Research on the Project-Centric Social Work Practice Base Construction Mode

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Abstract. Social work is a practical discipline with practical and operational orientation. Practical teaching is of great importance in cultivating full-time masters of social work. Therefore, the demand for the construction of high-quality social work practice base has become increasingly prominent. It has been found that the traditional social work practice base has disadvantages, such as "administration of practice content", "hollowing off-campus supervision" and "insufficient funds restricting the function of the base", which compresses the professional growth space of students in the practice base, resulting in the weakening of practice and even the inertia of students' professional growth. This paper attempts to propose a project-centric social work practice base to make up for the disadvantages of the traditional social work practice base, that is, taking the community construction project purchased by a foundation as an example, this article explores the 1+2+3+4+5 operation mode of the practice base, and realizes the maximization of the interests of both parties in the construction of the practice base and the compound function of the base.

Keywords. Project-centric; Social work; Practice base; Community construction.

1. Outstanding problems existing in traditional social work practice bases
From the perspective of colleges' expectation of social work practice base, Social work practice base has important functions and significance, such as cultivating colleges' talents, improving the scientific research level of teachers and students and perfecting the school curriculum system. However, due to the poor supply and management of manpower, financial resources and material resources in the practice base, there are many problems in the operation of the practice base. The specific problems are as follows:

1.1. The matching degree of practice majors is low and the content is administrative
The traditional practice base mode selects the practice base first, and then the student union accepts the specific work assigned by the practice unit, including front-line service, financial management, administrative management, etc. Due to insufficient social work projects in practice units, few practice of social work opportunities and low quality of projects, most students' practice content is basic affairs, which is more administrative[1], and there is no room for professional social work service skills to be displayed. Especially in Northeast China, the development of social work institutions' practice units is relatively slow, and their professionalism is insufficient. It is also a reality that the professional matching degree of students' practice content is low.

1.2. Fragmentation of practice and poor quality of phased practice
Practice of social work is divided into two parts: centralized practice and non-centralized practice. Centralized practice sites are selected from contracted bases nationwide. Non-centralized practice students mainly practice in the provinces and cities where colleges are located according to the needs
of curriculum practice because of the phased characteristics of practice of social work. Judging from
the results of non-centralized practice at present, the biggest drawback of practice in social work
institutions, foundations, communities and other places is that the content of each practice of social
work is determined by the current work content of the practice unit. Therefore, each practice is
different and there is no continuity.

1.3. The off-campus supervision is useless, and the on-campus supervision and tutor are not deeply
involved
At the same time of the construction of the practice base, it is necessary to specify at least one social
work off-campus supervisor. However, the level of the base is uneven, and many off-campus
supervisors lack professional knowledge and non-professional supervision, which also leads to the
problems and perplexities encountered by students in practice not being guided in time, and the
frustration not being solved. At the same time, because the on-campus supervisor and tutor are not in
the practice base, the students' plight cannot be found in time, and they cannot form a joint force with
the off-campus supervisor to supervise the students.

1.4. The funding of universities and bases is limited
There are clear requirements for the use of college funds, and many students' practice materials and
other parts cannot be written off, while practice units with tight funds are even less likely to invest
their funds in social work practice. Therefore, insufficient funds lead to insufficient operation of many
practice links, which limits the display space of students' professional social work service skills, and
finally makes the practice base fall into an embarrassing situation that it cannot provide students with a
high-quality platform.

1.5. The demand of universities and practice of social work units are not met
The key to mobilizing multiple forces to build a high-quality and functional social work practice base
lies in clarifying the expectations of all parties, especially both sides of the base construction[2].
Practice units expect to enrich the human resources team of the base through the strength of
postgraduate students in colleges and universities, provide professional social work services for the
clients and the case master system, and obtain follow-up intellectual support from colleges. The school
is committed to establishing a cooperative partnership with institutions, expecting students to integrate
what they have learned in class with what they have learned in practice, improve their scientific
research ability, and build a curriculum system. However, in practice, each other's needs have not been
met to the greatest extent, so both sides of the base construction will feel powerless.

1.6. Students' ability and research capacity are insufficient
Social work is a practical discipline. Practitioners are also researchers, and research is also for
practical research. However, in social work practice, due to insufficient practice and poor effect,
students do not get enough research materials, poor reflection in the practice process, weak action and
many other drawbacks, and students cannot draw nutrients from practice to provide support for writing
papers.
The social work practice base is an important platform for student practice, and colleges have always
had high requirements for the quality of base construction. However, there are many problems in the
traditional base construction mode, which affect the exertion of the compound function of the base,
especially in improving students' professional ability and action research ability. We need to try new
ways to build practice bases. Therefore, this article puts forward the construction mode of
project-centric social work practice bases, and the specific mode will be introduced in detail below.

2. Theoretical basis and operational logic of project-centric social work practice base
construction

2.1. Theoretical basis: Constructivist Learning Theory
Constructivism theory holds that knowledge is not passively acquired by the cognitive subject, but the
result of active construction by cognitive subject. According to Piaget, the forerunner of constructivism, he believed that knowledge is constructed in the process of interaction between subject and object[3]. On the basis of the original knowledge and experience, learners actively process information and construct knowledge in a certain social and cultural environment[4]. The practice of social work subject has changed from passive knowledge receiver to active information collector, and the social workers’ supervisor has changed from knowledge indoctrinator to a leader who guides students to construct the meaning of knowledge.

In a specific social work practice field, students can exert their subjective initiative to explore and discuss problems and acquire new knowledge and experience. The acquisition of new experience will change the original experience to a certain extent, enrich, adjust or transform it. Based on this, this research puts students in the project-centric social work practice base, and takes project needs assessment, design, implementation, summary, project management and other knowledge acquisition, as well as the integration of old and new knowledge as the focus of application-oriented innovative talents training, social work practice activities are completed on the basis of fully tapping students' independent exploration ability, and students' practical ability and comprehensive quality are enhanced.

2.2. Operation logic: integration of project Logic and professional Logic
The construction mode of project-centric social work practice base contains two kinds of operation logic, namely project logic and professional logic. On the one hand, in terms of project logic, projects mainly refer to government departments and social organizations, such as foundations, as service purchasers, by purchasing services from professional qualified social work organizations, and social work organizations as service providers provide professional services to groups in need. The project logic highlights the characteristics of project periodicity, complete financial support, emphasis on index assessment, evaluation summary, etc.[5] Through the social work practice, students understand what a project is, how to run the project, how to meet the needs of multiple parties, etc. In this way, students can quickly understand the "whole picture" of the project and carry out continuous project follow-up and thinking.

On the other hand, The project-centric base provides a platform for social work students to practice social work professional knowledge, in practice, students strictly abide by the professional values and ethics of social work, maintain the social work goals, and use professional methods and skills to solve the problems faced by clients through continuous interaction in changing social situations.

3. Project-centric Social Work Practice Base Construction Mode Design

3.1. Concept and framework
Based on the constructivist learning theory, the integration of project logic and professional logic, this research attempts to propose a "project-centric 1 +2 +3 +4 +5" social work practice base construction mode. Specifically, it refers to the application of 1 social work service project based on the social work service organization established by the college or the college itself. The college signed a contract with the project implementation[7] site to build a social work professional practice base, in order to undertake the "centralized" and "non-centralized" 2 practice of social work students. using the 3 joint supervision mechanism, coordinating 4 resources and cooperating to realize the compound functions of practice base. In 2018, our team applied for a foundation to purchase a community construction project relying on a social work service organization set up by a college and carried out an attempt to build a project-centric practice base. Next, the following cases will be introduced and analyzed. The project design framework is as follows:
Figure 1. Construction mode of project-centric social work practice base.

Practice has found that the differences between traditional practice bases and project-centric practice bases are as follows:

Table 1. Differences between traditional practice bases and project-centric practice bases.

| Category                  | Traditional practice base                                      | Project-centric practice base                                      |
|---------------------------|----------------------------------------------------------------|------------------------------------------------------------------|
| Decider of the practice content | Based on the practice unit decisions                          | Based on college and social work organization decisions           |
| Practice content          | Specific business of the practice unit                         | Project practice is the mainstay, the business of the practices unit is supplemented |
| Practice process          | Staged, fragmented participation                               | Participation in the whole process                                 |
| Subject of supervision    | On-campus supervisor’s participation, off-campus supervision hollowing out or administrative guidance | Full-time on-campus practice supervision, off-campus supervision and on-campus tutor three-way linkage |
| Funding situation         | Insufficient funds in colleges and practice units              | Mainly project funds                                             |
|                           | College funds are supplemented by funds to leveraging the funds of practice units |                                                                 |
| Cooperative relationship  | Colleges rely more on practice bases                           | Equal Partnership between colleges and practice units             |

3.2. Mode analysis

3.2.1. To demonstrate and establish social work service projects related to MSW training direction. Relying on the social work service institutions established by colleges, one social work service project has been applied for through preliminary demonstration work. The field of application is mainly determined by the key training direction in the postgraduate training program. Our team focused the key training directions of MSW in college and chose the field of community social work and successfully applied for a foundation "Happy Community" construction project. The project was implemented in LY Community, J Street, X District, H City, H Province. This project mainly focused
on the characteristics of LY unit type community, Hoping to extend happiness from small families to
everyone by creating a modern community relationship environment, to achieve the goal of building a
happy community. After the project launching ceremony, the college and community signed an
agreement on social work practice base, which started the road of building a practice base with
professional counterpart, stable cooperation, compound functions and connotation construction relying
on the project.

3.2.2. To carry out "centralized practice" and "non-centralized practice" around the project at the
base. Social work postgraduate participate in the project completely and carry out two practice of
social works: "centralized practice" and "non-centralized practice".
During the non-centralized practice period, students mainly carry out community observation,
community service observation and preliminary practice activities around the project[6]. According to
the work plan, go to the community at least once a week to use professional knowledge to participate
in observation and visit in the community in the early stage. On this basis, establish needs assessment
methods and contents, trial surveys, formally carry out large-scale household surveys, data processing,
form needs assessment and baseline measurement reports, and formulate work plans and schemes, etc.
During the centralized practice period, students mainly carries out four contents: project service,
project evaluation, project research and community work service. Under the guidance of the general
goal of the project, students combined their own interests and previous experience reserves to select
1-2 project sections to participate in practice and research, including children section, elderly section,
community self-organization section, community museum section, community space construction
section, etc.

3.2.3. To use the tripartite joint supervision mechanism to promote students' growth and ensure service
quality. Through the operation of the tripartite joint supervision mechanism of "on-campus practice
supervision", "base supervision" and "on-campus tutor", the supervision and management of students
can be realized while ensuring the quality of project implementation[7].
Full-time practice of social work supervisors in the school participate in the whole process of the
project. The supervision work is more effective, the supervision function is more comprehensive, and
the supervision role is more diversified. Supervision work includes professional service needs
assessment, service design, service guidance and service cultivation, etc.
On-campus tutor guides the paper writing according to the practice feedback. According to the
feedback of students' practice and discussion, the tutor can dig out the research points in community
service projects, guide students to sort out materials, determine topics and write papers. The
project-centric social work practice can meet most of the needs of students' paper writing, and also
make the teachers in the school have more focus on guiding the paper.
Off-campus supervision participates in the project and performs supervision duties. At the
beginning of the practice of social work, the off-campus supervisor performs the role of
"administrator" and "supporter", in the middle and late stages of the practice, perform the roles of
"supporter" and "consultant", at the end of the practice, assume the status of "evaluator".

3.2.4. To coordinate the operation of four resources to guarantee the project and promote the base
construction. In the construction process of project-centric social work practice base, there are four
resources for mobilizing and using: "project resources", "practice unit resources", "university and
social work organization resources" and "government resources".
Project resources, including community construction projects initiated by the foundation, sufficient
project operating funds and a third-party supervision and evaluation platform set up by the foundation,
etc. Among them, the supervisory evaluation is held once a month, the team reports the project process
and scheme, problems presented and reflections, and the foundation organizes experts to give
supervision suggestions.
Practice unit resources, including community public space, social work service stations,
off-campus supervision and financial support, etc. Among them, the community provides public
spaces such as conference rooms, billiard rooms and libraries for postgraduate project practice, and
builds social work service stations for postgraduate project practice exclusive using.

Resources of universities and social work institutions. College resources include full-time practice of social work supervisor, social work postgraduate, MSW training funds and tutors. The resources of social work institutions established by colleges include full-time social workers and matching funds of social work institutions.

Government resources, including policy support and promotion of community building projects. the civil affairs organization of the district and city where the community is located conduct visits and studies to promote the community construction project. At the same time, give more policy support to build communities and deepen the project effect.

3.2.5. To maximize the interests of both parties in the base construction and incubate the compound function of the base. In the process of project-centric base construction and operation, the needs of colleges and communities can be met. Under the premise of maximizing benefits, it is inevitable for both parties to actively build social work practice bases. Relying on the project, the compound functions of the practice base are realized.

Talent training. On the one hand, through project experience, students are encouraged to internalize the professional values of social work. On the other hand, Through the practice to promote students' practical ability, theoretical knowledge consolidation.

Improve the curriculum system. Through students' practice, we can understand the needs of practical work for teaching, find out the advantages and disadvantages of social work practice curriculum, and improve and refine the curriculum content, so as to make the curriculum more in line with students' practical application.

Scientific research. The team of teachers and students is rooted in the practice base, deeply involved in the project, carries out practice with questions, and constantly responds to questions, that is, what profound changes are seen in the process of practice? What is the difference between before and after the change? What is the relationship between change and team involvement? to carry out spiral research[8].

Social services. On the one hand, it satisfies the objective needs of the service object and client system, and realize the overall construction of the community where the service object is located. On the other hand, project-centric operation have indirectly promoted the development of local social work industry, contributing to community governance and social harmony.

Employment of students. Through project-centric practice, students' sense of self-worth has increased, and they are full of confidence in the social work industry which is in the climbing stage, and believe that social work profession can become their future career.

3.3. Operation guarantee

The benign operation of practice base also needs to formulate and refine the practice plan and summary system, an effective quality evaluation and dynamic monitoring system, and a mutually beneficial and win-win cooperation mechanism between colleges and enterprises.

Practice scheme and practice summary. According to the different practice fields and interests of students' project practice, personalized practice schemes are formulated. At the same time, students are required to submit a complete practice summary after the practice. This work ensures that the practice is planned and the practice performance evaluation has a foundation[9].

Quality evaluation and dynamic monitoring. On the one hand, formulate a set of scientific and feasible assessment indicators, such as project practice process evaluation form and student practice process evaluation form. On the other hand, the quality evaluation of practice should be carried out in the early, middle and end of the practice.

School-enterprise cooperation and mutual benefit. Clarify the rights and obligations of colleges in the process of base construction, as well as the rights and obligations of communities as beneficiaries of social work service projects, especially the performance of obligations, so as to ensure the high-quality operation of the practice base.
4. The expected effect of the project-centric social work practice base construction mode

The advantage of the project-centric base construction mode lies in relying on social work projects, undertaking two practice of social work, combining tripartite supervision, leveraging four resources, realizing the five functions of the base, and making up for the shortcomings of the traditional practice base construction mode. The specific effects are as follows:

4.1. The practice content is professionalized, and practical ability is truly cultivated.

The project-centric practice base determines that the content of students' practice will be mainly social work service projects, supplemented by other community work practice. In the process of project practice, students deeply recognize and internalize the values of social work. Student participate in the whole process of project, understanding what a project is, how to design a project that meets the needs of the country and society, how to run and evaluate the project, and how to reflect and improve the project, not only can students' professional practical skills and ability to integrate theory with practice be truly improved.

4.2. The practice process is complete, and the practice content can be continuous and specific.

During the non-centralized practice period, social work postgraduates, in combination with the MSW course learning situation in the school, are responsible for the team to decide the practice progress and arrangement on their own against the overall objectives and sub-objectives of the project. During the centralized practice, social work postgraduates continue to complete the 3-month centralized practice on the basis of non-centralized practice. The time for centralized practice is more sufficient, project understanding is deeper, and project operation is more mature. In the project-centric practice base, the students' two practice are well connected, participate in the whole process, and form an overall service context. The students' practice efficiency is high and the practice effect is good.

4.3. The professional supervisor can promote the growth of students

on the one hand, the on-campus practice supervisor participates in the whole process of project implementation, and can carry out targeted and quality supervision on students' non-centralized practice and centralized practice. On the other hand, the degree of specialization of off-campus supervision is increasing, which is more in line with students' expectations and more effective in supervising students. In addition, through regular communication with the on-campus tutors, students determine the project research type. Relying on this project, the teachers instructed students to write master's paper in the fields of community museum construction and community social organization operation of this project, and successfully completed the graduation defense.

4.4. The investment of the three parties ensure that students' practice is more adequate

In order to achieve the expected project effect, the foundation will approve a certain amount of project funds for the Happy Community Project every year, which will be used for activities and materials, social worker labor costs, project publicity and other matters to ensure the operation of the project. Therefore, students' ideas and plans can be put into full play on the basis of sufficient funds. As the beneficiaries of the project, the enthusiasm of universities and communities is driven, and they are also more active in investing funds, expecting to maximize their respective benefits. For example, the community will also provide financial support in public activities such as garden parties, and college will also supplement some funds for base construction to meet the needs of students' practice.

4.5. The enthusiasm of multi-functional base construction is high

In the process of project implementation and base construction, colleges have achieved the goals of improving students' practical ability as well as and the level of teacher-student action research. The community has become a model community in the whole district and achieved the goals of community construction. On the basis of benign interaction, cooperation and mutual assistance between the two sides, the enthusiasm of colleges and communities to build bases is even higher, and manpower, material resources and financial resources are invested. For example, the community has integrated the 1,000-meter community space and built a "social work service station", which has also become a
major feature of the project to activate the community space.

4.6. The practice is sufficient and the practical research is in-depth
In practical research, teachers and students' continuous project follow-up, research, action and reflection are linked with each other and carried out in a circular way. Teachers and students in different project sections have conducted diversified research, including large-scale community comprehensive survey, community social organization cultivation path, unit community construction, community public welfare museum construction and Photovoice's value in community construction, etc. Based on this project, 10 postgraduate students have written graduate paper, supervisors have written and published 2 teaching service cases. This project has won the title of Excellence Award for Excellent Service Cases in Beautiful Communities of China Social Work Federation.

5. Conclusions and suggestions: break through the limitations of traditional base construction mode
In the process of building a project-centric social work practice base, we also need to focus on two points:

5.1. Ensuring a win-win situation is the prerequisite for the sustainable development of social work practice bases
The construction of social work off-campus practice base is a systematic project that needs the joint efforts and cooperation of many parties. Mobilizing the enthusiasm of stakeholders to build practice bases and giving full play to the natural advantages of various resources can change the dilemma of colleges fighting alone.

5.2. The continuity of social work service project is the guarantee of the construction of project-centric practice base
The premise of the construction of project-centric social work practice base is the successful establishment of high-quality social work service projects. However, not all social work service projects are long-term. Therefore, there are two paths to choose from after the project is completed: one is to apply for new social work service projects to settle in practice unit; second, in the absence of projects, college and practice units will support social work students to continue to provide in-depth services or explore new practice contents on the basis of the original projects.

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