

**Enhancing Social Work Field Education Through International Collaboration: A
Pilot Project in Central China**

Final Report

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Executive Summary

This project represented a collaborative effort among three universities: Arizona State University (ASU) and Howard University (HU) in the U.S.A, and Jiangxi University of Finance and Economics (JUFE) in China. Using a mixed method approach, it examined the problems and challenges in social work field education practice in mainland China. The focus was on universities with a MSW program in central China, including Hunan, Hubei, Jiangxi and HeNan provinces. Focus group interviews, individual interviews and survey was used to address this research question. Information collection through focus group interviews were conducted with Chinese delegates who visited ASU, interviews with field coordinators at HU, and survey on 200 students and 72 faculty members were cross examined to seek answers to provide solutions to the challenges faced by field education in China.

The identified challenges faced by social work field education include: low preparedness among students, lack of supportive resources from schools, unavailability of qualified supervisors and internship agencies, and lack of environmental support (e.g., acceptance of the general public and support from different levels of government). Solutions provided to address these challenges are providing students with orientation prior to internship and ongoing support during internship, enhancing faculties' motivation as well as competences to provide supervision and support to students, strengthening school and agency connections and providing support to field supervisors at agencies, and reach out to the community and the government to raise awareness of social work as a profession to help individuals and communities to solve problems.

Background of the Project

This project aims to identify a social work field education model that measures up to commonly acknowledged professional standards in Western societies and fits the indigenous conditions of Chinese society.

Social work as a discipline was started in Mainland China during the 1920s, but was removed from the Chinese higher education system in the mid-1950s because of a changing government ideology (Yip, 2007). Social work did not regain a legitimate status in Chinese academic institutions until 1988 when Peking University first adopted social work as a concentration within their Department of Sociology. During the 1990s, social work programs rapidly increased among Chinese universities. By the dawn of the 21st century, the number of social work programs had increased from 36 in 2001 to 172 in 2005 (Yuen-Tsang & Wang, 2008). By the end of 2013, China had 303 bachelor of social work (BSW) programs and 62 master's of social work (MSW) programs (Pan, 2013). In addition, about 70 colleges offer an associate degree program in social work (Li, Han, & Huang, 2011).

The rapid growth of social work education programs largely due to the mobilization by both the government and the academia raises a concern of the quality of social work education. Social work is a practice-oriented discipline, a perspective that distinguishes social work from other social sciences such as sociology, anthropology, or political science that are more academic-oriented. The reality of social work education in China is that few schools have faculties with social work training, much fewer with social work practice experience. Therefore, students do not obtain needed training at school, which will enable them to practice after graduation. Despite the urgent social needs,

about 70% of social work graduates in Mainland China indicated they did not plan to practice social work after graduation; a stark contrast to the 90% of social work students in Hong Kong who plan to remain in social work (Liu, 2013). The difference in these rates is primarily due to Hong Kong's long history of social work and a well-established social service system patterned on the British social welfare system.

Much research has pointed out the disconnection between school education and employment needs. Wang and Zhou (2010) suggest that the academic programs' focus on preparing social work administrators is not congruent with the pressing societal needs for front-line social workers with specialized skills in providing services to vulnerable groups. Social work graduates might feel they are not equipped with the skills needed for real-world social work. Field education is essential to the preparation of social workers in the field. Thus, this project intends to develop a culturally appropriate field education model through examining the challenges and needs from various perspectives such as program administrators, faculty members, students and alumina and concludes with suggestions for field education development in China.

Completed Activities

Below we listed all four major completed tasks since the project started on January 1, 2014. Below we summarized major outcomes of each task.

1. Focus group discussion with program directors and faculty members from China

The purpose of this focus group discussion is to identify field practice competencies expected on social work students in China. Eight faculty members including four program directors from six different schools in central China visited Arizona State University (ASU) this April. During their visit at ASU, they attended workshops designed to help them better understand curriculum design and field education models in the U.S. They also visited several social service agencies in Phoenix to gain some insight of settings where U.S. social work students are placed for internship. All eight visitors participated in this focus group discussion. The focus group discussion lasted about 1 hour and 30 minutes and was tape-recorded. Major themes are summarized below.

Field practice competencies that social work students in China must possess

Participants shared their ideas about field practice competencies social work students in China should develop. Overall, they consider that most field practice competencies outlined by the Council on Social Work Education (CSWE) in the U.S. can be directly applied in Chinese society. Regarding the two competencies---“applying social work ethical principles to guide professional practice;” and “advancing human rights and social and economic justice” (CSWE, 2008), they believe there could be challenges to cultivate these two competencies without any adaptation or consideration of the specific political and cultural features of Chinese society. As it is true that social work

ethics and social justice values are understood in a local context, these professors expressed that some values or ethics grounded in western cultures (e.g., individualism over collectivism) might face road blocks when implemented in China. Nevertheless, there appeared to be a consensus that social work practice should be guided by a set of professional ethics and values that are consistent with the indigenous environment where social work practice occurs.

Participants also elaborated on competencies from their own perspectives. One professor from Hubei Province stated that social work students are well trained in conducting assessment and applying social work approaches in practice, but poorly trained in evaluating the effectiveness of their practice. Another professor from an agricultural university stressed communication, networking, and respect for clients as three universal competencies, and suggested that schools should have discretion to develop specific competencies in their students. For example, her school emphasizes that social work students should be able to work with clients in rural settings and those who migrated to urban settings.

Field education models

Participants shared field education models at their school. One professor from Henan Province said that their MSW students have a block of 4 months designated for field practice. During that time, they are sent out to regions where social service agencies are well developed, such as Shenzhen and Guangzhou in South China. Nowadays, this school is trying to place students within the same province in collaboration with the Department of Civil affairs. A professor from Jiangxi Province stated that they use a concurrent model for their first year MSW student, who will be placed in the city where

the school is located, and during their second year, they are placed in social service agencies in Shenzhen, a city in the south of China. He also highlighted a few problems in field practice, such as lack of a standard tool to evaluate students' practice, students' low self-identify, and limited places for student interns.

2. Individual interviews with field officers from Howard University

Perspectives from experienced field officers in the U.S. can shed light on field education development in China. Two field officers from Howard University first reflected strengths and challenges of field education at their own school and then offered some suggestions for their Chinese counterparts.

They outlined some strengths of their field education program, including good relationship with the community, emphasis on culturally sensitive practice, integration of course work and field education, consistent support for field instructors including continual educational credits, and constant searching for non-traditional placements (e.g., research centers). Some of the challenges facing their own school could be student or program specific. For example, some students do not feel like doing paperwork at the agency; the field office has difficulty locating agencies accepting interns enrolled in evening or weekend programs. These strengths and issues are valuable to Chinese schools when they design their field education model.

Interviewers Dr. Sun and Dr. Liu provided a brief introduction of social work education development in China and brought up some critical issues facing social work field education in China. The two interviewees' recommendations centered on solving issues such as lack of field supervisors, limited service agencies, insufficient funding and lack of interests of students. The two field officers offered an array of suggestions for

Chinese schools, such as use of alumni as field supervisors, collaboration with governmental agencies to obtain funding to agencies/areas where need social workers most, hire of off-site supervisor when the agency lacks of qualified field supervisor, offering incentives to student interns, hiring sufficient staffing support for field offices, and using field workers as field consultant rather than someone in the academy, and providing peer to peer seminars to help students form identity with social work.

3. Surveys on 200 social work students/alumni and 72 faculty members in China

In order to obtain a relatively comprehensive picture of field education needs and issues, the investigators designed two surveys for social work students/alumni and faculties respectively. Data were collected at the social work faculty training hosted by HeNan University of Finance and Laws in Zhengzhou, and Jiangxi University of Finance and Economics in Nanchang in the summer of 2014 and 2015, respectively.

We collected 200 surveys of students/alumni and 72 surveys of faculty members. The average age of students was 22.3 years old (SD=2.06) and 71.3% were female. Student survey found that 49.7% of the student reported their field education was arranged by their school, and that 24.3% had to seek their placement on their own. 73.2% reported that they had a valuable intern experience; and 20.6% reported this intern experience has reinforced their confidence to be a social worker. Yet, about 5% of them agreed that their internship was a waste of time. The three most needed supportive services perceived by students and alumni are orientation for students before the start of their internship (60.7%), ongoing support including counseling and consulting for students during internship (40.1%), and staff training at the agencies (39%).

Competencies emphasized in field education in Chinese schools

Seventy-two faculty participants' answers were categorized into five domains in which students in their schools are required to develop skills (see Table 1), such as communication, ability to address diversity issues, critical thinking, practice skills and ethics. For example, they need to improve their knowledge of local community resources; and learn to advocate for policy change and apply theory into the field as well as understand professional relationships. Participants also reported how well their students performed in terms developing these skills (See Table 2).

Table 1 *Five domains of competencies*

Skill domains	Examples
Communication	Communication skills, ability to organize events, interaction skills, ability to express ideas, good self-awareness
Diversity	Self-reliance skills, good awareness of local community
Critical thinking	Participation and rights of vulnerable groups, ability to advocate policy, professional relationships and the ability to be adaptive, ability to apply theory into the field
Practice skills	Career commitment, profession value, applying theory to practice, affective empathy, proper investigation, making plan, regular service, evaluation guide, three traditional Social Work Act, practice and apply of professional theory, ability to solve problem
Advanced professional ethics	Guidelines of participation and rights of vulnerable groups, ability to advocate policy, agreement on social work values, making accurate service plans based on actual problems, ability to make basic project plan, making and executing plans, turning the knowledge into skills

Table 2 *Competencies achieved and failed*

Competencies achieved	Communication skills, ability to organize events, self-reliance skill, master the specialized knowledge to understand, good self-awareness, good project planning, good project execution, ability to assess problem, intervention skills, professional values, three traditional Social Work Act, ability to solve problem
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Areas needing more room for improvement	Critical thinking, the ability to assess problems, ability to apply to social work theories, knowledge transfer, affective empathy, professional relationships and the ability to be adaptive, ability to design projects, case studies, group connection ability, basic work ethic
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Participants also reported an ideal field education model should possess certain features along the same five skill domains (see details in Table 3). For example, a desirable field education should help students cultivate their abilities to negotiate with clients, to build a good relationship with clients, to complete a case through planning to termination, and to utilize research to improve practice.

Table 3. *Features of an ideal field education model*

Domains	Examples
Communication	Good self-awareness, communication skills, non-discriminatory, communicate with clients and build a good relationship, breakthrough and reflection of program, good assessment and communication, ability to negotiate with agencies and community, social interaction skills, event planning skills, Ability to integrate resources.
Diversity	Case analysis, ability to assess the status of the case, source connection, service provided
Critical thinking	The Career Commitment, awareness of social work, awareness of knowledge transfer, critical thinking, project planning, intervention skills, social work values, case studies, group work execution, ability to acquire relevant sources, teamwork skills, communication skills, ability to cope resources, problem solving skills, innovation ability, social Work Core Values Training, comprehension of human behavior and the social environment knowledge, making and executing plans ; social work value, multiple perspectives of assessment and intervention
Practice skills	Improvement of problem solving skills, agreement on social Work Core Values, mastery of basic social work practice, theory practice, a new development of theory from practice, Self-professional identity, Deepening of theories needed, Improvement of practical skills needed, assessment skills, resource connection, ability to raise donations

Advanced professional ethics	Build relationships with clients, resources coordination, innovation skills, good connection for building the future, practice of values, apply to social work knowledge ; adept and appropriate skills, good skills of communicating with agencies and communities, good social investigation methods, skills of analyzing surveys, social work methods, social policy, integration of resources mobilization, project planning ; students' unsolicited operation ; positive mentality, better patience, better responsible
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Faulty participants also provided specific suggestions in terms of helping students develop these skill sets (see Table 4).

Table 4 *Suggestions and reflections on social work field education*

	Suggestions for promoting social work practice in Chinese colleges
Communication	Expand the internship programs, introduce experienced supervising teachers, expand institutional participation, increased choice, enhance students' interest, and match with internships, carry out international exchanges internship plan between teachers and students.
Diversity	Establish an effective evaluation mechanism of student internship. Teachers' practical ability, training and experience. In the present stage, the main thing is to cooperative with social institutions, we can consider to form from the project implementation. It will be encouraged in an active way to go deep into the countryside. Such as rural old-age intervention. Different social environment. Carry out and strengthen supervision, give policy support, attach great importance to the introduction of teachers in foreign colleges and universities teachers who will work in the mainland more than half of a year, the inspection cycle is five years.
Critical thinking	Professional social work treatment is low, less attractive, students have certain cognitive to the development of the social work profession, and school attaches great importance to the concept of social work practice. The most prominent problems is that students don't have enough agency to practice, particularly they do not have a chance to participate in the professional practice; And teacher's biggest problem is that there is no real practical experience, such as case work, group work and community work, they have only the theoretical knowledge. A lot of local social work development is not mature in China, there is not a lot of space for students, so many teachers in

	<p>colleges and universities have launched to establish social work service organizations, professional values, more important is to make high quality practice platform. After failing to get the government's service, they can only use project funds, the service continuity is difficult to maintain.</p> <p>Improve the practice education or practical curriculum evaluation mechanism, establish scientific and effective evaluation index; Strengthen the cooperation of institutions and schools. Employ external supervision to carry out the localization supervisory program.</p> <p>Many institutions cannot recruit interns, builds the platform to sign internship bases or contact internship programs by the local association.</p> <p>The qualified personnel of consulting institutions hold the post of supervisor.</p> <p>Encourage teachers to establish institutions and provide the theory and practice of platform for students.</p> <p>In the school education, attention to cultivate students more intuitive mind</p> <p>Employ full-time internship supervising teacher 2.Establish internal supervision + external supervision system 3.take a month to proceed practice education before a semester.</p> <p>Strengthen the social work practice education 2. strengthen the bonds of practice base and social work students 3.Universities build system of social work professional practice, and arrange full-time internship instructor who can be responsible for it 4. Practice the ethics of social work</p>
<p>Practice skills and ethics</p>	<p>Chinese government including all relevant units should work together to continue to provide policy and financial support.</p> <p>Practice education should be strengthened in the evaluation index system of teachers; school administrators should consider that the particularity of social work specialty, improve treatment and enthusiasm of teachers; With the continuous development of social work organization, practice education would change.</p> <p>Professional social work education is still at an early stage of development in China, and the backward development of domestic social work service and social work profession. These problems have been highlighted in the current practice education, also indicates that the development of social work professional education has entered a new stage.</p> <p>Improve the system construction and benefits of social work.</p> <p>Change professional teachers' mechanism so that the teachers of social work has sufficient time and energy to devote themselves to education practice. At the same time, strengthen the supervision training of social work education practice. Schools should add the practice and supervision practice to workload and use scoring</p>

	<p>systems. From the perspective of the social work service system, there is a variety of patterns and a variety of levels in China. The basic principle is effect, make appropriate internship goals, plan practice education corresponding to reality.</p> <p>China association of social work should have some standards in social work (such as class hour, skills, etc.); hierarchical teaching is Suggested during the internship.</p> <p>As for universities, social work practice education should be brought into the course as soon as possible, it also should be given enough credit so that improve the enthusiasm of teachers and students. For the problem of lacking of internship institution. We can consider to set up relevant internship at school, such as school social workers, and so on. Break through the regional boundaries, encourage students to practice at professional internship institution of large and medium-sized cities, at the same time we also need professional internship institution to cooperate, we need more training and exchanges, teachers' practical ability should be promote, in the teaching process, we should pay attention to the cultivation of professional ethics of social work.</p> <p>Government should invest more funds and resources for social work area, promote the healthy and rapid development of social work, in order to make teachers and students having more professional internships opportunities, so that the practice can be taken a bigger and more active role.</p> <p>It is important to cultivate a group of local supervisor to guide the practice of social work students instead of teachers.</p> <p>Employment: we need to have an environment to promote social work profession, policy support, positioning of social workers must have a perfect encouragement mechanism, evaluation of the industry, and competition.</p> <p>Internship: organizations should collaborate with universities and sign an internship agreement. Universities are the main driving force to change the system, so the first thing is to improve teachers' evaluation mechanism and evaluation system of social work in colleges and universities.</p>
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4. Reelections from three JUFÉ exchange students

As we planned in our proposal, we budgeted a small amount of money to support one social work student from JUFÉ to visit the School of Social Work at ASU for four weeks. The Department of Sociology at JUFÉ were able to secure more funding and eventually we were able to fund three qualified students. The three students were placed

in service agencies to participate in social work practice and observe operations of service organizations. Each student wrote a reflection paper once the observation was done (See Appendix B).

One student some field practice experiences at Head Start, and another two students did practice at HOPE VI CSS and the Chinese senior center in Phoenix. Quotes from each student were provided below. In general, they had a very positive exchange experience and found this exchange enriched their social work practice skills.

“I was shockingly inspired every minute I spent with Chinese seniors while I was an intern in HOPE VI, they influenced me more than I can imagine. I always consider social work as a progressive profession where one can be actively engaged in helping and influencing others, within this one month, I was not able to help them a lot substantially but they influenced me with “positive energy”, and I hope I could spread this good influence from seniors to others.” (by Yimiao Tian)

“Through this internship, I also learned that China's wealth pyramid-shaped structure, only a small number of people at top can live a high quality life. Due to the current welfare system and the insurance system are not perfect, so regardless of the middle or bottom of the general public will have a difficult period of life when they meet unexpected accidents. However, the United States is a football shape wealth structure. The rich have money can live a good life, the poor have no money, but the government subsidies given to full, life can be without worries. Contrary, middle-class life is full of pressure.” (by Qiaoyun Sun)

“Everything is fabulous. During internship time, my supervisor and colleagues accompanied with me to visit classroom of Head Start, and I did some observations in

classroom at the same time. They also taught me how to write case notes, how to do intake by using case management system. Additionally, I became a part of some supervisor conferences, staffing, public celebration and intern's meeting with the recommendation of my supervisor. I will strive to use gained skills in the best possible way when I do my program in China.” (by Xiaomei Sun)

In summary, the short exchange program has brought a chance for Chinese students to have a glimpse of social work practice and social service delivery in the U.S.

Conclusion

Challenges and Suggestions

Participants mentioned a multitude of problems (See table faced by social work field education in China, to name a few, lacking of resources, lack of experienced supervising teachers, and limited practice opportunities, which all could be attributed to a relatively underdeveloped system. Possible strategies were proposed to address these broad challenges: such as promoting awareness of social work in the community, establishing an effective evaluation mechanisms for student interns and for faculty supervisors as well, and provide training to qualified field instructors to ensure appropriate supervision and quality practice.

In addition, there appeared to be a call for more effort to build and then promote social work ethics and values in social work practice. This point is emphasized both in focus group interviews and surveys. The survey results on students and faculty members suggested that ethical and professional practice are critically needed in social work field education. The focus group interviews of professors indicated that values and ethics

western cultures present an example from which Chinese academics and practitioners can learn to develop a set of core ethics and values of social work profession in China.

Table 5 Problems and suggestions

Problems	Suggestions
Lack of experienced supervising teachers	Adopt a supervision mechanism which teachers combine with agency workers, bring the experienced qualified person into supervision team, relate internship workload to teachers' professional title, train the supervising teachers and provide enough practice platforms and opportunities.
Lack of enough practice opportunities.	Need to cooperate with the government, and promote the government's attention and the development of government purchase services, strengthening practical training for teachers, practice evaluation should be brought into the teachers' workload and the calculation of assessment.
Lack of qualified supporting teachers when students are during the internship	Enhance the importance of the practice education, pay attention to the development of the supervision, Teachers must be well prepared before the students, and make students in a certain knowledge of preparation. We can use supervision system which is a combination of university teachers and agency staff, bring experienced staff into supervision team.
To improve social work awareness and identity	The importance of the practice education should be enhanced, the efforts of teachers' training should be increased; Strengthen the propaganda, improve the awareness of social workers; all internship funds used for social work practice, avoid to misuse; Improve treatment and social status, social work practice motivation of social workers .
Practice education is not incorporated into the curriculum	Practice education should be included in the class, internship should be given a quantitative standard to inspire the teacher's work enthusiasm.
Student interest does not match with institutional demand	Strengthen assessment and evaluation of student internship, make the internship plan, confirm the internship objectives, pay attention to the training of the professional emotional aspects for students in the process of internship, improve the conditions of the internship, let the students choose practice areas according to their interests. View learning, case sharing learning, role play, workshops.
Little connection between internships and	Admitting supervisor's teacher's status and development of colleges and universities at the title evaluation system,

employment	strengthen the mobilization of students before the internship, the supervision in the process of internship, the summary of the evaluation after internship.
Underprepared students	Pay attention to the emotional aspects of professional training for students in the process of practice.
Change the evaluation system of faculty supervisors	Social work should be brought into Practical application field, adopt different evaluation indexes for teachers, strengthen the education of social work practice.
Establish all kinds of social work trainings	Require on-the-job personnel and students to be involved in the meeting and training; Provide the relevant employment channels; more newspaper reports

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Appendix A

Social Work Student Questionnaire

1. Educational background:
Undergraduate: _____
Master: _____
2. Age: _____
Gender: 1. Male 2. Female
3. Did you participate in social work internship? 1. Yes 2. No
4. So far, how many hours of your social work internship during your undergraduate?

5. So far, how many hours of your social work internship during your master?

6. How do you know about your agencies?
 - Arranged by school
 - Introduced by teacher
 - Introduced by parents, relatives or friends
 - Found by self
 - Others: _____ (Please list)
7. Depending on your internship experiences, answer the following questions:
 1. Totally disagree 2. Disagree 3. Neither agree or disagree 4. Agree 5. Totally agree
 - 1) Social work internship is wasting my time
 - 2) I obtained many valuable and practical experiences
 - 3) I got acquainted with many social worker seniors when I am doing my internship.
 - 4) Social work internships give me confidences for engaged in professional social work in the future.
 - 5) Social work internships increased my understanding of social work service agencies.
 - 6) I am not willing to join in the social work internship
8. What are your expectations of social work internship?

9. Did your previous social work internship achieve to your expectation?
1. Not at all, 2. Almost meets my expectations, 3 completely meets my expectations; 4 exceeds my expectations
10. In your opinion, which aspects of social work internship can be improved
- Supervisor's guidance
 - Agencies' training
 - Diversification of agencies
 - More opportunities to contact with actual cases
 - Combined with knowledge
 - Flexibility of time
 - Others: _____ (Please list)
11. Which of the following services allow you to get more help in social work internship ?
- Before internship, comprehensive training which can get help students solve the question when they doing work at agency
 - During internship, counseling students' psychological problems
 - Training for institution staff
 - School internship supervisor
 - Coordinator who can solving conflict between internship supervisor and students
 - Financial aid
 - Institution services are consistent with my interest
 - Transportation subsidy
 - Others: _____ (Please list)
12. Open question
- a. Please describe the most satisfactory internship agency. And what is the characteristics?
13. Please describe the most dissatisfied internship agency. And what is the characteristics?

Social Work Faculty Questionnaire

1. Please list the level of courses you teach
 Undergraduate: _____
 Master: _____
 Both: _____
2. Please list all the major courses you taught: _____
3. Please list the practice area of yours: _____
4. Please list the length of years in practice: _____
5. Your final degree is in _____
6. Have you led social work field practice for students? 1. Yes 2. No.

7. What competencies are required in social work field education at your school? And did the students meet the requirements?

The following are questions about cultivating social work core competencies

8. Do you think what competencies are required throughout the cultivation of core competencies?

9. American Council of Social Work Education (CSWE) requires that all the social work students must develop the following ten core competencies. Do you think whether the ten core competencies can also be applied in China or not?

Can CSWE Ten Core Competencies of Social Work Practice Also Be Applied In China?

CSWE Core Competencies	Answer	
	Yes	No
1. Identify as a professional social worker and conduct oneself accordingly.		
1) advocate for client access to the services of social work ;		
2) practice personal reflection and self-correction to assure continual professional development ;		
3) attend to professional roles and boundaries ;		
4) demonstrate professional demeanor in behavior, appearance,		

and communication ;		
5) engage in career-long learning;		
6) use supervision and consultation.		
2. Apply social work ethical principles to guide professional practice.		
1) recognize and manage personal values in a way that allows professional values to guide practice;		
2) make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;		
3) tolerate ambiguity in resolving ethical conflicts; and		
4) apply strategies of ethical reasoning to arrive at principled decisions.		
3. Apply critical thinking to inform and communicate professional judgments.		
1) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;		
2) analyze models of assessment, prevention, intervention, and evaluation; and		
3) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.		
4. Engage diversity and difference in practice.		
1) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;		
2) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;		
3) recognize and communicate their understanding of the		

importance of difference in shaping life experiences; and		
4) view themselves as learners and engage those with whom they work as informants.		
5. Advance human rights and social and economic justice.		
1) understand the forms and mechanisms of oppression and discrimination;		
2) advocate for human rights and social and economic justice; and		
3) engage in practices that advance social and economic justice.		
6. Engage in research-informed practice and practice-informed research.		
1) use practice experience e to inform scientific inquiry; and		
2) use research evidence to inform practice.		
7. Apply knowledge of human behavior and the social environment.		
1) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation ;		
1) 2) critique and apply knowledge to understand person and environment.		
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		
1) analyze, formulate, and advocate for policies that advance social well-being; and		
2) collaborate with colleagues and clients for effective policy action.		
9. Respond to contexts that shape practice.		
1) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and		
2) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.		
a(1) substantively and effectively prepare for action with individuals, families, groups, organizations ;		
a(2) use empathy and other interpersonal skills; and		
a(3) develop a mutually agreed-on focus of work and desired outcomes;		
b(1) collect, organize, and interpret client data;		
b(2) assess client strengths and limitations;		
b(3) develop mutually agreed-on intervention goals and objectives;		
b(4) select appropriate intervention strategies;		
c(1) Initiate actions to achieve organizational goals;		
c(2) Implement prevention interventions that enhance client capacities;		
c(3) Help clients resolve problems;		
c(4) Negotiate, mediate, and advocate for clients; and		
c(5) Facilitate transitions and endings.		
d(1) Critically analyze, monitor, and evaluate interventions.		

10. Could you talk about why some of the competencies requirements from CSWE cannot be applied to social work field education in China? What is the specific difference of indigenous context or cultural background?

11. In 2012, we surveyed faculties from fifteen universities in mainland China. We listed the following challenges as follows:

- i. lack of social work supervisors
- ii. lack of field agencies
- iii. lack of appropriate supervision
- iv. faculty supervisors lack motivation to supervise students
- v. the gap between theory and practice, and social work courses work and practice
- vi. the mismatch between students' interests and agencies' needs
- vii. lack of connections between internship and job opportunities

viii. lack of preparedness among students

In terms of above challenges, do you have any thoughts or suggestions? In order to promote social work field education, please write down any additional advice and reflection?

Appendix B: Reports from Three Student Interns

I. Report from YIMIAO TIAN

City of Phoenix HOPE VI Community and Supportive Services Program

The Revitalization of Distressed Public Housing program, referred to as HOPE VI, was created in 1992, administered by the Department of Housing and Urban Development (HUD), the program is used to demolish and revitalize existing public housing and replace it with mixed-income housing. The City of Phoenix Housing Department applied for one of three types of HOPE VI grants which is revitalization grant and being awarded in year 2001, 2007 and 2010. The purposes of HOPE VI project is to revitalize distressed public housing developments and transform them into a mixed-income development and a supportive community, including:

- Reconstruct public housing units
- Revitalize neighborhoods
- Establish mixed use/mixed-income development
- Create homeownership opportunities
- Attract commercial & retail business
- Develop job training & educational resources
- Create a long-term investment in communities

HOPE VI project aims at providing affordable housing for low to moderate income families and seniors. It is also dedicated to lots of different services such as Community and Supportive Services (CSS) Program, Family Self-Sufficiency (FSS) Program and etc. CSS program is designed to help residents achieve self-sufficiency, develop job linkages, training, and educational resources (GED classes, Computer Education, Adult Basic Education, Technical Schools and Community College Enrollment, English as a Second Language classes), at One-Stop Career Center, staffs and ASU interns will help the residents with the opportunity to look for a job or find a better paying job, at the meantime, the program will also provide case management, counseling and emergency assistance.

The main CSS program service I got involved in is working with Chinese seniors who live in Senior Living in Henson village. The City of Phoenix Senior/Disable Program serves residents over 62 years of age or disabled for public housing, the rent of each apartment is 30% of adjusted annual income which provides an accessible and affordable place and community for seniors to stay. Another intern and I went several field trips to Chinese seniors' apartments to help them with needs as well as improve their overall general wellbeing. In order to get familiar with Chinese seniors in shortly, we tried to indicate which cities in China they are originally come from through their accents and tried to use their dialects to connect with them. Through interviewing with them in a casual way, we perceived the difficulties they might have and helped them link useful resources and information. In addition, we hosted a three-day long health education lecture for Chinese seniors who live in Senior Living in Henson Village. Lectures' initial goal is to disseminate health tips for better their current living condition

and help them prevent elderly diseases, in the form of group discussion, we led seniors' discussion orientating toward three topics: how to sleep well, how to eat well and how to do foot massage in a traditional Chinese way. Surprisingly they were engaged into the group discussion very fast and started to share health tips and places where to shop Chinese medicine in Phoenix with each other, I reputed these three-day health lectures as an opportunity for Chinese seniors to connect with neighborhoods and build up long-term relationship, considering most of them can't speak or understand English every well, it is necessary and vital to get them together to prevent sense of isolation.

Housing is the basis of community, HOPE VI project does not only provide quality affordable public housing to low- and moderate-income families and senior but also offer residents community services to enhance their life quality. Even though this internship is only one month but I have gained much from this short period of time thanks to our nice supervisors. I sense a big difference between Chinese low-rent housing and American HOPE VI project, which is the conception people obtained from the program. Considering the unpredictable social environment ever since Chinese ancient time, Chinese people incline to avoid changing which they usually consider public housing as a permanent staying for the family while America public housing program has a different concept which is to help people to improve their situation enough and move out of public housing to a better community. From this inception, public housing in China has faced a number of barriers to success, but in another point of view, the concept of staying permanently might help build a long-term community and supportive services, which might take a while to achieve because Chinese low-rent housing policy only started in 2003 while American public housing started in 1937. We need to apply Chinese culture into practice, not just put theories into the process of policymaking. I believe Chinese public housing has a prospective future, it needs some time and strategies that suit for Chinese social environment.

While we were doing internships, we got in touch with lots of Chinese seniors which become the most shocking and inspiring thing to me. We were teaching English class at Chinese Senior Center on every Thursday for four times, the students we had, each of which are almost 80 years old, and they were so engaged into the lectures. There was one senior who's always sit in the first row, he was so hardworking that I noticed his handwriting English notes were almost 50 pages, every time after the class, he would stay for further questions and review the lectures. And he's not the only senior sitting in the class who were so industrious, every one of them are so assiduous. I was shockingly inspired every minute I spent with Chinese seniors, they influenced me more than I can imagine, I always consider social work as a progressive profession where one can be actively engaged in helping and influencing others, within this one month, I couldn't be able to help them a lot substantially but they influenced me with "positive energy", and I hope I could spread this good influence from seniors to others and others. We heard lots of life stories and challenges seniors had and how they pulled through, these are all things we can learn from seniors, and influence generation to generation, isn't that the meaning of the social work?

II. Xiaomei Sun

Introduction of the agency

The Community and Supportive Services (CSS) program is part of the HOPE VI Project federally funded program. The HOPE VI goal is to enhance the lives of residents and create a long term investment in the community.

CSS Services include:

Senior Services—services are designed to meet the needs of senior residents to enhance their quality of life; Supportive Services—substance abuse counseling, domestic violence prevention and emergency assistance; Education Services—GED classes, Adult Basic Education, Computer Education, Technical Schools and Community College Enrollment; Small Business services, Employment services, Youth Services, Home Ownership Services and so on. One focus of the program is to develop senior services which are designed to enhance quality of life.

Phoenix Chinese senior citizens Association referred to as PCSCA. The goal of the agency is to unite the Chinese elite, enhance member benefits, solve problems and create new career. The agency is a non-profit organization. The Chinese over 60 years old and living in the Phoenix area can join the organization to become members of the organization, members enjoy all the benefits of this agency, members can participate in the activities organized by PCSCA. The daily activities of the agency are colorful, there are choirs, calligraphy classes, and English classes. In addition, the elderly can also play mahjong, make handicrafts and so on.

Introduction of the activities

1. HOPE VI

I'm an intern in HOPE VI from Monday to Wednesday every week. I participated in some group activities, such as, Weekly walk and talk, Chair exercise, brain activity, painting and so on. We designed interview outline about basic information for Chinese seniors at Henson Village. We want to learn the basic information related to the feedback of the activities through interview outline. We also visited Chinese elderly in our spare time. We understood the needs of the elderly, living conditions and the information of participating in activities. Last week we held health lectures for the Chinese elderly, lectures including three themes--sleep, healthy diet and Pediluvium. Chinese elderly attach importance to their health, they are very interested in lectures, and these lectures are very effective for Chinese elderly.

2. Chinese Senior Center

I'm an intern in Chinese Senior Center in Thursday every week. We teach Chinese elderly English class. The courses are very difficult in the first class. And it isn't suitable for the elderly to learn, the elderly isn't interested in the classes. After class we chat with seniors, they generally reflected that they have a poor memory and a weak foundation in English. Chinese elderly hope that they can learn some simple daily vocabulary which they can be used in daily life. Therefore, we improved our courses and we chose some daily phrase, such as transportation, asking for directions, shopping and some fixed sentences. The elderly is very satisfied with it. Their attitude of learning is very positive.

In addition, when the elderly meet difficulties in the using mobile phones and computers they can also ask us.

The reflection and suggestion of activities

1. Advantages

The form of activities is varied;
The activities enrich the lives of the elderly;
Activities are beneficial to the elderly in their physical and psychological health;
Social workers involved in activities are active, they can help the elderly effectively;
The flyers of activities are attractive.

2. Disadvantages

The elderly living in Henson Village rarely participated in the activities held by community, through visiting the elderly, the feedback are as follows :
Chinese elderly often go to Chinese senior center, don't have time to participate in activities held by Henson Village;
The preparation of campaign is inadequate, the most of elderly people don't know the specific activities ;
Cultural differences, leading to Chinese elderly can't be integrated into the foreigners.

3. Suggestions

Interns should regularly visit the elderly, chat with the elderly to understand the needs of the elderly. Then interns should organize service activities according to the needs of the elderly. For example, most Chinese ladies like to sing, community can organize choirs to stimulate their interest. Elderly attach importance to health, community should hold more lectures related to health and teach them to do aerobic exercises.

Senior people have a poor memory. Interns should improve advocacy work and visit seniors to inform the details of activities to make more elderly people to participate in activities.

When people get older, every aspects of physical function would decline. Such as, a poor memory, a slower speed to learning and accepting new things. Social workers should be enough patient and careful, help them sincerely with values of social worker to improve their quality of life.

Internship perception

During internship, we conducted in-depth interviews with four seniors. By chatting with the elderly, I can perceive that these Chinese elderly living in Phoenix have a very strong sense of happiness. A Chinese old lady told me that the rent is \$50 a month, they have \$200 vouchers per month, every elderly has own private physician, they have free taxi shuttle to the elderly Chinese senior center every day and there is shuttle bus to go grocery shopping for the elderly at a fixed time. From Monday to Friday, they usually go to Chinese senior center. The activities are varied in Chinese senior center and seniors live a very fulfilling lives every day.

In China, the services for the elderly activities are to carry through government purchasing. The services are often faced with a shortage of funds, the form of service activity is monotonous. Therefore, it can't provide comprehensive and professional services for the elderly. In addition, the target of service is mostly for special populations or vulnerable people.

Through this internship, I also learned that China's wealth pyramid-shaped structure, only a small number of people at top can live a high quality life. Due to the current welfare system and the insurance system are not perfect, so regardless of the middle or bottom of the general public will have a difficult period of life when they meet unexpected accidents. However, the United States is a football shape wealth structure. The rich have money can live a good life, the poor have no money, but the government subsidies given to full, life can be without worries. Contrary, middle-class life is full of pressure.

QIAOYUN SUN

INTERNSHIP REPORT

NAME OF INTERN: SUN QIAOYUN

INTERNSHIP PLACEMENT:

CITY OF PHOENIX HEAD START PROGRAM

SUPERVISOR:

MERYL WORDA, LCSW, FEI SUN, M.S.W, PH.D

PERIOD: AUGUST 28—SEPTEMBER 28, 2015

How time flies. It has been an unforgettable experience for me and it is with great sadness that I have to return to China so soon. I consider myself as a very lucky individuals as everyone in Head Start is so friendly, warm-hearted and willing to help me as long as they can. My detail information are as follows.

I. Introduction of Head Start

The Head Start program has served more than 30 million children since 1965. It is the longest education program in America, which was designed by the federal government of US to ensure the needs of children from low-income families would be met. The services including education, mental health, nutrition, safety and stuff like that. The city of Phoenix Head Start program is administered by the Human Services Department, Education Division. The program has provided comprehensive child and family development services to more than 3000 children and families per year.

I was mainly focused on the mental health service in Head Start, the services we provided include:

- a. Each child receives a social/emotional screening within 45 days of enrollment.
- b. Children who has a potential social/emotional problems can receive consultation services served by mental health professionals.
- c. Mental health services are specifically designed to promote social competence and self-sufficiency for children and families through education guidance and support.

- d. Parenting trainings such as guidance and discipline, stress management, grief and loss and sibling rivalry would be included.

During my internship time, my supervisor and colleagues escorted me to visit Head Start classrooms, and I did some observation at the same time. They also taught me how to write case notes, how to do intake using the case management system. I also became a part of some supervisor conferences, staffing, public celebration and intern's meeting with the recommendation of Meryl, supervisor. All of these experiences for me are very enjoyable. Most importantly, it has enlightened me deeply.

II. The Advantages of Head Start

- a. The relationship and attachment between family members and child is reinforced.
- b. Giving a good education start for children from low-income families. Perhaps their destiny would be changed via studying in Head Start. Regardless of some individuals haven't access to further education in university, it can help them develop a good character and personality so that they can comply with the discipline of society. Some research showed that, among American children who attended Head Start were significantly more likely to complete high school, attend college and possibly have higher earnings in their early twenties. African-American child who had attended Head Start were significantly less likely to be charged for a crime. (Garces, 2002)
- c. The environment of the poverty is more likely to give rise to vicious circle of poverty. Head Start played a key role to anti-poverty.

III. Combination of my program and experience learning in Head Start

1. Background of my program

The experience from Head Start will contribute to my thesis written. My thesis is concerning migrant children (from rural areas to urban) in China, and I will do some practical works when I return to China. As numerous rural labors move with the whole family nowadays, the amount of migrant children from rural to urban raising a lot. For one thing, children themselves are faced with huge difference between rural and urban life. For another they have some troubles in education on account of the different household registration system, so that they just have a access to get into low-quality private school instead of entering into high quality public school.(most of the public school much more better than private school in China). Moreover, some of them under the environment of discrimination, there will be multiply their interior feelings, self-defense and closed consciousness. In consequence, it's increasingly easier for these children to have some mental health problems. We think the most important thing that government, social service agency or Non-profit organization can do is to set up the migrant children activity center in the community they lived. Social Workers will play a crucial role beyond doubt as it can implement resources integration. With parent-child reading, interest group, supportive group, team coaching, and kinds of events or program; aiming to enriching their childhood life, improving the sense of social inclusion, and assisting them to recognize their roles in the city. Eliminating the obstacles of migrant children integrate into city life, and enhancing strong relationship with community, family and school.

2. Some experience from Head Start

I think some experience from Head Start can be applied in China as well, including classroom visit, home visit, family engagement, parenting training, social/emotional screening and other experience. In the first point, I supposed to cooperate with parents and teacher for the sake of family engagement, because some negative problem among children were actually originated from family, My supervisor in Head Start told me if children who are surrounded by unhealthy family atmosphere such as violence, drug abuse, substance abuse, may easily have mental health, emotional or behavioral problems. In the second point, classroom visit is very vital for child. By observe their behavior and language we can know more about children's routine life in classroom, also, the assessment format should be used at the same time. Additionally, I should be develop and implement a follow-up plan for my program.

IV. Other thoughts and findings

In a nutshell, I have a few other thoughts from my internship so far:

- a. The time of internship is too short so that we cannot experience the whole process of a case work, group work or program.
- b. It will give us opportunity to obtain different experience by working and learn in a variety of settings if there is long-term internship program for us. It is also significant for us to learn what areas of social work that we interested.
- c. It is difficult for parent engagement both in China and America. How to have family engagement policy is related to the family well-being improvement. It will probably be one of worthwhile theme to research from my point of view.

V. Conclusion

The whole process of working at Head Start was really wonderful. The work I complete here was totally satisfactory. I learned a lot under some licensed supervisors and social workers, and I will strive to use gained skills in the best possible way when I do my program in China.

VI. Acknowledgement

I would specially to thank Dr.Sun at first, who give us opportunity come to Phoenix as well as made a perfect arrangement for our internship. Special thanks also to Dr.Krysik, who help me find internship placement, accompanied us visit heard Museum and made her class allowable for us. Special tanks also to Dr.Marsiglia, who host us at his home.

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Finally, a special remembrance of my teachers at School of humanities, JUFU. Thank you for supporting us all the time.

Appendix C Photos



Three exchange students with ASU social work faculties



Group photo with participants in social work faculty training in July 2015.

Appendix D Acknowledgement

The research team wants to express their gratitude to the International Association of Schools of Social Work for funding this project. Because of this funding, we were able to make an initial step to foster international collaboration to shed light on a critical issue faced by social work education in China. In particular, we want to like to thank Dr. Anna Metteri for keeping us on track and providing her support to this project and we look forward to present our findings at the 2016 Joint World Conference on Social Work Education and Social Development in Korea.