions to the study-participants for their awareness of the items to be asked.

During the conduct of the interview, recorders for clear of information and pictures utilized simultaneously as proof for evidence and documentation in administering the meeting. It was recorded and documented with the consent of the participants. The collation, interpretation, and data analysis was done with the help of the data analyst.

### **Role of the Researchers**

The researchers decided that the subject of the study is social work interns in terms of the inculcation of Social Work Principles and Values. The phenomenological research study was used to gather data employing an interview guide questionnaire validated and approved by experts. The small group interview was used to collect results from research participants. After conducting the meeting, the researchers transcribed what the research participants had responded to. As data was reproduced, analyzing such comes after. Analyzing is based on empirical observation and rational understanding of the results. Results and discussions are to be verified and checked by a data analyst and adviser. Findings are to be reported to panel experts for overall checking and can be disclosed to any of the concerned authorities wanting to know this study (Fink A., 2000). As researchers applied

to this study, researchers needed to conduct an interview and mustn't manipulation the situation.

### **Trustworthiness of the study**

The integrity of a research study is essential in evaluating its worth. It is used to establish the truth of the research and its findings. In qualitative research, trustworthiness is vague in the reason that it does not employ measurements measuring the reality of the study compared to quantitative research (Olivia, 2017).

Guba and Lincoln (2013) listed the four basic principles of verifying the trustworthiness of a study.

*Credibility.* The results of the study must be believable. There are many techniques used as basis assuring the accuracy of the research findings. An example would be data triangulation, where information is checked by data analysts and experts. In reality, the participants/readers can only judge the credibility of the results. That is why, in this study, researchers came up with some credible participants found in a reliable place conducting the research and interview. As suggested, proper qualitative research is when the reader feels trustworthy enough to act, think, and decide based on what they have read and understood.

*Transferability.* Synonymous with generalizability, transferability is established by providing readers enough evidence, including sources of information and results of data collected applicable to other disciplines and scenarios in life. In this study, researchers assumed that the result of the research is relevant in a different context, knowing that what Social Work



Interns at the University of Mindanao experience in the application of values and principles.

*Reliability.* It is based on the assumption of replicability or repeatability. This pertains to the consistency and replicability of study as a basis for future researcher's studies. Enough background information of this study is required for researchers/s who shall conduct the same research. The standards for conducting this research, analyzing its content and results, and presenting this to experts are good indicators this study would entail the same results when done by future researchers. Also, an outside person to review this study would be helpful to ensure the same study results.

*Confirmability.* Delicate step-by-step procedures supported the research findings. This indicates that researchers were not biased upon conducting the study and treating its results because the assumption is that qualitative research allows the researchers to manipulate responses of the research participants. In confirmability, researchers utilized some reliable instruments to provide exact information from the research participants and ensure information was noted.

**Dependability.** It could be looked at as the researcher's account of the changes built into any setting in addition to changes to the research design as learning unfolded. The student researchers may recognize that reality is socially constructed and continuously changing. Dependability originates from capturing the changing conditions in the setting and study design as a result of this reality.

## **Ethical Considerations**

Qualitative research analyzes the experiences of the research participants. Thus, too much involvement with the participants is done. Therefore, researchers should observe ethical considerations and avoid biases in treating the responses of the participants in favor of their interest (Locke & Latham, 2015). According to Ryen (2011), three ethical principles must be observed.

*Informed Consent.* Research participants that have the right to know and understand what the study is about and its purpose that needs an interview. They are also given the power and freedom to accept and decline from the meeting. The procedure to be made is with the consent of the research participants.

*Trust.* When conducting the study, building good relations between the researchers and the participants is empirical. Thus, the trust of the research participants to the researchers is a must for the information that the researchers gathered contained delicate and private contents that need careful treatment. With this, they are respected to decide whether they or not they shall release confidential information.

*Confidentiality.* The information that the researchers gathered treated with confidentiality and assuring that the rights of the research participants must observe.

## **Analysis Treatment of Information**

With the use of the audio recorder, the researchers documented the qualitative responses during the interviews, which may consist of the additional comments of the Social Work interns in the discussions. Before the

data analysis, all conversations, observations, and field notes to be gathered were transcribe into written forms for closer study.

The researchers inductively used thematic analysis, which is the content of the data directs coding and theme developments. Thematic analysis has six phases that include familiarization with the data; this phase involves reading and re-reading the data to become immersed and intimately familiar with its content. The second is coding. This phase involved generating succinct labels (codes) that identify the essential features of the data that might be relevant to answering the research question. It requires coding to the entire dataset, and after that, collating all the codes and all related data extracts together for later stages of analysis. The third is generating initial themes. This phase involves examining the codes and collected data to identify significant broader patterns of meaning (potential topics). It then involves collating data relevant to each candidate theme. Fourth is reviewing themes. This phase consists of checking the candidate themes against the dataset, determining that they tell a convincing story of the data and no one that answers the research questions. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded. In the researchers' thematic analysis approach, themes are defined as pattern of shared meaning underpinned by a central concept or idea. The fifth is defining and naming themes. This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the 'story' of each. It involves deciding on an informative name for each theme. Lastly is writing up, this final phase involved weaving together the analytic narrative and data extract and

contextualizing the analysis in relation to existing literature (University of Auckland, 2019).

## Chapter 3

### RESULTS AND DISCUSSION

The chapter presents the results and discussion of various themes from the responses of the participants. The results were taken from the data through Focused Group Discussion with seven participants. The participants preferred to be called R1, R2, R3, R4, R5, R6, and R7 to ensure the confidentiality of their identities.

*Table 1: Experiences of Social Work Interns in applying social work values and principles*

<b>Themes</b>	<b>Core Ideas</b>
Applying social work knowledge on principles, helping process and Community Organizing method	Use knowledge on social work principles of confidentiality and controlled emotional involvement.  Helping process like interviewing, data gathering, goal-setting, and roles  Participation process in CO
Responded to situations by resolving conflicts with co-interns, with patience and emotional control and adjustment to clients	Respondents' attitudes were applied to resolving conflicts with other interns, patience and emotional control, and workers must adjust to their clients  Respondents' values were seen in patience in dealing with clients, no manipulation, or forcing clients.

	Right to self-fulfillment, self-realization and to improve capacities of the clients
	Engage clients to participate and cooperate in activities, decision-making
Using computer skills for practiced skills on the paperwork was helpful.	MS Word computer skills
Skills in dealing with clients and observation skill during data gathering	Skills in implementing activities, dealing with clients, observation skills of clients during data gathering activities

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### **Applying social work knowledge on principles, helping process and Community Organizing method**

Student's knowledge in the area of professional skills should expand through the field experience. Identifying specific needs such as using empathy, asking open-ended questions, talking too fast, or being able to end conversations gracefully can be useful. Professional writing skills may be an area for needed work. The more precise the student can identify weaknesses, the more readily he/she can address these in goals and plan to learn tasks (North Central University, 2016).

Social Work interns use their knowledge on social work principles, precisely the principle of confidentiality and controlled emotional involvement. They have also learned and practice the helping process in the Social Work profession like interviewing, data gathering, and settings goals. In community organizing, social work interns observed that the participation process of the community people is the primary way to solve a problem/disequilibrium in the community.

The theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which learners internalize knowledge. Student Interns often fail, but by accommodating new experiences and reframing their model of the way the world works, they learn from their experiences of failure or others' failure. They act on the expectation that the world operates in one direction, and it violates their expectations (Piaget, 2013).

**Responded to situations by resolving conflicts with co-interns, with patience and emotional control and adjustment to clients**

Emotional control is control of a person's behavior to display the appropriate emotions. This means that a person evokes or suppresses certain emotions to conform to social norms. According to Wharton (2019), the concept of emotional labor is not confined to the workplace; it invades every aspect of life. The caseworker must not be emotionally involved with the client during the process where the client communicates his/ her feelings or problems. The caseworker has to respond to all senses of the client with his knowledge and understanding. The social caseworker tries to understand the client's feelings and emotions but does not involve emotionally in his/her problems. It is the practical recognition of the rights and needs of the client to have freedom in making his own choice and decision in the helping process. Social responsibility, emotional adjustment, and personality development are possible only when the person exercises his/her freedom and judgment and choice. Caseworkers/social work interns have to give this right to the client so that he/she can decide and take the best possible action in his/her self-interest. This is also reasonable because he/she knows himself better than others. The caseworker is only an enabler who helps him through expertise to

take the best possible decision and action in the circumstances. The caseworker should understand that these rights are limited and not an absolute one. There is a client who is unable to make proper decisions by themselves (Kumar, 2016).

Respondents' attitudes were applied to resolving conflicts with other interns, patience, and emotional control, workers, must adjust to their clients. They were seen in patience in dealing with clients, no manipulation, or forcing clients because they knew that every individual/client has self-determination. They engage their clients to participate and cooperate in activities. They must involve them in decision-making and planning. Because when a client works, he/she will be self-fulfilled and has a high possibility of improving capacities.

### **Using computer skills for practiced skills on the paperwork was helpful**

In incorporating of abilities, utilizing computer aptitudes for work was useful for interns. MS word can profit from understudies to make new creative strategies for learning and making a difference. Microsoft Word and Microsoft office suite for interns to help to transmit instructive materials and practice efficiently in school and organization quicker with higher quality in a limited ability to focus time. The understudies were additionally ready to rehearse skills in managing and observing clients (Finch, 2019).

Computer training is an essential factor in 21st-century workplaces. The importance of computer training can be viewed in two ways. First, job applicants need to obtain computer training to make themselves more valuable to potential employers and to get higher-paying jobs. Second, companies need to utilize computer training in their new-hire training



programs and employee development initiatives. Computer skills are an essential requirement for a large number of jobs. Any office job will require basic typing and data entry skills and an understanding of using an operating system. Most office work requires job applicants to be familiar with office productivity software as well, such as word processors and spreadsheet programs (Ingram, 2019).

MS Word computer skill is essential for the respondents. They see the social work profession who need documents and records like social case study reports and other documents signed in helping people. In acquiring computer skills, they stated that it is the key to be trusted by the supervisors, instructors, and other staff.

### **Skills in dealing with clients and observation skill during data gathering**

Social work interviews are purposeful conversations between practitioners and clients designed to facilitate cooperative working relationships by focusing on needs, wants, problems, resources, and solutions. They include attention to both verbal and nonverbal expressions (listening, responding, body positioning, facial expressions, and gestures). Skills utilized are also influenced by setting and purpose. For example, the skills used in interviewing a child who might have experienced abuse are different from those used with a person experiencing substance abuse. Level of voluntarism, and hence relative control over the agenda for the session, is a crucial factor. Treatment approaches also have accompanying interview techniques that are influenced by the goals and philosophies of those approaches. However, it has been suggested that underlying factors in the

interaction of clients and practitioners may supersede theoretical differences. The variations include building rapport and engaging the client in the interview process. Social work, counseling, psychotherapy, and other helping professions are closely related regarding the interviewing skills and techniques they all draw on (Vang & Rooney, 2011).

The skills in implementing activities by the social work interns require the sensibility that will address the needs of the people/community. They've expressed that they are clients who want to implement a specific activity. Still, it has nothing to do with the primary concern, and it was for the personal interest of the clients. It was a conflict for the worker, especially that not all clients have different levels of understanding. In dealing with clients, this kind of situation, observation skills during data gathering activities were highly observed.

*"Knowledge, attitude, and skills kay importante as an intern. Ang knowledge, importante siya, labi na sa pagbuhat ug case study. Diri makita sa atung AFI na "naa diay ni silay natun-an sa ilang pag skwela". "* (The knowledge, attitude, and skills is important as an intern. The experience is valuable, especially in making a case study. This is how the AFI will know if we had learnings in school.). R1

*"Kung wala tay values, wala gyud tay work and dignity. Kung nay problema kamo gihapon ang magtibangay ug knowledge, attitude and skill sulbad sa problema. Kailangan ang teamwork para magka-hiusa gud mo. Ug syempre ang respect jud ug communication ninyo sa isa't-isa"* (Without values, one has no work and dignity. You should not create conflict with your co-interns. If you have problems, you will struggle and solve the problem together. Teamwork is needed to get the work done together and with respect and communication with each other). R2

*“Diri makita ang competence and level kung na-apply sa experience. In relation sa social work values, katung every man has the right self-fulfillment ug self-realization, ug i-improve gud ang capacities. Kanang mag deal sa client, ang intervention kay dili worker-center, dapat client-centered jud. (Field work demonstrates competence and level when applied to experience. Concerning social work values, just about every person has the right self-fulfillment and self-realization and will improve capacities. In dealing with the client, the intervention must be worker-centered; it should be client-centered.).*  
R3

*“Kailangan jud be specific, measurable, attainable, realistic, and time-bounded (SMART).(There is a need to be specific, measurable, attainable, realistic, and time-bounded (SMART).).* R4

*“Importante nga naa kay knowledge, attitude, and skills, kay connected sila. Kung walay knowledge, dili ka makapag set ug goal na makatabang ka or i-mobilize nimo ang mga tao sa community. Kailangan ug skill para makabalo ka sa mga activities na i-implement sa ilaha na matabangan sila. Attitude ang pinaka importante. ”. (It's important that you have knowledge, attitude and skills, as they are connected. Without knowledge, you cannot set goals that will help you or mobilize people in the community. It takes expertise to engage in activities to implement and help them. Attitude is the most important).* R5

*“Pag respeto ug pag sinabtanay sa akong clients, co-workers and agency staff. Kung unsa akong batasan na maot, dili nako dalaon sa field practice ug hina-hinayon nako ug bagohon para hapsay lang ko manarbaho ug walay samok. ( I have respect and understanding of my clients, co-workers, and agency staff. I will not bring my bad attitude to the field, and I will gradually change it to have peace at work).* R6

*“Kung sa knowledge i-apply imong natun-an sa pag buhat sa case study, sa mga process. Kung manguha ta ug background, dira makita kung hawd ka mag observe. lapil baya sa case*

*study and worker's observation.* (In knowledge, you apply what you have learned in making case study, in processes. If we take a background in our client, it will evaluate us on how we can observe. The worker's observation will be included in the case study.). R7

*Table 2. Challenges of Social Work Interns in applying Social Work Values and Principles in the Field Instruction*

<b>Themes</b>	<b>Core Ideas</b>
Dealing with dynamics in the social welfare agency	Work-related challenges like awareness of policies, nonsocial work staff do not understand the tasks of a social worker, the paperwork, inflexible staff, occasional extended work hours, paperwork, home-office distance
Expanding skills in dealing with various clients and situations	<p>Difficulty at first to apply CO process and concepts in working with communities. need to adjust, working with other disciplines unaware of CO principle, handling youth clients, who are hardheaded, short attention span by giving food as reinforcement</p> <p>Dealing with client attitudes like being passive, stubborn, does not listen or disrespectful, manipulative, demanding. Interns cope by adjusting, understanding their situation, being firm in refusing requests, handling client queries without offense, showing humility and patience.</p> <p>Skills in other methods of data gathering, building rapport,</p>

formulating client's problem and specific, measurable, attainable, realistic and, time-bounded (smart) goal, devising activities and strategy, applying confidentiality to crucial cases.

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### **Dealing with dynamics in the social welfare agency**

If the agency field instructor (AFI) or the student experiences a problem during the internship, the first step is to talk with each other about it. The most common type of issues relates to job duties, relationship with co-workers, or misunderstandings between supervisor and the intern. If the problem is not resolved promptly, the school field instructor (SFI) should be notified as soon as possible. The SFI will work in collaboration with the AFI, site supervisor, and intern to resolve the problem professionally and expediently (Bemidji State University, 2016)

Work-related challenges of the respondents are the low awareness of policies; nonsocial work staff does not understand the tasks of a social worker, the full loads of paperwork, inflexible staff, occasional extended work hours, and home-office distance.

### **Expanding skills in dealing with various clients and situations**

There are significant differences in the structure of fieldwork in form, the level at which it takes place, and the duration of fieldwork. Interns did not get allowances for fieldwork. The need to minimize costs on transport and other expenses prompted them to choose agencies near their residence and not necessarily those with the most significant potential for learning. Being flexible

at all times must possess to a social work intern. There are other circumstances where social work interns must extend their patience and understanding when conflict or disequilibrium occurs (Dhemba, 2015).

As with all professions, social work practitioners are expected to uphold essential boundaries to protect themselves, their clients, and the organization they work for. These boundaries ensure relationships between worker and clients remain professional, even when working on very personal and challenging issues (Hardy, 2017)

Respondents stated that they are having difficulties at first to apply the community organizing process and concepts in working with communities. They must adjust, especially when immersed in the community. Also, working with other disciplines unaware of community organizing principle – do not leave false hope in the community. Other difficulties are handling youth clients who are hardheaded. Still, by giving food as a reinforcement, they behave in a mannerly way. In dealing with client attitudes like being passive, stubborn, does not listen or disrespectful, manipulative, demanding, respondents require a lot of patience. Interns cope by adjusting, understanding their situation, being firm in refusing requests, handling client queries without offense, showing humility and patience.

*“Lisod pajud kayo makuha ang attention sa community kung dili ka kabalo mag handle sa ilaha as a group. Participation ra man gud kailangan sa community para pud matabangan nimo sila”. (It is hard to get the attention of the community when you don't know how to handle them as a group. The only thing needed is participation in the community to help). R1*

*“Dili man jud tanang principles and values ang ma-apply nimo kung mag intern naka.”* (Not all principles and values are applicable when you are an intern). R2

*“Principle of client’s participation in problem-solving especially pag ang client kay hesitated ug passive sa decision-making. Ug dapat dili magpaasa sa community people”.* (The principle of client's participation in problem-solving, especially when the client is hesitant and passive in decision-making. Do not leave false hope). R3

*“Dili nimo ma-apply tanan kay nay limitations. In the level of agency, ang challenging jud is that when the agency staff dili flexible. The most challenging jud kay kanang makatunong ka ug client na very manipulative”.* (You cannot apply it all because it has limitations. At the level of the agency, it is challenging is when the agency staff is not flexible. The most challenging is when you handled a very manipulative client). R4

*“Maglisod kog apply sa values sa relationship nako sa client. Dapat mahimo kang mediator. ga. Every naa mi activity, naa mi reinforcement, naa mi pa chocolate or pakaon aron mataha sad sila na magpa badlong. I have difficulty in applying the values in using client-worker relationship. You should be mediator. Every activity, we produce foods or chocolates as reinforcement so that they well behave appropriately). R5*

*“Maglisod ko sa agency kay working student man ko, layo sa akong trabahoan sa akoang agency. (I have a hard time because I am a working student. The agency is far from my working place). R6*

*“Tao ra man ta dili man jud natu na mapugngan na ibreak na, pero wala koy ginaingon na tama sad ang pag break. (Sometimes you can't apply worker's self-awareness and confidentiality. We are humans, and it is inevitable to break it, but I'm not saying that it's right. Just avoid everything we can). R7*

*Table 3. Insights of Social Work Interns in applying Social Work Values in the Field Instruction*

Themes	Core Ideas
Values mold the future social worker and influence relationships	Values are the basis for the effective practice of the profession, develops integrity and skills, avoids violation of ethics and rights
Internship preparation requires mastery of concepts and attitudes	<p>Future interns should master concepts in class</p> <p>Leave one's comfort zone, no backbiting of co-interns, discipline, acceptance of people</p>

### **Values mold the future social worker and influence relationships**

Social workers value the dignity and worth of each person. They treat each client compassionately and respectfully that is mindful of individual differences, cultural norms, and ethnic diversity. They promote clients' socially responsible self-determination based on their values. Social workers strive to increase their clients' capability to change, address their own needs, and become self-reliant. Social workers are always aware that they are simultaneously responsible to their clients, the law, and their organization. They resolve conflicts between clients and society in ways that are respectful and socially responsible (Social Work Degree Guide, 2019)

The application of values is essential in the fieldwork experience. It is critically important for social work students to acquire, in a classroom



environment, practice principles, values, and ethics, and the scientific basis for practice (Tippa, 2019).

Respondents see social work values as a basis for the effective practice of the profession, develop integrity and skills, and avoid violation of ethics and rights. Equally important is the need to apply all the learnings covered in the classroom to real-life situations as part of a student's preparation to become a professional social worker. It takes more than academic fitness, but also evidence-based knowledge, field-tested skills, and a wealth of hands-on experience to become a fully backed social worker.

### **Internship preparation requires mastery of concepts and attitudes**

A student must acquire knowledge in the classroom setting. They have put in mind that they have to familiarize the concepts of social work so that it will be conducive for them in integrating knowledge in the field practice. It is a consciously planned set of experiences occurring in a practice setting designed to move students from their initial level of understanding, skills, and attitudes to levels associated with autonomous social work practice. It is imperative then that educators continue to prepare social work students to become competent in the evolving context. Educators have to be committed to the profession's ethical ideals. They acknowledge that these requirements are not necessarily complementary (Dhemba, 2015).

Respondents advised that future interns should master the concepts in class and spent years exploring all the things in the academic setting. Future interns must leave one's comfort zone, relate well with co-interns and staff,

discipline themselves in working professionally and accept people to have a positive working environment.

*“Always lang jud ta aware sa pag apply sa values and principles guys. Kailangan nimo sabton nganu kana imoha na apply nga values ug principles social work practice”.* (We should always be aware of applying values and principles. It is our chance to broaden our knowledge in applying values and principles in social work practice). R1

*“Ang principles ug values, nag serve na sad na silang duha ug basis sa akong work. Naay learnings na sa school lang makuha pero mas dghan ta ug learning jud na makuha sa field. Bisan pa ug makagradwar nata ninyo puhon, dili jud mawala ang values ug principles”.* (The principles and values served as the basis to my work. Some learnings can be acquired only at school, but there are many learnings we can acquire only in the field. Even though we can graduate soon, the values and principles will remain in you). R2

*“It helps me nga ma-develop akong integrity when it comes to working. Naka influence pud siya sa pag enhance sa akong skills, how to utilize social work techniques, and manage my resources. It”.* (It helps me to develop my integrity when it comes to working. It has been influential in enhancing my skills, how to utilize social work techniques, and manage my resources). R3

*“It served as the guide to our profession which mag lead sa atu as good social worker someday. Useful ang values and principles kay tungod in facing my journey, makaingon jud ko na part najud siya sa akong life.* (It served as the guide to our profession, which made us a good social worker someday. The values and principles are the reasons through our journey, it will be part of your daily life). R4

*“Advice nako is apply jud ang mga principles na kailangan iapply especially kung maka*

*handle ta ug mga bug-at jud na cases. Ayaw kaayo pa attach sa client para kung mag terminate na dili kaayo sakit sa atung dughan na malayo ta sa ilaha". (My advice to the next batch is they should apply the principles needed, primarily when they handled crucial cases. And do not be attached to clients, when the helping relationship ends, we will not feel lonely). R5*

*"I find the usefulness of the principles and values para mahimong good social worker sa future. Ang ma advice lang nako sa next batch of social work interns kay dili sila maging sakit sa ulo sa ilang agency ug dapat ipakita nila ang natun-an nila gikan sa school para naa silay guide sa field practice". (I find the usefulness of the values and principles to become an excellent social worker in the future. All I can advise to the next batch of social work interns is that they should not cause problems in the agency. They should integrate and show their learnings in school to have a guide in the field practice). R6*

*"Makatabang sa akona na mag guide sa akong mga buhatonon, bisan pa man sa uban na profession, naa gihapon silay values and principle para mas maging effective ta sa atung work. Padayon lang sa pagtuon kay bisag wala na mo classrooms kay ga immerse na, mas daghan mo matun-an in real-life situations na". (It helped me as an intern before. Many times you repeatedly studied it. Eventually, you will apply it all, and you became a competent intern. It helps me in guiding my work. Keep on studying, given that you are in the community. You can learn many things in real- situation). R1*

## Chapter 4

### CONCLUSION AND IMPLICATION

This chapter presents the conclusion of the study and implications of the research entitled "Inculcation of Social Work Values and Principles: Views of Social Work Interns". This study was conducted among Social Work Interns of the University of Mindanao about their experience in field practice.

#### **Concluding Remarks**

The knowledge in social work practice is critical particularly in making case studies report and other social work-related tasks. The respondents have experienced applying social work knowledge on principles, helping process, and CO process. They had also used teamwork, honesty, and integrity values. The knowledge in this practice helped the respondents to set goals in their intervention plan to their clients.

In integrating attitude during the Field Instruction, the respondents were able to respond to circumstances by settling disagreements and conflicts. The problems were resolved with patience, controlling their emotions, and adjusting to clients to have a positive working environment. Also, the respondents were able to practice the values of tolerance and non-manipulation of clients. The respondents acknowledged clients' rights to self-determination, encouraging client participation in activities and decision-making.

In integrating skills, using computer skills for paperwork was helpful. MS word can benefit to interns to create new innovative methods of learning and helping. Microsoft Word and Microsoft office suite for the respondents to help to transmit educational materials and practice systematically in school and agency faster with higher quality in a short period. The interns were also able to practice skills in dealing and observing clients.

Respondents face different challenges in the agency: awareness of agency's purpose and services, doing non-social work-related tasks, inflexible agency staff, and occasional extension of working hours, and long-distance from home to the agency. Also, respondents were able to initiate strategies in dealing with stubborn, passive, manipulating, and disrespectful clients. In the group and community, they were also having difficulties when the members are not willing to participate in decision-making and interventions, doesn't want to make changes.

In Field Instruction I, some respondents said that is was just natural because all you have to do is to make social case study reports. Unlike in Field Instruction II, it requires all the knowledge, attitude, and skills in spot mapping, group work case study, and community case study and other tasks. Respondents also said the Field Instruction II is the hardest. You have to earn specific hours to complete your OJT course; you also have to form a group. Besides, it requires community immersion of the interns. Its importance is to imbibe the life to understand, assess community needs, and plan with community people to participate in identifying needs.

Social work interns cannot conduct exit conference or externship even though they have fulfilled the given duty hours, as long as the output is not yet finished. They must still report to their agency or community until their requirements and tasks were already complied and checked.

The respondents realized that the application of social work values molds themselves not just as interns but also as a social worker soon. The use of values is the basis for the active practice of the profession.

### **Implication to Field of Practice**

The results show social work interns experienced different challenges, such as dealing with dynamics in the social welfare agency and expanding skills in dealing with various clients and situations. The social work interns faced ethical dilemmas in working with staff with different backgrounds, motivating clients/youth, applying the principle of confidentiality and professional boundaries.

The Social Work Program may prepare future interns through simulation on dealing with dynamics in the social welfare agency, specifically in dealing with professionals with different backgrounds. The Social Work Program may use case studies of ethical dilemmas. Students may use case analysis for a better understanding and preparation for actual situations in field practice.

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## **AGNES L. LUNA**

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### **PERSONAL DATA**

Date of Birth:	October 28, 1992
Place of Birth	Maremco Bambad, Isulan, Sultan Kudarat
Civil Status:	Single
Citizenship:	Filipino
Religion:	Roman Catholic
Height:	4'9
Weight:	40 kg.
Father's Name:	Alfonso J. Luna
Mother's Name:	Nenita L. Luna

### **EDUCATIONAL BACKGROUND**

Primary	Maremco Elementary School Maremco Bambad SY 2004-2005
Secondary	Bambad National High School

Kudarat	Bambad Isulam, Sultan SY 2007-2008
Tertiary	University of Mindanao Matina, Davao City Bachelor of Science in Social Work (Undergraduate)

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## MARY BLAZE CALIBO BOJO

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### PERSONAL DATA

<b>Sex</b>	:	Female
<b>Age</b>	:	21
<b>Date of Birth</b>	:	August 14, 1998
<b>Place of Birth</b>	:	Tagum City
<b>Civil Status</b>	:	Single
<b>Citizenship</b>	:	Filipino
<b>Religion</b>	:	Roman Catholic

### EDUCATIONAL BACKGROUND

<b>Tertiary</b>	:	<b>University of Mindanao Bachelor of Science in Secondary Education (Biological Science Major)</b> SY: June 2015 – March 2016
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#### Work

	:	<b>Bachelor of Science in Social</b> SY: 2016 – Present
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### SKILLS

<b>Computer skills</b>	:	Microsoft Office (Word, Excel, and PowerPoint)
<b>Writing skills</b>	:	Social Case Study Report, Technical Feasibility Study, Project Proposal and Project Design
<b>Interpersonal Skill</b>	:	Excellent Communication Skills

### **SEMINARS AND TRAININGS ATTENDED:**

- Domestic and Inter-Country Adoption Process: Spread Unconditional Love through Legal Process, ***“Pagmamahal Palaganapin, Legal na Pag-ampon Ating Gawin*** (February 2020)
  - Barangay Council for the Protection of Children and Early Childhood Care and Development Seminar and Workshop, ***“Bata Bigyang Pansin, Magandang Kinabukasan ay Kayang Abutin”*** (January 2020)
  - Disaster Risk Reduction and Management Seminar and Workshop (January 2020)
  - Republic Act 11313: Safe Spaces Act, Implementing Rules and Regulation (October 2019)
  - Anti-Sexual Harassment and Work Ethics Seminar (May 2019)
  - ***“Social Work Perspectives on War on Drugs”*** Seminar (January 2018)
  - ***“Stress Debriefing: Social Work in Focus*** (January 2018)
  - ***“Forum on Human Trafficking by Act for Children Alliance”*** (August 2018)
  - ***“Deepening One’s Perspective on Mental Health Awareness: Social Work Students as Mental Health Defenders”*** Seminar (October 2018)
  - ***“Less to Stress, More to Happiness”*** Seminar (October 2018)
  - ***“Suicide is not a solution, Awareness Leads the Action”*** Seminar (October 2018)
  - ***“Anti-Sexual Harassment and Work Ethics”*** Seminar (November 2018)
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**SKILLS**

- Knowledge to community organizing, case study reports, and field study
- Good interpersonal and has outstanding leadership skills
- Proficient in Microsoft word, excel and power point presentation
- Willing to learn new things

**SEMINARS/TRAININGS**

- SW61a training to be trainers: A Step Closer to Social Work Profession (July 19, 2017)
- Group Management: Application of Skills, Techniques and Approaches (September 15, 2017)
- Comprehensive Understanding on Basic Counseling Skills: Social Workers in Focus (March 09, 2017)
- Enhancing Social Work Student's Knowledge and Skills in Writing Social Case Study Report (October 06, 2017)
- Preventing Suicide and Depression: Reaching Out and Saving Lives (Social Work Lab UM Matina (August 08, 2018)

**EDUCATION**

BS Social Work

University of Mindanao

2019-2020