

Rethinking of Social Work Practice Teaching

Long Xia^{1,a,*} and Wenjing Luan^{1,b}

¹School of Humanities and Social Sciences, North China Electric Power University, Baoding, Hebei, China

^aapple169@126.com, ^bbslwj@126.com

*corresponding author

Keywords: Social Work, Practice Teaching, Problems of Practice Teaching

Abstract: Social work is a practical major. At present, there are such problems as lack of practice funds, lack of professionalism of off-campus practice units, and unclear responsibilities between university and practice units. To this end, both schools and practice units must coordinate and cooperate with each other, establish a social work professional team and formulate a social work practice evaluation system.

1. Introduction

The rapid development of the social economy has caused social issues to continue to be highlighted, and Social work as an assistant to individuals, groups, and communities to strengthen their social functions and alleviate social conflicts. Its strong practicality requires that the cultivation of social workers needs to combine practice with theory. At present, the education of social work in Chinese colleges and universities is mainly based on theoretical teaching and lacks practical teaching.

Professional practice is characterized by problem exploration, situational experience, and critical reflection. It is an important way to cultivate students' pragmatic innovation ability. Social work practice is an important aspect of social work education. It focuses on the application, consolidation, verification and internalization of knowledge. It cannot only accumulate practical experience, but also strengthen professional values. This article will take H University as an example to briefly describe the contents of social work practice teaching, analyze the problems in practical teaching and put forward corresponding suggestions.

2. Contents of practice teaching in social work

According to the provisions of the 2012 assessment of indicators of social work profession Social Work Education Association organized self-assessment, the number of students in social work practice should be between 600-800 hours. The practice of social work in college H follows the principle of "students as the main body and teachers as the guides." According to different standards, for classification, the contents of professional practice teaching are divided into different parts.

A. Practice Units

In order to satisfy the needs of social work practice teaching, H University has set up on-campus and off-campus practice units. Practice teaching in the school is mainly based on laboratory teaching. Through role-playing, situational simulation and other practical teaching methods, students can master theoretical knowledge. Off-campus practice teaching units in the local municipality are diverse, including the government organizations, social service organizations and the community.

B. Practical contents

H university social work professional practice course consists of four parts. According to the different degrees of importance, they are summarized as social research based on social surveys, data analysis and academic papers; social services based on government, social organizations, and community practices;

based on the laboratory teaching of simulation exercises in social work laboratories and the cognitive practice of consolidating classroom knowledge. Although different ways of expression, most scholars divide the social work practice contents into four parts such as information above. (Lu Aiguo, 2012; Zhou Jun, 2010).

C. The forms of practice

According to the different forms of practice, H university social work professional teaching includes centralized practice and distributed practice. Centralized training for reunification assigned teacher, arrange a practice plans, uniform implementation, unified examination, centralized training of teachers choosing pension institutions or communities, arranging students to practice a unified manner, and ensuring that the content is fully implemented. However, there is a large expenditure and it is not conducive to the development of independent work for students of ability and other issues. Dispersion practice by the student practice sites to choose according to their own situation, select students based on their interests practice sites can increase interest in the social work profession, improve the ability to work independently but not conducive to inspection and supervision of teachers, the practical effect susceptible.

3. Problems in Practical Teaching at the Current Stage

Taking H universities as examples, the problems in social work practice teaching mainly include the difficulties in practice in schools, the low degree of specialization of practice units, and the lack of cooperation mechanisms between schools and practice units.

A. Insufficient practice management in the university

The practice of social work in university mainly includes three parts. First, lack of funds for practice and the cumbersome reimbursement mechanism lead to the problems of practice time compression, lack of practical motivation for teachers and students. Second, the use of laboratories is not sufficient. Social work in colleges H still focuses on theoretical teaching, the proportion of practical teaching is small, and laboratories lack professional management personnel and the management system is not perfect. Third, the assessment mechanism for social work professional teachers is irrational, and the pay of theoretical course in H universities is higher than that of practical course, therefore, most teachers are more inclined to theoretical teaching.

B. Inadequate specialization of the practice units

The selection of off-campus practice units is to cooperate with the theoretical teaching in university so as to achieve the application of the theory to practice. The major problem of practice units is inadequate specialization. From the perspective of practice institutions, some institutions lack the capacity to receive social work practices, so that the social work students can do nothing there, or do some simple work, such as cleaning the floor and window, leading to the practice didn't coincide with the theory. Except the capacity of the practical units, the short time of practice also made the students can't engage in professional activities, the practical teaching usually last 2 weeks, the instructor of practical units can't arrange professional activity which last long time.

C. The lack of cooperation mechanisms between university and units

The practical teaching of social work requires multiple parties to share responsibility and different units play distinct roles. However, the mechanism of joint guidance hasn't established yet. For example the practice topics are either none or decided unilaterally by the university, or during the practical process, the regular contact mechanism didn't set up, or the standards of grading also unilaterally by the university.

4. Policy Recommendations

At present, the professional development of social work, the community's demand for social workers will continue to increase, therefore, college need to change teaching methods in a timely manner, increase the

practice of teaching, training students to analyze problems and solve problems, including the following aspects.

A. Establishing social worker professional team

In order to better promote the professional development of social work, the government must vigorously promote the construction of social work professional team, establish social work positions, increase financial and material resources for social work professionals, and create favorable policies for improving the professionalism of social workers environment; Institutions use the resources of the government and universities to promote the development of social work institutions, and provide matching conditions for practical teaching of social work; colleges and universities use their own advantages, establish good cooperative relations with practice units, and promote theoretical social workers. Collaboration will jointly promote the construction of a skilled workforce for social work.

B. Promoting the construction of social work practice bases

One of the principal reasons for the lack of practice teaching in the current social work professional is the lack of practice resources. In order to alleviate this contradiction, it is necessary for the government to vigorously promote the development of professional organizations for social work, and to promote the development of the social work profession through government procurement and other services. The institutions themselves must also strive to increase the level of specialization by introducing professional talents and optimizing work methods so as to strengthen professional awareness.

C. Strengthening the school management mechanism

Colleges and universities should increase the positions of laboratory assistants and improve the laboratory management system, manage social work laboratories, increase the utilization rate of laboratories; improve the teacher evaluation mechanism, unify practice teaching and theoretical teaching remuneration, and assign practical teaching workload to professional titles, the assessment system promotes the enthusiasm of teachers' practical teaching, increases the investment of practical funds; and regularly organizes practice reflection meetings, the students and teachers can have a good work environment and improve the quality of professional practice teaching.

D. Establishing mutual coordination and cooperation

The important way for the good development of the social work profession is to combine theoretical teaching with practical teaching. Therefore, it is necessary for the school to establish a good cooperative relationship with the practice units, the two parties cooperate and promote each other. In this environment, the school provides theoretical scientific guidance for students and practice units to make up for the lack of professionalism of the practice unit; and the practice unit provides the social work professional students with practical teaching places and objects through cooperation with universities, social work professional teaching meets the requirements of social development.

Acknowledgement

This article was sponsored by the Hebei Provincial Higher Education Teaching Reform Research Project.

References

- [1] Jia Pengfei, Yan Yan, Xu Jing. The Trinity Teaching Model of "Teaching, Scientific Research and Practice" in Social Work Specialty in Local Colleges and Universities. *Education and Occupation*, 2017(24):91-94.
- [2] J. Clerk Maxwell, *A Treatise on Electricity and Magnetism*, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68–73.
- [2] Huang Haibo. The effect of professional education in social work: problems, influencing factors and promotion strategies. *Social scientists*, 2016(11):51-54.
- [3] Zheng Hao. Research on the Teaching Mode of Professional Practice Courses in Social Work.

Chinese Adult Education, 2015 (22): 170-172.

[4] Yang Li, Xu Xiaoping. Construction of Practical Teaching Evaluation System for Social Work Professionals. *Education and Occupation*, 2015(16):118-120.

[5] Lu Aiguo, Huang Haibo. Objective orientation, system design and operating mechanism of practical teaching model for social work professional. *Education Review*, 2015(05): 111-113.

[6] Xia Zhongwei. Discussion on the practical teaching reform of college social work professional. *Education Exploration*, 2013(07):40-42.

[7] Liu Xiaoxia. On the construction of practical teaching system for social work professional. *Education and Occupation*, 2012(24):166-167.

[8] Jiang Shifang, Shang Jinping, Liu Yulan, Hu Xueqi, Heng Xiaoqing. Construction and practice of three-dimensional practical teaching system for social work professional. *Laboratory Research and Exploration*, 2010,29(09):146-149+153.

[9] Zhou Jun. Research on Practice Teaching Model of Social Work in Colleges and Universities. *Journal of China Youth College for Political Sciences*, 2010,29(02):140-143.