

**Dealing Skills with Field Training
Students' Reactions According to the Generalist
Practice Perspective
An Applied Study upon Academic Supervisors at the
Faculty of Social Work – Helwan University**

Tarek Moharram Sedky El Sayed (PhD)

Hoda Ahmed Kamal (PhD)

Faculty of Social Work - Helwan University- Egypt

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Abstract:

This study was designed to identify the skills that the academic supervisors must have in dealing with the reactions of the students in field training according to the generalist social work practice. All the academic supervisors at the Faculty of Social Work , Helwan University in Egypt were selected as a research population and the research instrument was applied upon them. There numbers were 87 . The current research results indicated that the dealing skills are important . Also , other skills such as listening , speaking and persuading skills are important to the supervisors when dealing with reactions of field training students. Also the results indicated that there were some problems related to the interaction between supervisors and students in regard with some demographic variables of students and supervisors.

Keywords: Dealing Skills, Field Training, Students Reactions, The Generalist Practice Perspective.

Introduction:

For every action has a reaction, and every work has a reflection either accepted or not accepted. And when we talk with others or work with them we wait a reaction, because dealing with people is considered as an art and a skill owned by some, This art needs to be educated because of the change of people personalities and individual differences, and dealing skills with others is one of the main required skill for the future leaders.

Skills have a particular importance for the social workers because their learning to these skills has a clear effect upon their activities because of its relation with their professional performance (Abd El Tawab, 2002, P.346).

And this was stressed by Seham Aly Ahmed study which indicated that field training for social work students increases them by enough experiences in applying and using the theoretical knowledge in

different social situations through gaining them the appropriate attitudes, skills, and behaviors to create the professional integrated personality which can perform its expected role as it is desirable (Ahmed, 2002, p.191).

Field training deals with the scientific bases for professional work with the aim of integrating the knowledge with professional practice, and always there is an important helpful factor for field training includes clinical, experimental, and technical aspects under academic supervision and guidance (Fredcox, 1977, p.373).

Since the academic supervision is considered the responsible for guiding the supervision process because he or she owns the experiences which enable him or her to perform the supervision role appropriately (Mahfouz, 2006, P. 693).

Through supervision group meetings held by the academic supervisor with the field training students to help them to grow and perform their professional responsibilities with a high degree of competence, and which enable the academic supervisor to deal with the reactions of students' personalities which is differentiated between the negative, aggressive, talkative personality, and who tries to enforce others to accept his opinion, and shy person, and also the positive personality who introduces his opinions inside the group (Glass, 2004).

To perform his or her role effectively, the academic supervisor should use a group of basic skills for the generalist social work practice, which include communication and response skill, careful listening through verbal and non – verbal communication ways which help the field training students all of their thoughts, feelings, and emotions, (Soliman and Others, 2005, P.120).

The results achieved from the communication process depend upon the positive feelings of the supervisor toward group members like confidence and secure, also understanding their expectations and roles, and finally the development of interaction between the supervisor and the group which will lead to the existence of the positive professional personality (Dodd, 2001, p.8).

It is important to define the professional performance level of the academic supervisor during the supervision process and to what extend he or she uses the basic skills especially the communication skills during his or her work with the group of field training students under supervision. This study is concerned with investigating dealing

Skills with field training students reactions according to the generalist practice of social work perspective. It is an applied study upon all the academic supervisors at the Faculty of Social Work – Helwan University in Cairo- Egypt.

Skill is an [ability](#) and [capacity](#) acquired through deliberate, [systematic](#), and sustained effort to smoothly and adaptively carryout [complex activities](#) or [job functions](#) involving [ideas](#) ,things and/or people . It can be acquired through observation , education , training , application and practice (Abo El Nasr , 2014 , p.23) .

The skill is a basic tool for a profession depends basically upon the influence of one individual the supervisor upon the group members (the group of field training students) as a stated goal influence which needs readiness, learning, and training (Manqarios, 2004, p. 168), Studying the communication skills helps the social worker as a supervisor to face the problems through a collective technique and achieve the integrated interaction and growth of the group he is dealing with (El Mehdaly, 2005, p. 27).

Therefore, the study problem can be defined in a basic question as following : what are the dealing skills with the reactions of the field training students according to the generalist practice perspective.

The main question of this study is: what are the main important dealing skills with the reactions of the field training students as perceived by the academics supervisors?

The following sub- questions were developed from the main study question :

- 1- To what extent the academic supervisor realizes the listening skill?
- 2- To what extent the academic supervisor realizes the art of dealing with others skill ?
- 3- To what extent the academic supervisor realizes the speaking and persuading skills ?
- 4- Are the academic supervisors skills in dealing with the reactions of the students are differentiated according to the (sex and scientific degree)?
- 5- Is there is a relation between (number of students- years of experience – number of supervision meetings) of the academic supervisors and their skill of dealing with the students' reactions?
- 6- What are the main difficulties of dealing with the reactions of field training students?

Study Concepts:**Skills:**

Skill is the ability to apply the theoretical information effectively, which means practicing the professional easily and accurately (Morales And Ford, 1997, p.114).

The art of dealing with others:

In general, the individual in his life find himself to deal with different patterns of persons who are varied in their characteristics and traits but he is an obliged to deal with them. But the question here are we lose time and effort in trying to change these persons we interact with them or we try to change ourselves to adjust with them, every one of us does not choose his boss or colleagues, but reality enforce us to deal with all we deal with and interact with them. The answer of this question is the art of dealing (El Mehdaly, 2005, PP.68-69).

The art of dealing with others in this study means the academic supervisor's skill in dealing with various patterns of field training students like : positive , negative , shy , aggressive , argument , block minded , open minded , silent... during group supervision meetings .

Dealing Skills:

Dealing skills are interpersonal skills and are one of the forms of communication skills. In the current study , the researcher will study the following skills: the listening skill , Speaking and persuading skills.

Listening Skill:

Listening in communication language means the positive hearing for what are said what are not (Attia and El Mehdaly, 2003, p. 125) and how the recipient perceived the non- verbal expressions accompanied (Helal, 1996, P. 34).

Steps of gaining listening skill:

1. Self-accustom concentration by avoiding dispersion or don't care and indifference while listening.
2. Determine goals of listening.
3. Listening to others ethical process high value.
4. Reincarnation sender (speaker) feelings to earn an satk vitality and effectiveness (Al Afify: 1996, p,p 341- 343).

Speaking and persuading skills :

It is the person ability to gain the positive situation when he contacts the others, and for the speech to be effective there must an integration among the mind, eye, ear, and tongue in what we are saying (Mansour, 2000, P.194).

Steps to gain speaking and persuading skills :

1. Don't make logos controlling your daily language.
2. Determine words that describe others.
3. Holding on objectivity and not to rush in talking.
4. Ingest carefully how common words effected by self-experience.
5. Try to be rationally and balanced with talking clear and occasion language (Attia and El Mehdaly: 2003: P. 129).

Reaction :

Reaction is the evaluation given by one person to another defining his opinion about a work done, or said, or carried out by him. In addition, this concept is very important either in education or among colleagues, because it helps the person to improve his performance and behavior. And usually persons tend to introduce reaction in a way which may be all negative (criticism only) or positive, which expressed in positive statements which encourage the person perceive the reaction specially with students for example (I appreciate your interrelated steps for solving the problem (Glass, 2004).

Reactions in this study mean the academic supervisor. Ability and skill to evaluate performance and behavior field practice students while that behavior positive or negative.

Field Training :

It is the process aims at helping the social work students to gain the field experience, knowledge, technical skills, and modifying their personalities characteristics depending upon scientific planned basic which lead to their professional growth through the connecting theory with applying and a field training plan applied in the institutions under a professional supervision which enable them to practice their work effectively after graduation from the faculty or institute or department of social work (Manqarios and Abo El Matty, 2000, P. 33).

Field training in this study means:

1. Process aims to providing student field experience in different professional practice fields.
2. Modify personality qualities especially negative qualities.
3. This process practiced by professional supervisors committed with training course.

The Generalist Practice of Social Work :

The generalist practice of social work means that the social workers' ability to deal with the different systems like individuals, families, small group, organizations, and communities using an effective theoretical approach which gives them the chance to choose the appropriate intervention strategies and techniques with the problems of these different levels of systems.

Also , the generalist practice is considered as an integrated unique model includes working with individuals, groups, and communities and does not concentrate upon a specific method for professional intervention but is considered as a general technique for describing and interpreting problems at any level.

The professional intervention is based upon an effective systems which lead the social worker to choose the adequate techniques for dealing with the situation or the problem faced by the client in any of social work fields (Soliman and Others, 2005, p p. 27-28).

The generalist practice of social work in this study means:

1. Unitary frame for dealing with individuals, groups, and communities.
2. General method to explain and describe problems.
3. Allows social worker to choose suitable methods for a situation that the client face in any field of social work fields.

The Theoretical Framework of the Study:

This study depends upon the communication theory . According to this theory communication is a continuous process includes that one person transfers specific thoughts and information to a verbal or written message carried by a communication method to the other person.

Communication depends upon the following factors or elements (Manqarios and others, 2004, pp. 268- 269):

- 1- **The sender:** He is a person has a group of thoughts and information he wants to transfer to another person. These thoughts and information are effected by the sender personality (his

interests, trends, and content also his values, emotions, and his needs) (which is the called the personality).

Sender in this study is the academic supervisor whom communication process beginning by sending sub ideas and knowledge to the recipient in words shape.

- 2- **Message:** Means transferring thoughts to a group of meaningful Symbol, which takes many shapes like: words- movements- sounds- silence- face and body expressions- and crying).

Message is sub words and means that move through method like voice and moving from the sender (academic supervisor) to recipient (field practice student)

- 3- **Method:** Which is used in carrying the message which sometimes is verbal like meetings, and written like letters, notes and magazines.

Method here means the way used in moving message from sender (academic supervisor) to recipient (student) during supervision group meeting.

- 4- **Recipient:** The other person receives the message through his different senses (listening- vision- tasting- and touching) and choose and organize information and try to interpret and gives it meanings.

Recipient in this study is the student who receive message and explain it.

- 5- **Reply:** The recipient according upon the information he receives and how he realizes, understands, and interprets these information he reply's, at this point the recipient will become a sender for a specific message using definite methods, this process will be repeated (sending and receiving).

It is the recipient response to message and reply that means reaction, this study adopted on in dealing supervisor academic with reactions.

The present study was benefited from communication theory as following :

- 1- Defining the study problem specially the reply as a factor of communication.
- 2- Defining study concepts and communication skills in particular.
- 3- Reinforcing the academic supervisor role as a sender depends upon using the means of the verbal and non- verbal communication for dealing with the reaction of the field practice students during collective supervision meetings.

Research limits or Fields :

Subject limit : Dealing skills with field training students reactions according to the generalist practice perspective.

Human limit : All the academic supervisors at the Faculty of Social Work , Helwan University , which are responsible for supervision on the field training students . These academic supervisors have different degrees , as following : demonstrator- assistant instructor- instructor- assistant professor. The total of their number are 87.

Place Limit : This study was applied at the Faculty of Social Work- Helwan University, Helwan Area - Cairo Governorate , Egypt .

Time limit: the study data were collected from 1/5/2015 to 31/7/2015.

Methodology:

This study is considered as a descriptive study .It aims to define some of the skills for the academic supervisors when dealing with the reactions of the field training students according the generalist practice perspective, and depends upon the social survey method. The two researchers collected the study data by a hand delivered questionnaire , distributed to and answered by the academic supervisors.

Validity and reliability for the Study Questionnaire :

To ensure the validity of the study tool it was judged by five of academic staff from the Faculty of Social Work – Helwan University to define the appropriateness of the tool in regarding the language written by and its relation with study variables at the other hand. According to that, some statements were modified, some were added, and some were removed.

To achieve the reliability of the study tool the test- retest method was used, by applying the tool upon (10 supervisors) then after 15 days the tool was applied again upon the same subjects (supervisors), then the relation between the two tests was found using Sperman correlation coefficient, and the results were as following :

Table (1) The Reliability of the study tool by using Spearman correlation coefficient

Tool's variables	The value of R
Listening skill	**0.876
The art of dealing with others	**0.863
Speaking and persuading skill	**0.882
Difficulties	**0.878
Total	**0.872

Significant level *0.05

Significant level **0.01

According to the previous table results indicate that the study tool is valid and adequate for applying. And the questionnaire was prepared in its final form to collect the target data in this study .

The statistical tests used:

- 1- Frequencies and percentages.
- 2- Mean.

Defining the level by using the mean:

Defining the start point and the end of triangular scale categories: symbolizing and entering the data into the computer, and defining the cell length of the triangular scale (low and high limits) the range 3-1= 2 was calculated which was divided upon the number of the scale cells to define the right length of the cell ($0.67=3/2$). Then this value was added to the lowest value in the scale. (Or the start point of the scale, which is 1) to be define the highest point of the cell.

Therefor the length of the cells become as follow:

Statement	Level
If the mean value of the statement or the dimension is ranged "between" 1: 1.67.	Low
If the mean value of the statement or the dimension is ranged between more than 1.67: 2.34.	Middle
If the mean value of the statement or the dimension is ranged between more than 2.34: 3.	High

- 3- Standard deviation.
- 4- Sperman correlation coefficient.
- 5- Person correlation coefficient.
- 6- T- Test of two independent samples.
- 7- The unitary analysis of variance.

Table (2) Distributing the subjects according to their qualitative variables

N= 87

No.	Qualitative variables	Frequency	Percentage %
1.	Gender:		
A-	Male.	20	23
B-	Female.	67	77
2.	Degree:		
A-	Demonstrator.	18	20.7
B-	Assistant instructor.	24	27.6
C-	Instructor.	31	35.6
D-	Assistant professor.	14	16.1
3.	The field of training		
A-	School Field	36	41.38
B-	Youth Field	18	20.69
C-	Those of Special Need	4	4.60
D-	Social Insurance	6	6.90
E-	Medical Field	5	5.75
F-	Professional Education	1	1.15
G-	Psychological Field	2	2.30
H-	Family and Childhood	3	3.45
I-	Non-Governmental Agencies.	3	3.45
J-	Quality Insurance Unit	2	2.30
K-	Aging	1	1.15
L-	Juvenile Delinquency Welfare.	4	4.60
M-	Orphan Welfare	1	1.15
N-	Local Unit	1	1.15
	Total	87	100%

Table (3) Mean and standard deviation of the subjects' quantitative variables.

N= 87

No.	Quantitative data	Mean	Standard deviation
1	Number of students	30.63	14.30
2	Number of monthly meetings	2.60	0.80
3	Years of experience	11.71	9.13

Table no. (3) indicates the following results :

- 1- The mean of the number of students under the subjects' supervision is (31 students) with a standard deviation of (14 student), which indicates that there is a large variance between the subjects and the number of students they are supervising.
- 2- The mean of the monthly supervision meetings of the academic supervisors with the students is (3 meetings) with a standard deviation of (1 meeting) only which means that there is a variance between the subjects and the number of the monthly meetings with students.
- 3- The mean of the experience years of the academic supervisors is (12 years) with a standard deviation of (9 years), which indicates that there is a variance between the subjects in regard of years of experience.

Study Results:**Skills of dealing with the field training students' reaction:**

1. To what extent the academic supervisor realizes the listening skill?

Table (4) Listening skill of the subjects

N= 87

No	The listening skill	Answers			The total of weights	The weight mean	Rank
		Always	Som e times	No			
1	I concentrate with attention when I listen to the students problems.	84	3	-	258	2.97	1
2	I encourage students to express their thoughts freely and frankly	84	3	-	258	2.97	1 repeated one
3	Define of my goals when I listen to students.	58	27	2	230	2.64	6
4	I close my ears when the student speech is not important for me.	8	19	60	226	2.60	8
5	I always ready to criticize when there are words I do not like.	9	41	37	202	2.32	11
6	My listening to students is a moral and human value process	82	5	-	256	2.94	2
7	I don't listen to all the talks of the students.	3	20	64	235	2.70	5
8	I listen to all the student talking about either I agree with or not.	69	17	1	242	2.78	4
9	I always begin my speech after the student completely finishes his talk.	51	33	3	222	2.55	10
10	My listening gains vitality and effectiveness when I put myself in the place of the student.	72	15	-	246	2.83	3
11	I obtain opinions and experiences from the students which is appropriate for designing a new plan for work.	53	34	-	227	2.61	7
12	I try to ventilate the negative and aggressive feeling of students.	54	29	4	224	2.57	9
The mean of the dimension as a whole						2.71	Level High

One of the main indicators of listening skill of the academic supervisors are (I concentrate with attention when I listen to the student's problems, and I encourage students to express their thoughts freely and frankly) with a mean of 2.97.

My listening gains vitality and effectiveness when I put myself in the place of the other I am talking with (with a mean of 2.83), also the statement "I always start talking after the student ends his talk completely.

It is agree with (Abd El Moaty and Othman: 1991) study that social worker success in performing his role with a positive image depends on what knowledge's and skills he has especially professional relationship skill.

2. To what extent the academic supervisor realizes the art of dealing with others skill?

Table (5) the subject's skill in regard of the art of dealing with the others

N=87

No	Skill of the art of dealing with the others	Answers			The total of weights	The weight mean	Rank
		Always	Sometimes	No			
1	I am usually quite when dealing with the aggressive student who likes to embarrass others.	37	46	4	207	2.38	6
2	I always conclude the good aspects of the speech of the talkative person who just like to oppose.	29	54	4	199	2.29	7
3	I collect the students' opinions against the person who tries to enforce others to accept his view and don't accept the others' opinions.	28	40	19	183	2.10	9
4	When I watch a student who always lays off I sudden him with an easy and direct question.	40	43	4	210	2.41	5
5	I don't criticize the student who feels that he is better than others.	17	39	31	188	2.16	8
6	I guide the student who	21	53	13	166	1.91	11

No	Skill of the art of dealing with the others	Answers			The total of weights	The weight mean	Rank
		Always	Sometimes	No			
	asks a lot to direct his question to the group members.						
7	I look to my watch from time to time to stop the talky student.	7	32	48	215	2.47	3
8	I guide the students to look at the shy student who faces difficulties to express his thoughts.	17	34	36	155	1.78	12
9	I deal quietly with the stubborn student.	57	30	-	231	2.66	2
10	I stop the ignorant who shows his opinion and he does not recognize that he's question are embarrassed.	27	40	20	167	1.92	10
11	I motivate the silent student who does not prefer discussion.	61	25	1	234	2.69	1
12	I thank the polite student because of his opinions he introduces during meeting	44	37	6	212	2.44	4
The mean of the dimension as a whole						2.27	Level Middle

One of the main indicators of the academic supervisors skill (the art of dealing with others) is motivating the attention of the silent student who does not prefer discussion. I deal quietly with the stubborn student sample, until the statement (I stop the ignorant student who shows his opinions and does not recognize that his questions are embarrassed. then the statement "I guide the student who asks a lot to direct his questions to the group members.

This is due to supervisors academic need to training programs for learning them how to deal with others, that's agree with (Abo Rayah: 1997) study the need of attention for training programs that increase social workers knowledge and skills with concerning on learning skills like communication skills.

3. To what extent the academic supervisor realizes the skill of speaking and persuading?

Table (6) the subjects' skill of speaking and persuading N= 87

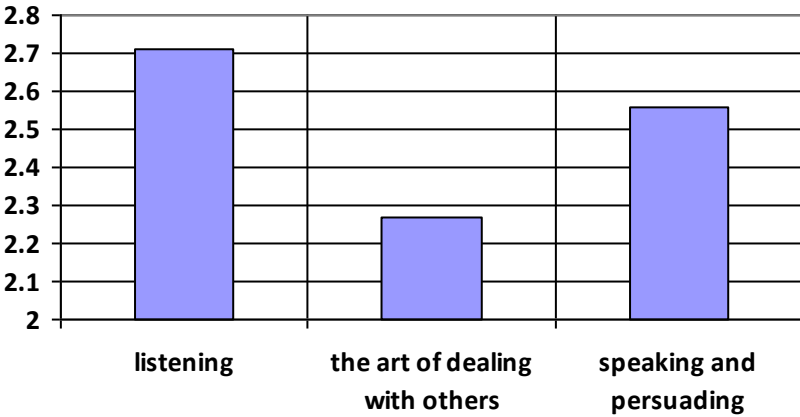
No	Skill speaking and persuading	Answers			The total of weights	The weight mean	Rank
		Always	Some times	No			
1	When the students talk with me i show them my interest using statements like: yes good, continue, wright.	74	12	1	247	2.84	2
2	When I talk I always be careful to make my voice tone appropriate to my words.	66	21	-	240	2.76	5
3	I use a lot the popular words to support my speech.	18	49	20	172	1.98	12
4	As a speaker I don't have a lot of words and meanings.	6	27	54	222	2.55	8
5	I let the students know I hear them by giving statements like: give mean example, tell me more, then what.	63	24	-	237	2.72	6
6	I arrange students' thoughts on mind in a paper.	38	40	9	203	2.33	9
7	I select and use the clear and appropriate words to express my thoughts.	71	13	3	242	2.78	4
8	I start talking after the student completely finish his talk.	58	27	2	230	2.64	7
9	I tend to defend myself when students criticize me.	15	42	30	189	2.17	11
10	In talking with students, I always use a clear, appropriate, and understood language.	81	5	1	254	2.92	1
11	I define words, which I describe students with	69	18	-	243	2.79	3
12	I do not realize how the popular words are affected by the personal experience of the speaker.	11	48	28	191	2.20	10
The mean of the dimension as a whole						2.56	level High

The main indicators of this skill are: in talking with students I always use a clear, appropriate, and understood language, when students talk with me I show them my interest using statements like

(yes, good, continue right). Till the statement I don't realize how the popular words are affected by the personal experience of the speaker. I tend to defend myself when students criticize me.

Table (7) Arranging dealing skills with reactions of field training students

No	Skills	The weight mean	Rank
1	Listening	2.71	1
2	The art of dealing with others	2.27	3
3	Speaking and persuading	2.56	2
The mean as a whole		2.51	Level High



4. Are the academic supervisors skills in dealing with the reactions of the field training students are differentiated according to the (sex – and the scientific degree)?

- A. The study results indicated that there are no significant differences between males and females of the academic supervisors in regard of dealing with the students' reactions skill since the T-test value is not significant.
- B. Study results indicated that there is no significant differences appeared among academic supervisors groups according to their scientific degrees variable in regard to the skill of dealing with field practice students' reactions since the value of (F) is not significant.

5. Is there is a relation between (number of students- years of experience- number of supervision meetings) of the academic supervisors and their skill of dealing with the students' reactions?

A- There is no significant relation between every one of (number of students- years of experience) and the academic supervisors' dealing skill with the field training students' reactions since the person correlation value is not significant.

B- There is a weak significant relation between the number of meetings and listening skill ($R= 0.199$), and speaking and persuading skills ($R= 0.191$), and the academic supervisors' dealing skill with the field training students' reactions as a whole ($R= 0.180$), all of these is significant at the level of (0.05).

6- What are the main difficulties of dealing with the reactions of field training students?

Table (8) Difficulties faced by the subjects in dealing with the field-training students reactions N= 87

No	Difficulties	Answers			The total of weights	The weight mean	Rank
		Always	Sometimes	No			
1	There is no encouragement for students to express their opinions.	13	11	63	124	1.43	11
2	Fearing from students' criticizing.	9	19	59	124	1.43	10
3	The quick desire of knowing reactions.	7	33	47	134	1.54	8
4	The infection of the negative behavioral feeling from students' toward the supervisor.	10	42	35	149	1.71	5
5	The bad previous experiences of students in regard of expressing reactions.	24	48	15	183	2.10	1
6	There is no rule inside the meeting for expressing reactions.	16	32	39	151	1.74	4
7	Using the emotional aspects rather than the	19	41	27	166	1.91	3

No	Difficulties	Answers			The total of weights	The weight mean	Rank
		Always	Sometimes	No			
	knowledge ones to know the reactions.						
8	Evaluating the untruth reactions in favoring to other.	18	25	44	148	1.70	6
9	There is no flexibility from the supervisors' aspect to receive reaction.	13	20	54	133	1.53	9
10	There is no chance available to students to express their reactions with pressuring and enforcing techniques.	12	25	50	136	1.56	7
11	Because of the multiple works and responsibilities the supervisor is responsible for and which prevent him from accepting the reaction of every student in the meeting.	21	46	20	175	2.01	2
12	There is no enough time to change the negative reactions into positive motivations.	21	46	20	175	2.01	2 repeated one
The mean of the dimension as a whole						1.72	Level Middle

Table no.(8) indicates that one of the main difficulties in dealing with the field training students' reactions is the previous bad experiences of students in expressing their reactions. The multiple efforts and responsibilities the supervisor is responsible for and which prevent him from accepting the reaction of every student in the meeting, till: fearing from the students' criticizing and there is no encouragement for students to express their opinions.

Main Results:

The current study indicates that the listening skill level of the academic supervisors is (high), since the mean= 2.71. This means that the study population realizes the importance of the effective listening to the members and the group, and this indicates that they realize the professional relationship concepts as a base for dealing with field training students.

In addition, the current study indicates that the art of dealing with others as a skill is average, since the mean= 2.27, there are some the academic supervisors can deal with different personalities of the field training students. Which agrees with Lilian Glass study (2004) , and if there is a deficiency in wasting time and effort to change the negative persons.

Further more , the present study indicates that the level of persuading and speaking skills of the academic supervisors is (high), since the mean= 2.56, and this shows that most of the subjects indicate that they talk with clear and understood language and they have the ability to be flexible and logic who they express their opinions when they talk with others and this agrees with the elements of communication theory and message in particular.

In addition, the study data indicate that the skill of dealing with reactions needs a variety of techniques like the sabbatical of the supervisor to be able to accept the reaction of every student. Changing the negative reactions into positive motivations, encouraging students to express their opinions, decreasing the fear from students' criticize, giving students the chance to express their reactions with quite techniques rather than pressuring and enforcing, and not using favors' in evaluating the false reactions.

Study Recommendations :

- 1- Increasing the training programs which introduced to the academic supervisors at the Faculty of Social Work , Helwan University to improve their skills , especially the communication skills .
- 2- Training programs should be delivered constantly to all the academic supervisors.
- 3- Giving more time and interest to have , read , understand and response to the feedback of the field training students in the aim of improving the supervision process for social work students when they attend the course of field training .

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