Board of Social Workers
Resolution No. 03
The Social Workers Licensure Examination Syllabi

WHEREAS Section 11, Article IV of R.A. No. 4373, as amended, provides: “x x x x Except as otherwise specially allowed by the provisions of this Act, all applications for registration as social workers shall be required to undergo a written examination x x x x;

WHEREAS Section 13, Article III of supra law states in part: “x x x x The examination for the practice of social work in the Philippines shall consist of a written test, the scope of which shall be determined and prescribed by the Board, taking into consideration the curriculum of all social work courses offered in schools legally constituted in the Philippines x x x x;

WHEREAS the Commission issued Memorandum Circular No. 08, Series of 1992, directing every professional regulatory board to prescribe and adopt a syllabus for every subject in the licensure examinations;

WHEREAS every syllabus containing the concepts or topics with the corresponding level of knowledge or proficiency shall be the basis for the questions to be inputted into the question bank;

WHEREAS after consultation with the National Association for Social Work Education, Inc. (NASWEI), the Board formulated and adopted the Social Workers Licensure Examination Syllabi (Annex “A”) utilizing as guides and references the prescribed books and readings used in the schools/colleges of social workers,

NOW, THEREFORE, by virtue of its quasi-legislative power under Section 8, Article II of R.A. No. 4373, as amended, the Board hereby Resolved, as it so Resolves, to prescribe, adopt, and issue the Social Workers Licensure Examination Syllabi (Annex “A”).

FURTHER, RESOLVED, to widely disseminate and circularize the herein resolution to all schools/colleges offering the course of Social Work.

FINALLY, RESOLVED, to reckon the effectivity of the herein Resolution upon its approval by the Commission after fifteen (15) days following its publication in the Official Gazette or any newspaper of general circulation, whichever is earlier, and on a date that is three (3) months before the scheduled licensure examination. Done in the City of Manila, this 19th day of April, 1994.

FILIPINAS R. ALTUNA
Chairman

GLORIA B. GALVEZ
Member

ROSITA L. FONDEVILLA
Member

FLORA C. EUFEMIO SR. SAMONTE, RGS
Member

MARY AMOR
Member

Attested:
CARLOS G. ALMELO
Secretary, Regulatory Boards

Approved:
I. Coverage

The Board for Social Workers adhered to the content areas duly prescribed by schools and approved by the DECS. Minor realignment was done to combine related subject areas and to balance the coverage of the modules. Following is this realignment:

**Subject Area Proposed Changes In Weight From To**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Proposed Changes</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>I. Human Behavior and Social Environment</td>
<td></td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>II. Social Welfare, Ethics, Policies, Program including secondary social work method namely: Administration Research, and Supervision</td>
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<td>20%</td>
<td>20%</td>
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<tr>
<td>III. Social Work Method (Primary)</td>
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<td>20%</td>
<td>30%</td>
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<tr>
<td>A. Social Case Work (10%)</td>
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<td>B. Social Group Work (10%)</td>
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<td>C. Community Organization (10%)</td>
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<tr>
<td>IV. Field Practice</td>
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<td>40%</td>
<td>30%</td>
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The primary objective of the Social Work licensure examination is to test the overall knowledge and skill of the candidates for the Social Worker title. Specific to the Social Work methods and field practice the objectives are to assess the examinees:

(a) understanding of the social work method (concepts, values, theories, trends);
(b) their ability to analyze, relate and integrate relevant data and information; and
(c) their skill in the application of these methods. For the modules on human behavior and social environment and on policies and programs including history, ethics and the secondary method of research social agency administration and supervision the objective is to test the knowledge and insight within these curricular areas for application in professional practice. The emphasis is focused on assessing the examinees' capability for beginning social work practice.

II. Definitions

A. *Knowledge* - is the primary acquaintance with facts, principles, familiarity, or conversance, as in study or investigation; the perception of facts or principles, appreciation; understanding comprehension.

B. *Skills* - the practical application of knowledge demonstrating ability or adeptness.

III. Preparation and Correction of Questions
It was a consensus that the weight distribution of text questions will be 35% easy; 45% average and 20% difficult. Initial questions of 300 per module will start the data bank and this will cumulate year by year until the required 3,000 questions per module shall have been completed. There will be equal number of questions categorized as easy, average and difficult in the data bank. Following are the syllabi per Module:

**Module I**

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

**SCOPE**

Main theories and phases of personality development; historical perspectives and different factors influencing the Filipino family; social processes relevant to the group and the community; community forces influencing group behavior; and the dynamics of psychosocial problems.

**OUTLINE**

I. Personality Development
   A. Theories of Personality
      1. Psychoanalytic theories
         1.1 Freud
         1.2 Erikson
      2. Behaviorist theories
         2.1 Piaget
         2.2 Skinner
      3. Humanistic theories
         3.1 Maslow
         3.2 Rogers
   B. Phases of Personality Development
      1. Steps in human growth and development and corresponding characteristics
         1.1 Oral sensory
         1.2 Muscular-anal
         1.3 Locomotor-genital
         1.4 Latency
         1.5 Puberty and adolescence
         1.6 Young adulthood
         1.7 Adulthood
         1.8 Maturity
      2. Developmental tasks
         2.1 Infancy and early childhood (birth to 6 years)
         2.2 Middle childhood (6 to 12 years)
         2.3 Pre-adolescence and adolescence (12 to 18 years)
         2.4 Early adulthood (18 to 35 years)
         2.5 Middle age (35 to 60 years)
         2.6 Later life (60 years and above)
   C. Determinants of behavior
      3.1 Heredity
      3.2 Environment
      3.3 Training

II. The Filipino Family

   A. Historical perspectives on the Filipino family
      1. Pre-Spanish period
2. Spanish period
3. American period
4. Post-American period

B. The contemporary Filipino family
1. Socio-cultural factors influencing the Filipino family
   1.1 Family patterns and changing roles
      a. Types of family structures
      b. Functions of the family
      c. Authority in the family
   1.2 Institutions (schools, church, media, etc.)
   1.3 Cultural variables
      a. Folkways
      b. Mores
      c. Folklore
      d. Costumes
      e. Language
      f. Values

2. Physical factors influencing the Filipino family
   2.1 Environmental changes
   2.2 Ecology
   2.3 Population growth
   2.4 Industrialization/modernization

3. Courtship and Marriage
   3.1 Courtship
   3.2 Marriage and human sexuality
   3.3 Parenthood
      a. Child-rearing practices
      b. Decision-making pattern

4. The Filipino Family in Crisis
   4.1 Sources of Disfunctioning
   4.2 Family disorganization
   4.3 Generation gap
   4.4 Role pressures and strains

III. Social Processes in the Group and Community
1. The Social Process: definition
   1.2 Basic social processes
      a. Competition
      b. Conflict
      c. Cooperation
   1.3 Derived social processes
      a. Accommodation
      b. Amalgamation
      c. Assimilation
      d. Acculturation

2. Understanding Group Behavior
   2.1 Group qualities
   2.2 Properties of group
      a. Communication pattern
      b. Values
      c. Composition of the group
      d. Group goals
      e. Standards or code of ethics
      f. Atmosphere or social climate
      g. Structure and organization
h. Procedures of getting things done
i. Sociometric pattern or relationship of friendship and antipathy
j. Participation patterns

2.3 Manner of forming groups
   a. Deliberate formation to accomplish objectives
   b. Spontaneous formation
   c. External designation

2.4 Types of groups deliberately formed
   a. work groups
   b. problem-solving groups
   c. social action groups
   d. mediating groups
   e. client groups

3. Functions of group members

3.1 Groupbuilding and maintenance
   a. Encouraging
   b. Mediating
   c. Gatekeeping
   d. Standard setting
   e. Following
   f. Relieving tension

3.2 Group tasks in achieving goals
   a. Initiating (suggestion new ideas)
   b. Information seeking (asking for relevant facts)
   c. Information or opinion giving (stating pertinent facts or beliefs)
   d. Classifying (probing for meaning and understanding)
   e. Elaborating (enlarging on previous comments)
   f. Coordinating (showing relationships)
   g. Orienting (defining progress of discussion)
   h. Testing (checking readiness for action)
   i. Summarizing (reviewing content of past discussion)

3.3 Non-functional roles emanating from self-centered behavior of group members
   a. Blocking (interfering with the progress of the group)
   b. Aggression (showing hostility)
   c. Seeking recognition (calling attention to one’s self)
   d. Special pleading (introducing ideas related only to one’s own concern)
   e. Withdrawing (acting indifferently)
   f. Dominating (asserting authority)

4. Group Cohesiveness
   4.1 Incentive property of the group
   4.2 Motive base
   4.3 Group solidarity
   4.4 Consequences of group cohesiveness

5. Leadership and performance of group functions
   5.1 Traits of leaders
   5.2 Role performance
   5.3 Types of leaders
6. Power and influence in groups
   6.1 Agent exerting influence vs. the persons subjected to influence
   6.2 By-products of power
   6.3 Influence of groups on individual behavior
   6.4 Social control

7. Theories of collective behavior (Smerlser’s)
   7.1 Structural conduciveness
   7.2 Structural strain
   7.3 Growth and spread of a generalized belief
   7.4 Precipitating factors
   7.5 Mobilization of participants for action
   7.6 Operating of social control

IV. Community Forces Influencing Group Behaviour

A. Physical environment
   1. Environment cycles which relate to 3 systems
      1.1 air
      1.2 water
      1.3 soil
   2. Ecosystem (major types)
      2.1 terrestrial
      2.2 aquatic
   3. Technology
      3.1 high capital intensive
      3.2 low labor intensive
      3.3 intermediate (less capital, more labor)
   4. Urbanization
      4.1 Problematic urban community relations: superficial, anonymous, transitory, overload (system’s inability to process inputs from the environment)
      4.2 Adaptive response to overload
   5. Industrialization
      5.1 Attitudes toward nature as an object to be exploited
      5.2 Emphasis on quantity as a key measure of the good
      5.3 Valuation plays upon knowledge as a source of power

V. Dynamics of Psychosocial Problems

A. Deviations in Human Behavior/Social Dysfunctioning
   1. Theoretical perspective
   2. Typologies/classification (psychiatric disorders)

B. Economics-related problems: psychosocial implications
   1. Poverty
   2. Unemployment
   3. Middle-class and social mobility maladjustments
   4. Irresponsible affluence
   5. Strikes and social unrest at the workplace
C. Health related problems: psychosocial implications
   1. Malnutrition
   2. Common medical disorders
   3. Mental illness
   4. Alcoholism
   5. Drug abuse
   6. AIDS, cancer and other life threatening diseases
   7. Physical disabilities/accidents
D. Family breakdown
   1. Wife battering
   2. Child abuse and neglect
   3. Abuse and neglect of the elderly
   4. Solo parenting/step families
   5. Marital conflicts
E. Armed conflict/Natural disasters
   1. Trauma
   2. Evacuation/refugee phenomenon
F. Violations of human rights/child rights
   1. Child exploitation, sexual abuse
   2. Discrimination against ethnic or cultural minorities
   3. Discrimination against women
G. Performance-related problems
   1. Inadequate job performance
   2. Inadequate school performance
H. Crime and juvenile delinquency
I. Neighborhood/community apathy and deterioration
J. Squatting and homelessness

Module II
HISTORY, PHILOSOPHY AND ETHICS,
SOCIAL WELFARE POLICY AND SOCIAL WELFARE
PROGRAMS, RESEARCH, SOCIAL AGENCY ADMINISTRATION
AND SUPERVISION

Outline

I. Historical Evolution
   A. Social Welfare
   B. Public Welfare
   C. Social Work

II. Theoretical Framework
   A. Philosophy and Ethics
   B. Conceptual Definitions
      1. Social Work
      2. Social Welfare
      3. Social Service
      4. Social Development
      5. Social Welfare Programs
      6. Social Work Strategies
      7. Social Welfare Agencies by auspices, target population, geographical coverage
      8. Client/Client categories
III. Objectives and Functions of Social Welfare
1. Institutional
2. Remedial
3. Residual
4. Restorative
5. Rehabilitation
6. Preventive
7. Developmental

IV. Social Welfare Programs
A. Major Fields
1. Public Assistance/Emergency Assistance
2. Family Welfare
3. Child and Youth Welfare
4. Welfare of Disabled Persons
5. Women’s Welfare
6. Community Welfare
7. Welfare of Special Categories: squatters, slum dwellers, refugees, displaced immigrants, victims or armed conflict, rebel surrenderees, etc.
8. History, Philosophy and Ethics, Social Policy, Etc.
B. Specialized Services
1. Medical Social Services
2. Psychiatric Services
3. School Social Services
4. Industrial Social Service
5. Crisis Intervention

V. Social Policies
A. Social Welfare Policies
1. Philippine Constitution - 1987
2. R.S. #4373
3. R.A. #5416
5. Family Code in the Philippines
7. Updated Laws, Executive Orders and others

B. Contemporary Challenges for Social Welfare
1. National Development Plans
2. U.N. Strategies
3. Philippine Realities

VI. Functional Competencies
A. Policy Formulation and Policy Analysis
B. Social Planning
C. Program Development
D. Social Action and Advocacy

VII. Auxiliary Methods in Social Work
A. Research
1. Principles and Basic Concepts
2. Process
B. Social Agency Administration
1. Principles and Basic Concepts
Module III
SOCIAL WORK METHODS

A. SOCIAL CASEWORK: THEORY AND PRACTICE (WORKING WITH INDIVIDUALS)

SCOPE
Concepts, values, theories, principles, skills, approaches, and trends in the use/application of the casework method.

OUTLINE
1. Value Orientation and Scientific Foundation of Social Casework
2. Concepts and Principles
   2.1 Concepts of Social Casework
   2.2 Basic Concepts Relevant to Casework
   2.3 Concepts of Stress
   2.4 Professional Communication
3. The Casework relationship
   2.5.1 Components of relationship
   2.5.2 Principles of the casework relationship
   2.5.3 Workable-Client-Worker Relationship
4. Scientific Method of the Helping Process
   3.1 Components of the Problem-Solving Process
   3.2 Process
   3.3 Assessment of Client’s Workability
5. Tasks and skills required in the Helping Process
6. Emerging trends in Social Casework Practice

B. SOCIAL GROUP WORK: THEORY AND PRACTICE (WORKING WITH GROUPS)

SCOPE
Concepts, values, theories, principles, processes, skills, approaches and trends in the use/application of the social group work method.

OUTLINE
1. Historical and philosophical foundations of social group work.
2. Basic elements of social group work
   2.1 the group or client
   2.2 types and composition of groups
   2.3 dynamics of individuals in the group and the group as a whole (group life)
3. Helping process in group work
   3.1 goals and objectives
   3.2 group information
   3.3 program development
   3.4 program media (values attached to various media forms)
   3.5 the group and the community
      3.5.1 federated groups (inter-group relationship)
      3.5.2 use of community resources
3.5.3 understanding conditions in the community that affect group life
4. Agency functions, programs, services
5. The helping relationship
   5.1 the social group worker - function, responsibilities and roles
   5.2 workers- professional knowledge and competence; use of professional self
   5.3 indigenous leader
   5.4 individual members
   5.5 the group as a whole

C. COMMUNITY ORGANIZATION (WORKING W/ COMMUNITIES)

SCOPE
Community Organization as a method of Social Work Practice covers the values, concepts, theories, principles, processes, approaches, and skills required in the practice of Community Organization. It will be considered in relation to community development, social planning and social action. Social realities and emerging trends will also be included.

OUTLINE
I. The Conceptual Framework of Community Organization
   a. Definitions
   b. Theories/Concepts
II. The Philosophical base of Community Organization
   a. Values
   b. Assumptions
   c. Principles
III. Goals and Objectives of the Community Organization
IV. Models of Community Organization
   a. Community Development
   b. Social Planning
   c. Social Action
V. The Community Organization Process
   a. Pre-helping Phase
   b. Helping Phase
VI. Roles, Functions, Strategies of Community Organization Worker
VII. Emerging Process
   a. People Empowerment
   b. Disaster Management

Module IV
FIELD PRACTICE

SCOPE
Application of the Social Work Method in specific case situations drawing upon the knowledge, concepts, theories, principles, etc. covered by all the preceding modules.

OUTLINE
I. Case Situation - demonstrating beginning skills in case analysis and problem solving in case work practice.
II. Case Situation - demonstrating beginning skills in case analysis and problem solving in group work practice.
III. Case Situation - demonstrating beginning skills in case analysis and problem solving in community organizing or community organization. A single/comprehensive case situation may be used (instead of three separate case situations re: work with an individual, group and community) to give the examinee the opportunity to demonstrate the application of social work knowledge and skill in case analysis and problem solving in an integrated manner.