



## Experimental Organization of the Core Thermal Impacts and Development of Experience Skills of Society Work for Vietnam Students

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**Abstract.** Research results of experimental measures of psychological impact to improve practical skills for college students of social work in Vietnam show that the measures put into experiments bring high results. The difference was marked between the two groups (control group and experimental group). Therefore, this measure can be included in the student training program of social work. This job shows that the training program is characteristic of the science of social work, both a science and a profession. The research was carried out on 02 groups of students with 30 students and ensured the scientific, objectivity of experimental research principles. The difference between the two groups and between the two measurements is a testament to the results of the experimentally, scientifically and objectively organized. The average gain moves from 0.02 to 0.4 and the standard deviation is both greater than 0.1. In both groups (control and experiment) there was a change in score. However, with the experimental group, the change scores showed clearly and there was a bigger difference. This demonstrates the difference between the control groups and the experimental groups. Combining with the interview method also gave similar results. The subjects participating in the study all assessed that the practical skills of the social work of the experimental group had changed. The results of observing experimental groups of subjects also showed a remarkable change of skills in communication and approaching clients. In other words, if educational institutions and training institutions in the social work sector build and put into training programs in subjects related to practical skills, it will help students who major in social work have knowledge, vocational skills and even higher professional practice skills.

**Keywords:** experiments, measures, practical skills, social work, influence, Students, Vietnam

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### INTRODUCTION

Social work bachelor training program with political, ethical and healthy qualities; master the system of professional knowledge and skills for social work practice; Ability to research, discover and help individuals, groups and communities solve social problems in the health and wellness sectors of the people at all 3 levels of hospital, community, and key planning book. Therefore, in order to improve the quality of training, institutions always have to monitor, organize and test the learners' ability and professional practice skills. The assessment of the current status of the student's practical capacity, understanding the influencing factors and proposing measures to improve the practical skills are required if the training institution wants to develop human resources to meet social requirements (Prime Minister, 2010).

Organize experimentally one of the measures to improve professional skills for students of social work to verify the effectiveness of the proposed measures. Within the time limit and the actual situation of the research, the topic proposed and used the measure "Design of vocational skills and guide students before going to practice" and skill group No. 02 - skills access and assessment of clients (group of clients) in the five component skills of the social work practice skills of college students.

The article is the results of before and after experimental activities to demonstrate the effectiveness of the measure to develop of experience skills of society work for Vietnam students.

## LITERATURE SURVEY

In 1919, the Association of social work training schools in the US and Canada established a common standard for professional social work education and training. Social casework Review is born to help improve the knowledge and skills of these professional service providers. Next, the establishment of the American Association of Social Workers created more strength for the social work professionals to help disadvantaged people in society (Ha, 2012).

In Asia, in 1921, the Japanese Women's School established the first national school for social security. This is considered an effort to bring social work service activities to help vulnerable individuals in society and ensure the general welfare of the society. In 1950, Japan was the first Asian country to have a Master of Social Work training program at Doshisha University, Kyoto. In 1977, the Social Work Promotion Group for PhD in Social Work was established to create opportunities for social work staff to take further steps in improving their knowledge and skills to practice social work (Dang, 2015).

In 1952, the Social Work Training Council was established, together with the Association of social work training schools to set up standards for social work training schools. Later training standards play an important role in the accreditation of the Master's program in social work. In 1956, the establishment of the International Union of Social Workers facilitated the reach and influence of social work further. In India, in 1970, established the National Association of Social Workers. The establishment of organizations and associations at the international level and spread to Asia shows that social work is really an essential applied science to serve human life. At the same time, the development of postgraduate training levels has also been recognized as important steps towards the development of social work in general and social work practice skills in particular (Le, 2006).

In 1978, "The American National Association of Social Workers" published the magazine "Social Work in Education". At the same time, this organization also previously issued a set of standards for social work practice in general, and professional standards for social work practice, such as Standard for School Social Work Service, these professional standards was approved three times in 1992, 2002 and 2012, thereby clarifying the practical competency requirements for those competence of professional, professional preparation and development, as well as administrative structure and support to foster profession development towards professionalization and modernization, meeting the requirements of reality (Dang, 2015).

Modern professional social work was first introduced by the French Red Cross (FRC) in Vietnam in 1948. Combined with St. Vincent de Paul, Caritas social work training school was opened by the FRC. In 1968, a second formal training school was established in Saigon supported by UNICEF and UNDP. However, after reunification in 1975, these programs were stopped and many teachers and students went abroad.

In the late 1980s, there appeared ideas to develop social work in Ho Chi Minh City, the Center for Social Work and Community Development Research was formed and social work began to be considered as a subject taught in the chapter. Women's training course at the Semi-Public Open University. In Hanoi, a number of international NGOs started to introduce social work theories and methods of social work within short courses, such as in-service training for Women's Union staff and Youth Group. Since then, gradually, the need for training in social work has grown among those working in the field of social security.

Since 1997, at the College of of Labour and Social Affairs, which is known the University of Labor – Society nowadays as well as at the Open University of Ho Chi Minh City, there are training courses on social work. Understand the need for professional social work, the Vietnamese government continues to approve further development programs for social work, and this led to an event in late 2004 that the Ministry of Education and Training of Vietnam approved the industry code social work training. Along with the two schools that have trained social work above, Ho Chi Minh City Open University and the University of Labor and Social Affairs, students have now been studying social work training programs at most universities. - Colleges across the country such as: Trade Union University, Dalat University, Hue University and Thang Long University, Dong Thap University, Quy Nhon University, Quang Binh University, Hanoi Pedagogical University, Ho Chi Minh City Pedagogical University, VNU Hanoi- University of Social

Sciences and Humanities, VNUHCM-University of Social Sciences and Humanities, the National College of Education Ho Chi Minh, ... (Many authors, 2016).

In 2006, the University of Labor and Social Affairs, in collaboration with the European Commission-funded project to support street children, compiled the document "Social work with street children and children are at risk of wandering" in order to serve the capacity building training of the project's social workers and volunteers working with street children and at-risk children at all levels, especially at the community level. The document is designed with 11 topics ranging from basic knowledge to in-depth knowledge and professional social work skills such as: general knowledge of children's rights; policies and legal systems to protect children and street children; the child's psychological development; basic social work; interviewing and communication skills; Consultation; advocacy work and case management (Nguyen, 2016).

To study consultation skills of social workers, the author has built tools to evaluate some component skills such as relationship building skills, listening skills, questioning skills, exploit the subject's emotional behavior, empathy skills in the form of referendum, in-depth interview outline for social workers. Also in this study, the author Bui Thi Xuan Mai used active training methods to form basic counseling skills for social workers based on the experience of learners. This method is based on active learning theory and D.A.'s experience-based learning cycle. Kolb and R. Fry have obtained positive results (Kixegov, 1976).

In 2009, in order to provide human resources for social workers with professional qualifications in caring for children affected by HIV / AIDS in Vietnam, the organization to support the development of CRS, Pact Vietnam, USAID helped the department. Social work of The University of Labor and Social Affairs develops training program and document editing "Social work with children infected and affected by HIV / AIDS" for social workers to have skills in caring for and families of children infected and affected by HIV / AIDS. The document provides a number of tools to use while working with groups of children such as: warm-up games; paintings, clay, paper cut and paste; therapy game; telling stories; role play and some basic skills in helping children infected and affected by HIV / AIDS (such as case management skills; counseling skills; networking and resource mobilization skills; advocacy skills transmission and prevention of stigma against HIV / AIDS infected people; advocacy skills for children and families infected and affected by HIV / AIDS (Nguyen, 2016).

In particular, 2010 is considered as a legitimate "year of birth" for the birth of the social work industry in Vietnam with the event "Project on social work development in Vietnam, the period 2010 - 2020" (call Project 32) was officially approved by the Prime Minister. The project focuses on developing the social work profession through the issuance of legal documents paving the way for the formation and development of the social work industry in Vietnam. Project 32 also focuses on developing human resources of social work with the target that by 2020 Vietnam will have about 60,000 people working in the field of social work. Up to now, the country has 55 universities and colleges providing bachelor's degrees in social work. Thus, up to this point, the social work industry in Vietnam has perfected both the training code and the job code in the labor - employment system, social work staff has the payroll from central to local levels. This is both a great opportunity and a great challenge for policy makers and social work practitioners in Vietnam. It is extremely urgent to learn about social work skills of students in social work industry (Ha, 2012).

## **MATERIALS AND METHODS**

### **Experimental object and object**

Object: 2nd year student in Social Work - Ho Chi Minh City Central College of Education.

Supporting object: Lecturers teaching practical skills of supervisors and children of Phat Huy Binh Trieu Center.

Experimental object: Measures to design programs to teach practical skills to students of social work.

Experimental method: Controlled comparison experiment

Establishments for organizing experiment activities

### **Principles of organizing impact experiments**

The principle is that the basic arguments are regular, have the effect of directing the selection and application of the selection, proposing measures to optimize the objectives and assigned tasks. The essence of a measure is how it works, how it works, so from the development of the purpose, the definition of the content to the selection of the current, environment and the way of conducting the experiment should certain principles. How to perform an experiment is based on the following principles:

i). Principle of ensuring the suitability of goals: The principle of ensuring the objectives required when building impact measures to improve the practical skills of college students in social work should pay attention to a number of The following requirements: Measures are taken and the organization should ensure all necessary objectives, harmonious balance between the item of testing experimental measures and the change in practical skills of students; Measures must be built on the practical basis of the contents of the graduate internship in the future of students and suitable with the science of skill formation together with the research results of the current status of practical skills. career of college students of social work.

ii). Principle of systematic assurance: The principle of ensuring the systematization of the construction of experimental measures to improve the social work practice skills of college students should meet the following requirements: specify the teaching objectives and contents for students; Ensure sufficiently providing students in social work with knowledge, skills, perfect and strict attitudes of learning target content; Determine how to organize, technical, and active means to perform in teaching students.

iii). Principle of inheritance assurance: Ensuring the subject's objectives and content of the subject of practical skills (according to the results of theoretical research and the results of practical research of the subject) and according to the normative documents. regulations related to the social work profession; Inheriting research results in relevant and interdisciplinary scientific fields such as psychology, education, sociology, ... through the researches that have been summarized in the content of research essay; Research, analysis and evaluation of the effectiveness of experimental measures have been summarized in the content of theoretical research to inherit strengths, overcome limitations, thereby building and perfecting measures consistent with the current situation.

iv). Principle of ensuring feasibility: The construction of experimental measures, determining the experimental content and the implementation organization must be based on the educational program, the psycho-physiological characteristics of the students of the Social Work sector society, physical conditions, characteristics of social work internship, experimental environment (social basis or experimental object characteristics) to ensure the measures are the proposal must be relevant, actionable and effective (Nguyen, 2020).

### **Implementation process**

Step 1: Select experimental content

Step 2: Select experimental subjects

Step 3: Train lectures, supervisors and trainer

Step 4: Lecture on Skills

Step 5: Organize for students to join internships on personal social work at Phat Huy Binh Trieu Center

Step 6: Evaluate

## **RESULTS AND DISCUSSION**

### **1. First result**

After measuring all the subjects participating in the experiment, we classified them into 02 basic groups: the group with low average score and the group with high average score so that when conducting experiments, the results will have value more objective. To explain for this work, we based on the theoretical science of experimental control to test the difference before and after the experiment of both control and experimental groups.

The results in Table 3.2 also show that, the score after being processed together with the standard deviation completely ensures objectivity, the lowest score is 0.31 and the highest is 0.58, this

result is suitable and satisfactory in terms of mathematic statistics. This is a group of objects with a moderate score, ensuring the safety of experimental activities. With this score, it is assessed to be the average of the social work practice skills

*Table 1: Results of Practical skills for 2 groups before the experiment*

<b>Group</b>	<b>Group</b>	<b>questionnaire</b>	<b>Exercise</b>	<b>Average score</b>	<b>Standard deviation</b>
Skill 1	Group 1	2.63	2.33	2.48	0.37
	Group 2	2.81	2.56	2.68	0.35
Skill 2	Group 1	2.62	2.33	2.48	0.58
	Group 2	3.05	2.88	2.97	0.43
Skill 3	Group 1	3.00	2.41	2.71	0.52
	Group 2	3.08	2.63	2.86	0.35
Skill 4	Group 1	2.90	2.38	2.64	0.45
	Group 2	3.03	2.61	2.82	0.45
Skill 5	Group 1	2.80	2.41	2.61	0.31
	Group 2	2.96	2.72	2.84	0.36
<b>Average score</b>	<b>Group 1</b>	<b>2.58</b>			
	<b>Group 2</b>	<b>2.83</b>			

Among the 05 practical skills of students in social work, we choose skill number 02 - skills to approach and identify problems for clients (or groups of clients) with the GPA of 2 groups of 2.48 and 2.97. According to experts in the field of social work, a team of supervisors and lecturers in the construction industry, this is a meaningful and important skill for students in the vocational internship process because of its nature and love. The requirement of an end-of-course internship program for the college level just requires students to do access to clients and groups to perform assigned tasks. Based on the results obtained, we continue to measure the second time and correct using group 01 as the control group and group 02 as the experimental group (the results are shown in table 3.2) to verify the stability of the scale and ensure objectivity. The results of this time in terms of scores did not have a big difference between the experimental groups and the controls.

## 2. Results after experiment

After the first measurement to verify the stability and input level of the two control groups and experiment. We conducted the second measurement to evaluate the input results. With the results of the second measurement between the two groups, it showed that there was not a big difference in scores. The group selected as the control group had a GPA slightly lower than the group selected for experimentation and the distance was not too large - average scores of the two groups were 2.78 and 2.80, respectively (distance was 0.02) - The distance ensures objectivity and value for experimental activity.

*Table 2: Results of comparing Practical Skills of 2 groups before and after the experiment*

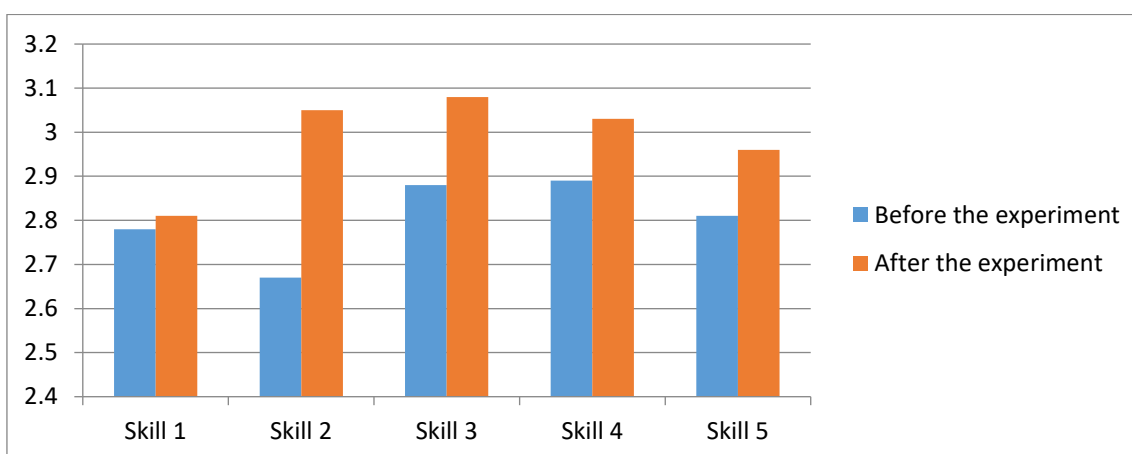
<b>Skill</b>	<b>Group 1 (control)</b>	<b>Group 2 (experiment)</b>
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	Before the experiment	After the experiment	Level	Before the experiment	After the experiment	Level
1	2.62	2.64	0.92	2.78	2.81	0.80
2	2.62	2.69	0.98	2.67	3.05	0.01
3	2.99	3.08	0.54	2.88	3.08	0.14
4	2.89	3.03	0.33	2.87	3.15	0.11
5	2.78	2.96	0.26	2.81	3.06	0.04
<b>Average score</b>	<b>2.78</b>	<b>2.88</b>	<b>0.61</b>	<b>2.80</b>	<b>3.03</b>	<b>0.22</b>

The results in Table 5.2 show that, at both the average score increased from 0.02 to 0.4 and the standard deviation is greater than 0.1, confirmed when doing the experiment, there are changes. In both control and experimental groups, there was a change in scores. However, with the experimental group, the change scores showed clearly and there was a bigger difference. This demonstrates the difference between the control groups and the experimental groups.

*Chart 1: Results of skills before and after the experiment of experimental group*



The results in Chart 1 show that the experimental group's scores have clearer differences. All five skills have been changed before and after the experiment. In which, 02 skills with differences before and after the experiment (significance level  $<0.05$ ) are the skills to approach and evaluate clients with TB scores before and after the experiment of 2.67 and 3.05 with significance level. 0.01, self-test and assessment skills have average scores before and after the experiment of 2.81 and 3.06 with significance level of 0.04. Thus, in the process of organizing the experiment, although the study did not focus on skill No. 05 in the social work practice skills of students in social work, there was a change in the process of supervisors and testers. This result is completely consistent with the correlation between the component skills in the practical social work skills. Results in chapter 2 on testing the correlation between the component skills, the client access and assessment skills correlate with self-test and assessment skills is 0.88 - this proves if the skill Approaching and evaluating good clients will lead to better self-examination and evaluation skills.

*Table 3: Experimental results of client access and assessment skills*

Cardinal numbers	Content	Average score	
		Before the experiment	After the experiment
1.	Conduct exposure stages to impress the client (group of clients)	3.00	3.05
2.	Use personal resources to create good communicative effects to reach clients	2.73	2.99
3.	Create a communication environment suitable for the client (group of clients)	2.87	3.09
4.	Communicate (elicit, lead, ...) the problem with the client (client group)	3.01	3.27
5.	Identify the unique characteristics of each client (client group), and provide appropriate communication	2.59	3.06
6.	Change the way of interaction to help the client (client group) express themselves and communicate problems	2.69	2.97
7.	Maintain a relationship with the client (client group) after counseling is available	2.68	2.77
<b>Average score</b>		<b>2.80</b>	<b>3.03</b>

Analysis of the detailed results of client access and assessment skills in Table 3.4 shows: there is a positive change for all student behaviors when approaching and evaluating the client - the level of change before and after the experiment is 0.23. In which, the client identification behavior has the highest change: from 2.59 to 3.06. This change is due to students being fully equipped with information about clients. Students are provided with a lot of information by the social worker at the facility, trained in how to talk, approach each client. Besides, the two behaviors have the biggest change with the The difference is 0.26 which is the behavior of using resources (strengths) of themselves and the behavior of communication - exchange. The remaining behaviors all have positive results and have certain changes.

Using more product research methods - the results of writing internship reports of students in two groups show that, with the experimental group, students have detailed lists of characteristics of each client when they contact. The table is very detailed, specific from the client's shape to the mind in order of number of contacts. N.V.V's diary recorded "Day 1: H... so cute, despite her difficult circumstances - abandoned and deformed in her face, but I am always happy and comfortable talking. But it's just the appearance she made for herself but after talking, I still feel that she still has a different personality and mentality from what she shows. Try to talk next time A little closer to H to explore her inner self ". "Day 2: Today I talked to H, and my heart was so worried. Actually, H is like the others, his mood is always worried about the past and the future. She said "because if I can show it to the outside, what is it?". Suddenly I admire her too. Promise that next time I will bring you a gift of an hourglass to give H as an expression of my love for H". "Day 3: ... today is happy because after giving the hourglass, H has told me my thoughts about the meaning of the hourglass. I say a lot of things but I like to think very" philosophy "If you shake quickly, the sand drops quickly, if you leave it, the sand falling slowly, slowly or quickly doesn't

make sense, what matters is that the amount of sand is not lost. Then sometimes slow sometimes fast the important thing is that you don't lose anything,...". I admired you even more, now..." (Excerpt from the student's internship diary).

Combined with the interviewing method, researched on interviewing process of N.V.V students about her feeling when doing internship. She said: "There are many children who find it very meaningful to my main life. I feel that my job of knowing the past and present client's situation makes it easier for me to approach clients. On the other hand, if during the whole exercise, I only follow 2-3 clients, the result will be better. Especially the understanding to carry out client support activities,...". This result proves that the work must change the implementation model for students in social work - especially when doing with the characteristics of the client (homeless children, orphans, children in puberty). On the other hand, the dedicated social workers provide all information about the implementation facility, the more detailed the client, the more specific students can easily perform the tasks as well as improve their real practical skills during enforcement - more enforcement. Interview with N.T.T.H on issues related to communication with clients in practice - practice. She said: "Before, I rarely used my eyes in communication, partly because I was shy and partly because I would not be confident if someone looked into my eyes. That's why I have always been criticized for lack of confidence in teaching. However, after being instructed enthusiastically by the instructor on how to communicate effectively, I have limited that weakness. During the last visit to the facility, I actively made eye contact, both when speaking and listening, I felt that the conversation with new people - including my client became easier and more effective,...". From this result, it can be seen that, in parallel with teaching students in social work technical skills in professional activities, equipping and educating them to love their job, responsibility for their job or ethics of social work will also be measures to help increase career skills for children when they are still sitting in school.

Combining the child-supporting object interview method at Phat Huy Binh Trieu Center, the results also showed similar observations with the supervisor. When asked "how do you see the students coming here in the past week and those you have been contacting with?". Mr. T.K said: "I can talk to 3 brothers and sisters, but I just like sister H - H is one of the 12 students in the experimental group - who is the cutest, she talks closely and is likable. She also gave me a very pretty stuffed animal. The other 2 brothers and sisters are also cute, but not as good as Ms. H". The assessment results of the supervisors through the practice diary of the two experimental groups also had similar results. The K student diary - the experimental group - is presented in great detail, describing both emotions and giving personal assessments of the client. In addition, K's diary also offers plans for the next meeting to prepare situations in order to better exploit the client.

To find out the effectiveness of the method used in research: lecturers in training institutions are equipped with professional skills, soft skills of the profession and then instruct students before going to practice - internship, while the instruction and assessment of the results will be done by the social workers at the facility. In addition, social workers who are both experienced in the social work profession and trained professionally in supervision to participate in practical activities - internships, it will be more effective. The study interviewed 03 experts and lecturers on related issues such as: effectiveness when the supervisor was a social worker, the role of the social work lecturer in practice - internship, social work skills practice is essential for students in social work when going on a real career. T.T.L lecturers said, "It is important to assign students to practice in the active direction - the internship facility is fully responsible for the supervision work is important. This job helps students to have more access because they are supervised at the internship guide. However, the supervisors must be well trained, supervise in social work". With contents related to internships, Mr. T.T.L - Director of social facilities analyzed "In social work, there are many contents that students can practice while still studying in school. Institutions need to be flexible, designing a rich and diversified way of practicing content in order to help students not be constrained in the compulsory scope but to be selected according to their practical capacity. Equipping with practical skills needs to be paid attention from the beginning



of studying social work. The first is life skills, social skills, then develop soft skills and then apply them to the career field, then the practical skills will be certain and students will be proficient in the career". As a person who directly participates in the experimental activity of measures to improve practical skills for students in social work, the faculty of occupational development commented "When organizing experimental activities for students in the direction of innovation - it is assigned supervision for social institutions, training institutions only give detailed instructions, specifically for students, the role of social facilities is more interesting. However, students not only must be equipped with the skills of practicing social work skillfully, but it is essential to have a clear understanding of the client and the internship facility. Besides, social workers need to have supervision skills. Therefore, in order for effectively practice - internship as well as equip practical social work skills for students to be effective, it is necessary to pay attention to the connection between training institutions and practice - internships. On the other hand, it is necessary to develop regulations of practice - internship for students in social work with more specific characteristics than other disciplines".

With opinions from experts, scientists, and lecturers, we see that it is necessary to change the training method of social work. In which, practice - internship must be put into the focus of the training program, practice - internship must be put in parallel with learning in the classroom regardless of the training level. Therefore, training institutions need to change programs, methods and ways of organizing practical exercises. Linking with social institutions, social organizations in particular or institutions to send students down to practice - internship. There should be regular exchange, expertise sharing between stakeholders. Besides, students need to actively look for practical facilities - internships that match their future practice trends to have more motivation to practice better.

## **CONCLUSIONS**

Experimental results show that there is a change before and after the experiment in both control and experimental groups. However, the difference is only significant in skill number 02 - client access and assessment skills and skill 05 - self-testing and assessment skills. This result both demonstrates the pre- and post-experimental changes of the selected skills and confirms the correlation between skill number 02 - client access skills and assessment (client group) and skills number 05 - self-test and assessment skills.

The method of designing practical skills and teaching students before the internship together with a number of other supplementary measures used in the experiment brings positive results, changing scores before and after experimentation.

With the results of the study, it shows that empirical activities using measures to consolidate and improve social work practice skills are valuable. The research results of the quantitative research method show that the difference before and after the experiment, the qualitative research results all accurately reflect the effectiveness of the method and the change level of practical skills of students before and after experimental activities.

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## **CONFLICTS OF INTEREST**

The author(s) declare(s) that there is no conflict of interest regarding the publication of this article.

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