Understanding the patterns of professional practice mistakes with individual cases at school social work setting in Egypt

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ABSTRACT

In 1949, school social work emerged as one of the forms of professional practice of social work in Egyptian society, this setting emerged as a process to bridge the deficit in preparing teachers in schools at that time. The social worker who worked at the school at that time was called "the social supervisor. School social work is a particular branch of the social work profession that attempts to assist all students as they move through the formal education system .The aim of this study was to identify the patterns of professional practice mistakes at school social work setting in Egypt. The sample of this study consisted of 50 social workers, 25 male, and 25 female, ages 30 through 50 years. Findings indicated that these social workers faced 90 patterns of professional practice mistakes at school social work setting in Egypt. Finally, strategies for helping social workers dealing with mistakes in school social work setting in Egypt were suggested.

KEYWORDS:

Professional practice mistakes, individual cases, School social work.

فهم أنماط أخطاء الممارسة المهنية مع الحالات الفردية بالمجال المدرسي في مصر

ملخص الدراسة

في عام 1949 ظهرت الخدمة الاجتماعية المدرسية كأحد أشكال الممارسة المهنية للخدمة الاجتماعية في المجتمع المصري، وبرز هذا المجال الهام من مجالات الممارسة المهنية كعملية لسد العجز في إعداد المعلمين في المدارس في ذلك الوقت، وتمت الاستعانة بالأخصائي الاجتماعي الذي كان يعمل في المدرسة في ذلك الوقت فى دور المشرف الاجتماعي.هذا ويعتبر مجال الخدمة الاجتماعية المدرسية احد مجالات الممارسة المهنية للخدمة الاجتماعية الذي يحاول مساعدة جميع الطلاب أثناء انتقالهم من خلال نظام التعليم الرسمي

واستهدفت هذه الدراسة تحديد أنماط أخطاء الممارسة المهنية في المجال المدرسي في مصــر، وتكونـت عينـة هـذه الدراسـة مـن 50 أخصـائي اجتمـاعي (25 مـن الاخصـائيين الاجتماعيين الذكور، و25 من الاخصائيين الاجتماعيين الاناث) ، تراوحت أعمارهم ما بين 30 و 50 عامًا. هذا وقد توصلت نتائج هذه الدراسة إلى أن هؤلاء الأخصائيين الاجتماعيين واجهوا 90 نمطًا من أخطاء الممارسة المهنية في بيئة العمل الاجتماعي بالمدرسة في مصر. واقترحت هذه الدراسة مجموعة من الاستراتيجيات التي يمكن أن تساعد الأخصائيين الاجتماعيين في التعامل الفعال مع الأخطاء في بيئة الخدمة الاجتماعية المدرسية في مصر .

الكلمات المفتاحية:

أخطاء الممارسة المهنية – الحالات الفردية– المجال المدرسي .

INTRODUCTION

Social work in the Middle East as a profession began in Egypt and Egypt has played a prominent and influential role in the spread of social work education in the Middle East and in many Arab countries, specifically the Arab Gulf States (Holtzhausen, 2010).

The social work profession will remain a hub between the aspirations of societies and their complex structures of science, knowledge and capabilities used for human well-being, because of its great flexibility in responding to human needs and direct intervention for the need or problem that threatens the entity of the individual, family and society (Shalaby, 2015).

The social work profession as a human profession is practiced in many different settings, including the school social work setting, where the professional practice of social work in this field occupies the utmost importance, given that it seeks to achieve humanitarian purposes in the first place is to build the student's personality in order to become an element in society (Muhammad Kamel , 2013).

School Social Work is a particular branch of the social work profession that attempts to assist all students as they move through the formal education system. This often involves the use of treatment to assist students in achieving social and emotional adjustment, while also providing additional support services to them and their families. (Franklin, & Hopson,2004).

Social work practice in school settings is one of the oldest areas of professional practice within social work, recorded as first beginning in the United States between 1906 and 1907. It is the second most saturated social work setting, maintaining the highest number of social workers next to substance abuse and mental health service settings;

school social workers are present in forty-four percent of all school districts across the United States. (Allen-Meares, 2006; Allen-Meares, 2013).

The philosophy of school social work centers around the right of every student in formal education to have access to the guidance of a social worker, whether the adolescent takes full advantage of the service or not. The social worker's role is to support the strengths of the student and their family, while addressing the often complex needs of each individual student. These interventions require the skill and expertise of experienced social workers and often involves the use of community support services, in order to provide truly holistic care. (Hussein s, 1989)

Social work has many modern methods, methods, models and trends that can be employed and practiced in the school social work setting to confront the various problems facing the student and prevent his academic achievement. (Hendawy Abdel-Lahey 2019)

Therefore, the school social worker plays a prominent role in helping students to face the problems they encounter that prevent their academic achievement and effect on their social compatibility inside and outside the school. This requires the social worker to apply methods and models of work with individual cases, taking into account not to make professional mistakes during his professional role with these individual problems facing students.

Lately, social work profession has begun to pay attention to the issue of professional practice mistakes practiced by practitioners whose working with clients in social work settings, through scientific conferences, as well as scientific research published in international

social work journals about social work practice mistakes when dealing with clients.(Abu Al-Nasr, 2019).

Making mistakes is an inevitable part of social work, as is any other Profession. Social workers plan a series of actions in order to achieve certain goals for the benefit of their clients, but sometimes the outcomes are far from the intended ones and, in some cases, they make situations worse, not better (Sicora, 2017b).

In 1995, Frederic G. Reamer indicates that professional practice mistakes in social work generally occurs as a result of a social worker practitioners' active violation of clients' or as a result of a social worker's failure to perform certain duties. He also notes that the are many social work Malpractice such as: Incorrect treatment, Sexual impropriety, Breach of confidence/privacy Diagnosis, Failure to treat Undue influence Abandonment, Miscellaneous Suicide of patient, Improper referral/placement Improper death, Violation of civil rights. . (Reamer, 1995)

Reamer (2008) explains that Professional errors are just one of the many possible classifications which occur 'when practitioners depart from widely accepted standards and best practices in the profession. (Reamer, 2008).

Sicora (2017). identifies two forms of errors: errors in execution (I thought well, but I did wrong) and errors in planning or in problem solving (I did well, but I thought wrong).(Sicora, 2017a).

Abo El Nasr & Farkas (2002) They indicated that one of the risks to which social workers are exposed while practicing the profession of social work, either within the institutions in which they work or during their home and field visits, and that one of the reasons that increase the

rate of these risks is that the practitioners professional practice errors with clients.(Abo El Nasr & Farkas, 2002).

In fact, within the limits of the researchers 'knowledge, there are no studies in the Arab environment concerned with studying the issue of professional practice mistakes in social work, but one study presented by Abo Al Nasr, 2019 about professional errors in social work, which showed that there are more than 40 professional practice errors of errors committed by social workers with clients, whether intentional or unintended way.

The current study attempts to address the patterns of professional practice mistakes at school social work setting across Egypt.

THEORETICAL FRAMEWORK :

PROFESSIONAL SOCIAL WORK MISTAKES:

Professional social work mistakes were defined as any deviation of the social worker from normal and customary professional behavior and his violation of the special duties imposed on him by the social work profession.(Johnson, 2013)

Abo Al-Nasr (2019) (2020) clarified the professional social work mistakes or errors that every attitude and professional behavior does not adjust with the values, ethics, principles, knowledge, skills, steps, methods, approaches, methods and tools of the social work profession and it results in harm to social work clients, but rather a damage to social workers themselves and the institutions in which they work and the reputation of the social work profession.(P7)

Reamer (2008) claims that there are three types of professional social work mistakes:

(a) **PROFESSIONAL MISTAKES OCCUR UNINTENTIONALLY** such as when a clinical social worker inadvertently discloses confidential information, without proper authorization, to a client's spouse or neglects to complete a client's insurance claim form in a timely manner.

(b) **PROFESSIONAL MISTAKES OCCUR WITH INTENT**: such as when a social worker fraudulently documents services that were never provided or when an impaired clinician becomes sexually involved with a client.

(c) **PROFESSIONAL MISTAKES OCCUR BECAUSE OF SOCIAL WORKERS' INCOMPETENCE** such as unskilled use of widely accepted interventions, failure to use best practices, or inadequate training, unethical behavior, or impairment. (Reamer, 2008, P61)

AIM OF THE STUDY :

This cross-sectional study seeks to understand the patterns of professional practice mistakes at school social work setting in Egypt.

RESEARCH QUESTIONS :

The primary research question for this study is the following: which patterns of professional practice mistakes at school social work setting in Egypt? Addressing this question will provide empirical evidence as to what are the mistakes forms, which in turn could help practitioner social work in school social work setting. The following sub-questions are derived from this question:

1. What is the Professional mistakes related to applying professional principles while working with individual cases in the school social work settings?

2. What is the Professional mistakes related to applying interview techniques while working with individual cases in the in the school social work settings?

3. What is the Professional mistakes related to applying professional processes while working with individual cases in the school social work settings?

4. What is the Professional mistakes related to applying modern therapeutic models while working with individual cases in the school social work settings?

5. What is the Professional mistakes related to applying professional work techniques while working with individual cases in the school social work settings?

THE STUDY METHODOLGY :

Study Design:

The current study is part of a cross-sectional study designed to assess the patterns of professional practice mistakes at school social work setting in Egypt.

Population and Sample:

The study population included 50 selected social workers across Egyptian school social workers. Participants are given questionnaires to fill out. The selection of participants was based on a purposive sampling technique. Data was collected in 2020.

Data Collection Procedure and Ethical Considerations:

For this study, we created and administered a survey with a cover letter explaining the purpose of the study, potential confidentiality issues, and informed consent to the respondents. Consent was obtained from each of the social workers. Letters were sent from the Department of

Social Casework at Assiut University to Assiut Education Directorate at Assiut governorate of Egypt, before distributing surveys to social workers in schools. The data collection process lasted for 25 days.

MEASUREMENT INSTRUMENT:

The survey consisted of ninety nine items and took approximately 10 to 15 minutes to complete. ninety items were used to examine the patterns of mistakes doing by social workers in school social work setting in Egypt; twenty items were used to examine the Professional mistakes associated with applying professional principles, thirteen items were used to examine the Professional mistakes related to interview techniques, Seventeen items were used to examine the Professional mistakes associated with applying professional processes, ten items were used to examine Professional mistakes associated with applying therapeutic models, thirty items were used to examine Professional mistakes related to applying professional work techniques with individual cases.

Nine items were used to establish relevant demographics; name, gender, age, social status, education level, training course, years of experience, and level of professional practice.

Response options were presented on a five-point Likert-scale assessing agreement with the stem: 1 = disagree, 2 neither agree nor disagree, 3= agree. The final instrument was reviewed for content validity by ten social work professors with expertise in this area in order to assure that the survey content was appropriate. Additionally, Cronbach's alpha was used to calculate the internal consistency of the measurement scale. From the statistical analysis, it can be concluded that the instrument was reliable as a score of 0.801 was obtained for the items. See (Table 1). The table above shows that most of the

coefficients of the variables have a high degree of reliability, thus their results are reliable, and the tool is finalized.

ETHICAL CONSIDERATIONS

Prior to data collection, ethical clearance was obtained from schools in Assiut. In addition, verbal consent from the respondents was obtained prior to the commencement of the study.

Data Analysis

Data analyses were performed using SPSS for Windows 20.0 (Armonk, NY: IBM Corp.). Descriptive statistical techniques were applied to clarify demographic characteristics of the study sample. Such techniques included the frequencies and percentages were calculated and (mean, median and standard deviation) were determined for each Likert-scale item. Lastly, Brown-Spearman's split-half equation and Cronbach's alpha to assess the reliability of the study tools and measure the strength of the tools' consistency and T-Test.

Table (1) – Results of the validity of patterns of professional practice mistakes at school social work setting in Egypt scale Correlation Coefficient (n = 30)

Dimension	Pearson correlation Coefficient
The first dimension	0.763 **
The Second dimension	0.712 **
The Third dimension	0.701 **
The fourth dimension	0.734**
The fifth dimension	0.759**

Note. *p < .05. **p < .01 or *Significant at 0.05 level, **Significant at 0.01 level

The table above shows that most of the coefficients of the variables have a high degree of validity, thus their results are valid, and the tool is finalized.

Table (2) – Results of the Reliability of patterns of professional practice mistakes at school social work setting in Egypt Scale Using Alpha Cronbach Coefficient and The Spearman-Brown correction (n = 30)

Dimension	The Spearman-Brown correction	Alpha Cronbach Coefficient
barriers to implementing EBP in School Social Work Setting	0.764	0.661

The table above shows that most of the coefficients of the variables have a high degree of reliability, thus their results are reliable, and the tool is finalized.

Results

DEMOGRAPHIC INFORMATION:

Table 3 displays the demographic information of participants. A majority of participants (50 respondents) reported male as their gender (50 percent). The most participants (29 respondents) reported 30 to 39 years as their age (58 percent); 11respondents (22 percent) reported being 40 to 49 years; 5 respondents (10 percent) reported being between ages 20 to 29 and also 50 and more. (25 participants were male (50%) and 25 (50%) were female.

A majority of participants,22 (44%) participants reported holding a Bachelor of Social Work (BSW) as their highest level of education, while only 8 participants (16%) reported holding a BSW of Arts from the Department of Sociology, 20 (40%) reported holding one or more Diploma. The majority of respondents, 37 were married (74%), 3 (6%) were single, 2 (4%) were divorced, and 8(16%) were widower.

25 participants (50%) reported having more 15 years of professional experience, 20 (40%) reported having 11 to 15 years, 5 (10 %) reported having ten year or less. 15 participants (30%) completed two and more four training courses; 10 (20%) completed one training courses, 5 (10%) completed three and four training courses.

Table (3) Demographic characteristics of the participants (n = 50)				
Variables	**Frequency**	**%**	**Mean**	**SD**
Age				
20−29	5	10		
30−39	29	58		
40−49	11	22		
50+	5	10		
Total	50	100	38.7	0.615
Gender				
Male	25	50		
Female	25	50		
Total	50	100		
Education				
BS of Social work	22	44		
BS OF Arts, Department of Sociology	8	16		
Diploma (s)	20	40		

Total	50	100		
Social Status				
Single	3	6		
Married	37	74		
Divorced	2	4		
Widower	8	16		
Total	50	100		
Years of experience				
ten years or less	5	10		
11−15	20	40		
15+	25	50		
Total	50	100	7.17	0.661
Number of training courses				
One training course	10	20		
Two courses	15	30		
Three courses	5	10		
Four courses	5	10		
Four + courses	15	30		
Total	50	100	2.83	1.289

PATTERNS OF PROFESSIONAL PRACTICE MISTAKES AT SCHOOL SOCIAL WORK SETTING IN EGYPT

(a): professional mistakes associated with applying professional principles with client in school social work setting:

Social workers participating in this study were asked to select from a list of items exploring perceptions of professional practice

mistakes at school social work setting in Egypt. Results are shown in Table 4 that the Professional mistakes associated with applying professional principles with client in school social work setting in Egypt. Twenty items about were included in this section. The 5 most commonly perceived forms of professional practice mistakes were as follows: 58% (n=29) of participants agreed with the statement that I decide what the client should do while working with me; 22% (n=11) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 40% (n=20) of participants agreed with the statement that I cannot give the client the right of self-determination; 25% (n=50) of participants agreed somewhat with this statement, while 10% (n=5) disagree with this statement. 40% (n=20) of participants agreed with the statement that I find a difficult to implement the self-determination right principle with clients; 20% (n=40) of participants agreed somewhat with this statement, while 10% (n=5) disagree with this statement. 40% (n=20) of participants agreed with the statement that I believe that the client has no right to decide what he/she doing in his problematic situation.; 30% (n=15) of participants agreed somewhat with this statement, while 30% (n=15) disagree with this statement. 20% (n=10) of participants agreed with the statement that I cannot accept the client while working with him/her; 60% (n=30) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. The results also that the same 5 ranking is 30% (n=15) of participants agreed with the statement that I have a personal barriers that prevent me to the building a professional relationship with clients; 30% (n=15) of participants agreed somewhat with this statement, while 40% (n=20) disagree with this statement.

Table (4) the professional mistakes associated with applying professional principles

N	Client Resistance Patterns	Agree		Agree somewhat		Disagree		Total		Ranking
		Fre	%	Fre	%	Fre	%	Fre	%	
1	I cannot accept the client while working with him/her.	10	20	30	60	10	20	50	100	5
2	I cannot work with client has a different gender.	10	20	25	50	15	30	50	100	6
3	I cannot work with client has a different religion.	5	10	28	56	17	34	50	100	9
4	I cannot work with client has a different race.	2	4	30	60	18	36	50	100	11
5	I cannot work with client has a different color.	1	2	30	60	19	38	50	100	12
6	I find a difficult to implement the self−determination right principle with clients	20	40	20	40	10	20	50	100	3
7	I cannot give the client the right of self−determination.	20	40	25	50	5	10	50	100	2
8	I decide what the client should do while working with me.	29	58	11	22	10	20	50	100	1
9	I believe that the client has no right to decide what he/she doing in his problematic situation.	20	40	15	30	15	30	50	100	4
10	I don't consider the exceptions of the self−determination right principle with clients.	10	20	15	30	25	50	50	100	10
1	I cannot keep information and	5	10	20	40	25	50	50	100	13

The table title (spanning the top): **with client in school social work setting (n = 50)**

11	secrets of the customers adequately.									
12	I unintentionally disclosed the client's secrets with others.	15	30	15	30	20	40	50	100	6
13	I reiterate the confidentiality of client's information.	10	20	20	40	20	40	50	100	8
14	I cannot apply the group confidentiality with client I'm dealing with him/her.	10	20	15	30	25	50	50	100	10
15	I am not interested in applying the confidentiality principle during my professional work with individual cases.	5	10	19	38	26	52	50	100	14
16	I cannot establish a professional relationship with my client.	7	14	28	56	15	30	50	100	7
17	My relationship with the client takes the form of a friendship.	5	10	25	50	20	40	50	100	10
18	I find a difficult to grow a professional relationship with my client.	10	20	25	50	15	30	50	100	6
19	I have a personal barriers that prevent me to the building a professional relationship with clients.	15	30	20	40	15	30	50	100	5
20	The work pressure makes me unable to build a professional relationship with clients.	15	30	15	30	20	40	50	100	6
TOTAL		223	22.	43	43.2	34	34.	1000	100	−

		3	2		5	5			

(b): professional mistakes associated with applying interview techniques with client in school social work setting:

Social workers participating in this study were asked to select from a list of items exploring perceptions of professional practice mistakes at school social work setting in Egypt. Results are shown in Table 5 that the Professional mistakes associated with applying interview techniques with client in school social work setting in Egypt. Thirteen items about were included in this section. The 5 most commonly perceived forms of professional practice mistakes were as follows: 58% (n=29) of participants agreed with the statement that I cannot criticize myself professional after interviewing the cases; 22% (n=11) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 40% (n=20) of participants agreed with the statement that the working time does not allow me to conduct interviews with clients.; 40% (n=20) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 40% (n=20) of participants agreed with the statement that I cannot prepare well before client's interviews; 30% (n=15) of participants agreed somewhat with this statement, while 30% (n=15) disagree with this statement. 36% (n=18) of participants agreed with the statement that I could not guide the interview as for the client interest; 36% (n=18) of participants agreed somewhat with this statement, while 28% (n=14) disagree with this statement. 36% (n=18) of participants agreed with the statement that I am recording during the client interview; 34% (n=17) of participants agreed somewhat with this statement, while 30% (n=15) disagree with this statement.

N	Client Resistance Patterns	Agree		Neither Agree Nor disagree		Disagree		Total		Ranking
		Fre	%	Fre	%	Fre	%	Fre	%	
1	I have a difficult to conduct a professional interviews with clients.	15	30	20	40	15	30	50	100	7
2	The lack of time to conduct interviews with clients.	20	40	10	20	20	40	50	100	7
3	Failure to set appropriate dates for interviewing with cases.	15	30	15	30	20	40	50	100	9
4	I cannot prepare well before client's interviews.	20	40	15	30	15	30	50	100	3
5	Inability to determine the appropriate place to conduct an interview with clients.	15	30	18	36	17	34	50	100	8
6	The working time does not allow me to conduct interviews with clients.	20	40	20	40	10	20	50	100	2
7	I cannot criticize myself professional after interviewing the cases.	29	58	11	22	10	20	50	100	1
8	I cannot achieve the goal of the client interview carefully.	10	20	22	44	18	36	50	100	10
9	I recording during the client interview.	18	36	17	34	15	30	50	100	5

Table (5) the professional mistakes associated with applying interview techniques with client in school social work setting (n = 50)

1 0	I have a difficult to commit with the techniques of interviewing clients.	10	20	19	38	21	42	50	100	11
1 1	I could not guide the interview as for the client interest	18	36	18	36	14	28	50	100	4
1 2	I get busy with other things while meeting clients.	17	34	17	34	16	32	50	100	6
1 3	I do not have psychological readiness before meeting the client.	15	30	18	36	17	34	50	100	8
	TOTAL	222	34.1	22 0	33.9	20 8	32	65 0	100	–

(c): professional mistakes associated with applying professional intervention steps with client in school social work setting:

Social workers participating in this study were asked to select from a list of items exploring perceptions of professional practice mistakes at school social work setting in Egypt. Results are shown in Table 6 that the professional mistakes associated with applying professional intervention steps with client in school social work setting in Egypt. Seventeen items about were included in this section. The 5 most commonly perceived forms of professional practice mistakes were as follows: 36% (n=18) of participants agreed with the statement that I cannot attract the client to join me in implementing the treatment plan; 38% (n=19) of participants agreed somewhat with this statement, while 26% (n=13) disagree with this statement. 34% (n=17) of participants agreed with the statement that I do not have the skill of picking facts related to client's problem; 38% (n=19) of participants agreed somewhat

with this statement, while 28% (n=14) disagree with this statement. 30% (n=15) of participants agreed with the statement that I have a difficult to conduct a client case study; 40% (n=20) of participants agreed somewhat with this statement, while 30% (n=15) disagree with this statement. 30% (n=15) of participants agreed with the statement that the diagnostic ideas that I develop during the study are quite far from the final diagnosis; 34% (n=17) of participants agreed somewhat with this statement, while 36% (n=18) disagree with this statement. 20% (n=10) of participants agreed with the statement that I cannot complete the client's study problem; 50% (n=25) of participants agreed somewhat with this statement, while 30% (n=15) disagree with this statement.

		Agree		Neither Agree Nor disagree		Disagree		Total		Ranking
N	Client Resistance Patterns	Fre	%	Fre	%	Fre	%	Fre	%	
1	I cannot obtain information related to the client's issue.	14	28	16	32	20	40	50	100	6
2	I cannot complete the client's study problem.	10	20	25	50	15	30	50	100	5
3	I do not have the skill of picking facts related to client's problem.	17	34	19	38	14	28	50	100	2
4	I cannot complete the study areas.	7	14	27	54	16	32	50	100	9

Table (6) the professional mistakes associated with applying professional intervention steps with client in school social work setting (n = 50)

5	I cannot complete the study resources.	8	16	29	58	13	26	50	100	5
6	I cannot complete the study methods.	5	10	31	62	14	28	50	100	9
7	I have a difficult to conduct a client case study	15	30	20	40	15	30	50	100	3
8	I do not have the ability to determine the cause of the client's problem.	2	4	29	58	19	38	50	100	13
9	Lack of ability to determine the client's diagnostic ideas and impressions.	14	28	14	28	22	44	50	100	8
10	The diagnostic ideas that I develop during the study are quite far from the final diagnosis.	15	30	17	34	18	36	50	100	4
11	I could not distinguish between the self and the environment factors causing the client's problem.	2	4	32	64	16	32	50	100	12
12	I am unable to participate the client in decision of diagnosing problem.	3	6	37	74	10	20	50	100	7
13	I cannot determine which treatments are appropriate for the client's problem.	8	16	13	26	29	58	50	100	15
14	I do not develop A treatment lines for the client while diagnosing his/her problem.	10	20	20	40	20	40	50	100	10

1 5	I could not develop an appropriate treatment plan for the client.	6	12	25	50	19	38	50	100	11
1 6	I cannot adapt the treatment methods to the client's Problem.	10	20	10	20	30	60	50	100	14
1 7	I cannot attract the client to join me in implementing the treatment plan.	18	36	19	38	13	26	50	100	1
TOTAL		164	19.3	38 3	45.1	30 3	35.6	850	100	–

(d): professional mistakes associated with applying modern therapeutic models with client in school social work setting:

Social workers participating in this study were asked to select from a list of items exploring perceptions of professional practice mistakes at school social work setting in Egypt. Results are shown in Table 7 that the professional mistakes associated with applying modern therapeutic models with client in school social work setting in Egypt. Ten items about were included in this section. The 5 most commonly perceived forms of professional practice mistakes were as follows: 60% (n=30) of participants agreed with the statement that I have a difficult to practice modern therapeutic models with individual cases; 30% (n=15) of participants agreed somewhat with this statement, while 10% (n=5) disagree with this statement. 58% (n=29) of participants agreed with the statement that I have never applied one of these treatment models to individual cases; 22% (n=11) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 58% (n=29) of participants agreed with the statement that the difficulty of applying

these therapeutic models with cases in the school social work setting; 20% (n=10) of participants agreed somewhat with this statement, while 22% (n=11) disagree with this statement. 40% (n=20) of participants agreed with the statement that lack of recent models' knowledge which used with individual cases; 40% (n=20) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 38% (n=19) of participants agreed with the statement that the working environment does not help me in applying the recent models with individual cases; 38% (n=19) of participants agreed somewhat with this statement, while 24% (n=12) disagree with this statement.

N	Client Resistance Patterns	Agree		Neither Agree Nor disagree		Disagree		Total		Ranking
		Fre	%	Fre	%	Fre	%	Fre	%	
1	The working environment does not help me in applying the recent models with individual cases.	19	38	19	38	12	24	50	100	5
2	Lack of recent models knowledge which used with individual cases.	20	40	20	40	10	20	50	100	4

Table (7) the professional mistakes associated with applying professional intervention steps with client in school social work setting (n = 50)

3	I do not have the ability to choose a treatment model which appropriate for the nature of the client's problem.	10	20	25	50	15	30	50	100	6
4	I do not have experience choosing a treatment model that fits with a client's personality.	15	30	15	30	20	40	50	100	6
5	The difficulty of applying these therapeutic models with cases in the school social work setting.	29	58	10	20	11	22	50	100	3
6	Lack of professional skill to apply these therapeutic models with individual cases.	10	20	20	40	20	40	50	100	7
7	I have never applied one of these treatment models to individual cases.	29	58	11	22	10	20	50	100	2
8	I did not get training courses to apply modern therapeutic models in the school social work setting.	10	20	20	40	20	40	50	100	7
9	I am committed to applying psychosocial therapy in working with individual cases.	29	58	10	20	11	22	50	100	3
10	I have a difficult to practice modern therapeutic models with individual cases.	30	60	15	30	5	10	50	100	1
	TOTAL	201	40.2	165	33	134	26.8	500	100	–

(e): professional mistakes associated with applying professional work techniques with client in school social work setting:

Social workers participating in this study were asked to select from a list of items exploring perceptions of professional practice mistakes at school social work setting in Egypt. Results are shown in Table 8 that the professional mistakes associated with applying professional work techniques with client in school social work setting in Egypt. Thirty items about were included in this section. The 5 most commonly perceived forms of professional practice mistakes were as follows: 90% (n=45) of participants agreed with the statement that I do not apply any modern treatment models with individual cases in school social work setting; 4% (n=2) of participants agreed somewhat with this statement, while 6% (n=3) disagree with this statement. 78% (n=39) of participants agreed with the statement that I can only apply the traditional social casework with the clients; 10% (n=5) of participants agreed somewhat with this statement, while 12% (n=6) disagree with this statement. 60% (n=30) of participants agreed with the statement that I cannot collect information related to the client's status; 20% (n=10) of participants agreed somewhat with this statement, while 20% (n=10) disagree with this statement. 40% (n=20) of participants agreed with the statement that I can't give the client a chance to express what's inside; 50% (n=25) of participants agreed somewhat with this statement, while 10% (n=5) disagree with this statement. 44% (n=22) of participants agreed with the statement that I get busy with other things while working with the client; 40% (n=20) of participants agreed somewhat with this statement, while 16% (n=8) disagree with this statement.

Table (8) the professional mistakes associated with applying professional work techniques with client in school social work setting (n = 50)

N	Client Resistance Patterns	Agree		Neither Agree Nor disagree		Disagree		Total		Ranking
		Fre	%	Fre	%	Fre	%	Fre	%	
1	The client is not given the freedom to express his/her feelings.	2	4	20	40	28	56	50	100	16
2	I don't interact with the client's ideas.	3	6	20	40	27	54	50	100	15
3	I do not have the ability to withstand conversation and client dialogue.	15	30	20	40	15	30	50	100	10
4	I can't give the client a chance to express what's inside.	20	40	25	50	5	10	50	100	4
5	Understand the client's personality while working with him	10	20	19	38	21	42	50	100	7
6	I don't care about my appearance while working with clients.	15	30	10	20	25	50	50	100	12
7	I cannot obtain accurate information related to the client's status.	15	30	20	40	15	30	50	100	10
8	I made a mistake in judgment on the status of the client.	20	40	20	40	10	20	50	100	6
9	I am not objective while working with the client.	10	20	20	40	20	40	50	100	12
10	I do not have attendance while working with clients.	10	20	25	50	15	30	50	100	11
11	I cannot effective listen to the client's condition.	10	20	15	30	25	50	50	100	13

1 2	I cannot collect information related to the client's status.	30	60	10	20	10	20	50	100	3
1 3	I cannot complete the study of the client's problem.	15	30	15	30	20	40	50	100	11
1 4	I never think about making a home visit for any client.	21	42	10	20	19	38	50	100	8
1 5	I rush to judge and diagnose the case.	15	30	15	30	20	40	50	100	11
1 6	I can only apply the traditional social casework with the clients.	39	78	5	10	6	12	50	100	2
1 7	I do not apply any modern treatment models with individual cases in school social work setting.	45	90	2	4	3	6	50	100	1
1 8	I don't respond to the client's opinion of anything.	17	34	18	36	15	30	50	100	8
1 9	I do not wish to attend training courses to benefit from them.	3	6	7	14	40	80	50	100	17
2 0	Meeting clients in a location not suitable for professional work.	25	50	10	20	15	30	50	100	6
2 1	Meeting clients in the presence of others who have nothing related with the problem.	10	20	10	20	30	60	50	100	14
2 2	Bad use of school resources and capabilities while working with cases.	10	20	15	30	25	50	50	100	13
2 3	The use of social media during working with cases.	15	30	15	30	20	40	50	100	11

24	Make phone calls while working with individual cases.	20	40	20	40	10	20	50	100	6
25	I don't care about a client's inappropriate behavior.	18	36	15	30	17	34	50	100	9
26	I get busy with other things while working with the client.	22	44	20	40	8	16	50	100	5
27	I intend to cause damage to the client, his family, or the school.	4	8	1	2	45	90	50	100	18
28	I don't mind the client while working with him.	15	30	20	40	15	30	50	100	10
29	I do not apply verbal and non-verbal communication skills with the client.	10	20	10	20	30	60	50	100	14
30	I do not resort to the professional supervisor to take advantage of him in working with individual cases.	15	30	20	40	15	30	50	100	10
	TOTAL								100	–

DISCUSSION

This study attempts to clarify social workers' perceptions of professional practice mistakes patterns with individual cases at school social work setting in Egypt. Our study attempted to fill the gap associated with carrying out studies on the issue of professional practice mistakes within an Arabic environment, and specifically across Egypt. The results of this study indicate that there are five categories of professional practice mistakes patterns with individual cases at school social work setting in Egypt; professional mistakes associated with

applying professional principles with client, professional mistakes associated with applying interview techniques with client, professional mistakes associated with applying professional intervention steps with client, professional mistakes associated with applying modern therapeutic models with client, professional mistakes associated with applying professional work techniques with client in school social work setting.

The participants of this study referred that their most commonly and strongly perceived patterns of professional mistakes associated with applying professional principles with client that they could not participate with the client in his/her self-determination, in addition to that they do not take the opinion of the clients in decisions related to their problematic situation. some social workers days that they cannot accept the client during the interviews.

Our study also points to the patterns of professional mistakes associated with applying interview techniques with client that some social workers recording the interview without the clients 'permission, and also they could not guide the interview as for the client interest.

Moreover, our study indicates that the professional mistakes associated with applying professional intervention steps with client that the inability of social workers to fully and accurately conduct the study and assessment processes, as well as develop treatment plans with the client in accordance with the goals previously set, perhaps for the rest of the time or increase the professional efforts of social workers working in schools.

The participants this study also referred to the professional mistakes associated with applying modern therapeutic models with client the social workers doesn't use the recent social work therapeutic

models with individual cases in the school social work setting they refutes this point my saying that the working environment does not help me in applying these recent models with individual cases.

The result of this study showed that the professional mistakes associated with applying professional work techniques with client in school social work setting the social workers get busy with other things while working with the client and they are using the traditional social casework with the clients.

Our findings are consistent with those found by (Reamer 1995, 2008, Sicora, 2017, Abo El Nasr, 2019).

This study attempted to fill the research gap in identifying the professional practice mistakes patterns with individual cases at school social work setting in Egypt.

STUDY LIMITATION:

There are clear limitations to this study. Although the study uses a purposive random sample of social workers practicing in school social work setting across the Port Said Governorate, it is inappropriate to generalize the results to all social workers. Samples from different geographical regions may provide different results. Secondly, the questionnaire was self-reported and did not capture the actual practices related to professional requirements. Thirdly, self-reporting measures introduces sources of errors and biases, such as participants consistently choosing high or low ratings.

IMPLICATIONS FOR SOCIAL WORK PRACTICE

Professional practice mistakes are an important concept to explore within a social work setting. For this reason, our findings have useful academic and practical implications, especially social workers

working in school social work settings. Thus, we make the following recommendations:

1. Include Professional practice mistakes issues in social work educational curriculums at both the undergraduate, graduate levels and continuous education programs.

2. Creating a series of training courses for social work students in all social work education phases with the purpose of reducing professional practice mistakes within a professional work setting.

3. Carrying out future studies to identify the requirements of reducing the professional practice mistakes in social work practice settings, and especially school social work settings.

4. Carrying out future studies to identify the relationship between level of social worker's education and type of professional practice mistakes.

5. inclusion the term of Reflective Practice in social work education curricula in the Egyptian community, as well as in filed training programs for social workers not only in the school social work setting but also in the all social work settings because this concept is one of the concepts strongly used in dealing with Professional practice mistakes in social work.

CONCLUSION

The present study identifies social worker's perceptions of patterns of professional practice mistakes with individual cases at school social work setting in Egypt. Attention to social workers dealing with professional practice mistakes, whether intended or unintended by social workers towards their clients, is one of the most important issues for discussion in the social work literature nowadays. There is a need to conduct further studies exploring the concept of reflective practice as

well as a need to incorporate findings and recommendations for professional practice in all social work educational programs to avoid the patterns of professional practice mistakes with individual cases.

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