

Final Report of the Evaluation of the China - United States Social Work Education Collaborative

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Foreword by the External Evaluation Advisory Group

Discussions in 2008 between the U.S. Council on Social Work Education (CSWE) President, Dr. Ira Colby, CSWE Executive Director, Dr. Julia Watkins, and the International Association of Schools of Social Work President, Dr. Angelina Yuen, about the renewed interest and growth of social work education in Mainland China laid the groundwork for what came to be known as the China-US Social Work Education Collaborative (or its shorthand version, *The Collaborative*). Launched in 2012, the Collaborative linked seven US schools of social work with seven anchor Chinese institutions and gave them free reign to develop the kind of partnership that made sense to each pair. Committing to a five-year relationship that included faculty, staff and student exchanges; mentoring and consultation; research infrastructure building; curriculum development; and more, these partnerships followed good social work practice by “starting where (the program) is.”

The authors of this evaluation refer to what emerged from this initiative as a “mosaic of diverse activities.” It is that and more. What emerged were first and foremost, relationships. Relationships that will undoubtedly continue to reap great rewards for the individual faculty involved in the partnership activities, as well as for the whole of social work education in the US and China.

Thank you to Carol Cohen, Susan Lawrence, and Yuk-chung Chan for listening closely to the stories from the Partnerships in the Collaborative and identifying the themes that suggest cogent lessons for international collaboration.

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Report of the External Evaluation of the China-United States Social Work Education Collaborative

Overview

The China-US Social Work Education Collaborative (the Collaborative) was developed by social work educators from China¹, United States, and international organizations with the shared mission to develop social work education that reflects the unique national and regional identities of China, and to build reciprocal relationships that contribute to understanding and expanding cross-national and cross-cultural collaboration in China and the United States, and the global social work community. Launched in 2012, the Collaborative is a project of the Council on Social Work Education (CSWE), Katherine A. Kendall Institute for International Social Work Education, and the International Association of Schools of Social Work (IASSW) to foster the development of graduate social work education programs in Mainland China through cross-national collaboration. Leaders of the China Association of Social Work Education (CASWE) have been supportive throughout its development, and important consultants to the Collaborative. Representatives of the different partner organizations involved in conceiving the idea and planning the Collaborative took the opportunity to meet in person at several international events to progress the initiative as well as communicating virtually on the detail of the proposed initiative.

The initial pattern of effective international partnership laid a solid foundation as an exemplar for those who later formed partnerships under the Collaborative. These international planning and monitoring meetings continued during the planning and operationalizing of the Evaluation, agreeing and selecting the Team, then later some of the representatives went on to join the Advisory Group. Following calls for participation and the subsequent selection processes, seven universities in the United States and seven regions in China were paired to develop Regional Partnerships to expand and enhance social work education in China, through a wide range of capacity building activities over a five year period, ending in 2017.

As discussed in Appendix 3 of this Report, the contemporary history of social work education is traced to 1987, with the reintroduction of educational programs in Mainland China,

¹ Throughout this Report and Appendices, China refers to the People's Republic of China.

and the many efforts made by social work educators in Hong Kong and internationally to foster this development. Universities in Asia, Europe and North America, regional and international organizations including CASWE, IASSW, APASWE, Hong Kong Social Workers Association, as well as social service agencies and other partners have been key contributors. Social work education in China gained further prominence through the 2006 issuance of an official government policy paper to push for national development of social work in Mainland China. At that time, the government established ambitious goals for the social work profession, including the expectation that two million social workers would be practicing by 2020.

Given the high expectations for growth, and because the profession is in the relatively early stages of contemporary development, Chinese faculty expressed a strong desire to learn more about social work education, including key professional concepts, core values and beliefs, application of knowledge and skills, field education models, various instructional strategies, and academic administrative designs. The emergence of the China-US Collaborative, as well as other cross national and institutional collaborations, came at a critical time for addressing urgent social issues and building social work education to support professional development. At the beginning of the Collaborative in 2012, there were approximately 270 undergraduate social work programs and 72 graduate programs, representing substantial growth over the previous six years. By summer of 2017, these numbers had grown to over 300 undergraduate and approximately 105 graduate social work education programs.

The External Evaluation of the Collaborative was approved in 2014, with the purposes of analysing the impacts, challenges and lessons learned from this initiative, and documenting best practices and providing guidelines for similar collaborations in the future. In order to achieve these purposes, the External Evaluation has focused on understanding individual Partnership arrangements and development of collaboration activities, cross-Partnership and individual Partnership themes of engagement, obstacles and achievements, and emerging best practices in collaboration in these Partnerships, with potential implications across China, the United States and internationally. This Report and Appendices provide an overview of the context, goals and activities of the Collaborative and the External Evaluation. It examines the development, processes and outcomes of collaboration in the seven Regional Partnerships, and provides a thematic analysis of promising practices identified through study of each Partnership as a case

study, as well drawn from the Collaborative as a whole. The Report concludes with discussion of implications for future partnerships among Chinese and US based social work educators, and suggested applications for lessons learned and emerging best practices for international collaboration in social work education, research and practice.

The China-US Social Work Education Collaborative

As a capacity-building system of seven Regional Partnerships, the Collaborative began in 2012. Partners were committed to a range of activities, including faculty, staff, and student exchanges, mentoring and consultation, building research infrastructure, and further strengthening social work education in an international context. Given the scope and purposes of the Collaborative, it was anticipated that the Project would yield rich information on how such partnerships could be structured, the challenges they may encounter, strategies for bridging differences, and potentially best practices for international collaboration. The seven participating U.S. programs were selected by CSWE and the Chinese programs selected by individual members of the CASWE, headed by Professor Sibin Wang. The Chinese universities were organized by region with one lead university partnering directly with a U.S. counterpart to share information among other universities in each region. The China–U.S. Partners identified in 2012 were as follows:

Chinese Region	Appointed Chinese Lead University	United States University
North	Peking University	University of Chicago
East	East China University of Science and Technology	University of Houston
Suwan	Nanjing University	University of Southern California
Southeast	Yunnan University	University of Alabama
Northeast	Jilin University	Fordham University
Central	Huazhong University of Science and Technology	Arizona State University
Northwest	Northwest University	Case Western Reserve University

External Evaluation Study of the China-US Collaborative

As the worldwide association of social work educational programs and social work educators, the International Association of Schools of Social Work (IASSW) was asked to serve as an outside evaluator to assess the process and outcomes of the China Collaborative. The IASSW promotes the development of social work education throughout the world, encourages international exchange, provides forums for sharing social work research and scholarship, and promotes human rights and social development through policy and advocacy activities. As such, it was an ideal organizational partner to conduct this evaluation study.

The purpose of the Evaluation was to analyse the impacts, challenges and lessons learned from this initiative and to document the best practices and provide guidelines for similar collaborations in the future. In order to achieve this purpose, the evaluation focused on understanding the individual Partnership arrangements and development of collaboration activities, cross-Partnership and individual Partnership themes of engagement, obstacles and achievements, and emerging best practices in collaboration in these Partnerships, with potential implications across China, the United States and internationally.

The Evaluation was supported by a grant from the Kendall Institute for International Social Work Education, supplementary funds from the Peking University – Hong Kong Polytechnic University China Social Work Research Centre (hereafter referred to as the China Social Work Research Centre) and Hong Kong Polytechnic University, and in-kind contributions from the Evaluators' universities (Adelphi University and Hong Kong Polytechnic University) and the Council on Social Work Education. The Evaluation's use of Partner-collected data, and use of existing opportunities for face-to-face meetings, and electronic communication resulted in a comparatively lean operating budget. For example, meetings with representatives of the Evaluation Team, Advisory Group and Collaborative Partners were possible at annual CSWE Program Meetings in 2014, 2015 and 2016 in the US, the Conference on Social Work and Social Development in Seoul, Korea, and at scheduled Partner meetings or CASWE events held in China in 2016 and 2017. Among the specific activities expected of the Evaluation Team were to: identify the processes, impacts, challenges and lessons learned of the Collaborative, identify and document best practices, where possible, generalize findings in order to develop guidelines for similar

collaborations, prepare interim reports for feedback from Partners and stakeholders, as well as a final report, and collaborate with the Advisory Group in evaluation design, collection, analysis and dissemination.

Evaluation Advisory Group and Charge

As part of the design of the External Evaluation, an Advisory Group was identified as critical in facilitating communication and decision-making. The contributors to this informally organized group provided invaluable insight and feedback:

- Vimla V. NADKARNI, Immediate Past President of IASSW
- YUEN Angelina, Past President of IASSW
- Darla COFFEY, President of Council on Social Work Education
- WANG Sibin, Professor, Peking University
- Julie RHOADS & Andrea BEDIAKO, Council on Social Work Education
- KU Hok-bun, Associate Professor, Hong Kong Polytechnic University

The specific charge of the Advisory Group was to: reflect and provide feedback on the interim findings and implications compiled by the Evaluation Team, facilitate sharing of cross-program evaluation findings and collection of feedback from all Collaborative Partners and stakeholders, collaborate with the Evaluation Team on evaluation design, collection and analysis, and recommend appropriate methods for dissemination.

External Evaluation Design and Methods

Development and Orientation

The IASSW was committed to initiating an outside evaluation study that would complement any regional evaluations conducted individually by USA and Chinese Partners, and recommended the analysis of data collected by CASWE, CSWE and each regional Partner. Three people were selected by the Collaborative initiators to carry out the evaluation, with one member from the United States (Carol S. Cohen, faculty at Adelphi University and member of the CSWE Commission on Global Social Work Education), one member from Hong Kong (Yuk-Chung Chan, faculty at Hong Kong Polytechnic University affiliated with the China Social Work Research

Centre) and one member from the United Kingdom (Susan Lawrence, member of the IASSW Board and Past President of the EASSW) making up the three-person Evaluation Team.

This evaluation design required a high level of participation and transparency among all Project constituents. The Evaluation Advisory Group worked closely with the Evaluation Team to support communication between the Project Partners, refine and finalise the research design, reflect on interim findings and implications compiled by the Evaluation Team, and facilitate sharing of cross-program evaluation findings and collection of feedback from all Project Partners and stakeholders. A mixed methods approach for the evaluation was adopted. Key design elements included content analysis of documents emerging from the Collaborative, literature review, interviews, meetings and focus groups. These elements enabled meta-analysis of comparable data sets, analysis of cross-Partnership themes from extant and new data regarding Partnership themes and best practices in international collaboration through the five-year implementation.

The Evaluation Team consulted with the Advisory Group regarding the sufficiency of existing data collection activities by individual regional Partners, and sought their ideas on how gaps should be addressed, including incorporating direct contact with Partners. The initial plan for the Evaluation was expanded to include interviews and focus groups to gather additional perspectives from regional Partners. Once the design, instruments, and analysis strategies were established, application for human subjects ethics review was made to the Institutional Review Boards of both Adelphi University and the Hong Kong Polytechnic University. Approval was formally granted by the Institutional Review Board of Adelphi University on October 26, 2015 (#10915) and the Human Subjects Ethics Subcommittee of the Hong Kong Polytechnic University on November 3, 2015 (Ref. HSEAR20151103002).

One of the first steps for the Evaluation Team, in concert with the Advisory Group, was to inform all Collaborative Partners about the official launch and purpose of the IASSW evaluation. Faculty members in China and the US were introduced to the Evaluation Team by the Advisory Group through a bilingual launch letter in September 2015. The agreement of each Partner was obtained to share their individual evaluation plans, annual reports, and supplementary data and

materials, as well as to cooperate and support the Evaluation Team's efforts and requests for additional information.

The Evaluation Team and Advisory Group explored which communication strategies were most useful in connecting with US and Chinese Partners. Electronic communication included bilingual discussions and transmission of documents by email, telephone and Skype (and similar applications).

Evolution of the Multiple Case Study Approach

The Evaluation design has evolved over the course of the research. Most notable has been the adoption of a multiple case study approach to understanding the nature of collaboration within the Regional Partnerships. To illustrate this process, the first collection of received documents (US call for applications and received applications) was analyzed as a group, and some preliminary parameters for comparison were identified. As the Team began to review the 2013 reports and continue with this analysis, it became evident that focusing primarily on comparative study across Partnerships was inappropriate due to great variability in starting point, constituencies, and the attendant development of communication activities and relationships. As the review of documents continued, it appeared increasingly clear that each Partnership was developing its own identity, practices and ways of working. The Evaluation Team decided to consider each Partnership as an individual case study, thus instituting a multiple case study approach.

Analysis Strategy and Feedback

The Team has continued this multiple case study approach in their longitudinal analysis of the Collaborative and each Partnership. Over time, the Evaluation Team developed a format to build case studies to enable cross cutting issues and themes to be identified, and continued identifying processes, activities, milestones, challenges and outcomes of each Partnership, along with salient factors in Partnership engagement. This analysis strategy included independent analysis by each Team member, and then collective discussion and further analysis. In the final year of the Evaluation, the Team compiled bilingual, draft case study summaries for each Partnership, and sent them to Chinese and US Partners for review. Feedback was received and the seven finalized case study summaries appear in the Appendix.

The range of data sources over the life of the Evaluation has supported triangulation and cross-referencing, leading to deeper understanding, and the identification of processes and outcomes that might have been overlooked. This evaluation study included the documentary collection and analysis of existing materials, interviews, focus groups and review of the literature to understand the development of the Collaborative over time, collectively and in the seven Partnerships.

Interim consultation mechanisms were included, such as sharing provisional themes identified by the Evaluation Team with the Partners present at the Collaborative Business Meeting in October 2016 at the US CSWE APM. The feedback to these themes was positive, and the Team continued to reflect on these themes as they analyzed final reports and any additional documents and information. The analysis also explored the emerging cross-Partnership themes, including those with the potential to inform future work in the existing Partnerships, future China-US collaborations, and in addition, future international, cross-national and cross cultural collaboration.

Discussion of Individual Data Collection Strategies

The Evaluation Team determined that it was important to collect information that included material on interim processes and outcomes, individual programs' evaluative and program data and materials, and discussion of Partnership and program development. The following sections of the report will discuss the five primary forms of data collection (Content Analysis of Reports and Documents, Literature Review, Interviews in China and United States, Meetings at CSWE Annual Conferences and the Focus Group in China). Each description includes what the Evaluation Team did, design limitations, challenges, impressions, and contributions to the study.

Content analysis of existing documents: One of the first tasks following the Evaluation Team's introduction to the Collaborative Partners in 2014, was to collect and review all documents and materials held by CSWE, CASWE and all Partners in the Collaborative, both in the US and in China. The Team made bilingual requests by email to CSWE and CASWE to provide such documents.

Over the course of the Evaluation, CSWE made available documents relating to: the original proposal for the Collaborative, the call to apply to participate, the application process and

applications, the annual reports from US universities, meeting summaries of meetings at the CSWE Annual Program Meetings, and all other materials that were or became available relating to the Collaborative. The documents were catalogued and any documents that appeared to be missing were requested from CSWE, to check that nothing had been overlooked. On rare occasions, questions emerged about items in a report. In that event, an Evaluation Team member made a further inquiry. Partners were responsive, and these requests were kept to the minimum possible.

Following the request to CASWE regarding reports, it emerged that there was no expectation that Chinese Partners would provide reports centrally since each regional Partnership was considered a separate project. This meant that there was no central repository for documents available to the Evaluation Team for consideration from China.

By collecting available program-generated annual reports and supplementary data from participating Partners, a database was built that documented the history, challenges, processes and outcomes of the Collaborative across regions and Partners. Material was collected related to the development of social work educational programs, professionals and practice, as well as material focused on the evolution of the Partnerships. This repository made it possible to highlight both idiosyncratic and common characteristics in processes and outcomes, and support the identification of best practices to enhance the development of social work education through collaborations in China, USA and elsewhere. This aspect of data collection fulfilled, at least to the extent possible, the Evaluation's objective to create a central repository for the work of the Project, supporting the institutional memory and history of the Project for the Partners, and at the same time, allowing others to assess and learn from what actually happened.

Literature collection and review: To provide further historical and contemporary perspectives on the development of social work education in China, the Evaluation Team collected and reviewed the literature, limited to professional journal articles written in English. Using various combinations of search terms and data bases, 75 relevant articles were identified and reviewed, 19 of which focused on social work education in Hong Kong, or Hong Kong in collaboration with other parts of China. Most of the 75 articles were published in either social work or social welfare focused journals, such as *Social Work Education*, *Journal of Ethnic and*

Cultural Diversity in Social Work, International Journal of Social Welfare and Chinese Education and Society.

While there was no limit to the dates of the search, the earliest article found was from 1996, essentially making this a 25-year review of the literature. A range of approaches were found in the articles; some were historical overviews, others reported particular educational innovations, while others focused on the intersection of education and social work practice. A copy of the full literature table with article abstracts and summaries, and a summary discussion is contained in Appendix 3 of this External Evaluation report.

Interviews of Partners in China and the United States: As noted previously, after the first year of the Evaluation, the Team felt that relying exclusively on US based annual reports and meetings at CSWE Annual Program Meetings was a serious limitation to understanding how the Partnerships were developing. The Team therefore expanded their data collection to include interviews with Chinese and US Partners. During 2015 -2016, the Evaluation Team developed a common, flexible schedule that could be used as an interview guide or questionnaire. The interview guide was in both English and in Chinese (See Appendix 2.3).

In China, faculty views were collected from one participating Chinese university in each of the 7 regions. These views were collected through a face-to-face interview with one informant, phone interviews with 4 informants, and written responses to the interview guide from 2 informants. In China, responses to requests for interviews were generally slow. Due to changes in personnel in some of the regions, educators new to the liaison role in some of the Chinese universities expressed having difficulties in responding to the questions listed in the interview guides. Two universities chose to provide written replies to the evaluation team and along with the majority of informants who eventually agreed to be interviewed, provided very useful information, which added to the understanding of the Partnerships. The rich data contained in the translated transcripts and notes of all of the interviews and written responses were analyzed by the Team, and checked against data already available.

Upon consent by the US faculty members involved in the Collaborative, interviews were arranged and conducted. Interviews were informally transcribed, which were shared with the

Team, and analyzed for themes. As noted earlier, interviews were limited to the “official” Partnership representatives at the designated Universities. The US interviews provided rich detail and added depth to the information in the reports, and highlighted additional areas of activities and participants’ evaluation of the process and outcomes at the time of interview. Some informants provided additional materials that were discussed during the interview, including regional evaluation materials, case studies for teaching, and other educational resources developed as part of their Partnership. The interviews and related documents provided further triangulation, and helped to identify new themes and issues.

Meetings with Partners at CSWE Annual Program Meetings: In 2014 (Tampa, Florida), 2015 (Denver, Colorado), and 2016 (Atlanta, Georgia), a member of the Evaluation Team attended the annual “business meeting” of the Collaborative during the Council on Social Work Education’s Annual Program Meeting. These meetings were coordinated by Darla Coffey, and organized by CSWE staff members, first by Andrea Bediako and later by Julie Rhoads. They sent preliminary materials, facilitated the meetings, took notes and provided a meeting summary after the event. Attendance varied at each meeting, with some consistent members. Each year, a majority of participating US universities were represented, and a number of representatives of Chinese universities, from 1-3 regional Partnerships, were in attendance.

The meetings included updates from organizers and participants, and encouraged sharing how the Regional Partnerships and collaborative work was proceeding. For the Evaluation, these meetings provided a forum to first describe and discuss the External Evaluation’s objectives and processes, the role of the Team, and to meet many of the Partners in person. In the second and third meeting, there was a greater opportunity to share emerging questions, findings and themes. This material sparked discussion, and led to wider conversation about common and different experiences in the Regions and participants’ home institutions. Attendees engaged in thoughtful deliberation, providing highly useful feedback and in many cases encouragement for the preliminary findings and analysis.

Focus group of Chinese educators: The Team identified some gaps in the evaluation data from the Chinese Partners, as written records of activities or joint meetings of the wider Partnerships in China were not available. As a result, the Team wanted an opportunity to engage

with additional members of Regional Partnerships and other social work educators in China to explore their views about the structure, content and communication strategies in the Partnerships, how they became involved (or did not participate), experiences of the activities in the Collaborative, views of the benefits and limitations of the Partnerships, and whether they had any suggestions for the Evaluation Team for further data collection. The Team believed that such a meeting was important, given that faculty members may not have had the opportunity or felt comfortable giving feedback through emails, interviews or written feedback, particularly if not considered positive.

The focus group was planned to coincide with a meeting of the 6th Chinese MSW Symposium, on March 11, 2016, with the objective of holding a meeting with as many of the Chinese participants in the wider Regional Partnerships as possible. The session was attended by 10 Chinese educators. Yuk-Chung Chan chaired the meeting, with contributions by Team members Carol Cohen and Susan Lawrence. Professors Sibin Wang and Vimla Nadkarni were present only for the first 10 minutes of the session, when they greeted attendees and introduced the session and the role of the External Evaluation Team and China-US Collaborative. The session was audio taped by the Team, with permission of all attendees. Two MSW student volunteers took notes of the meeting, and Professor Marcus Yu Lung Chiu of National University of Singapore translated for Carol Cohen and Susan Lawrence. Feedback and comments from the focus group participants were primarily clustered around four areas, including (1) reasons for them to join the Collaborative, (2) forms of Partnership that evolved, (3) surprises of participating in the Collaborative, and (4) expectations on the future of the Collaborative. Responses were generally positive about having participated, affirming the goals of the Collaborative and expressing the desire for more of these collaborations in the future. Some informants indicated their interest in hearing more about the work of other Partnerships and regions. These participants suggested that there be more collective activities and opportunities to work cross regionally, and with more than one US Partner to enhance resource sharing and to maximize accomplishments.

In addition to faculty members directly engaged in the Collaborative, the focus group included a small number of attendees who were from programs that were not directly involved in the Regional Partnerships. These educators asked about broadening participation beyond those presently in Collaborative, and indicated their interest to join in the future. The focus group

concluded with comments indicating that the meeting had been useful for participants to hear perspectives of colleagues, and learn more about the Collaborative and activities.

Evaluation Findings

Introduction of the Proposal for the Collaborative and the Application Stages

The initial proposal for the Collaborative was introduced to the Council on Social Work Education's Commission on Global Social Work Education during the 2011 Annual Program Meeting. The stated aim of the Collaborative in the guidance document was to foster the development of graduate social work education programs in Mainland China by engaging 10-15 MSW Programs from the United States and China in a five-year Partnership. The participating US programs were to be selected by CSWE, whilst the Chinese programs were to be selected by CASWE. Three Associations were originally intended to steer the collaborative: the Council on Social Work Education / Katherine A. Kendall Institute (CSWE-KAKI), the China Association of Social Work Education (CASWE) and the International Association of Schools of Social Work (IASSW). The role of CASWE evolved in the early stages of the project, and individual members of CASWE facilitated the identification of appropriate Chinese Partners for each of the US universities, and acted as consultants to the Project.

The Collaborative's initial application guidance from CSWE stated that the US programs would be expected to develop a productive relationship with Chinese partners, focused on the development of MSW programs that reflected the unique dimensions of graduate education in Mainland China. There were few specific mandates or guidelines, and the Partnerships were expected to develop their own ways of developing meaningful collaboration. It was generally proposed that the academic programs within the Partnerships should be committed to: faculty, staff, and student exchanges; mentoring and consultation; building research infrastructures; and further the strengthening of social work education within an international context.

US social work education programs wishing to participate were required to comply with the following requirements:

- Commit to a five (5) year Partnership that includes on-going, consistent communication between the two programs;
- Agree not to establish an on-site MSW program of the US program;
- Focus on capacity-building in its work involving Chinese students studying in its US-based program;
- Participate in a research conference and consultation in mainland China in summer 2012;
- Participate in future, e.g., 2013-2017, Chinese or US based collaborative conferences;
- Host, including providing housing and arranging local travel, Chinese faculty, staff, and students on an annual basis;
- Demonstrate that sufficient funds, e.g., a minimum of \$10,000 each year or \$50,000 for the project's duration, are available each year to support the institutional Partnership.

The open call for applications to universities in the US was circulated in December 2011 with a deadline of 15 January 2012. This was a very condensed timeframe and may have had consequences for the number of responses. The program requirements, selection process, selection criteria and rating scale were clear, and the selection process was robust and transparent. During this period, a number of potential applicants sought further clarification about the requirements, including the amount of detail expected and the word length of the application. In response, CSWE issued a FAQ sheet to assist applicants. The comments on the selection score sheets demonstrated that reviewers appropriately and rigorously applied the criteria. Nine proposals were received and seven proposals were accepted. All of the seven approved programs decided to join the Collaborative. A selection process was undertaken in recruiting Partners in China. Such was the interest that many universities wanted to participate. Ultimately seven universities were identified by the CASWE in seven regions of China. The universities selected were designated as lead Partners in their region, with the expectation that they would coordinate work with other regional programs. Each region was paired with one of the seven US universities.

The Preparation Phase for Engagement with the Project

Overall, there was a mixture of previous experience in international social work education across the Regional Partnerships in China, as well as in the types of international activity among the US universities that were selected. Evidence from the US applications of the seven universities

chosen for the Collaborative demonstrates their extensive experience, many indeed with ongoing activities in China and in Hong Kong with a number of universities. A number of the faculty from the US universities had Chinese heritage and cultural expertise, some being fluent in Mandarin and having knowledge of the background to social work and social work education in China. Some of the US faculty graduated with social work degrees from Hong Kong. The different starting points, profiles and expertise within the universities involved in the Collaborative gave each Partnership a unique entry point, leading to a variety of different experiences and outcomes.

Among the Chinese Partners, some of the faculty at the seven regional lead Chinese universities had a variety of experience of international social work education activity, with some having previously engaged closely with universities in the US. In addition, some faculty had MSW, PhD or other postgraduate qualifications in social work from the US. Some Chinese faculty members were from disciplines allied to social work, without practical social work experience. The lead universities from the seven regions of China appeared to share the desire to enhance their newly accredited MSW programs by drawing upon the knowledge and expertise of their US colleagues and the rich experience in the US of delivering baccalaureate and master level social work education. Doctoral education featured in some of the initial plans and visiting lectureships and professorships were on some early wish lists, as were recruitment of PhD graduates from the United States.

The Beginning, Evolution of the Partnerships

Most of the universities from US and China took the opportunity to participate in the launch meeting of the Collaborative in Beijing in December 2012, and to engage with their new Partners and outline initial expectations and plans for their work together. Some of the US faculty present in Beijing travelled on to their Partner universities with their new Chinese colleagues. Some of the initial plans were tentative and broad and others contained more detail. All initial plans included faculty exchange and information gathering. Activities aimed at curriculum development in field education featured strongly in many of the new Partnerships. Some plans included student exchange, joint seminars and /or conferences, collaborative research and faculty and administration development. There were also early plans to include visiting faculty in regional and national events in both countries to expose faculty to current discussions and debates within

the profession and academia. Some early plans included selecting Chinese graduates to study at PhD programs in the US.

The Structure and Content of Communication and Participants within the Partnerships

The university Partners established contact at the launch meeting in Beijing in December 2012, with some having met previously outside of the Collaborative. Beginning with face-to-face communication at the launch meeting, virtual and in-person meetings were formulated from there. Email and Skype were initially the most common forms of virtual communication. However, when those formats did not prove effective in many Partnerships, other methods were utilized, such as WeChat. The discovery of channels of communication in common usage, and therefore enabling more efficient and effective contact, was an early result in some of the Partnerships. In some of the Partnerships, groups of students communicated by WeChat or Skype.

In a number of Partnerships where there were bilingual and/or bicultural faculty and/or those with previous experience in US and China, the collaborators were able to forge ahead with contact and quickly able to establish aims and expectations for their Partnership. Translation and interpretation difficulties were more challenging than anticipated for some Partnerships and finding strategies for more effective communication remains an ongoing endeavor. Some faculty from Chinese universities in the Partnerships took English classes in order to become more actively engaged; others engaged students to assist with translation. It appeared that younger Chinese faculty members were more likely to understand English. Over time, many creative strategies were employed to facilitate meaning and understanding within the flow of communication.

The nature and frequency of contact between Chinese and US Partners varied between the Partnerships and over time. Most Partnerships experienced periods of intense communication around activities and also quieter periods. Some Partnerships established regular virtual meetings, some communicated only periodically around particular planned activities, and a couple of the Partnerships had faltering contact within the timespan of the Collaborative. Changes in staff within a faculty at faculty or management level sometimes impacted on the Partnerships and altered the rhythm of communication and activity.

Activities, Strategies and Outcomes

Many of the social work education programs within the Chinese regions had relationships pre-dating the Collaborative, with a history of joint activities and communication, including workshops, seminars or conferences. For other Chinese programs, the Collaborative facilitated and cemented regional contact and collaboration. In addition, many Chinese Partners participate in nation-wide activities that are often organized through the China Social Work Research Centre at Peking University.

The number and mix of Chinese universities engaged in each of the seven Partnerships has changed over the five years of the Collaborative. Some Partnerships have expanded as new MSW programs were launched in China and many of these universities were keen to participate in the regional Partnerships. Elsewhere, universities have sometimes been less active in the regional Partnerships as their needs and priorities have changed. Some universities having acquired experience of international engagement have been successful in forming their own international partnerships among the universities from many different countries involved in academic partnership and activity in China.

Some of the participants created ambitious short and longer term plans early on in the Partnerships, as documented in 2013. Others took a longer time to articulate their plans, focusing on learning from Partners what was wanted and expected, offered and capable of being developed. Reciprocal faculty exchange of various types was established in all programs, some yearly others much more frequently. There were examples of summer schools for faculty and students at various levels from undergraduate to PhD, periodic seminars and conferences, visiting lectureships and professorships for a semester or whole academic year, field and agency visits and administrative staff exchange. In some Partnerships, distances within the Chinese region and adverse weather posed challenges to academic exchange, addressed for example by US faculty visiting two sites for sub-regional workshops at times of year when weather was milder. Some Partnerships have worked at creating joint research activities through the establishment of strong collegial relationships within Partnerships and the identification of areas of shared expertise and interest. Several publications have resulted from these collaborations and more are in process.

Discussion of Evaluation Findings

Variations in Approaches

The Partnerships had different starting points with a mix of experience in international SW and of having previously worked individually or in Partnership with universities in US or China. For example, one US Partnership university had an existing institutional Memorandum of Understanding (MOU) with a different Department in the Partner University, and that provided an institutional framework for the collaboration. A formal institutional framework provided by an MOU would have given added confidence to each Partner at the outset, knowing that their universities had written agreements on how to structure and operationalize their work together and their institutions' expectations of collaboration. Institutional agreements of this kind can facilitate collaborations articulating expectations and parameters for joint work and give assurances about financial commitments for example. In addition, one should consider that there may be consequences within a region for programs which are not signatories to an MOU.

It appeared that some universities had an articulated evaluation strategy from the early stages of their Partnership that varied in detail, some giving evaluation metrics by which their various activities could be compared or deemed successful. Some Partnerships had more clearly stated goals at the outset than others. For example, one Partnership set out to establish an equal working relationship with a focus on indigenization and transnational research with reciprocal benefits, including joint research & policy analysis.

Evolution of Communication Processes over Time

Some US Partners had faculty members who have Chinese heritage and the advantage of communicating in Mandarin directly. This appeared to provide an initial advantage in communication, but this factor did not have a uniform advantage on the Partnerships rate of development over time. On the other hand, US Partners without this initial boost found other creative ways to facilitate communication with regional Partners that they worked out over time. Most universities used WeChat eventually, after finding email and Skype were not always the most effective or efficient modes of communication. In most cases, relationships deepened, and in some, key relationships shifted in the pursuit of building a productive working relationship in their region.

Range and Frequency of Activities

There was a wide variation of types of activity and frequency including: mutual visits by faculty and students, joint research and publications, joint attendance at CSWE Annual Program Meeting, regional seminars and conferences in China and US, virtual meetings, and sharing of resources. Some Partnerships maintained regular contact, including one Partnership which formed a pattern of weekly planning meetings. Others had episodic contact mainly based around specific activities. Some Partnerships slowed down and/or changed over time for a variety of reasons: changes in personnel, communication difficulties; different needs and priorities; new partnerships elsewhere. Other Partnerships increased their activity over time, building upon experience and increasing trust and familiarity within the Partnerships. As a result of the regionalization of the Partnerships, the original lead universities in China sometimes maintained primacy in the Partnerships, while others experienced rotation or change in the host or lead Partner. Some universities channeled all contact through the Dean or designated lead faculty, whereas others had contact across the program.

Examples of Outcomes and Reported Results

The outcomes and reported results were highly varied, and comprise a mosaic of diverse activities as indicated in the examples from the Partnerships discussed below:

Regular programming: Some Partnerships established regular, annual or more frequent activities in pursuit of their aims to share information and expertise in social work education. Among these activities were regular spring and summer programs in China and US, with established core components. In some Partnerships these programs included co-decision making in planning, and regional Partners rotating the location of hosting, providing reciprocal hospitality.

Faculty exchange: Some Partnerships established strong faculty exchange by a range of personnel including Deans, field educators, administrators, and people in post-doctoral positions. In one Partnership the Chinese regional group provided resources from more than one hosting university for multiple, different faculty over time from the US and China. In another region, a delegation of Chinese faculty to the US met with an alumnus of their Partner US University who

had been a member of Congress. The Chinese faculty valued this experience in demonstrating the range of roles that can be played by social work graduates.

Virtual communication: One partnership reported forming bi-national student groups through WeChat, establishing student-to-student relationships which paralleled faculty-to-faculty relationships. In addition to the virtual communication between students, they later established in-person student visits to both US and China. The Partnership focused on mutual expectations and a sense of vision, and looked at understanding different contexts.

Development of teaching resources: One Partnership shared case studies that were collaboratively produced for use in both the US and China for teaching intercultural issues. These case studies included specializations in aging and families. Every Partnership reported including a focus on field education within their curriculum development activities, with some including an emphasis on teaching social work practice and the administrative arrangements for field education and student placements.

Approaches to activities and engagement: There were examples in several Partnerships of joint regional conferences, seminars, workshops and research projects. In this context, one Partnership reported that they used these opportunities to share challenges, as well as ideas that were both self-critical and transparent. They identified the goal of developing a humble, respectful approach to collaboration, and planned for sustainability in terms of future work and applications for future funding.

PhD student involvement: There was increased PhD student involvement in many of the Partnerships both in China and USA, with several US universities reporting an increase in enrollment of Chinese PhD students. One PhD fellow went from China to the Partners' university in the US for a one-year Post-doctoral Fellowship. One Partnership reported that a US PhD graduate was appointed to a faculty position at a Chinese university.

Impact on social work education in the United States: One Collaborative Partnership reported that their work had led to the appointment of an Administrator responsible for coordinating international programs, as a direct result of the participation in the Collaborative. Others reported how participation in the Collaborative led to their program's expansion of other types and areas of international engagement, and how the experience with working with Chinese

colleagues enriched their attention and interest in renewing their own teaching practices and curriculum.

Enhancement of social work education in China: This Evaluation and the independent reports of Partnerships indicate extensive advancements of social work education across Regions. These include increased emphasis of the role of field education and investment in learning environments for students to apply knowledge gained in the classroom. In addition to identifying and working to overcome challenges in operationalizing this integrative of social work education, Chinese Partners noted exposure and adaptation of expanded curriculum and teaching methods. A number of collaborative research projects were undertaken, which contributed to capacity building, and brought attention to key issues in social work education and practice.

Future plans: A Chinese Partner reported that as social work practice in China was still in its early stages the experience and support from the US Partner beyond the five-year Collaborative program would be very helpful. In some regions, student exchange had not been realized as had been envisioned, and some Partnerships hoped that student exchange activities at both undergraduate and postgraduate levels could be developed in the future. Some Partnerships had yet to develop collaborative research partnerships among their faculty, noting that to achieve this they would need to continue with the Collaborative Partnership beyond 2017. Some Partners reported their intention to continue with their Partnership and build on the progress made, and some have already made funding applications for future activities beyond the Collaborative timescale. There were also reports of new partnerships formed outside of the Regional Partnership groups that were a direct result of the experiences in the Collaborative.

Themes in Collaboration and Emerging, Promising Practices

A primary objective of the External Evaluation was to identify themes and possible best practices with potential to inform ongoing development of individual China-US Partnerships, social work collaboration between China and the United States on a national level, and international alliances to enhance the development and efficacy of social work around the world. Through this multi-year, multi method study, the Evaluation Team found evidence of practices

and processes that appear to enrich and propel collaboration, as well as activities and strategies that may decelerate, or reduce progress and achievement.

Given the Collaborative's exceptionally non-prescriptive approach, each Regional Partnership developed its own structure, content, and markers of accomplishment. As the Findings and Discussion sections of this report indicate, a wide range of communication strategies and activities were undertaken, and processes and outcomes of each Partnership arose from the unique contexts, interests and capacities of each Partner, their region, and institutions. The Evaluation Team found that what worked well with one group of Partners and contexts did not necessarily work in another, and what worked well at one moment in time did not always endure throughout the Partnership. Thus, it appears that continual environmental scanning and assessment, evolution and innovation, supported by well-matched levels of commitment, skills and resources were hallmarks of the successful initiatives within and across Regional Partnerships.

As indicated earlier, data was examined through a multiple case study approach, coupled with cross-Partnership reviews. As each wave of data came in the material was reviewed as a group, and emerging cross-cutting themes were recorded. New material was continually added to the documents related to each case study, and it was scanned for emerging cross-cutting themes. As previously noted, preliminary themes were shared with Partners at a 2016 meeting at the CSWE annual program meeting, as well as with contributors to the Advisory Group. Feedback was taken into consideration, leading to additional analysis of data and the reconceptualization of some areas. Once the data collection phase was completed, the Evaluation Team members independently reviewed all materials in each case study, shared observations, and articulated the following five themes.

Theme A: Orientation and Nature of Partnership

There was ample evidence that the way in which Chinese and US faculty members envisioned collaboration at the onset of the Regional Partnerships had an impact on the trajectory of their work together. In each case, Partners had to learn about each other, and adapt to diverse, often changing local conditions. At the same time, Partners began with specific needs and hopes,

as well as a history of what has worked well in collaboration, and what has not. Adding to this mix are orientations to international collaboration.

For example, many Chinese Partners expressed a strong desire to learn about social work education and curricula in the US Partners' institutions. While US Partners expressed willingness to share their experiences and methods, they were more likely to state that they first wanted to establish a reciprocal relationship and exchange, in an effort to avoid suggesting that their US models would be desirable, or applicable in the Chinese context. US Partners were more likely to begin by asking about the experiences and contexts of Chinese faculty members, and a desire to develop a plan that both focused primarily on expanding social work education in China, as well as expanding competency of both parties. As work proceeded, many Regions explored their initial orientations, and came to an understanding that for Chinese Partners, wanting to hear about US models did not necessarily mean adopting them, and that through this sharing, relationships could emerge and deepen. Approximately half of the US programs described how they handled this by "humbly sharing" (as one Partner framed this dynamic) that their program "was not a great model" and that Chinese Partners might learn from the shortcomings of their US Partner.

In a number of Partnerships, previous international collaborations (in China, United States and elsewhere) played a strong role in how Regional relationships unfolded. While it appeared that Partners were open to engagement, they reasonably drew on these previous relationships. This reliance may have contributed to a rather bumpy beginning in some Regions, especially when there was a wide variation in the extent, orientation, or focus of previous collaborations between US and Chinese Partners. There might have been another type of impact, in that some Regional Partnerships established programs that mirrored previous collaborations of the Chinese, US, or of both parties. It would be foolish to abandon one's strengths and experience in forging new relationships and projects. On the other hand, it may be important to question whether the nature of the Chinese-US Regional Partnership for some, was to some extent a self-fulfilling prophecy around how productive relationships have developed in the past and what they should entail, with less attention paid to unique challenges in this particular effort.

In identifying the elements of best practice within this theme, a number of collaborators spoke of this as understanding the “mentality of exchange.” This included such things as balancing “shared altruism” towards the mission of social work internationally with the varying needs and “self-interest” in the Partners. As noted by one Partner, it was important to establish a common understanding of “what we were about in working together.” Two programs phrased this as balancing “ambition and reality,” a process that required resilience and flexibility in the beginning, and over the life of the Collaborative. To accomplish this, each Partner must examine their own identity, opportunities and constraints in forming a strong relationship within the Collaborative participants. This appears to be important in both the universities that had to apply for participation in the United States, and for universities in China, who were selected. Doing this work in both the US and China led to a greater understanding in the processes and goals of social work education in both countries, and how an institution’s implicit and explicit self- image and mission influences delivery and student competencies.

The Evaluation Team suggests the following emerging best practices arising from this theme:

- 1. Pre-engagement planning includes engaging in a process to identify one’s own approaches and expectations for partnership, including history, proven expertise, challenges, successes and deeply held beliefs.*
- 2. Seeking information and research about potential partners, including strengths, potential interests and contexts, enhances the early development of positive working relationships.*
- 3. Decision-making during the selection of initial projects sets the stage for building reciprocal relationships.*
- 4. Discussions of costs and benefits for each partner are particularly valuable in the early stages of the collaborative relationship.*

Theme B: Diversity and Commonality in Programming

The China-US Social Work Education Collaborative had limited programming requirements in an effort to support individualized, regional approaches to enhancing social work education, as well as to foster the development of a diverse array of partnership arrangements and

mutual benefits. To a great extent, the Chinese and US Partners have fulfilled the sponsors' hopes, and there has been a wide range of programming and methods to achieve outcomes.

Modeling sound social work practice, partners began their 2012 engagement in Beijing with a joint learning/assessment process. Many US and Chinese Partners credited the joint visits to their Regions that followed the initial Beijing meeting as the key activity in forming their relationship. While some Partnerships arranged for intensive, semester-long exchanges and other long-term activities, joint relationships were also nurtured in shorter trips and through online communication. As Regional teams began implementing plans, many were mindful of the need for process evaluation, and continually assessed whether they were moving forward as planned, and how their activities were leading to desired outcomes and unanticipated consequences.

The array of activities across China included mini courses, student visits to both China and the US, doctoral student exchange, multi-disciplinary projects, joint research, collaborative development of case studies and teaching materials, faculty visits, regional and national conferences. As noted in this report and case study summaries in the Appendix, Regions developed their own Partnership models, in which they generally established a program of recurring activities (such as annual training conferences or exchanges), as well as some emergent, or focused activities. For example, many conducted annual seminars in the US and China, and one of the Partnerships engaged in "on the ground" projects, focusing on developing programs to address a particular Regional need in China. Others worked on joint research studies, and some supported Chinese research scholars for extended study in the US.

While methods of needs assessment varied across Regions, it appeared that each Partnership identified field education as an area of interest. Their activities in this area took a number of forms, with some US Partners hosting Chinese Partners for field visits and meetings focusing on field learning and competencies, and others hosting these discussions during seminars and site visits in China. It appeared that the capacity to supervise and mentor students in the field was a common concern, which intersected with development of curriculum and delivery systems to best suit the growth of social work students and emerging community needs. This focus raises important questions and is an area of common concern across China, and also has an impact on

how US Partners conceptualize field education's role in social work education locally and internationally.

As suggested previously, it is important for individual Partners to engage in self-assessment and collaborative planning that builds on needs and strengths. Theme B builds on that foundation, and identifies how a diversity of activities emerges when Partners join together, and adapt interventions to meet Regional conditions. At the same time, it is also important to note similarities of activities across Regions, albeit with variations in scope, intensity and frequency.

The Evaluation Team suggests the following emerging best practices arising from this theme:

- 1. The array of implementation strategies and programming reflect the identities, contexts and strengths of individual collaborators, as well as their identity as a Regional Partnership.*
- 2. Based on the common experiences of seven Partnerships, field education and practice learning are key areas to consider in international collaboration and capacity building.*

Theme C: Addressing Challenges and Obstacles

Some challenges and reversals are to be expected over a five-year period of any ambitious new initiative, and individual Partners, Regional Partnerships and the Collaborative as a whole faced a wide range of concerns over the five years of the project. These issues appeared to cluster into four areas, including: communication, organizational priorities, leadership succession and financing.

The evolution of communication norms and the co-creation of plans and implementation strategies bring challenges in any professional relationship, particularly in those that cross cultures and geographic differences. In addition to the expected issues involved in establishing effective cross-cultural and cross-national relationships, many Partners shared their difficulties in sustaining communication due to a range of factors such as unreliable internet communication, competing demands in one's home institution, and periodic disconnections with Partners due to changes in faculty responsibilities, program leadership, or institutional priorities. At the same time, they

highlighted the importance of ongoing attention and persistence in engaging in relationship building and enhancing modes of communication in achieving objectives.

In some cases, changes in leadership and institutional priorities after the launch of the Collaborative led to instances of faculty re-assignment and budget retrenchment. In some Regions US and Chinese Partners developed one or more Memorandum of Understanding (MOU) that provided an institutional framework and commitment to the signatories. This approach may have served as a protective factor in addressing personnel and other institutional changes. On the other hand, this strategy comes with constraints, as many programs are not in a position to participate in a MOU, and thus their participation could be marginalized or compromised. Programs participating in Regional Partnerships had a range of individual resources and capacities for collaboration. Within each Region, a “lead university” was centrally identified to determine and/or coordinate local program engagement. For the most part, these institutions continued in this role during the life of the project. These “lead universities” and regional Partners developed a wide range of models for internal collaboration and decision making, which were characterized by a continuum in the level of member authority, responsibility, contribution and participation. Some of the approaches to Regional organization may have served as protective factors, or may have led to contributing obstacles when changes and problems arose.

Some Partnerships reported that changing organizational priorities, leadership and staffing resulted in destabilization of existing relationships and disconnection in joint programming. Many of these shifts were overcome in time through innovative adjustments to activities and sponsorship, but a few instances contributed to extended gaps or discontinuation of planned efforts. In some cases, joint research and field study was useful in contributing greater understanding of the needs, status and future issues in social work education in China. Such research was shared among Regions and disseminated through conference presentations and journals, expanding their impact. In addition to sustained commitment and participation, financing is critical. Material support from Chinese institutions and organizations, and the contributions required from the US institutions as a condition of participation was an important feature of the Collaborative. Many programs reported investing more than the minimum requirement, and there was variation in the resources

available in each participating institution. The availability of funding was one of the factors that appeared useful in addressing problems and implementing new initiatives.

In most institutions, faculty members reported that they individually or with other faculty, held primary responsibility for their program's involvement in the Collaborative, and their program's role in for Regional planning, implementation, and evaluation. These responsibilities were most often in addition to their other faculty duties. Competing demands may have led to the near-universal experience of intensive episodic communication among Partners while planning specific activities, along with frequent quiet times in between. The level of integration and knowledge about the Collaborative within each university Partner, as well as some institutional support and protected time for this project appears to have the potential to help enhance flexibility and sustain faculty involvement in ongoing programmatic efforts. The Collaborative's experience is a reminder that high hopes do not automatically lead to effective action. Partners encountered numerous challenges, which required ongoing attention and in a number of cases, extensive advocacy and negotiation in attempts to solve problems.

The Evaluation Team suggests the following emerging best practices arising from this theme:

- 1. Considering and implementing mechanisms to foster resiliency can sustain relationships through challenging periods, such as MOU's, shared responsibility, and a reliable flow of financial and other resources.*
- 2. As change is inevitable, continued assessment of the process and progress within the Regional Partnership through evaluation activities can give early warnings, meaningful feedback, and lead to further strengthening of the partnership.*
- 3. Ongoing monitoring, systematic evaluation and research within and across Regional Partnerships can enhance flexibility and innovation to face challenges.*

Theme D: Developing New and Evolving Collaborations Across and Within Regions

As noted previously, the deliberate decision to allow Regions to form their own, culturally syntonic relationships and work plans has encouraged creativity and yielded significant results. The regionalized design of the Collaborative has yielded a rich array of models for international

partnership, and broader understanding of how such relationships develop with an understanding of local and global contexts. It is expected that the process and outcomes of these approaches will be widely disseminated and contribute to future development. Among the values of this approach has been the extensive reach of the Collaborative, incorporating Regions that have not as extensive international relationships as others.

Beyond the scope of the China-US Collaborative, there have been many contemporaneous activities to support the development of social work education in China during the past five years. Some of these activities were conducted by US Partners in other regions of China, and by Chinese Partners with other US institutions and those from many other nations. Many of these activities were reported by the Partners and in the literature. While these other collaborations are seen as potentially valuable, with rare exceptions, these extra-Partnership relationships and resources were seldom discussed as being formally brought into the planning and activities of a Region within the Collaborative. This relative absence of inclusion of external collaborators could certainly be an artifact of how the Collaboration was understood and expected to be reported. However, as more and more international actors are engaged in China (and globally), it may indicate a lost opportunity to build a more cohesive network and constituency for the strong development of social work education.

In a related vein, a number of Chinese Partners indicated that they were interested in working across Regions, and partnering with the other US Universities within the Collaborative around specific areas of common interest and expertise. In general, many Partners have expressed interest in working across Regions in a more fluid manner. Chinese representatives of programs outside of designated Regions, and those who were not part of the original Partnerships have expressed interest in joining the Collaborative and/or its activities, and have sought guidance on how that could be facilitated on a Collaborative-wide basis. In addition to the Collaborative's US Partners, there are many other US universities that are in process, or have developed strong ties with particular Chinese universities and other social work constituencies.

As the Collaborative moves into its final stages, such suggestions for broadening opportunities appear to have increased. This raises important questions about how the advantages of the Collaborative's effective model of Regional Partnerships can be sustained, while making

the most of opportunities offered by multiple partners and cross-regional and multi-national collaboration.

The Evaluation Team suggests the following emerging best practices arising from this theme:

- 1. Continual assessment of the multiple impacts of expanding international relationships on existing partnerships is necessary.*
- 2. Since new opportunities for collaboration are likely to emerge as partnerships mature and as networks expand, informal guidelines about how to communicate across Regions and develop cross and multi-regional activities when appropriate can be valuable.*
- 3. As partnerships evolve, it is important to consider the inclusion of additional local and global partners and resources to enliven collaborations and maximize outcomes.*

Theme E: Interface of Professional Education and Practice

Answers to the question “What is Social Work?” and understandings of what constitutes social welfare and the way in which social problems are socially and culturally constructed can be expected to vary from country to country, region to region, institution to institution, and Partnership to Partnership. This theme includes commentary on the implications of diverse visions of the nature of the profession by university Partners, and the variations in how social work education is integrated with the professional practice of social workers in China and the United States. The importance of cultural appropriateness and the need to adapt and translate Western social work knowledge, values and practice to the local context cannot be stressed enough, particularly when a large number of existing Chinese social workers and scholars themselves were educated and trained within the Western social work tradition.

To varying degrees, individual Chinese and US social work programs and their universities develop aspects of their own identity, within the overall international guidelines for social work education. Programs may distinguish themselves through their community environment, particular curriculum, stage of development, faculty and their scholarly foci, auspice and founding principles, and the profile and interests of their university home. These identities appear to have had strong implications for how Regional Partnerships have proceeded. For example, Partnerships

differed in the type and intensity of their research activities, degree of emphasis on community engagement, interests in specific social problems and populations, level of focus on particular social policy issues, and orientation to social work practice. These variations are exciting, and result in a high level of cumulative achievement. However, differences in orientation and capacities within a Region can be a substantial barrier to collaboration, without an orientation to understand and accommodate a wide range of interests. This requires a high degree of openness and flexibility, as well as the ability to exercise some control over resources and influence within one's organization.

Globally, the linkage of social work education with employment in social work practice can be seen on a continuum, and is often established on a national basis. At the risk of oversimplification, one side of the continuum is a tightly linked system, in which entrance to social work educational programs might be controlled through annual assessments of labor needs in the profession. At the other side, is a completely unlinked system, in which the educational and employment systems operate without any explicit compensatory actions. The United States and China have their own systems, and different places on this continuum. For example, in the United States practice and education is not formally linked, but highly influenced by the contemporary social work practice environment, outside funding and employment prospects. In China, the system of integration is evolving along with the development of the profession, and there is a good deal of independence between the regulation of social work education and with professional social work practice and employment. These differences have multiple implications, including in field education, seen as a critical element of social work education in the US and in China. In addition, these systems have implications for how students see the outcome of their education, and their future careers.

Thus, Partners have had to become knowledgeable and conversant in both the individual identities of social work education programs, as well as the expectations of social work students regarding the range of employment opportunities. Without this learning exchange and discussion, Partners operate on the basis of their own, local assumptions, and may lose sight of major influences on social work education and future development of the profession. Through learning

about each other's situation, Partners often report that they experience a fresh opportunity to see and explore their own environment more deeply.

The Evaluation Team suggests the following emerging best practices arising from this theme:

- 1. Partners must work together to discover individual identities of each social work program, and the overarching national identity of social work and the linkage of education and professional practice.*
- 2. Partners should engage in collective examination, translation, and adaptation of existing forms of (i.e. Western) social work to make them appropriate to the local context. Collaborative activities are consistent with contemporary systems, while supporting initiatives that advance social work education and practice in the field.*
- 3. With continual assessment, international collaboration has the potential to illuminate key challenges in the development of social work education in the programs and countries of each Partner.*

Summary of Implications of Evaluation Findings and Emerging Best Practices for Moving Forward

Implications for Chinese-US Regional Partnerships

The China-US Collaborative demonstrates that it is possible to develop productive partnerships without using a predetermined structure, and provide the resources and opportunities for diverse partnerships to develop their own ways of addressing needs. On the other hand, some guidelines may be useful, including facilitation in translating and adapting of existing forms of (Western) social work to the local context, reporting requirements and the need for a Regional or Partnership-level evaluation design, even if it is not uniform. The Collaborative's present structure of one US University and a Chinese region, containing many universities may be considered imbalanced, as it has the potential to restrict options and resources, and over-rely on one source to address a multiplicity of needs, requests and interests.

Implications for Chinese-United States Collaboration

The Regional structure of the Collaborative has many advantages, including deep, evolving relationships. In counterpoint, there is much to be said for broad access to a wide range of partners – building deep as well as specific, short-term relationships. Additional partnerships did indeed develop during the course of the life of the Collaborative. A mix of both types of relationships seems optimal, to meet long and short-term needs and as springboards for additional activities and building networks. It is important that each institution understands its own strengths, interests and needs, set within a larger understanding of how social work education and professional practice is perceived on regional and national levels and how theories, models and practice should be culturally adapted to fit local requirements.

Implications for Cross-National Collaboration

The Collaborative has yielded very rich implications and emerging best practices that inform other such large-scale projects, including: transparency, flexibility, humility in building relationships, and curiosity, infused through the process of culturally appropriate mutual development, benefit and investment. It appears important to share the activities, processes, barriers and achievements across partnerships within the Collaboration on a regular and informal basis, which can lead to new insights and relationships. There is an important place for large scale country-to-country collaboration focused on reciprocal capacity building that is facilitated by international organizations and national bodies. Such efforts bring attention and resources, as well as international interest and accountability.

Implications for International Social Work Education, Practice and Research

Social work educators engaging in a wide variety of international and culture spanning collaborative activities can learn something from this project. Lessons learned include the conscious use of values and strategies underpinning effective person-to-person communication, intensive self-assessment and cultural and environmental scanning, and the continual examination and careful adaptation of culturally relevant aspects of international social work to serve local contexts and needs. Regarding the partnership process, lessons included maximizing team approaches, developing learning organizations, and serving global constituencies. The experiences of the Collaborative can inform and enhance social work education and the profession on a local to global, as well as global to local level.

Conclusion

The overall experience of the China-US Social Work Education Collaborative provides evidence that a value based, ethical, culturally conscious and adaptive social work orientation will provide needed guidance for the development of appropriate collaborative processes and strategies, including the imperative to tailor activities to regional conditions. In essence, the Collaborative was designed as a social work project in itself – underpinned by social work knowledge skills and values, through which Partners attempt to reconcile diverse needs and interests, through a respectful process to support the conditions for work.

As with any relationship, things did not always go smoothly, and the numerous challenges were not always successfully overcome. In retrospect, more cross-Regional collaboration and communication might have been valuable in sharing concerns and resources. Key insights, including those about the integration of social work education with professional employment emerged through regionally based research, and it is possible that additional local evaluation strategies will continue to illuminate key processes of collaboration that we have yet to fully understand. Clearly, Partners benefitted from their involvement, and students experienced an enriched learning environment. According to participating educators, they learned a great deal about the other country and Region, as well as used their international engagement as a way to reflect on their own social work vision of practice, education and scholarship. There was a sense of mutual aid and mutual benefit in many of the encounters witnessed and reported during the Evaluation study. As was hoped by the organizers, Partners engaged in reciprocal relationships, which fostered many short and long term effects.

The External Evaluation Team also adopted these values and social work orientation. As we proceeded with this project we continually looked at our common purpose within the context of our varied backgrounds and cultures. We were immersed in a collaborative process at the same time as we sought to evaluate one with many constituents, actors and dimensions. On behalf of Team and our esteemed Advisory Group members, we hope that we have brought the Collaborative's diverse and highly promising qualities to life, and welcome the international community to draw from this experience in the advancement of the social work profession and the communities we serve.

Appendix 1

Case Study Summaries

Note: The Evaluation Team constructed the following brief case study reports to provide a glimpse of the work of each Regional Partnership. In drafting them, the Team drew from all the data points, including reports, interviews, meetings and documents. The Team sent initial bilingual drafts to each set of Regional Partners for review, and considered their feedback and comments in the revised Case Studies that appear in this Appendix.

Appendix 1.1

China USA Collaborative Evaluation: Case Study Report

University of Chicago and North China Region

The Preparation Phase for Engagement with the Project

As indicated in its application, the University of Chicago School of Social Service Administration saw a direct connection to their participation in the China US Collaborative with its previous, extensive work in international collaboration. Joining the Collaborative built on existing partnerships with Chinese counterparts, including those at Peking University and through the University of Chicago's Center in Beijing (established in 2010). Engagement in the Collaborative built on earlier cross-national partnerships in China and other countries, focusing on developing curricular, scholarly, research and student exchange. The School's approach to rigorous research, professional leadership, and multi-disciplinary expertise was seen as valuable assets in joining the Collaborative.

Peking University considered that participation in the Collaborative was an opportunity to enhance international exchange in social work education, learn from others, and build on existing reciprocal activities. The University of Chicago's application and reports from Peking University indicate that there were exchange activities already underway, including reciprocal faculty visits and seminars focusing on social work education and exploring common research interests. Along with delineating key areas of activities (including faculty exchanges, policy and practitioner exchanges, gatherings, working groups, joint curricular programs for students, mini-courses, semester abroad opportunities, field placement opportunities, multidisciplinary teamwork, and doctoral education and student exchange), a commitment was made to planning in collaboration among the Partners, with emphasis on developing sustainable activities and relationships.

The Beginning, Evolution and History of the Partnership

Early annual reports identify short term plans to include a series of teaching/curriculum workshops in China around jointly planned curricular themes and issue, as well as a visit by Chinese faculty to Chicago related to field education, and reciprocal faculty exchanges from one

to four weeks. Masters level and PhD student exchanges, joint curricular programming and research symposia were identified as longer term plans.

Among the Partnership's strengths identified, were a foundation of strong relationships with the University of Chicago and Peking University, a high level of interest in collaboration by Chinese universities in the region, and capacity and connections within the North Region for regional collaboration. Emerging concerns and possible barriers included fuller recognition of financial resources needed by US and Chinese Partners, and competing demands on faculty time and investment needed for full participation in the Partnership. Differences in cultural, political, linguistic, social and economic contexts among the US and Chinese Partners were recognized and examined. Rather than outlining and following a master plan from the start, it was reported that the collaboration unfolded activity by activity, and moved forward on the basis of emerging needs and interests.

Since the Collaborative began, there have been multiple, reciprocal faculty and student exchanges, described by both Chinese and US Partners. As relationships deepened, the University of Chicago noted expanding their understanding of the Chinese Social Welfare system, and increasing opportunities for cross-national collaboration in student education, curriculum development, and collaborative research opportunities including study related to field education. Joint research and publications have been pursued, as evidenced on a 2016 book on social exclusion, social policy and social work. The Partnership's emphasis on field education is reported to have a positive impact on social work practice teaching and learning.

The Structure and Content of Communication and Participants within the Partnership

Universities in the North Region of China and the University of Chicago have partnered on a number of diverse and successful activities and joint visits. At the same time, individual Partners have established relationships with other international institutions, some developed before the start of the Collaborative, and some during its existence. The Collaborative has fostered a greater level communication among the Chinese regional Partners, while they also pursue independent interests. In addition, regional Partners participate in activities that bring together social work programs across China, often organized through Peking University, and sometimes in connection with the University of Chicago.

Communication is most often by email and skype, with frequency depending on emerging needs and activities. There are periods of intensive communication across the Partnership when a specific collective activity is being planned, as well as quieter periods.

Participation in collaborative projects have led to strong collegial relationships among individual US and Chinese scholars and educators. These person-to-person relationships are seen as critical to sustaining partnerships, and are nurtured through joint activities. Partners have noted that greater joint funding resources and additional opportunities to meet together would contribute further to building these opportunities and relationships.

Emerging, Promising Practices Identified in the Case Study

- Face to face contact is important in establishing and deepening relationships, and also allows for greater attention to organizational contexts and environments.
- Importance of equal partnership and mutual respect, supporting learning from each other and guarding against imposition of one party's values on another. These relationships foster opportunities to share both problems and successes.
- Valuable focus on indigenization and internationalization both within China and in cross-national collaboration.
- Reciprocal benefits are realized in both US and Chinese institutions through the Partnership.
- Financial resources are needed to support partnerships, including external funding beyond the initial commitments of the Collaborative Partners.
- Designated leaders, including faculty and administrators with significant time allocated to the Partnership are important in evolving and sustaining the effort over time.
- Cross-regional, Collaborative-wide reporting and sharing of innovations and challenges could be expanded.

China USA Collaborative Evaluation: Case Study Report

University of Houston and East China Region – Peking University

The Preparation Phase for Engagement with the Project

The University of Houston Graduate College of Social Work (UH-GCSW) had a long-standing history of active involvement with Chinese social work activities. The UH-GCSW Director for the Office of International Social Work, was a past president of the Asian and Pacific Islander Social Work Educators Association (APISWEA), a position he held for six years. Several UH-GCSW faculty were of Chinese heritage, bringing language and cultural knowledge to the Partnership. The UH-GCSW application offered a detailed history of the development of social work and social work education. Three UH-GCSW faculty members in particular had extensive knowledge and experience of social work in China. At application stage, UH-GCSW plans included: Develop a Memorandum of Agreement; Curriculum development; Two way faculty and student exchange; Study abroad planning; Virtual class exchange using Skype; Faculty development; Joint faculty research and publication.

The East China University of Science and Technology had positive experiences in collaborating with the UH-GCSW before the Collaborative began. They hoped to promote the development of MSW programme in China, and to play a leading role in this. They further hoped to train social work educators and student supervisors in the region and to strengthen their exchange with the US.

The Beginning, Evolution and History of the Partnership

An MOU in Engineering between the two principle Universities pre-dated the Collaborative and provided a basis for collaboration built on trust and a history of investment in collaborating, as well as the experience of the two principal faculties having previously worked together. The Partnership is located in a region with multiple infrastructure issues. Despite this, the Partnership has developed a well-established and active student and faculty exchange including extended visiting scholar opportunities and joint regional conferences. Multiple collaborative research projects in the Partnership are ongoing.

The Structure and Content of Communication and Participants within the Partnership

Communication between UH-GCSW and the East China Region has been through Wechat, emails, Skype, mutual visits, and academic conferences. Among Chinese regional Partners, communication is by emails, meetings, and a WeChat group. For direct and face-to-face contact, there are at least two meetings a year. Communication has become more frequent over time, although distances in this region of China are seen as a challenge.

The primary people involved in the Partnership in the East China Region include the directors of MSW programmes, young lecturers, and students. On the UH-GCSW side, they include their deans, responsible persons of the International Affairs Office.

The Partnership is well resourced, particularly among the prime Partners in this collaboration, although access to resources varies among the region's universities. Looking towards the future, UH-GCSW has spearheaded an application to the Ford Foundation (2016-17) for funding beyond the current Collaborative timeframe for all seven Partnerships in the Collaborative.

UH-GCSW observed that social workers in China are poorly paid when compared with members of other professions. Through joint research, they have identified that, social work does not appear to enjoy a high status, and many graduates experience great difficulty in finding employment in social work.

The Partnership has evolved since the Collaborative was first established. For example, additional MSW programmes have been approved in the region, and this adds to the number of programmes that want to participate in the Collaborative (growing to 15 at present). During the life of the Collaborative, some universities in the region have developed their own relationships with US universities outside the Collaborative, and have become less active in the Collaborative.

Emerging, Promising Practices Identified in the Case Study

- The two principal universities in this Partnership had positive experiences of working together, as well as institutional collaboration that pre-dated the Collaborative project
- Exchange of visiting scholars and students is working well.

- Supporting the development of regional relationships, Chinese Partners have organized joint seminars and programs within the region.
- Successful engagement and goal achievement include a combination of diversified activities and multiple instances of each activity, as in:
 1. Frequency of visits
 2. Number of joint publications
 3. Number of jointly organized seminars and workshops
- To address language difficulties, the Chinese Partners have tried to strengthen their English proficiency and the US Partner sent Chinese speakers of Asian heritage to China.
- Contact with the international world has been seen as useful to the Chinese Partners.
- Sharing of problems as well as ideas through the hosting of conferences - UH-GCSW faculty share the problems they have in America and what they see as their model of social work, and UH-GCSW faculty report trying to convey ideas through a humble, respectful approach.
- Partners consider that there are many ways to develop models appropriate in the Chinese context.
- It appeared that as some universities in the region developed individual partnerships with US universities outside the Collaborative, they became less active in the Collaborative project. During the same period, universities with newly developed MSW programmes have generally become more active in the Collaborative. These developments suggest an evolution of the Partnership and its active members.
- The Partners have been planning for on-going work after the formal period of the Collaborative ends, including exploring future funding streams.

Appendix 1.3

China USA Collaborative Evaluation: Case Study Report

University of Southern California and Suwan Region

The Preparation Phase for Engagement with the Project

As indicated in its application, the University of Southern California Suzanne Dworak-Peck School of Social Work committed to a partnership that would both help strengthen the educational and research capacity of Chinese social work programs, and that will lead to education and research opportunities for their own faculty and students. The University's long and extensive collaboration in China, as well as its large number of international students were seen as strengths as it works to achieve its commitment to global excellence in all aspects of their academic mission.

Early on in the Partnership, Nanjing University agreed to be the lead university for this large and active regional network of schools of social work. In addition to sharing information and helping to gather ideas and feedback within the region, Nanjing University organized a competitive mechanism to recruit visiting scholars to go to USC on an annual basis.

Among the initial plans (developed through a joint meeting in China in 2012), include developing joint research partnerships, a summer research academy in China, visiting scholars to the US, ongoing consultation regarding social work curriculum and field education, and assisting with capacity building of future social work educators, administrators and scholars.

The Beginning, Evolution and History of the Partnership

Plans began to take shape from the first year of the Partnership, with annual conferences, and quarterly virtual consultations. Visiting scholars were selected, and numerous linkages were made among faculty in the Chinese regions and other networks in China in which USC representatives were engaged. Student exchanges including PhD students from China to the US, and visiting US student groups were planned to go to China to engage with their counterparts. There were a number of visits, workshops and conferences in China during the first two years, and in addition to visiting scholars for extended periods, a delegation of six representatives of Jiangsu Province came to USC in 2014. This extensive range of activities, with active participation from

across the region, including faculty and administrators, continued throughout the course of the Collaborative.

As foundational activities became established, ongoing surveys and discussions identified emerging needs and areas of collaboration, such as specializations in military social work. Jointly authored publications and research projects have been pursued, as evidenced by a 2016 book on social exclusion, social policy and social work. The Partnership's emphasis on field education, gerontological social work and child welfare is reported to have a positive impact on social work practice teaching and learning.

Regular seminars in China are developed in jointly by the Partners, in concert with CASWE themes for social work education. Participation by US scholars in CASWE events and Chinese scholars in CSWE conferences has been mutually rewarding, allowing a productive exchange of views. In addition to working on research and curriculum development, Partners also focused on analysis and planning for sustaining social work education programs in evolving university settings.

Both process and outcome evaluations of activities were conducted, and Partners examined the impact of the Partnership on increased capacity of regional programs to provide MSW programs that would lead to students' competency in classroom, field, and upon graduation. When barriers were identified, the Partners worked to address them pragmatically and collectively.

Extensive attention is paid to supporting the indigenization of social work practice in the region, while encouraging openness to opportunities for international exchange and partnership. In addition to working with university systems and teaching, the Partners are increasingly looking at the social work employment sector, and its implications for post-graduation opportunities for graduates.

The wide impact in the region is seen as a positive outcome of the Partnership, as there are many MSW programs, and BSW programs that also gain from exposure and participation in the Collaborative. The diverse menu of activities and development strategies (such as joint research, student and faculty exchange, etc.), is important in meeting a wide range of needs and interests.

The Structure and Content of Communication and Participants within the Partnership

The medium of communication shifted from primarily email to primarily WeChat and some email. In addition, a pattern of weekly, virtual planning meetings among the Partners developed over the first two years of the collaboration.

Groups of Chinese and US students were formed, using WeChat as well as Skype. In addition, the exchanges and visiting scholars provide opportunities for longer, face to face opportunities to build relationships. Both Chinese and US Partners saw this as having important benefits in expanded understanding of context, need and resources in planning joint efforts. By 2014 student groups from each country made a visit to the other, exploring social work education and practice in the field. Since 2015 a training workshop on evidence-based social work practice and systematic review has been organized twice a year. The first workshop was held in the Nanjing Science and Technology University.

Emerging, Promising Practices Identified in the Case Study

- Establishing mutual expectation and sense of vision is important in the beginning stages of the collaboration, and should be a continuing area of discussion and evolution.
- Forms and norms for communication take a while to be established, and suggest the need for more explicit discussion of expectations as well as seeking useful, culturally syntonetic methods for communication.
- In both China and the United States, arrangements can take a long time, and need to satisfy multiple regulations and paperwork demands.
- Indigenization of social work practice, education and research is within the context of a national and regional identity.
- Both process and outcome evaluation of partnership activities are vital in understanding what has been undertaken, how it has unfolded, and the extent of goal achievement.
- Different types of communication strategies provide a variety of benefits including in developing sustained relationships, bridging distances, and allowing greater attention to environmental contexts.

- Understanding differential capacity and interests contributes to mutual goal achievement when accompanied by an evolving, and continuous commitment to partnership.

Appendix 1.4

China USA Collaborative Evaluation: Case Study Report

Alabama University and Southwest China Region

The Preparation Phase for Engagement with the Project

Since 1981, the University of Alabama (UA) has had a collaborative relationship with the Hong Kong Shu Yan University in offering a MSW program to social workers in HK, with more than 20 faculty members who have travelled to HK to offer courses. UA visited the Nanjing Normal University in 2006 and its faculty was also represented in the 2010 Joint World Congress on Social Work and Social Development held in HK where they learned from a representative of the Chinese Ministry of Civil Affairs about the expanding infrastructure in China. With extensive previous experience in Hong Kong, and considerable financial and faculty resources, the university has a high commitment to its international mission.

For Yunnan University, the following two reasons motivated it to join the collaborative:

- Being in need of exposure to other universities in developing its MSW program;
- US universities being at a more advanced stage in social work education were expected to provide some good experiences for YU to learn from °

Content/Plan

UA presented a detailed application to participate in the Collaborative with robust and ambitious plans both short term and long term. The stated purpose of participating in the project was to “assist a Chinese Partner University to build an MSW program to help meet the need for graduate social work education appropriate for the Chinese context”. UA pledged financial support of the project and developed a 3-year collaboration framework for the academic years 2012/13 to 2014/15. The plan included:

- Mutual visits of faculty members of both universities every year
- Meeting/joint attendance at the CSWE conference/workshops
- Providing technical assistance and consultation on at least four areas of interest to the Chinese

Partner

- Teacher training in areas of care of elderly people, child welfare, mental health and substance misuse.
- Enrolment of one Chinese PhD student in 2013/14 and another in 2014/15 at UA with financial support from UA.

The Beginning, Evolution and History of the Partnership

After the Conference on China-US Collaborative in December 2012, a Professor from UA flew to Yunnan and met with representatives of the universities with an MSW programs to decide on the content of collaboration, which included : (1) Teachers' training; (2) Staff exchanges; and (3) student exchanges.

In the course of Partnership, the collaboration went well in the first two areas, but student exchange could not proceed as planned because Chinese students in the Southwest region are generally unable to afford the costs needed to participate as an exchange student in the US.

As a result of the Collaborative, UA is “getting more Chinese students in the doctoral program now - maybe would have less without the Collaborative”. The Collaborative resulted in the appointment of a “Coordinator for International Programs” in UA.

Structure and Content of Communication and Participants within the Partnership

From the beginning, the Collaborative had a clear vision that the collaboration was between UA and the 6 universities with an MSW programme in the Southwest Region of China (number increased to 9 in 2015).

Yunnan University spearheaded the collaboration and was the contact point for universities in Southwest region. In a visit to UA in the early stage of the Collaborative, “the Head of Department in YU made it clear that the school should be informed of all the communication”.

The use of chat groups among Chinese social work educators and the regional meeting of the CASWE serve as important informal and formal platforms for social work educators to communicate with each other and exchange views on training needs to be provided by UA faculty members.

Communication sometimes did not go smoothly between the Partners. Misunderstanding sometimes arose due to gaps in communication. As a result, collaboration sometimes did not proceed as planned.

A key figure on the Chinese side was a Professor from Yunnan University who visited the UA with 3 other social work colleagues in her region in 2013. She went to UA as a visiting scholar for 4 months between July and October 2014. Another Chinese colleague from the Southwest University also went on a 1-year visit to UA in 2014/15.

Visits of Chinese colleagues to UA is almost an annual academic activity. Dates of visits were arranged to coincide with the AGM of the CSWE as far as possible to allow Chinese colleagues to participate in the CSWE conference/workshops, therefore exposing Chinese colleagues to issues in social work education in the US.

UA faculty members went to China to provide training for social work educators in the South West Region annually. Chinese universities with an MSW programme took turns to host and finance the training conducted by UA colleagues.

Emerging, Promising Practices Identified in the Case Study

- The power of the relationship – the Collaborative provides good opportunities for interaction and relationship building, “without relationships you have nothing”. Faculty development workshops provided opportunities for getting together, building relationships and discussing issues of concern in social work education.
- The importance of positive regard and appreciation - “social work educators in China can learn from their US counterpart”, “US colleagues are people with great professional and personal charisma”, “very good models of social work educators in terms of their professional identification and dedication to serve people”.
- Chinese Partners benefitted from collaboration with UA in areas of curriculum development, fieldwork manual development, and practicum arrangements. Through contacts and discussion, Chinese Partners also began to think about what social work means beyond bookish definitions, i.e., it is not “to change what the government did” , but rather “to

Cohen, C.S., Lawrence, S., & Chan, Yuk-chung

enhance the function of social work in developing social harmony”.

Appendix 1.5

China USA Collaborative Evaluation: Case Study Report

Fordham University and the North China Region

The Preparation Phase for Engagement with the Project

Fordham has an established and long-standing history of international exchange with a University-wide commitment to internationalism and an accompanying infrastructure within the University to support such activities. The Graduate School of Social Service (GSSS) had previous experience in both China and Hong Kong. Several faculty in GSSS were educated and trained in China/ HK and possessed good Chinese cultural and language skills.

Faculty in some of the universities in North East Region were trained in allied academic disciplines when their universities were accredited to deliver MSW programmes in 2012. So whilst the Chinese scholars were experienced in theory building they did not have experience in direct social work. For this reason, faculty in some universities were enthusiastic about participating in the Collaborative to gain direct social work knowledge and to learn from faculty with extensive experience of teaching social work.

Content/Plans

Jilin University was chosen as the lead University for the North East region of China and attended the launch conference for the Collaborative in Beijing in December 2012 along with four other universities from the region. Tentative plans were agreed between Fordham University and the five universities in the North East Region for the Partnership. Plans included faculty exchange and mentoring, student exchange, development of service programs and research collaboration.

The Beginning, Evolution and History of the Partnership

Two faculty members from Fordham visited North East region in summer 2013 and longer-term plans were proposed and agreed for development within the regional Partnership. Shenyang Normal University (SNU) declared a very strong need for assistance and support from Fordham as their MSW was relatively new and faculty expressed a need for further knowledge and experience of programme delivery and practice in social work. On the same trip, the 2 Fordham

faculty members formalized the Partnership with the new interim dean of SNU for future partnership.

Of the initial five interested Partner universities, four were situated in Changchun, and one in Shenyang. So activities were carried out in the 2 cities, which were about 2-hour express train ride apart. The universities participating in the Partnership agreed to host Fordham faculty on a rotating basis. From 2013-14 onwards the exchange visits by Fordham faculty to China were largely funded by the hosting university in the North East region, including their long-haul air travel, a strong indicator of their enthusiasm and commitment to the Partnership. Engagement among the Chinese universities in the North East Region has changed over time as their interests have shifted.

Two faculty from Fordham visited the three main collaborative schools, Jilin, NE Normal and Shenyang Normal in 2014, and another two faculty visited the same 3 schools in 2015 teaching full intensive courses and offering workshops to students and faculty. Fordham also hosted two faculty members from two of the collaborating Chinese schools.

In 2016, Fordham was unable to send any faculty members to the collaborating schools in North East China. The main reason was that the invitation from the hosting university was confirmed late in October and they limited sponsoring international flights only to full professors due to restrictions from their university. As a result the faculty members from Fordham who would have been eligible were not available.

Student exchange has been tentatively discussed in the Partnership but has not been pursued.

The Structure and Content of Communication and Participants within the Partnership

Communication between USA and Chinese faculty was more challenging than perhaps anticipated because in North East China Westerners are not as common as in other parts of China. The winter weather in that region of China was another challenge for Fordham faculty, so summer visits proved more viable, when there were also more visitors in the region. Translation was provided to non-Chinese speaking USA faculty, although communication was sometimes difficult.

Throughout the Partnership, a Fordham faculty's fluency in Mandarin facilitated the development of the Partnership.

In North East China there is not a robust social service sector and therefore employment and field placement opportunities are limited. Some deans in the Chinese universities have been very enthusiastic about the Collaborative.

Emerging, Promising Practices Identified in the Case Study

- The Partnership has developed largely around US faculty providing lectures and workshops financed by universities in China North East region after the first year.
- The Partnership continued and developed despite obstacles, underpinned by ongoing efforts and determination of faculty at Fordham and strong enthusiasm in some of the schools in the North East Region.
- The Chinese Partners communicate together, and have conferences from time to time.
- The level of engagement among the five original universities in North East Region has changed and shifted over time according to their needs and priorities.
- The extensive engagement of a Fordham faculty member fluent in Mandarin facilitated the development of the Collaboration over time.
- A change in university administration can affect and shift priorities of the program and faculty, impacting partnerships and collaboration.

China USA Collaborative Evaluation: Case Study Report

Arizona State University and Central China Region

The Preparation Phase for Engagement with the Project

Arizona State University (ASU) was committed to developing its project in line with the capacity building mission of the China Collaborative. Faculty had extensive previous experience of international collaboration, including in China.

Arizona University offered detailed plans in their application including:

1. Virtual partnership environment
2. In-person two-way exchange programme for faculty and students
3. Partnership with Howard University for study visits to Washington DC

Huazhong University of Science and Technology (HUST) faculty outlined three expectations of participation in the Collaborative:

1. The US was in a more advanced stage in the development of social work so could assist with development in China.
2. The university was concerned with the training and development of its social work faculty staff members. Apart from staff development, HUST had hoped to identify suitably qualified PhD graduates to join its SW department.
3. Student exchange with the US was considered important and the collaborative project would provide a good opportunity for student exchange activities.

The Beginning, Evolution and History of the Partnership

There were more than ten Chinese Universities in the Central China region offering an MSW programme at the start of this Partnership with over fifty universities now offering either BSW or MSW. Twelve universities attended the original meeting in December 2012 and engagement in this Partnership has expanded over time. The Chinese universities varied

considerably in their capacities to deliver social work programmes in the beginning and all wanted international exposure to develop their social work curricula.

An early two-way faculty exchange between Arizona State University and China Central region was planned. A visiting scholar programme was proposed at ASU for one or two Chinese scholars each year alongside an ambitious student exchange programme. A website for Sino-US MSW education, collaboration and communication was proposed to support the collaborative, but the Partners jointly decided to communicate through other more flexible platforms such as email, WeChat, and Skype.

Spring exchange forums at ASU and summer training in regional schools in China have been two core components of this Partnership. Since summer of 2013, ASU faculty have visited universities in the Central China Region providing an opportunity for ASU faculty to learn about the issues in the development of MSW education in China and to assist in developing Chinese MSW curriculum. A different university in the region takes turns to host the ASU faculty members each year. The enrollment on the ASU summer training workshop in China increased year on year; 35 participants attended the 2013 training and close to 100 participated in the social work conference organized in conjunction with the 2016 training. The theme for the summer workshop is negotiated and co-decided by representatives of the Chinese Partners and ASU.

Since April of 2014, between 8-10 social work educators from universities in the Central China region have annually visited ASU with the focus for each visit being the MSW curriculum in ASU; practice teaching and its arrangements; and visiting fieldwork agencies. The educators also visited Howard University in Washington DC and attended seminars on MSW program student assessment and CSWE accreditation.

A PhD research fellow from the Jiangxi University of Finance and Economics (JUFE) went to ASU to undertake a post-doctoral fellowship for a year. Upon his return he was promoted to Associate Dean of International Affairs and he has published an article in collaboration with his mentors at ASU. In 2015, Jiangxi University of Finance and Economics named an ASU faculty Distinguished International Affiliate Professor. ASU and JUFE are planning the establishment of a joint social work research center.

Meeting ASU Alumni (e.g. one was a member of the US Congress) had helped Chinese faculty understand different roles social work graduates can undertake. Chinese faculty also observed congressional committee hearings at Capitol Hill.

Some of the delegations from China visited ASU during the Southwest Interdisciplinary Research Center (SIRC) annual research conference attended by more than 250 academics and their community partners. SIRC is part of the ASU School of Social Work but it has research affiliates from more than 14 disciplines. Chinese faculty members enjoyed the daylong conference and the opportunity to participate of several workshops and research poster presentations.

One ASU doctoral graduate student was awarded an assistant professor position at HUST and she has recently been promoted to the position of Director of the Department of Social Work.

The Structure and Content of Communication and Participants within the Partnership

Two of the ASU faculty engaged in the Partnership had Chinese heritage and this facilitated communication. Younger Chinese students and faculty were more likely to have understanding of English. The Partnership primarily uses email, but also uses WeChat, and sometimes uses Skype. ASU now has more confidence in communicating – and more confidence in understanding what Chinese colleagues really want.

The importance of culture in language was highlighted. Bilingual and bicultural faculty found that sometimes they were filtering language for meaning in translation to their USA colleagues.

The summer training by ASU faculty in China in the first three years covered six different topics. In the beginning ASU faculty struggled to understand what was really required and how to focus the training. In later years Chinese faculty were much clearer and eventually began to match real needs to what they wanted from ASU.

Emerging, Promising Practices Identified in the Case Study

- Hospitality is a reciprocal process and part of the project partnership.
- Visiting scholars to ASU attend CSWE Annual Programme Meetings where possible. In 2014, there was an opportunity for visiting Chinese faculty to participate in a one-day CSWE

seminar on the role of CSWE in the professionalization of social work in the US. This was helpful in considering professionalization of social work in China.

- The annual Summer Training Workshops given by ASU faculty, hosted by a different Chinese university each year. The theme is negotiated and co-decided by representatives of the Chinese Partners and ASU.
- In 2015, some outstanding MPhil and PhD students of the Huazhong University of Science and Technology were sent to receive training in the ASU for periods of 6 months to 1 year. This has been of great benefit to research students in the region. One Chinese university department recruited an ASU social work PhD graduate as a faculty member in June 2015 as a result of the exchange programme.
- Aspects of the Collaborative will continue beyond the five year programme – study abroad; faculty research collaboration.
- Partnership has exceeded expectations and that has been attributed to strong leadership and support in US and China – and teamwork in each of the Partner schools.
- The Partnership has been an enriching experience for the Central China universities and for ASU. The Partnership provides a strong foundation for a continuing relationship and proactive sustainability efforts are underway to secure external funding. The Centre for International Translational Intervention Research (CITIR) of the ASU School of Social Work now houses the China Initiative.

China USA Collaborative Evaluation: Case Study Report
Case Western Reserve University (CWRU) and Northwest China Region

The Preparation Phase for Engagement with the Project

The Mandel School of Applied Social Sciences (MSASS) runs a multi-dimensional international program and has decades of experience in international collaboration in different parts of the world, including Hong Kong and the Chinese Mainland. Participation in the Collaborative was in line with the plan of the CWRU for further internationalization, including collaboration with Chinese universities.

Content/Plan

In joining the Collaborative, CWRU stated its aim was to assist Chinese universities to develop quality programmes that would produce well-educated leaders amidst China's plan to train an enormous number of social workers in the next decade. CWRU presented a 2-stage plan for collaboration.

Year one – through initial exchange visits that would enable both the Chinese Partner universities and MSASS to determine the types of collaboration that would be most useful.

Subsequent years – exchange visits based on capacity building in areas of common interest. Student interaction via virtual means or through short-term visits would be included if they contributed to capacity building.

Northwest University (NU) joined the Collaborative because it had just commenced a MSW program but was inexperienced in offering the programme. NU hoped to learn from the experience of other universities through international cooperation. Their expectations included faculty and student exchanges, as well as collaboration in teaching, practice, and research projects.

The Beginning, Evolution and History of the Partnership

A total of 7 universities from the Region participated at a conference held on Dec 15, 2012 at the NU.

In 2013-14, a faculty member at NU spent a year in MSASS. She gained a good understanding of the MSASS teaching strategies and intended to apply some of these strategies in her classes in NU. During her visit at MSASS, the faculty member presented talks on social work education in China. She also obtained a complete catalogue and syllabus of the MSASS MSW programme for reference.

In the 2014 report, a detailed plan for collaboration between the two universities was produced. The plan included: (1) continued communication between faculty and students, (2) development of shared classroom activities, (3) development of Q&A programmes with faculty, students and community leaders, (4) educational exchanges and teaching mentorship, and (5) collaboration in scholarly publications.

In 2014-15, efforts to put in place the collaboration plan were made. For instance, the faculty member who visited MSASS and returned to NU adapted the curricular materials for use in her courses. In addition, a one-credit 5-week course on ageing and the family was being developed to be offered in both universities. The MSASS also offered NU faculty members and students the opportunity to take classes and to experience social work practice in Cleveland.

It seems that collaborative efforts came to a halt after 2015 with the change of senior personnel in the NU and with the involvement of CWRU in collaboration with another university in Beijing.

The Structure and Content of Communication and Participants within the Partnership

The involvement of MSASS is almost exclusive with the NU. MSASS did not have direct contacts with other universities in the region. NU invited regional Partners to the regional symposium in December 2012, but there has not been on-going direct partnership since.

Initially, the communication between US and Chinese Partners was more face-to-face (i.e. the regional symposium in December 2012 and during a Chinese faculty member's 1-year visit to

MSASS). Through these contacts, some very good ideas of collaboration were identified, such as shared classroom activities and development of a Q&A platform for better mutual understanding.

Culture is often a problem to communication. It was reported that faculty members on two sides were sometimes “locked in translation”. A Chinese student in CWRU served as a “cultural guide” to the Chinese visiting scholar during her 1-year visit at the MSASS.

Email and Skype were used but were not always working well. Communication is now in a kind of holding pattern due to a number of reasons, one of which being the change of personnel in the NU. Since Dec 2015, NU made efforts to reconnect with the MSASS, but the two sides have not resumed contact with each other.

Emerging, promising practices identified in the Case Study

- Case studies – the two parties would develop case studies on ageing and families, and would collaboratively try to develop an end of life curriculum for Chinese universities
- Working together – during the NU faculty member’s 1-year visit at CWRU, she developed a good relationship with the colleague in MSASS, which is the basis of working together.
- Finding a way that works – slower, more arduous paths that take a longer time to get there, but work for both Partners in the collaboration.

Appendix 2

Evaluation Documents

Inventory of Documents Used in the External Evaluation, 2012-2017

China-United States Social Work Education Collaborative

Initial Proposal and USA Call for Participants

1. China Proposal draft
2. APM Proposal
3. Application (draft)
4. CSWE China Collaborative Application requirements
5. Application guidelines
6. Advisory Committee
7. Application FAQ
8. Selection criteria
9. Proposed Scorecard
10. Score sheet (final)
11. List of proposals (applications)
12. Score sheet results summary
13. Announcement of Application Results

2012 USA Applications

1. Arizona State University
2. Case Western Reserve University
3. Fordham University
4. University of Alabama
5. University of Chicago
6. University of Houston
7. University of Southern California
8. Name Withheld – Not Selected
9. Name Withheld – Not Selected

2013 USA Annual Reports (Year One)

1. Arizona State University
2. Case Western Reserve University
3. Fordham University
4. University of Alabama
5. University of Chicago
6. University of Houston
7. University of Southern California (1)
University of Southern California (2)
University of Southern California (3)

2014 USA Annual Reports (Year Two)

1. Arizona State University (1)
Arizona State University (2) template for research report
2. CWRU
3. University of Alabama
4. University of Chicago
5. University of Houston
6. USC 5 2014 (1) updated 5-year plan
USC 2014 (2) Schedule of delegation visit to USC

2015 USA Annual Reports (Year Three)

1. Arizona State University – Short article (1)
Arizona State University – Achievements summary (2)
2. Case Western Reserve University
3. Fordham University (Included 2014 Report Information)
4. University of Houston
5. University of Southern California (1) – Report for Evaluation
University of Southern California (2) – Activity Report for APM

2016 USA Annual Reports (Year Four)

1. Arizona State University
2. Case Western Reserve University
3. Fordham University
4. University of Alabama (Included 2015 Information)
5. University of Chicago (Included 2015 Information)
6. University of Houston
7. University of Southern California

Meeting Summaries from CSWE Annual Program Meeting Collaborative Business Meetings, 2013 - 2016

Interim Activity Reports to Advisory Group from External Evaluation Team

1. 2015 Interim Activity Report to the Advisory Group from the External Evaluation Team
December
2. 2016 Report of Evaluation Team visit to HK and Beijing - 08-16 March 2016
3. Email Updates and Discussions

2016 Evaluation Team Interviews in China and United States

1. 2016 Interview Schedule 29-11-2016
2. Transcripts and Notes
3. Written Responses

2016 Focus group meeting in Beijing 11 March 2016

Interview Guide

Appendix 2.2

Announcement Letter of External Evaluation by the Advisory Group to Partners in the China-US Social Work Education Collaborative



September 9, 2015

Dear Colleagues,

On behalf of the International Association of Schools of Social Work and US Council on Social Work Education, we are pleased to announce the formal launch of the Evaluation of the China Collaborative, funded in part by the Katherine A. Kendall Institute for International Social Work. The US Council on Social Work Education and International Association of Schools of Social Work have been working closely with the Evaluation Team on developing the plans for the Evaluation, and will continue to participate through the Evaluation Advisory Group.

We believe that this external evaluation will complement the research and evaluation work conducted individually by US and Chinese participants. The Evaluation Team members will focus first on "data mining" material collected by CSWE and the regional participants in Mainland China. The Advisory Group will be supporting the Evaluation Team and steering the process along with contributing programs and participants.

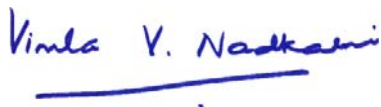
The purpose of the Evaluation is to analyze the impacts, challenges and lessons learned from this initiative and to document the best practices and provide guidelines for similar collaborations in the future. In order to achieve this purpose, the Evaluation focuses on understanding the individual processes and development of activities, including exploring themes of engagement, obstacles and achievements, and emerging best practices. We are interested in implications that can potentially influence social work education in Mainland China, the United States and internationally. This evaluation will create a central repository for the work of the Project, cementing the institutional memory and history of the Project for the participants, and at the same time, will allow others to assess and learn from what actually happened.

We welcome and thank Dr. Carol S. Cohen, Associate Professor, Adelphi University School of Social Work, Susan Lawrence, Immediate Past President of European Association of Schools of Social Work and Immediate Past Vice-President, IASSW, and Prof. Yuk-Chung Chan, faculty member at Hong Kong Polytechnic University, for forming the Evaluation Team. They will be reaching out to you in the coming weeks, and I know that you will find their partnership valuable in our work together.

For the purpose of this study, an Evaluation Advisory Group has been formed. Members in the Advisory Group include Prof. Angelina Yuen-Tsang Woon Ki, Vice President, Hong Kong Polytechnic University, and Immediate Past President, IASSW; Dr. Darla Spence Coffey, President, CSWE; and Dr. Benjamin H. B. KU, Associate Professor, Department of Applied Social Sciences, Hong Kong Polytechnic University and Vice Director, Peking University-Polytechnic University China Social Work Research Center. Professor Sibin Wang, Department of Sociology, Peking University will also be contributing his perspectives to the evaluation.

We look forward to your fullest cooperation in this evaluation.

Warm Regards,



Vimla V. Nadkarni
Chairperson, Advisory Group
Evaluation of the China Collaborative
President, International Association of Schools of Social Work



Darla Spence Coffey
Council on Social Work Education

Appendix 2.3

Interview Guide for US and Chinese Social Work Educators

Qualitative/open-ended questions – please note and add useful prompts and suggested additional questions raised by participants.

The following questions focus on helping the External Evaluation Team understand the development of the partnership, its evolution through time and emerging best practices. You can feel free to answer all, or only some of these questions. Please ask questions at any time.

Respondent: _____ Institutional Affiliation: _____ Region: _____

The first two sets of questions focus on the Expectations and Actual Evolution of the Partnership. These questions look at the Collaboration in relation to individual China & US Partnering Institutions, as well as in relation to within the Regional Partnership as a group & the US Institution.

A. Preparation for Engagement with the Project:

1. What were the factors that convinced you to apply for the collaborative in 2012?
2. What were your expectations of joining this project?
3. What were you looking for as markers of engagement?
4. What were your expectations about collaborative relationships within the regional partnership?

B. The Beginning and Evolution of the Partnerships:

1. How did you see the relationship between Chinese and US Partners developing initially?
2. Which Universities were in the original Partnership?
3. How has the Partnership changed over time?
4. Have any universities/programs left or joined since the beginning?
5. Which universities are in the Partnership now?
6. How has the relationship among the Chinese regional Partners developed over time?

7. What have been 2-3 highlights of the Partnership process?
8. How is the Partnership going now?
9. What are your expectations for the Partnership for the future?

The next set of questions focus on the Dynamics of Communication in the Partnership. These questions look at the Collaboration in relation to individual China & US Partnering Institutions, as well as in relation to within the Regional Partnership as a group & the US Institution.

C. Structure and Content of Communication and Participants within the Partnerships:

(Strategies of Communication)

1. What forms of communication do you use between US and Chinese Partners?
2. What forms of communication do you use among Chinese regional Partners?
3. How did you develop these methods over time?
4. How are communication methods working?

(Participants in Communication)

5. Who are the primary people involved in the Partnership?
6. How have the people changed over time?

(Frequency of Communication)

7. What is the frequency of communication?
8. How has the frequency evolved over time?

(Assessment of Communication)

9. What is your assessment of the communication patterns and participant contributions of US and Chinese Partners now?
10. How would you like/foresee communication in the future?

The next set of questions focus on what you see as Emerging Promising Practices in your Partnership and the Collaboration. These questions look at the Collaboration in relation to individual China & US Partnering Institutions, as well as in relation to within the Regional Partnership as a group & the US Institution.

D. Emerging, Promising Practices:

1. What seems to be working well in your Partnership in relation to Chinese and US collaborators?
2. What seems to be working well in the regional Partnership among Chinese collaborators?
3. What do you consider markers of successful engagement and goal achievement?
4. What challenges have you encountered?
5. What strategies have you tried to address challenges?
6. How have you seen your Partnership and goals evolve over time?
7. What have you found useful in your Partnership, and in the Collaborative?
8. What factors seem to affect the progress and/or achievement of the Partnership?

The final set of questions focus on the External Evaluation:

E. Planning next steps in the External Evaluation:

1. What would you consider to be helpful to include as part of our interviews in the future?
2. What information should the External Evaluation team collect before the project's end?
3. Do you have any questions or suggestions about our process, purposes and/or our communication with you?
4. Have you noticed any themes or promising practices that appear to be emerging from your Partnership, and across Partnerships in the Collaborative?
5. Do you have any plans for joint meetings with Partners in the US, China, or elsewhere?

Thank you very much – Are there any additional questions or comments on our discussion?

Guide for Focus Group in Beijing, March 2016

China-United States Social Work Education Collaborative

1. Introductions: Welcome and introduction to the focus group and purpose of Collaborative and the External Evaluation by Professor Wang and Dr. Nadkarni. They will stay only 5 minutes, departing after Introductions.
2. Introductions by Team Members and Attendees: Including explanation of Limits to Anonymity and Confidentiality, and Request for permission to audio tape session.
Introductions by Attendees, Including their names, institution and Region
3. Focus Group Moderator (YC Chan): Our study thus far suggests a multiple case study approach, with a variety of complementary data collection strategies.
 - A. Discussion of why we think this focus group is necessary, and
 - B. Why a face to face meeting here in Beijing is important.
4. Questions and Follow-ups, focused on experiences of Regional Collaborations:
 - A. What did they think when they heard about the project?
What did they think it might bring – benefits to them?
 - B. How would they describe their Partnership model? What helps it operate – What makes it difficult?
At the inter-national collaboration level? At the local regional level?
 - C. Have things turned out for them? For their program? For their faculty? For their students?
What were some of the surprises? – Little surprises? Big surprises?
How has their Regional model worked for them? Is it a good model? What can it teach us about collaboration and models for the future?
 - D. Future directions? What are their hopes/expectation?
What is their advice for others in collaboration in China?
For others engaged in international collaboration?
5. Closing with Debrief on experiences of the session, and any final questions or comments.

Appendix 3

Compilation of Literature on Development of Social Work Education in China

Collection and Review of the Literature on Social Work Education in China 1996-2017

Overview and Discussion of the *Literature Table*

Appendix to the Final Report of the Evaluation of the China-United States

Social Work Education Collaborative

Purpose

This review of the literature pertaining to social work education in China, and the compilation of the accompanying *Literature Table*, was undertaken as part of the External Evaluation of the China-US Social Work Education Collaborative. The purpose of this review is to contribute to the understanding of historical and contemporary advances, challenges and trends in the development of social work education in China. The findings were highly valuable in providing additional context and background to the other data collected in the Evaluation, and it is anticipated that this compilation of the literature will be useful to others exploring and contributing to social work education in China, as well as to those in related endeavors.

Methods

The *Literature Table* was compiled by searching two databases; EBSCOHOST and ProQuest Central. Using various combinations of the search terms *social work*, *China*, and *social work education*, seventy-five articles were selected and reviewed. Most of these articles were published in either social work journals or social welfare journals, such as *Social Work Education*, *Journal of Ethnic and Cultural Diversity in Social Work*, *International Journal of Social Welfare* and *Chinese Education and Society*, with a few articles published in journals of another discipline, including *Journal of Cross-Cultural Gerontology*, and *Journal of Advanced Nursing*. It appears that Chinese academics predominately from Hong Kong and Beijing, were the largest group of authors in this literature review.

A limitation arises in that all articles were originally written in or translated to English for publication, therefore creating a gap in the literature for articles written in other languages. Also of note, no articles were found predating 1996, which essentially limited

the literature review to a twenty-year time frame. Predominate themes within the literature are discussed in this document, and are apparent through reading the entries and full articles cited in the *Literature Table*. As a by-product of the search process, a growing number of articles about social work practice and policy were identified, shedding light on the development of practice and social work inquiry in a range of modalities, across populations, and in diverse Chinese communities. This body of literature was outside the scope of this inquiry and does not appear in the *Literature Table*, but is a useful source in understanding the entire scope of professional development in China.

The *Table* includes full citations, article abstracts and a summary that includes the type of article (i.e. research study, evaluation report, historical review, intervention, innovation report, conceptual discussion or policy paper) as well as highlights and themes. The *Table* is arranged alphabetical by the last name of first author of each article, and each entry is identified by a searchable code number. There are three parts to each entry, including: Column 1 (Code # and Citation), Column 2 (Abstract from source), & Column 3 (Summary, including type of article and key observations). There are two indexes at the end of the *Table*. The first index contains articles by a numeric code, and the second index is arranged alphabetically by names of first authors (as they appear in the *Table*), followed by an alphabetical list of authors whose articles focus on Hong Kong.

Summary Discussion

According to multiple authors, between 1952 and 1979 higher education in China modeled itself on the Soviet Union, which led to a twenty-seven-year ban on social work as an academic discipline. During this period, social work in China was considered obsolete since social problems were thought to not exist in a Socialist nation (Fang, 2013). As noted by many authors, the government was directly responsible for handling social work administration that focused on the equal distributions of goods and services. Through this model, social workers were replaced by staff of governmental agencies to address all social issues (Yinsgheng, Wen-Jui, & Chien-Chung, 2012). The ban on social work education was lifted in 1979, but due to the years of inactivity in social work development, the social work profession in China was in a state of infancy and continues to face numerous challenges to its growth.

Several authors characterize social work education in China as in a reconstruction phase, and progress has sometimes been uneven. The twenty-seven-year ban hindered the quality and quantity of social work practitioners. Others added that the development of social work was also hindered by a lack of standardization within the profession (Bainian, 2013; Miu Chung, 2005; Xia & Guo, 2002 and Cheng, Hui & Leung, 2007). It is also noted that social work education has progressed in two ways, including through training social workers via vocational schools and on the job training, and through professional education at different academic levels (Fang, 2013). When social work was reinstated in universities in China, social work educators were confronted with the critical issues of having limited experience in curriculum planning, and insufficient teaching material and resources to draw upon. In addition, many educators had no prior experience with social work (Yuen-Tsang & Wang, 2002).

Another prevalent theme amongst scholars (Jueru & Daley, 2014; Yan, Gao & Lam, 2013; Lou, Pearson & Wong, 2012; and Yu-cheung, & Pearson, 2007) is an often substantial disconnect between the infrastructure of social work delivery and that of social work education. While the level of social work education was initially reported to be on an Associates' level, universities have recognized and developed BSW and MSW programs to address the burgeoning profession (Jueru & Daley, 2014). However, there tends to be a discrepancy between the school-to-work transition process, where many students are unable to connect what they have learned in classroom teachings to workplace realities, and experience difficulties in finding relevant employment (Qiuling & Chapman, 2014; Yan, Gao, & Lam, 2013; and Zeng, Cheung, Leung & He, 2016).

Gaps in social work education between the practice skills learned in the classroom and the reality of client and community needs are accentuated by a lack of cultural relevance in social work training when Western models are adopted in their entirety. When imported social work models are not adapted into a Chinese context, they lack empirical support or cultural relevance for the clients that social workers intend to serve (Liang, & Lam, 2015; Yan, Ge, Cheng & Ka Tat Tsang, 2009; and Leung, 2007). This has generated extensive discussion of the impact and value of Western practices on indigenization in relation to the optimal integration of social work functions with the actual needs of society (Zhanghua & Liqun, 2013; Feng, 2013; Yan, Ge, Cheng, & Ka Tat Tsang, 2009; Gray, 2008; Miu-

chung, & Ming-sum, 2007; and Tong, 2007). Students are often challenged with the discontinuity between classroom and practicum where many of the concepts learned seem difficult to apply in practice in Chinese society (Lam, 2004).

Scholars have reflected on the discrepancy between the integration of Western fieldwork practice into a Chinese culture and service delivery systems (Tong, 2007; Yu-cheung & Pearson, 2007; and Liu, Sun, & Anderson, 2013). According to some authors, since social work in China is in an early developmental phase, issues arise as to whether students are gaining viable experience through fieldwork. The profession of social work is often unheard of in Chinese culture, therefore it becomes problematic for students to enter the field when there are few social work related agencies providing services to members of society (Tong, 2007; and Liu, Sun, & Anderson, 2013).

Furthermore, the lack of adequate field supervision and insufficient field placement have compromised the opportunity for students to attain hands-on experience seen as critical in social work education. Thus, some authors point out that social work students are not receiving what might be considered a standard fieldwork practice component in most universities, due to the lack of social work faculty in higher education who have field experience (Liu, Sun & Anderson, 2013). This has been a theme running throughout the 25 years of literature reviewed, with the relative underdevelopment of social work as a profession in China, in conjunction with the inadequate opportunity for students to practice in the field, contributing to limited connections between internships and future careers for social work students (Lam, 2004).

Included in the literature review are 19 articles from 1997 to 2013 pertaining to social work education in Hong Kong. Both Tsang (1997) and Yuen & Ho (2007) provide an overview of the development of social work education in Hong Kong and how its practice has been shaped by the integration of local and western theory. Since early social work educators in Hong Kong were either British, American or local Chinese who went to either of these two countries for their social work education, social work education in Hong Kong developed at a different pace than mainland China (Tsang, 1997). Many of the Hong Kong focused articles included in this literature review present narratives and personal reflections of social workers having been educated and/or practice in Hong Kong and how they may contribute to the development of social work in mainland China (Sung-Chan, 2007; Connie Xuefen, 2007; Lai Ching,

2007; and Sui-Wai & Shek, 2007). Additionally, researchers (Pearson, Wong, Kit-mui & Yu-Cheung, 2007; Lam, 2004; Lou Vivian, 2009; and Chow, Lam, Leung, Wong & Chan, 2011), explore the current social work curriculum in Hong Kong and discuss methods of innovating practice to be culturally sensitive to Chinese society.

Conclusion

Most authors of articles in this review agree that there is a need to further professionalize social work in China for this burgeoning field to flourish (Bainian, 2013; Fengzhi, 2013; Feng, 2013; Yuesen & Wang, 2007; Cheng, Hui & Leung, 2007; and Kam-Shing 2007). Many of these scholars suggest that one factor in improving the professional quality of social work through education is by having social work become its own discipline (Yingsheng, Wen-Jui & Chien-Chung, 2012; Tie'er, 2013; and Feng, 2013). They and others propose that along with professionalization, there would need to be a strong emphasis on integrating social work practice with theoretical research based on Chinese culture. Accompanying this development and acceptance for social work to take hold in China, many authors identify the need to change in the way society views the social work profession, so as to foster a vision of social workers as a trusted and relevant professional from whom people could seek assistance. As the field of social work education in China expands, the corresponding literature continues to underscore the challenges of integrating this relatively new profession into Chinese culture and to suggest an array of strategies to advance the implementation of social work as a profession.

Notes: Full references to citations in this text are available in the *Literature Table* that follows this Summary.

***Overview and Discussion of the Literature Table* was written by Dana Mariani and Carol S. Cohen, Adelphi University School of Social Work**

Appendix 3.2

Social Work Education in China 1996-2017: Literature Table

Notes to Users: This Table consists of 75 articles in English, arranged alphabetical by last name of first author, with searchable code number for each entry.

There are 3 parts to each entry, including: Column 1 (Code # and Citation), Column 2 (Abstract from source), & Column 3 (Summary, including type of article and key observations). There are two indexes at the end: (1) Articles by Numeric Code, and (2) Articles by Alphabetical List as appears in Table, followed by alphabetical list of articles focused on Hong Kong.

This Table was compiled by Dana Mariani and Aman Bajaj, Graduate Assistants and Carol S. Cohen, Adelphi University School of Social Work

# & CITATION	ABSTRACT (FROM SOURCE)	TYPE OF ARTICLE AND KEY OBSERVATIONS
67 A. Ka Tat, T., & Miu- Chung, Y. (2001). Chinese corpus, western application. <i>International Social Work</i> , 44(4), 433-455.	<i>This article focuses on the Chinese strategy of engagement with western social work discourse. It explores critical issues in the international transfer of professional social work knowledge and practices through academic and professional educational programs in collaboration with China. From an international perspective, social work can be seen primarily as a cultural product of the developed world. Scholars and professionals in the West have recognized the socially constructed nature of social work. Professional social work services, as defined by western standards, are only available to a minority of the world's population. In developing countries, governments and community organizations have been dealing with social issues arid struggling to improve the quality of life for billions of people without a fully developed</i>	<u>Conceptual Paper, Implications and Recommendations</u> This article explores issues within the academic and professional educational programs in China as it relates to the international transfer of professional social work knowledge and practices. Indigenization remains a prominent matter in social work development as it struggles to find a balance between importing social work knowledge and methods and the need to develop indigenous conceptual frameworks. The authors state that the importance of indigenization is not only seen through a socio-cultural perspective but also “a political position that asserts the intellectual and professional autonomy of Chinese social work academics and practitioners.” This idea embodies the notion of zhongti xiyang or Chinese corpus which is the belief that Western technology should be introduced in China without requiring changes to the existing cultural and social structure. Chinese corpus is the assumption that there already is a body or structure of social institutions, cultural traditions and values that is indigenous to China. Any Western idea would be an additive element to china that should be assimilated into the current structure. As for the development of social work education in China, the authors stress the importance of recognizing the intersecting diversities in Western social work discourse and in the Chinese socio-political and cultural milieu. In examining contemporary cross-currents and debates in Western social work discourse and their implications for the development of professional social

	<i>social work profession. In the contemporary era of globalization, professional social work, together with other cultural products of the West, is finding a huge market in the developing countries. Like other cultural products, its distribution is facilitated by the political economy privileging the developed countries and supported by the rapid transfer of information, knowledge and technology on a global level.</i>	work in China, the authors observe four major aspects of social work; ideology, teleology, epistemology and technology. Per the notion of Chinese corpus, ideology, teleology and epistemology would be regarded as corpus whereas technology would be an application of Westernization. 1.) Ideology is “an action-oriented, value-integrating and value legitimizing force that solidifies the community and defines its meaning and, by extension, its purpose.” As applied to social work discourse, ideology embraces a humanistic philosophy and a set of values about the human condition. In China, there is a prevalence of traditional values and culture that is practiced in a variety of forms. 2) Teleology refers to the purpose and role social work has in society which could be noted as promoting the worth and desirability of individual self-realization and the individual contribution towards the self-realization of others. Teleology is dictated by the cultural and historical context as well as the current structural and institutional context. Therefore, in China, most social work functions are directly operated by the state. The government has stated that the primary purpose of the social work profession is to remedy and social problem caused by economic reform and modernization. 3.) Epistemology is about the social work profession’s search for knowledge that is relevant to the accomplishment of its goals. In China, epistemology has not been very active since more pragmatic issues is of importance to Chinese social work theorist and practitioners. It is noted that for Chinese social workers to engage in the social work epistemological discourse, both social work academics and frontline practitioners must contribute to the accumulation of knowledge with empirical data and practical wisdom. 4.) Technology refers to the means of transforming knowledge into a process for achieving goals. In China, social work professionals should employ social work technology with the highest cost-effectiveness since their resources are limited as a developing country. Accordingly, the state is more receptive of technological imports than to ideological ones, which underscores China’s desire to balance their need for knowledge and expertise with the need to maintain space and autonomy for their ideological, teleological and epistemological agendas.
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		In conclusion, the authors recommend that Chinese social workers should recognize the diversity within their country which calls for multiple strategies of interventions and to introduce Western social work knowledge to facilitate debate and not to provide conclusive solutions.
5 Bainian, S. (2013). New Century. <i>Chinese Education & Society</i>, 46(6), 56-68. doi:10.2753/CED1061-1932460607	<i>This article documents the characteristics of social work education development through a review of its history. On this basis, it highlights the choices that had to be made in the goals, path of development, academic administration, personnel training, teachers' interests, and other areas in meeting the challenges of the new century.</i>	<u>Historical Review and Analysis</u> In this article, the author presents the underlying challenges that Social work education faces considering the New Century. It is obvious that Social Work education in China offers a promising future, which is apparent from its rapid development from the end of the nineteenth century to the present. But at the same time there are many hurdles to cross. Because of the 30-year period of stagnation China lacks a historic development of the field. They lag both in quality and quantity. Lack of trained faculty to further train professionals in the field and the challenge of adopting the western perspective of Social work education as is. Will that be the right fit for the Chinese society, these are some of the challenges faced by China in this century as they develop their own model that fits their society. --Professionalization of Social work in China...will it be accepted as a profession by the people? ---China leans more towards “indigenization” rather than adopting the “universal international principles” of western society ----China’s Social Work curriculum should focus and accommodate the diversity of cultures within China ----A “generalized education model” is more appropriate rather than a “specialized model” at this stage of development. It is crucial that the social work educators undertake different tasks to meet the varied needs of society.
29 Chan, E. A., Mok, E., Po-ying, A. H., & Manchun, J. H. (2009). The use of interdisciplinary seminars	<i>Title. The use of interdisciplinary seminars for the development of caring dispositions in nursing and social work students. Aim. This paper is a report of a study to evaluate the influence of interdisciplinary seminars for undergraduate nursing and social work students on development of their understanding of the meaning of caring. Background. There is growing international interest in</i>	<u>Evaluation Study</u> Inter-professional education (IPE) refers to occasions when two or more professions learn from and about each other to improve collaboration and the quality of care. There is a growing international interest in IPE due to the belief that it can potentially improve patient-centered care and enable a holistic understanding of patients’ needs through inter-professional communication and collaboration. The authors of this study believe that since nursing and social work both address ethical and humanistic values in the field of health care, there should be an inter-professional educational approach used in Hong Kong for undergraduates. In Hong Kong, the use of

for the development of caring dispositions in nursing and social work students. <i>Journal of Advanced Nursing</i>, 65(12), 2658-2667. doi:10.1111/j.1365-2648.2009.05121.x	<i>interprofessional education, which is believed to have the potential to improve patient care. If interprofessional education and subsequent collaboration are truly to be patient-centered, it is important to identify a value base which creates a healthcare professional identity that facilitates collaboration. Caring, as a humanistic value, is found in both nursing and social work professionals. Method. A mixed method approach, primarily qualitative but with a quantitative component, was chosen for evaluation of the interprofessional seminars. The data were collected between 2007–2008 by videotape recordings of the sessions, follow-up telephone interviews and a questionnaire. Findings. There was cultivation in the nursing students of a deeper understanding of caring based on openness and a non-judgmental approach, learned from their social work counterparts. Reciprocally, social work students learned about the nursing students' daily activities as they observed the natural process of trust and communication in the context of caring. Conclusion. Enhanced understanding of caring in practice is not possible via learning through a uni-professional approach. Students' reflections and dialogue enable their development of relation-centered caring, particularly in the realm of biomedical and technical environments.</i>	a cross-disciplinary approach in educational institutions is limited to the post-graduate level. The authors “conducted a pilot project using an interdisciplinary approach to enable students of these two professions to learn about their own and each other’s meanings of care and ethical decision-making process based on their profession-specific paradigms.” Interdisciplinary learning takes the form of an interactive method such as problem-based learning in which a student would be able to reflect on one’s own knowledge and how it is present to others, and to question how they attend to other’s knowledge. This study utilized a case study on elder abuse that facilitated students to learn from each other about caring processes in a scenario for ethical decision-making that could be different from uni-professional learning. Three themes emerged from the findings of this study: 1. Non-judgmental approach and open mindedness. This allowed students to start thinking about their decision-making process, which facilitated them to address their professional values and personal beliefs. 2. Communication skills and beyond. Students gained a different understanding of how to communicate with a client and their family. 3. The building of a trusting relationship. Students learned from each discipline how to strengthen trust by being open to the various stories for family counseling and establishing a more natural way of building relationships. The authors concluded that they would support the development of IPE for nursing and social work in the senior years of undergraduate curriculum since it would enable the professions to respect the unique subjective world of the other, openly listen with intent to the other’s point of view and to communicate any congruence or differences effectively.
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28 Chau-Kiu, C., & Kwong-Leung, T. (2010). Socialization Factors Conducive to Social Work Students' Gain in Competence: Experience in the <u>Hong Kong</u> SAR, China. <i>Journal of Social Work</i>, 10(1), 42-58. doi:10.1177/1468017309349990	• <i>Summary: Socialization experiences related to background and secondary education are likely to affect academic achievement in university education, according to extant theory and research. How these experiences affect Hong Kong social work students' grade-point-average (GPA) and self-assessed gain in competence in social work is the focus of examination in the present study. It is argued that among the experiences, that of volunteering during secondary school is likely to benefit the student, because of value congruence between volunteering and social work education.</i> • <i>Findings: This effect bears out in a survey of social work undergraduates in Hong Kong. Another important finding is the absence of privilege accruing from the socioeconomic status of students' parents. In contrast, some indicators of the status negatively affected the students' grade-point-averages.</i> • <i>Applications: These findings favor the use of the applicant's volunteering experience as an admission criterion for the social work education program in university.</i>	<u>Research on Students in Hong Kong</u> Volunteering is an uncommon phenomenon in Hong Kong and would be viewed as a distinctive experience likely to contribute to a student's social work education. In this article, the authors posit that volunteer work would prepare students academically in a social work education program. Furthermore, they state that since volunteer experience has a positive effect on a student's education, then volunteering should be used as criteria for admitting applicants into the social work programs. Prior volunteer experience is compatible with social work's strength-based perspective, connectionist theory and the notion of un-knowing. Students would acquire strengths with their volunteering to render assistance to others and per the connectionist theory, they would also have prior knowledge of providing aid which would speed up learning new information and turning that into knowledge. Finally, the notion of un-knowing posits that students should be open to various experiences which could be attained through volunteer work. The authors briefly noted that a recent study found MSW students entering field for the first time were less anxious when they had prior volunteer experience. As for this study, the authors had 81 full time undergraduate students of social work in Hong Kong complete a self-assessment that determined their level of competency in social work knowledge. The authors determined that volunteer experience as well as other socialization factors make a difference in students' performance. It was noted that "the more often the Hong Kong social work student had volunteered during secondary school, the more the student reported a gain in competency in social work." Therefore, volunteering provides a socialization experience that is congruent with social work education. But, volunteering during secondary school does not have a significant contribution to a student's GPA. The authors found that socialization factors such as having a younger brother, parental education, gender of student and employment status of the student have considerable effects on their GPA. From this study, the authors could conclude that volunteer experience is important to a student's academic performance and should therefore be taken into consideration when applying to a university. The authors note that the next step of this study should be to examine ways in which volunteer experience helps social work students in their study.
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42 Cheng, H. H., Hui, S. Y., & Leung, K. Y. (2007). The Trajectory of Social Work Education in <u>Macao</u>: In Search of Opportunities and Development. <i>Social Work Education</i>, 26 (6), 573-582. doi:10.1080/02615470701456236	<i>This paper discusses the history and uniqueness of social work education in Macao, a small city in southern China, with a small population and an economy driven mainly by gambling and the tourism industry. The population of Macao has grown over the past 10 years creating increasing demands for social services. In response, the Macao government has adopted a proactive role in social service planning and the development of innovative services to meet newly emerging needs. Macao is now in a stage of new development in social services, with ample opportunities and challenges. Professional training, professional associations and accrediting organizations form a sophisticated interlocking system that reflects the development of a profession and its level of maturity. Social work education is playing a significant role in the development of professional social services and in enhancing the professionalization of social work, though the process is slow. This paper argues that reasons for the slow progress are manifold. It is expected that there will be further developments in social work education in Macao, and its interplay with the expansion of social welfare services will certainly set a new scene for the social work profession.</i>	<u>Historical Review, Recommendations about Social Work Education in Macao</u> The authors argue that the increasing expectations for better social work services and the development of the social work curriculum at a tertiary level will prove to be an impetus for the professionalism of social work and social work education in Macao. Driven by the gambling and tourism industries, Macao has undergone a substantial increase in population from less than 300,000 in 1960 to approximately 500,00 in 2000 which has exerted much pressure on social services in areas such as housing, employment, Medicare, education and social welfare. To meet the needs of service development, it is vital that there is an expansion of social work education and the provision of more professionally trained social workers. It is estimated that Macao requires approximately 600 social workers to staff existing services but currently the number of trained workers fall below this figure. The authors posit that with an adequate number of trained social workers, social service organizations would be able to develop and experiment with new services to meet the needs of individuals. Thus, implying that further professionalization of social work relies on the continued adequate supply of professionally trained social workers. To further emphasize the need for competency, the authors recommend the higher education institutes in Macao to provide refresher course or continuing education programs for practicing professionals. To maintain a professional standard of training, the Macao Polytechnic Institute should consider the following issues: • Revisiting the levels of professional training: Baccalaureate levels of social work should be trained in a generalist frame of reference while the graduate-level program should prepare students for positions in re-teach, teaching and administration. • Re-designing the curriculum: There should be an emphasis on professional knowledge as the core social work teaching method and students should be given the opportunity to choose to focus on one or more user group that is prevalent in Macao society. • Strengthening the teaching team: There is a need for an adequate number of well-qualified and experienced academic staff who can render classroom teachings with field experience.
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34 Cheng, S. (2008). A response to the debates between Hutchings and Taylor and Jia on the Global Standards in China. <i>International Journal of Social Welfare</i>, 17(4), 396-399. doi:10.1111/j.1468-2397.2008.00587.x	<i>This article is in response to Hutchings and Taylor's, and Jia's, debate on the Global Standards for social work education and training and the development of social work in China. It is argued in the article that: (i) we should examine the Global Standards and their applicability to China from a dialectical and historical perspective, and not deny the relevance of the application of the Global Standards to China solely from the point of view of 'Western social work standards', nor to accept uncritically the applicability of the Global Standards to China; and (ii) with this perspective, neither Western scholars nor Chinese scholars are more suitable than the other for judging whether or not the Global Standards are applicable to China. The most important factor in making this judgement is the presence of an adequate and unprejudiced discussion and communication between and among Chinese and Western scholars.</i>	<u>Discussion/Response</u> This article counters the debate that China would not be able to develop a social work profession that would meet the international standards as seen in the Global Standards, which relies on Westernized practice. Chinese social work scholars note that there are at least four main perspectives of how Western social work can be integrated into the Chinese cultural context. The various arguments are: 1. Those who believe that the indigenization of social work in China is unnecessary. Scholars with this perspective advocate for a complete adoption of Western social work theories and practices in China since Western practices are the standard for social work. 2. Those who acknowledge cultural differences. Unlike the first perspective, scholars of this perspective believe China can learn from the experiences of Western social work but can also integrate the unique cultural values and the practical experiences of China with Western practices. 3. Those who advocate borrowing from Western social work experiences. These scholars suggest that China modify Western social work standards and adapt them to the national circumstances and cultural traditions of China. This perspective views Western social work experience as a point of reference but it should not be directly applied to Chinese practice. Scholars would also want to modify and make innovations to existing Chinese culture to create a better social environment for the development of the social work profession in China. 4. Those who argue for the uniqueness of Chinese culture and society. These scholars emphasize the uniqueness of Chinese culture and society and view Western social work standards as irrelevant to and incompatible with

		Chinese culture and society. They therefore dismiss the possibility of establishing a unified Global Standard. Cheng believes the question of the applicability of the Global Standards to China should be examined from a dialectical and historical perspective and cannot just take Western practice as the standard form. Accordingly, the 2nd and 3rd perspective allows for the possibility of applying a Global Standard since it utilizes communicative action to generate a more generalized and individualized definition of social work and culturally appropriate training standards from best practices of social work development in China. Cheng emphasizes the need for cultural sensitivity and respect for the distinctiveness of Chinese culture, society and its historical development. Due to the current rapid social change and economic development, Cheng does not think it is possible to make an accurate judgment as to whether social work can meet the Global Standard. But in making the decision on whether the Global Standards are appropriate to China, scholars need to consider the following: i. Fullest and most objective knowledge and understanding of social work development in China and the West ii. Sufficient sensitivity to the social and cultural values in contemporary social work in the West and sufficient experience and respect for the uniqueness of China's historical, economic, political, social and cultural environment. iii. Getting rid of the restraint from the Western-centered perspective of cultural imperialism and the narrow-mindedness of viewing Chinese culture as unique and superior.
25 Cheung, C., & Kam, P. K. (2010). Bonding and Bridging Social Capital Development	<i>Developing service users' bonding and bridging social capital is an increasingly recognized role of social workers. A survey of 570 Chinese service users, sampled from 41 social service units in Hong Kong, provided data for the study. Results demonstrated convergent and discriminant validity in a confirmatory factor model about</i>	<u>Quantitative Research with Service Users</u> This article addresses the uncertainty that arises with social capital developed by social workers. More importantly, it “differentiates development for bonding social capital and that for bridging social capital and verifies their differential effects on different referents of social cohesion, mutuality among service users and assistance to the community.” The authors differentiate two kinds of social capital: bonding social capital which relates service users with each other and bridging social capital which relates the users to people in the

by Social Workers. <i>Journal of Social Service Research</i>, 36(5), 402-413. doi:10.1080/01488376.2010.510945	<i>the measurement of bonding and bridging social capital development, mutuality, and assistance to the community. This evidence for the validity and usefulness of social capital development endorses social workers' role in developing service users' social capital. Further research needs to assess the generalizability of the present findings in other sociocultural settings.</i>	community. The authors note that social capital and social cohesion is supported by the exchange theory which maintains the logic of reciprocity where social cohesion would be reciprocated for social capital. Therefore, the authors hypothesized that (1) the service user's bonding social capital development with other users contribute to the user's mutuality with other users; and (2) the service user's bridging social capital development with the community contributes to the user's assistance to the community. This study collected data from 570 people attending 41 social service units in Hong Kong. The survey utilized a structured questionnaire to measure bonding social capital development, bridging social capital development, mutuality and assistance to the community. Results from this study found that social capital development by social workers and social cohesion was sustainable. Social capital development among service users contributed to social cohesion or mutuality with users from the same social service but when applied to different people, social capital development showed a negative effect on social cohesion. This reflects the reciprocity principle of exchange theory where the relationship between social capital and social cohesion is based on a give-and-take interaction. The authors continue by noting "that a strong relationship with one party weakens the relationship with another party or that relationships are mutually exclusive. Also, a good relationship between service users would render a poor relationship with people of the community. Therefore, bonding social capital development promoted social cohesion with other service users but it would diminish social cohesion with nonservice users. From this study, the authors were able to posit that "bonding social capital is incompatible with social cohesion with people outside that bond and bridging social capital is incongruous with mutuality within a group. The authors conclude that social capital is not universally favorable to any third party since it depends on an amicable connection between the two groups. Social capital developed by social workers would be beneficial for the promotion of social cohesion since they could advance common goals and interest between service users and the community and can also reinforce the norm of reciprocity.
10 Chow, A. M., Lam, D. B.,	<i>With the growing complexity of social problems, there is a shift of emphasis from competence-based approaches to a reflective</i>	<u>Evaluation of a Teaching Innovation in Hong Kong</u> Due to the continuous redefined and complexity of social problems, social work educators hold the notion that transferring knowledge about existing

Leung, G. M., Wong, D. K., & Chan, B. P. (2011). Promoting Reflexivity among Social Work Students: The Development and Evaluation of a Programme. <i>Social Work Education</i>, 30(2), 141-156. doi:10.1080/02615479.2011.540377	<i>practice paradigm in social work education. Reflexivity is the foundation of reflective practice of professional social workers. This article examines the development of a course to promote reflexivity among first-year social work students in Hong Kong. This included structured experiential learning in the classroom and at a campsite, and student-directed social problem analyses and presentations. Small-group teaching was used to increase student-teacher interaction. Thirty-four students participated in a three-time point study with measurements taken at pre-course, post-course and nine-month follow up. There were statistically significant increases in mean total scores on a standardised scale measuring 'engagement in reflection', 'need for reflection', 'insights', and a decrease in 'personal distress'. The results are in line with course objectives. Future directions in strengthening the course design and evaluation are proposed.</i>	social problems is not an adequate way of preparing students. Rather, educators believe students should be encouraged to critically reflect on and generate sensitivity to the changing environment. By utilizing the concept of reflective practice, there would be a greater emphasis on the thinking and rethinking process for professional practicing in complex and diverse realities. Social workers are shaped by their own experiences, beliefs, upbringing and culture which can either enhance or impair the helping alliance with their client. Therefore, the authors note that having self-awareness and self-understanding of one's reactions to social issue and diverse people is pivotal in social work practice. The article explores the concept of reflexivity as it was promoted in a social work course in Hong Kong. The course "Knowing Ourselves, Knowing Our World," was designed for students' to develop reflexivity, which entailed the following objectives: (a). increase the self-reflection of the students (reflexivity of self with self) (b). increase the students' openness to knowledge (reflexivity of self with knowledge) (c). expand the perspective of the students in understanding social problems (reflexivity of self with social problems) The course utilized "more engaging learning media such as experimental exercises, visual aids, reflective discussion, journal keeping, assigned reading and self-directed learning" to address various levels of reflexivity and adopt different viewpoints. The authors hypothesized that by the completion of the course, the students would have an increase of reflexivity—more specifically, "an increase of engagement and motivation in self-reflection, an increase in openness to knowledge and an expansion of perspectives in understanding social problems." Through this study, the authors could determine that this course could increase a student's self-reflection and openness to knowledge, but was not able to expand students' perspective in understanding social problems. The authors conclude by stating how students are often confronted with their own personal issues and find it too demanding to take care of themselves and the client simultaneously. The authors believe that cultivating reflexivity early into a student's career of social work would provide a better preparation for them in handling the unpredictable life challenges.
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47 Connie Xuefen, H. (2007). A Beginner's Practice in <u>Hong Kong</u>. <i>Social Work Education</i>, 26 (6), 649-652. doi:10.1080/02615470701456665	<i>This article presents the author's experiences as a social worker in Hong Kong where she obtained her social work qualification, having moved there from Mainland China following one year of study. The author discusses the challenges of practice in community networking in a public housing project where many residents are also recent immigrants from Mainland China. Some dilemmas of being newly qualified in a new country are discussed.</i>	<u>Reflections by Social Worker in Hong Kong</u> The author shares her experience as a beginning social worker who migrated from Mainland China to Hong Kong to obtain her Bachelor's degree in social work. Her current job position is in a new community networking project in a public housing area in Hong Kong to which the author had no prior experience or knowledge of. Although she researched how to do community networking in practice, the author soon realized the model of practice in the literature was not suitable for the population she was working with. She found herself engaged in activities that could be done by a non-social work trained person such as participating in homework guidance groups, exhibitions and outings. As much as the author thought she knew about Hong Kong, she found difficulty with 'soft knowledge' which relates to local culture and language. Due to the lack of confidence in 'soft knowledge' the author found herself being more comfortable with residents who have a Mainland China background as opposed to residents, local to Hong Kong. Another issue that she became aware of was her insensitivity to the conditions the residents were subjected to. She realized she needed to address the community in Hong Kong in a more cautious and sensitive way and not compare it to what acceptable and what she is used to in Mainland China. The author could overcome most of the issues she faced as a beginner social worker in Hong Kong because she made learning a main priority in the following ways: • Relying on professional peers as the most accessible learning resource • Participation in professional training • Internet search engine • Serving as a volunteer The author concludes by acknowledging the growth she made in her social work career in Hong Kong and notes that this experience will help her further her career in Mainland China.
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72 Doug, B., Findley, K., Germak, A. J., & Chien- Chung, H. (2014). Building China's Social Service Capacity: Lessons Learned from Professional Training Program Collaboration sHuman Service Organiz- ations: Management, Leadership & Governance, 38(4), 348- 359. doi:10.1080/2 3303131.201 4.896299	<i>Huamin Research Center at Rutgers School of Social Work, New Brunswick, New Jersey, USA Both the general economy and the provision of social services have grown in recent years in China. An opportunity has evolved for U.S.-based schools of social work to collaborate with counterparts in China to provide social service training and professional development programs. This article describes the lessons learned from two such programs that were developed, implemented, and evaluated by a continuing education division of a U.S. school of social work in conjunction with a Chinese university. Evaluation data are presented from the Training Skills Certificate Program (TSCP) and the Non-Governmental Organization Leadership Development Program (NGO-LDP). The development and delivery processes of both of these programs are also explained. Implications for similar cross-cultural training programs are discussed. This article aims to provide a basic roadmap for U.S.-based social work institutions seeking to help China develop its capacity in social service delivery by way of training and professional development of the social service workforce.</i>	<u>Development and Evaluation of a China/US Collaboration in Social Work Education Project</u> The authors discuss the lessons learned from two programs, the Training Skills Certificate Program (TSCP) and the Non-Governmental Organization Leadership Development Program (NGO-LDO) that were developed, implemented and evaluated by a continuing education division of a U.S. school of social work in conjunction with a Chinese University. With the emergence of a growing social service sector and social work education programs in China, a partnership with Western universities and organizations has formed to incorporate best practices, develop educational programs, trainings and services that are culturally and socially appropriate for the target population. The authors note that this partnership “lends itself to a unique opportunity for social work education institutions to engage in reciprocal learning and capacity building.” The TSCP was a four-day intensive training conducted in Beijing China that relied on a “train-the-trainer” model. This model emphasized the importance of information sharing and expansion of knowledge which was intended to prepare Chinese social workers and social service professionals to facilitate effective training in their communities and within their organization. The NGO-LDP was a nine-day training program that was conducted in the U.S. where leaders from the social service sector in China traveled to the U.S. to attend the program. The purposes of the NGO-LDP “were to expose participants to specific knowledge and to build skills essential to leading an NGO.” Assessments were provided to the participants in the TSCP and the NGO-LDP programs. The authors could deduce the following lessons that were learned from this training collaboration: *Curriculum adaptation: programs need to be condensed and offered in an intensive format; decide what is the most important material *Cultural factors: professionally produced training materials; have translation plan; plan culturally appropriate meals and have formal opening and closing ceremonies. *Program delivery: Lecture format should have varied methods and delivery style; help participants engage in Q&A; introduce a U-shaped classroom, and encourage group learning and sharing. *Effective communication: Establish regular and ongoing communication with China-based partner; utilize low-cost technology to
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		communicate and communicate to resolve issues early in the process to avoid misunderstandings. The authors conclude by stating that the aim of this article is to provide an effective design and delivery for training and professional development programs for future work between the U.S. and Chinese social work education institutes. They emphasize the need to design effective and culturally competent training programs that would allow the transfer of knowledge between the U.S. and China.
4 Fang, Y. (2013). China's Social Work Education in the Face of Change. <i>Chinese Education & Society</i>, 46(6), 28-34. doi:10.2753/ CED1061- 1932460603	<i>Between 1952 and 1979, social work was banned as an academic discipline, and social workers relied on experience alone in carrying out their duties. Since then social work training has been offered in universities and vocational schools; and existing social workers have received in-service training. However, social work education is still in its infancy and faces many challenges in finding its orientation and solving new social problems appearing in a period of rapid social transformation.</i>	<u>Historical Review + Recommendations</u> This author emphasizes how social work education remains in a reconstruction phase and progress has been slow. Reflecting on the history of China and how higher education modeled itself on the Soviet Union, Fang states that social work education was banned because under Socialism there are no problems and therefore no need for social workers. This ban lasted 27 years resulting in the social work discipline to fall behind with the rest of the world. Once this ban has been lifted, social work education progressed in two lines; (1) training professional social workers at different academic levels, i.e. Bachelor's and Master's degrees or (2) training social workers at institutions supervised by ministries and commissions such as the Ministry of Civil Affairs i.e. specialized training at vocational schools. Social work in China lacked training in basic theoretical knowledge and methods so the China Association for Social Work Education (CASWE) began in 1994 to coordinate, organize and promote the development of social work education. Considering China's transition away from the traditional economy, new opportunities and challenges such as poverty, unemployment, aging population, housing shortage, women's issues and youth education and crime are prevalent which calls for the need for competent social workers.

16 Feng, C. (2013). Thoughts on the Professional- ization and Industrializ- ation of Social Work in China. <i>Chinese Education & Society</i>, 46(6), 92- 102. doi:10.2753/ CED1061- 1932460613	<i>China's economic and social development requires professional social work. To achieve the professionalization of social work in China, we must focus on its indigenization, change the function of mass organizations, and improve the professional quality of existing social work personnel. We must also pay attention to promoting social work theory and practice and improving social work education. The formation of an industry will come with professionalization. Achieving the industrialization of social work in China will have a major, positive effect and is a realistic possibility.</i>	<u>Conceptual Discussion and Recommendations</u> In this article, this author purposes that China would need to develop the social work profession to achieve the creation of a social work industry. There is a need for professional social workers in China to adopt to the requirements of a socialist market economy, which has altered the traditional social structures, therefore creating social problems that traditional methods cannot resolve. The article enumerates some systemic reforms that have been implemented such as society handling social services and the government no longer monopolizing services to achieve the goal of “less government and more society.” The population policy has already been implemented to assist in family planning which should rely more on persuasion and education than administrative coercion. The author discussed ways to professionalize social work in China which include the following: 1. Implementing the indigenization of social work. This is done by establishing a social work profession based on the realities of China’s society by using the experiences of others as a frame of reference: Western social work profession; social work education, research and practice in Hong Kong and Taiwan; and drawing on China’s traditional culture. 2. Transforming the function of mass organizations: Transforming their functions and focus on providing services to society rather than being government subsidiaries or management orientation. 3. Improving the professional quality of social work: This could be achieved by turning away from management orientation and by changing ideas and concepts of social work and improving the knowledge level and service skills of workers. 4. Integrating social work practice and theoretical research. There tends to be an emphasis on practice and a neglect on theory which has caused social work to be unorganized and therefore hindering improvements in this profession. This author recommends improving the theoretical foundation of social work practice and to use it to organize workers’ experiences. 5. Improving social work education. Better education will promote theoretical research in social work and accelerate the conversion of social work experience into theory. Better education will also act as an advocacy mechanism that would promote awareness, understanding and support for social work.
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13 Fengzhi, M. (2013). The Significance of Government-Education Partnerships in China's Social Work Education. <i>Chinese Education & Society</i>, 46(6), 35-41. doi:10.2753/CED1061-1932460604	<i>The author traces the history of government role in the development of social work education in China. She analyzes the nature and significance of government-education partnership in the development of social work education and professionalization, and points to the future direction of such collaboration.</i>	<u>Historical Review and Analysis</u> In this article, Fengzhi explores how a partnership, a linkage between the government and social work education institutions, would be most beneficial to China since it would establish a commitment between the two entities to resolve social problems and meet social needs. The partnership would realize the government's social welfare policies by promoting economic development and social stability while the ideals of the social work education will be met. Social work education would be a tool and means of realizing the government's social policies such as economic development and social stability, which is why the government is promoting professional social work education. Under the socialist planned economy, the government was responsible for social work in which a focus was more on serious social problems and not individual needs. Social workers were not properly trained and most had backgrounds as administrative officials, which meant a lack of specialized knowledge for solutions to social problems. With China's societal transformation to an industrialized and market economy, a rise in new social problems meant that the traditional administrative methods to social work would not suffice. The social welfare system had to be reformed from a management orientation to a service orientation. This meant a need for social work education since it would provide knowledge and skills for casework, group work and community based practice, knowledge for social welfare administration and social work research and knowledge for social policy research and analysis. The author concludes that it is imperative for the partnership to provide training to generalist social workers with a macro perspective since this is an area that Chinese society would most benefit from. The author believes there should be a curriculum that emphasizes community organization and address the most urgent needs of society.
68 Financial aid. (2001). <i>Beijing Review</i>, 44(11), 6.	<i>Announces the recognition received by professor Annie Wong, honorable adviser of the Hong Kong-based Chinese History and Culture Education Foundation for Youth, for her financial aid to a China-Canada collaborative project on the development of social work education in China.</i>	<u>Announcement of Recognition of Professor Annie Wong</u> This is an announcement that recognizes Annie Wong's financial aid of HK\$1 million to a China-Canada collaborative, five-year project on the development of social work education in China.

18 Gatenio Gabel, S., & Healy, L. M. (2012). Introduction to the Special Issue: Globalization and Social Work Education. <i>Journal of Social Work Education</i>, 48 (4), 627-634. Doi:10.5175/J SWE.2012.20 1200093	<i>The article discusses various reports published within the issue, including one by Steve Trygged an Bodil Eriksson on migration and student interest in global and international social work, one by Wen-Jui Han et al. on social work in China and one by Dorothy Gamble on globalization and social work.</i>	<u>Introduction to Special Issue on International Social Work Education</u> This is a guest editorial for the introduction to the special issue on globalization and social work education from the <i>Journal of Social Work Education</i>. China was mentioned in the introduction to indicate how changes in political and economic climates influence the return of social work to certain countries.
35 Gray, M. (2008). Some consideration s on the debate on social work in China: who speaks for whom? <i>International Journal of Social Welfare</i>, 17(4) , 400-406. doi:10.1111/j.	<i>In this article, I persist with my argument that indigenous, local, culturally relevant practice ought to trump the external imposition of social work definitions, standards and professional models. The challenge, however, is not to fall prey to false dichotomies. Importantly, social work in China is not static but emergent, and no-one is sure of the exact shape it will take. And the essential question is to what extent will Western knowledge and standards be uncritically appropriated into China? Most contributors to the debate thus far have taken the international definition of social work as their starting point, but far more significant</i>	<u>Discussion/Position Paper</u> The author posits that adhering to universal values, global standards, an international definition and a common knowledge and skill base for social work practice is a contradiction for the profession. Defining indigenization as “the process of adapting, adjusting and modifying imparted knowledge from the Western developed nations to fit diverse local or national contexts in the developing world,” the author notes several issues with this application to Chinese society. 1.) It is not a rational process of applying universal standards since “China is not adapting Western social work en masse.” The author also notes that Western influence can at times obstruct rather than facilitate social work progress in mainland China. 2.) It presents an opportunity for “social work’s territorializing machine.” Gray posits that it is in the best interest of the profession to have multiple perspective on practice.

1468-2397.2008.00603.x	<i>are the political dimensions involved in this process of indigenisation. This article proposes that empirical evidence from within China regarding culturally appropriate, effective local responses – and some clear benchmarks for international engagement – should form the basis for dialogue between China and the broader social work community.</i>	3.) Social work in China is already being influenced by outsiders within the academic realm which is applying pressure on Chinese government to introduce a Western model of social work. 4.) Gray also questions the need for social work practice in China. He posits that China can benefit from a wide scale social and community development and evidence based primary care or family and community support. Gray notes that “research attempting to build empirical evidence collaboratively from the ground up see a different picture emerging from that painted by outside scholars.” Empirical evidence from within China is helping to shape human services policy and practice because it considers what is culturally appropriate. This is seen with the emphasis on community development which differs from the individualistic Western models of social work practice. Gray concludes by stating there is a need of some safeguards for international engagement with China which should entail ‘outside experts’ spending time in China in a research fieldwork capacity and who should also consult with local and national stakeholders and indigenous Chinese researchers. Lastly, he notes that effective local social work responses to empirical evidence should form the basis of authentic dialogue which would create a two-way transfer of knowledge between China and the broader social work community.
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20 Ingersoll, T. S., Poulin, J., Deng, R., Shan, X., Witt, H., & Swain, M. (2012). Fear of Intimacy with Helping Professionals Scale: Reliability and Validity of English and Mandarin Versions. <i>Journal of Evidence-Based Social Work</i>, 9(4), 317-332. doi:10.1080/15433714.2010.516689	<i>In this study, the authors examine the reliability and validity of the Fear of Intimacy with Helping Professionals Scale (FIS-HP) with Chinese (N = 150) and American (N = 145) elderly persons. Factor analysis using principal component analysis with a varimax rotation was used to examine the FIS-HP factor structure for both samples. A three-factor solution emerged for both samples. The FIS-HP has acceptable internal consistency reliability with both the United States and China samples. Correlation analysis supported five of the six hypotheses related to convergent validity. English and Mandarin versions of the scale are presented.</i>	<u>Methodological Research Study for Scale Validation and Reliability</u> The authors present the results of an exploration into the validity and reliability of the Fear of Intimacy Scale (FIS) with a sample of elder persons living in the United States and in China. This article is about validity of the revise FIS-HP scale so the focus was more on sample size rather than generalizability. The measurements that were utilized were the Self-Esteem Index, Geriatric Depression Scale, and the UCLA Loneliness Scale. The results determined the U.S. and China are remarkably similar except for the US sample having a higher rate for a fear of sharing private thoughts as opposed to the China sample that has a higher rate of being open with their thoughts and intimate sharing with helping professionals. The authors conclude that since both the American and Mandarin versions of this scale have acceptable psychometric properties and both measure the same dimensions related to fear of intimacy, the FIS-HP does measure a person's fear of sharing personal information with helping professionals. By utilizing this scale, the authors believe that research could be conducted in the US to further explore the effects of acculturation on Chinese-American attitudes about seeking therapeutic assistance. In China, this scale would be able to explore generational differences regarding the level of intimacy one has within the helping relationship.
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1 Jieru, B., & Daley, J. (2014). A Snapshot of the Status of Social Work Education in Mainland China. <i>Journal of Social Work Education</i>, 50 (3), 525-534. doi:10.1080/10437797.2014.916932	<i>This article compares 49 colleges and universities in mainland China on the level of social work education, department and school affiliation, and duration of the program. Findings indicate great diversity in all 3 categories. Bachelor's degrees of social work are offered in 83.3% of the programs, and 38.8% of the programs offer master's degrees. Department affiliation varies, with only 42.7% having an independent department or school of social work. Most social work programs were started after 2000. This review indicates a rapid growth in social work education in mainland China. However, the lack of advanced degrees and standardized affiliations may hide the effect and the image of the programs.</i>	<u>Research Study/Content Analysis</u> This article studies the present day disconnect in the infrastructure of social work delivery system and social work education in Mainland China. The writer urges the social work educators to undertake the dual mission of education as well as developing social service models in the context of Chinese society. The reemergence of social work as a profession in China can partly be attributed to the failure on the part of the Chinese government to address the issue of social welfare. The realization by the Chinese government of the importance and significance of social welfare to the stability and wellbeing of the whole nation is very pertinent. It is a moment of rebirth for the profession. Although the profession is still in its infancy, it offers great promise. The level of social work education is still mainly an Associate's degree although some of the Universities have recently recognized and developed MSW programs. Doctoral programs in Social work are still not developed. Also, the profession lacks a real identity of its own and is therefore confused to be a part of applied sociology or social sciences, politics, public affairs or law. Due to the rapid economic development and rise in living standards there is a coincidental rise in unemployment, poverty, income disparity, family breakdown, criminality and other social problems. Therefore, there is great opportunity for the development of social work education supported by the government in Mainland China. At the same time, it will take some time before the profession develops an identity and affiliation and the social work graduates are matched with social work jobs in society to address the growing problems in Mainland China.
63 Kam-shing, Y. (2004). A Chinese cultural critique of the global qualifying standards for	<i>This paper attempts to discuss the Chinese cultural implications of the recently proposed document: 'Global Qualifying Standards for Social Work Education' by the IASSW and IFSW. It seems that this document still embraces an ideology of western social work imperialism in perceiving the development of social work in other countries. With reference to Chinese</i>	<u>Discussion of Global Qualifying Standards</u> The joint committee of IASSW and IFSW formulated the document "Global Qualifying Standards for Social Work Education and Training" which aims to set up a unified standard for social work education for various countries. The author sets about to discuss the applicability of this standard for social work education within the Chinese culture. The author argues that traditional Chinese culture has a strong impact on the values, responsibilities, behaviors and social norms of Chinese communities which would also have an impact on social work practices with these clients. Therefore, it is imperative for

social work education. <i>Social Work Education</i>, 23 (5), 597-612. doi:10.1080/0261547042000252316	<i>culture and social work education in Hong Kong and in mainland China, the writer advocates that responsibility and rights, stability and changes, social norms and equality, as well as empowerment and relation, should be fully articulated in the definition, ethical principles, and core purpose of social work practice as well as in the mission and curriculum in social work education within Chinese communities.</i>	social work education in China to recognize and conceptualize these impacts on the community which are often contrary to the Global Standard Document. Accordingly, these contrary beliefs are illustrated in the following ways: *Responsibility versus Rights: The Global Standard Document stresses individual rights for clients in practice and education whereas in Chinese culture, responsibility is emphasized rather than individual rights. *Social norms versus Equality: The Global Standard Document stresses equality in social work practice for every country but in China, social norms in terms of social order, roles and status is of greater importance than equality. *Family versus Individual: The individual is respected as the center of concern in the Global Standard Document but in traditional Chinese culture, individual Chinese clients are influenced by the family orientation. *Stability versus Change: Per the Global Standard Document, social change is advocated as a universal element in social work practice and education but for many in Chinese culture, there is a preference for stability rather than change. Accordingly, stability exist in forms of self-endurance. *Relation versus Empowerment: Empowerment is stresses in the Global Standard Document but within traditional Chinese culture, Chinese clients may prefer to resolve problems by smoothing their relations with others rather than empowering their rights as individuals. In conclusion, the author notes how important it is to formulate a Global Standard Document that incorporates various conceptualizations of social work practice from different countries and not rely solely on a Eurocentric model.
59 Kam-Shing, Y. (2005). Chinese concepts of mental health: Cultural implications for social	<i>In terms of the traditional Chinese medical, Confucian and Taoist schools of thought, Chinese concepts of mental health have a strong impact. All these have significant implications for culturally sensitive or culturally competent social work practice in Chinese communities.</i>	<u>Discussion, Implications and Recommendations</u> The author notes that multicultural social work practice has been a concern in multicultural countries due in part to the interpretation and implementation of culturally sensitive practice and culturally competent practice. The former focuses on an openness to cultural differences while the latter focuses on culturally specific elements of the client. In this article, the author discusses the traditional Chinese concepts of mental health and describes how both culturally sensitive and culturally competent perspectives can help clients face problems in a multicultural country. In traditional Chinese writing, there is no exact word “mental health,” since this term is a relatively new Western

work practice. <i>International Social Work</i>, 48(4), 391-407. doi:10.1177/0020872805053462		concept. Drawing on traditional Chinese medicine, Confucianism and Taoism, the author describes the Chinese concept on mental health. Traditional Chinese medicine uses the yin and yang and wu xing to formulate the internal mechanism working in the human body and provides an explanation for all kinds of diseases and treatment. Confucianism suggest both internal and external requirements to maintain optimal mental health such as restraining emotions and following ordinary paths to achieve collective harmony as well as acquiring moral standards in interpersonal interactions. In Taoism, mental health is an ultimate peace of mind and absolute happiness in relating to the universe. Per the author, traditional Confucian concepts of mental health has a strong influence on the thinking and behavior of Chinese which is evident with their restriction of emotions, avoidance of interpersonal conflict and suppressed individual rights. Chinese people tend to be more inclined to self-control, self-discipline and often are prone to external locus on control. The author posits that this affects Chinese mental health in that their sense of self-worth, social functioning and satisfaction in interpersonal relationships are all influenced by others. Individuals in Chinese society also should sacrifice their own rights and compromise themselves with others to avoid conflicts and confrontations. Furthermore, traditional Chinese thought affects mental health by encouraging individuals to restrain expressing their emotions and to maintain a form of passive egocentric preservation which is a process of submission and self-alienation within society. Culturally sensitive practice implies a universal orientation in perceiving cultural differences in concepts of mental health and culturally competent practice refers to a specific orientation. The author notes that in a universal orientation, a social worker may think that the perceived impacts of traditional Chinese culture were intermingled with the effects of age, sex and class. For a culturally specific orientation, a social worker would need to understand specific culturally elements to build a rapport with the client. The author notes that both orientations can be applied in working with Chinese communities since it all depends on the extent of impact that traditional Chinese culture has on that individual.
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53 Kam-Shing, Y. (2007). Tensions and dilemmas of social work education in China. <i>International Social Work</i>, 50(1), 93-105. doi:10.1177/0020872807071485	<i>Social work education in China has developed dramatically over the past decade. However, because of its unique social, cultural and political background and contexts, its current and future development faces tensions associated with politicization, professionalization and commercialization in the fields of values, social service delivery, social work practice and curriculum development.</i>	<u>Discussion/Recommendations</u> This article discusses the tensions that are prevalent in the development of social work education and practice in China. The author notes that one of the challenges that social work in China faces is the need to “develop intervention models and services aimed at serving clients in rural and deprived areas, marginalized street sleepers and floating populations as well as adolescents, adults and workers in highly stressful and competitive large cities with fast growing economies.” The author delineates the tensions social work practice and education has in future development in China by focusing on the following three forces: • Politicization- This implies ideological and bureaucratic control and influence or even exclusion in social services. Since Communism, Marxism and Maoism are still the official political ideologies in all aspects of life, these values guide and contribute to social work practice and social work education. • Professionalization-China is struggling for professionalization in terms of formal training, social recognition, registration, and employment opportunities. The limited public recognition of social work as a profession tends to prevent the growth of employment opportunities. • Commercialization-Despite the growing need for social services, the central government continuously reduces funding for education and social welfare services, therefore causing social welfare organizations to have to raise their own funds for operation. This commercialization of social work practice can result in “an over-concentration” on the development of services that better off clients can afford, thus neglecting those who are poor and deprived from the services that they need. This also causes a drastic salary difference between professionals who operate in well-developed cities, thus resulting in a vast difference in social work standard of practice throughout the country. The author posits that these three forces are shaping the development of social work practice and education in China and are creating tensions and problems in defining, perceiving and formulating values, service delivery, intervention modality and social work training. In China, there is a prevalent notion of
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		socialist humanism which focuses on the individual as responsible, independent and self-respecting and should strive for the improvement of their families, communities and country. Equality is an equal distribution of wealth and for the individual to sacrifice the self for the benefit of the collective. Therefore, advocacy for individual rights in China needs to focus on political stability and collective harmony. Social service delivery in China is either from various governmental ministries or from non-governmental commercialized services. The tensions are two-fold; on the one hand, social service delivered by ministries are viewed as highly bureaucratic and related to political ideologies, and on the other hand, the scarcity of financial support from the central government will cause social welfare to adopt a market-driven ideology that serves the rich but neglects the poor. Tensions that arise in social work practice are mostly due to social services being ran by non-professional social workers who interpret social work practice in their own way. In China, there is a slit between those with professional social work training and those who do not. As for education and training, there is a tension between university training and cadre school training. Cadre training focuses on social work practice within political and bureaucratic context whereas university training is more inclined to provide a more academic and professionally based curriculum in social work. The author concludes by recommending ways to challenge the tensions China faces with social work development. When faced with professionalization, social work educators should equip themselves with proper social work training. For commercialization, people should learn how to produce cost effective social services. Finally, for politicization, the author suggest that people should learn to integrate Chinese political ideologies with social work values.
58 Ko Ling, C., & Chan, C. W. (2005). Chinese culture, social work	<i>In the development of indigenous social work knowledge in China, the power relationship between teacher and student can act as a barrier to the development of scientific knowledge and practice research. Social work education and practice research in Chinese societies should focus on the empowerment</i>	<u>Position Paper and Recommendations</u> The authors of this article address the incompatibility of Chinese culture with scientific enquiry and suggest ways of putting social work research into the Chinese context. Traditionally, Chinese teachings were grounded in morality and practicality, where knowledge was generated through participation, observation and contemplation. In regards to the use of scientific methods such as quantitative research, certain characteristics of scientific enquire are

education and research. <i>International Social Work</i>, 48(4), 381-389. doi:10.1177/0020872805053461	<i>of social work students, methodological pluralism and the development of a culturally specific practice research model.</i>	not being compatible with the teachings and learning of Chinese culture. The authors list them as followed: The power relationship between teacher and student: • In Chinese society, the teacher-student relationship is hierarchical which is detrimental to knowledge building. • The monopolization of knowledge by authority: Chinese culture is authority-oriented and hierarchically structured which places an emphasis on respect and obedience towards authorities and seniors to preserve the wisdom that has been passed down from generations. • 'Never criticize your teacher:' It is impolite and disrespectful if a student challenges a teacher's idea. Chinese students should respond to teachers with attention, silence and fear. • Lack of respect for the student; less room to try new ideas: In China, experience is valued more than creativity which means that a student's attempt at new ideas is very limited. The authors continue with the incompatibility of Chinese culture and scientific enquiry by listing the discrepancies with the methods of Chinese learning: • Avoid risk taking: Chinese culture discourages experimentation so students tend to avoid trying new ideas. There is an emphasis on performance and others' judgements that discourages individuals from being creative. • Blind following; adaptive learning strategies: Chinese students tend to be blind flowers of tradition and authority because it is what is expected of them. This practice diminishes students' motivation to discover a new perspective for interpreting society. • Memorizing: Students are required to recall text instead of analyzing it, therefore reducing any attempt at creativity and critical thinking. The authors summarize the incompatibility of Chinese culture with scientific enquiry is due to the demands of conceptualization instead of experience, the careful and objective examination of hypotheses that challenge orthodox knowledge and the building of new knowledge. The authors propose that to build up an indigenous theory of helping, the following needs to occur in social work education and research:
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61 Ku, H. B., Yeung, S. C., & Sung- Chan, P. (2005). Searching for a Capacity Building Model in Social Work Education in China. <i>Social Work Education</i>, 24 (2), 213-233. doi:10.1080/0 26154705200 0333144	<i>This paper contains our reflections about our experiences in employing a capacity building model for training social workers to conduct community development work in rural China. Unlike the conventional approach to social work practicum, our approach advocates an educational practice of capacity building; not only for local people and learners, but for educators as well. It stresses that the educator should assume a non-expert role in relating to his/her students so that the students will do the same with local people. We challenge the concept of the social work educator as an expert because it gives a teacher the power and authority to dominate students, which disempowers students during the learning process. In the same vein, we challenge the desire of social work students to become experts in rural development, which in turn</i>	<u>Educator Reflections on Capacity Building Approach</u> This article reflects on the authors experiences in using a capacity building model to train social workers doing community development work in rural China. The authors stressed the need for educators to assume a non-expert role in relating to students so that the students could model this behavior with local people. With social problems becoming more complex and complicated in modern times, there is a need for social work practitioners to receive advanced social work training as well as learning how to work flexibly and realistically within various organizational context. The authors call upon the educational philosophy of “Scholarship in Practice.” Essentially, “Scholarship in Practice” is “the development of reflective social workers who can think, to articulate, to be self-critical, to constantly evaluate their use of theories and knowledge in different context and to evaluate their own personal perspectives and approaches through professional practice.” To put this concept into practice the authors rely on a capacity building method. Accordingly, capacity building is the belief that all people have the right to share in the world’s resources equally and to control their own development, in which the values and priorities people set for themselves is the basis for development. In relation to social work education, students are the subjects of their own learning and knowledge building processes and by acting on their

	<i>disempowers local people from taking charge of the future direction of their lives in rural China. The capacity building approach subscribes to a critical pedagogy that calls for a re-invention of self by challenging tradition and culture, and by developing academic knowledge, the habit of inquiry and critical curiosity about society, power, inequality, and social change.</i>	determined values and priorities would be the basis of the teaching/learning process. Utilizing a learner-based theory, students had the freedom to decide what kind of work they want to partake in, and the teachers were partners with the learners and not as manipulators of the learning process. This learning model is contrary to the conventional Chinese teaching/learning which is characterized as “banking education” where the teacher is the sole dispenser of knowledge and students are passive recipients. Because of this new approach to learning, many of the students found it difficult to develop their own learning plan. To enhance the capacity building model of learning, the authors utilized other strategies that would enable students to become naturally curious and inquire about the inequality in society and seek for social change. They are as follows: *From learner-based study to people-centered development: Students were to incorporate oral history within social work practice with a rural community as a method to break through the limitation and inadequacy of traditional research methodology. *From learning to action: After gathering oral histories, the students organized sharing sessions that allowed them to go through the stories together with local participant to find a common ground of the work that needs to be done. The capacity building approach is social work education emphasizes community participation using a method that is learner-based and people centered. The students in this study could determine their own values, gained a sense of empowerment and allowed them to recognize the relationship between their studies and the process of social work practice.
7 Kwok, D. K., Wu, J., & Shardlow, S. M. (2013). Attitudes Toward Lesbians and Gay Men Among Hong	<i>There is a dearth of research on social work students' attitudes toward lesbians and gays in East Asian countries where intolerance toward nonheterosexuality has been documented. This article presents findings from the first study in Hong Kong using a Chinese version of Herek's Attitudes Toward Lesbians and Gay Men Scale (ATLG) to measure attitudes toward lesbian and gay men of 462 Chinese social work</i>	<u>Research, Attitude Survey of Students in Hong Kong</u> In this article, the author has presented the attitudes of social work students towards the sexual minority groups such as the gay and lesbian communities. Social work students have also been affected by the mainstream homophobia about the lesbian and gay. The rapid development of the Social work profession has stressed the need to generate knowledge about the sexual diversity and social work in the Chinese context. The existing Euro-American perspective is very limiting in the ability of the students to understand sexual diversity in the Chinese context

Kong Chinese Social Work Students. <i>Journal of Social Work Education</i>, 49(2), 337-352. doi:10.1080/10437797.2013.768493	<i>students. We found that students' attitudes were generally favorable toward lesbians and gay men. Students with Christian beliefs tended to hold negative attitudes, though exposure to sexual diversity training was found to be significantly associated with favorable attitudes. The authors discuss implications of social work education in Hong Kong with reference to its unique cultural context.</i>	where discrimination based on sexual diversity has not been prohibited by law. The recommendations of this study were: --Content about sexual diversity should be incorporated into the mandated curriculum for social work education. --Education and contact with sexual minorities through diverse fieldwork settings can help reduce the negative attitudes towards lesbian and gay men. --Social work students should resolve their own personal religious and cultural value dilemmas --Social work practitioners should be mindful of the cultural beliefs frame and value systems of the Chinese social work students and Chinese migrant clients to develop a cultural competence and sensitivity to work with people with diverse populations.
3 Kwong, J., & Cheng, C. (2013). Social Work Education and Professionalization. <i>Chinese Education & Society</i>, 46(6), 3-6. doi:10.2753/CED1061-1932460600	<i>An introduction is presented in which the editors discuss various reports within the issue on topics including the different meanings of social work in China, the government and civil society's role in social work education, and the social work program at Beijing University of Technology.</i>	<u>Introduction to a Special Issue on Social Work and Social Work Education</u> This is an introduction for <i>Chinese Education & Society</i> and offers an overview of the various sections within the journal that discusses the development of social work education and professionalization.

45 Lai Ching, L. (2007). Reflective Practices: Challenges to Social Work Education in Hong Kong. <i>Social Work Education</i>, 26 (6), 632-644. doi:10.1080/02615470701456558	<i>This paper discusses the views of three Hong Kong social work practitioners on how they make sense of what they learned at university and how they reconstruct that social work knowledge through reflection on their practice. It suggests that unreflective and uncritical discretion results in social workers making assumptions or imposing their own beliefs, which inhibits their practice. Three issues that are commonly faced by fresh graduates are highlighted in the critical reflections of the three social work practitioners: (1) value conflict; (2) unawareness of the self; and (3) abuse of power in practice. In 2007, the competency-based approach is still the mainstream approach to social work education in Hong Kong, but as social work educators we should aim to help students to engage in a process of continuous professional reflection whereby they explore multiple ways of framing and understanding a practice situation and hence find alternative ways of knowing and acting in practice. [ABSTRACT FROM AUTHOR]</i>	<u>Narratives of Social Work Educators in Hong Kong</u> Reflective practice is intended for social workers to generate an understanding of situations, to acknowledge multiple ways of knowing and to offer feedback and possible alternative means for experiences. In Hong Kong, social work education has been framed around the idea of professionalization which incorporated practical knowledge courses so that students are prepared to be generalist practitioners. Although it is important for students to be able to incorporate this approach to their practice, the author notes a great need for students to learn professional sensitivity to make sense of practice and be aware of their subjectivity and biases. This article is based on focus group discussions with graduates at the “Symposium 2004: Stories of Continued Professional Development,” which aimed to explore how graduates make sense of what they learned at university and how they reconstruct social work knowledge through reflection on their practice. Three common issues were found in their narratives: Value conflict in practice: • Beginners in practice may feel uncertain or unfamiliar and would likely rely on common sense to handle these situations, in which their decisions can be based on prejudicial or unchecked assumptions. Therefore, it is imperative for social workers to reflect on personal reactions and political awareness consistently. • Lack of awareness of the self in practice: Beginners might not truly understand the situation of the service users even though they may say that they do. The author suggests that “embracing the importance of the self through reflective learning and practice will move the social work profession beyond restrictive and oppressive practice and transform it into a fluid and inclusive discipline.” • Abuse of power in practice: Social workers who have an inability to apply the concept of empowerment end up highlighting the underlying problem with their conception of power. There is a need to realize that professional knowledge can be a form of domination and one would need to reflect on how to best empower the client. The author posits that a revision of social work and practice would help students discover new ways of settling problems because social workers should not use practice skills and techniques if they are not conscious of how to apply them. Rather, students should be taught that human circumstances
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		are not always predicted and require creativity in practice. Furthermore, the author deduced from the narratives that the focus of social work education should not be “how much students learn but how students can be engaged in a process of knowledge building by reflecting on their own practice.” Social work education in Hong Kong tends to focus more on the competency-based approach but the author concludes by suggesting a curriculum that encompasses both competence and reflection on practice since it considers the most realistic view of the social situation of Hong Kong.
49 Lai Ching, L. (2007). The Impact of Feminism on Social Work Students in Hong Kong. <i>Affilia: Journal of Women & Social Work</i>, 22(2), 185-194.	<i>This study found that social work students in Hong Kong are insensitive to gender issues in both their practice and life experiences. It has been suggested that feminism should be integrated into social work curricula to enable students to question the way in which their life experiences lead them to construct gender, which is a crucial step in the development of nonsexist social work practice. However, in Hong Kong, there are two barriers to the development of nonsexist practice. First, social work education is insensitive to gender inequalities and tends simply to add women's issues to the traditional curriculum, and second, students tend to opt for more practical options when they choose electives for professional training and are thus less likely to take elective courses on gender.</i>	<u>Research Study of Students in Hong Kong</u> This article is based on the research project Gender Sensitivity in Social Work Education in Hong Kong which aimed to understand the perception and experiences social work students have with gender issues and whether social work curriculum provides a context for gender sensitivity training. Despite the social and political progress that women in Hong Kong have experienced, there is still evidence of a status differential between men and women. Gender issues such as the feminization of poverty, hidden unemployment of women, violence against women and the social exclusion of newly arrived women and lone mothers have been identified as main concerns in the advancement of women in Hong Kong in recent years. For this project, the author used research methods of content analysis, a structural questionnaire survey and focus-group interviews to understand the experiences of students as it relates to nonsexist practice and gender biases. The author notes three areas of concern. • Students’ knowledge of feminism is not extensive and a feminist orientation is not widespread among social work students. Furthermore, many students are not aware of their biases or know that some of their beliefs they hold may be discriminatory towards others. • This study found that nearly half the social work students were not critical of gender stereotyping and therefore overlooked the social constructs of gender in society. Students were not unaware of gender inequality in society as they tended to agree with politically correct statements such as “women should enjoy equal rights with men in political participation” but they have an inadequate awareness of

		gender as seen with 65.2% agreeing that the unequal status of men and women in the family and society is natural. • There are barriers to the development of a gender-sensitive curriculum since few programs offer courses related to gender and if they do, the course are electives rather than core courses. This implies that students are not obliged to take any courses on gender issues in their social work training. Students have a limited choice of electives and because the credits students can earn are also limited, they are careful in their calculation of these credits by choosing social work electives that they consider more practical. In conclusion, the author emphasizes the need to reconsider social work education in Hong Kong so that it incorporates a nonsexist view of social issues.
64 Lam, D. (2004). PROBLEM- BASED LEARNING: AN INTEGRATI ON OF THEORY AND FIELD. <i>Journal of Social Work Education</i>, 40 (3), 371-389.	<i>This article comments on the weaknesses of conventional field education models and presents a problem-based learning (PBL) model piloted at the University of Hong Kong. The PBL program has three components: paper cases, skills workshops, and field project. Its aim is to help students integrate social work theories with practice and build their competence in self-directed learning. Findings on the preliminary assessment of the students' learning are reported. The experience was generally positive. The tutors' opinions of how the PBL program can fit in a social work curriculum and contribute to student learning are included, and the author describes the types of support required for model implementation.</i>	<u>Critique and Discussion of Problem Based Learning in Hong Kong</u> Due to the importance of fieldwork practice for students enrolled in a social work program, Lam attempts to address the usage of Problem-Based Learning (PBL) as an effective way to help students integrate theory and field experience as well as what should be covered in classroom learning so that students are equipped to handle real-life problems. Field instructors are supposed to help students relate practice situations to concepts learned in the classroom but oftentimes in Hong Kong, field instructors are freelance workers in social welfare agencies who do not have much knowledge of learning theories. Therefore, variations in style and quality of instruction are bound to occur. Another issued faced by students in the field is the discontinuity between classroom and practicum where many concepts learned seem difficult to apply in practice. Lastly, the author notes a third issue; the demand for specialization in the field. Students at a BSW level are often educated with “generic training,” which poses an issue when each field setting has its own special service targets. Per Lam, the PBL method would address the issue of how much knowledge is needed to be provided for students as well as providing a “better guide for monitoring the process so that students can relate theories to real-life problems.” For the PBL method to be beneficial, it should be characterized by the following: (a) learning is student-centered (b) learning occurs in a small student group

		(c) teachers are facilitators or guides (d) real-life problems from the organizing focus and stimulus for learning (e) problems are a vehicle for the development of clinical problem solving skills (f) new information is acquired through self-directed learning The overall goal for this method is to teach future practitioners how to be holistic, reflective critical thinkers who can acknowledge the necessity for teamwork in solving complex problems. In the Hong Kong University BSW curriculum, PBL was adopted by the Social Work Theory and Practice I & II and Social Work Skills Laboratory I & II courses, as these are practice courses that correspond closely to a ‘problem orientation.’ Two groups of BSW students completed the PBL program and the end results were generally positive. The author measured the students’ change in competence, values, and social work skills before and after the program with the Competence and Aptitude in Social Work Scale. The results suggest that this program provides a structured preparatory experience in field practice for students and it allowed students to expand their own independent learning and team collaboration capacity. Although research on the use of Problem-Based Learning in social work education is not fully developed, Lam concludes that from what information she has gathered thus far, PBL can enhance a student’s ability to integrate theory with practice and to prepare the student for independent learning in fieldwork.
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38 Leung, J. B. (2007). An international definition of social work for China. <i>International Journal of Social Welfare</i>, 16(4), 391-397. doi:10.1111/j.1468-2397.2007.00495.x	<i>There are differing opinions on how far the international values and internationally understood practice of social work, as epitomised by the international definition on social work, can apply universally to all countries, notably China. The lack of capacity in the Chinese social work community to develop evidence-based and adaptable practice has hindered the effective learning and systematic 'indigenisation' of overseas social work knowledge. This article argues that the international definition can serve as an active working platform where Chinese social workers and the international social work community can search for commonalities and facilitate mutual understanding. Social workers can only effectively respond to the trends towards globalization by trying to find out more about their common identity and similarities through interactions, while at the same time showing more acceptance of the differences between countries.</i>	<u>Discussion/Position Paper</u> China has largely modelled their growing welfare services on those that are found in the USA and Hong Kong and seems to consider the core social work values and components of the international definition as compatible with the Chinese situation. The Chinese social work community has failed to develop evidence-based and adaptable practice since they are relying heavily on imported knowledge to support their professionalization process. Leung proposes that the international definition of social work can serve "as an active working platform where Chinese social workers can achieve a dialogue with the international social work community." Despite the growing demand for professional social workers and efforts by the Ministry to encourage the development of this profession, there is still a lack of formal social work job classification, in which the public and local government officials do not understand the work and function of social work. Leung notes that social work development in China is largely isolated from the international community. There is an urgent need for a more active dialogue with China and to provide the needed support to develop its social work capacity, social status and public recognition. The issue that arises is that Chinese social workers refer to the literature in USA and Hong Kong rather than that of the IFSW and IASSW. While globalization requires China to keep apprised of global trends, China is still largely isolated from the international social work community. There is a need for China to recognize the international definition of social work for educational and training purposes so that it could serve as a platform for mutual understanding and influence.
55 Leung, Z. S. (2007). Knowledge Management in Social Work- Towards a Conceptual Framework.	<i>Knowledge management (KM) is receiving increasing attention in the human services such as social work. Social service organizations have started to use information and communication technology for knowledge management purposes with the aim of improving service efficiency and effectiveness. Existing KM studies, particularly in the commercial or industrial sectors, mainly focus on the reductionistic 'knowledge-as-object' view, while other</i>	<u>Literature and Technology Review, Implications and Recommendations</u> This article discusses the need for an alternate view with knowledge managements when it comes to social work so that the whole spectrum of social work knowledge can be addressed. Knowledge management is defined as "the collection of mechanism and processes that govern the creation, collection, storage, retrieval, dissemination and utilization of organization knowledge that help an organization to compete." Leung suggest the need to view social work knowledge on a continuous spectrum where at one end there is "knowledge-as-object" and "knowledge-as-process" on the other. "Knowledge-as-object" refers to the types of knowledge that are clearly articulated and codified and are other created through conventional research

<i>Journal of Technology in Human Services</i>, 25(1/2), 181-198. doi:10.1300/J017v25n01-13	<i>perspectives such as ‘knowledge-as-process’ are less discussed. This paper argues that these mainstream conceptions of knowledge in KM do not fully fit with that of social work knowledge, and that a spectrum view may be more useful for future practice and inquiry in the area.</i>	process. “Knowledge-as-process” is knowledge socially constructed among people involved in social work intervention. This type of knowledge arises when the situation calls for it instead of having a preexistence in people’s minds. In conclusion, the author believes viewing social work knowledge on a continuum will be beneficial to the development of both practice and research on knowledge management in social work.
12 Liang, Y., & Lam, C. M. (2015). The Meaning of Social Justice to Social Work Students in Guangdong, China. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 24(2), 168-183. doi:10.1080/15313204.2014.941449.	<i>This article explores how social justice is understood by social work students in China. Through qualitative in-depth interviews, 22 social work students in Guangdong, China, were interviewed. The students’ narrative accounts reveal their perception of social justice as an unfamiliar and distant concept that is difficult to achieve. A strong feeling of powerlessness fills the students’ stories, reflecting their perceived political and social constraints. This article further discusses broader educational and social contexts which have contributed to the students’ understanding of social justice and their feelings of powerlessness. Finally, directions for promoting value-based social work education are suggested.</i>	<u>Research, Qualitative Interviews</u> As evidenced by the lack of a direct translation in the Chinese language, the term social justice is perceived as a Westernized concept. Since China has a distinct cultural tradition and political ideology than the Western world, their set of core values differ from that of the NASW. Attention is placed more on “practical” values such as concepts of acceptance, respect and confidentiality rather than the elusive ideal of social justice. It is difficult for Chinese social work students to realize social justice because of the current socioeconomic situation, traditional cultural norms and the corruption of the government in China where freedom and human rights are not easily definable. The students who were interviewed felt a sense of powerlessness for several reasons: the social environment where social workers and social work are not being recognized as a profession; the current political structure where the government is too powerful and therefore puts a constraint on social justice leaving social workers feeling inadequate to advocate for social change; and finally, many students view themselves and the field of social work with a lack of professionalism. Social work education is grounded more in the service model, where training is more on skills and less on values. Both teachers and field instructors are unaware and lack knowledge regarding social justice, so students are not being taught one of the values of being a social worker. The author states that there is a need to add social justice to the course syllabi and systematically introduce the meaning and theories of this term. It is also imperative to address the students’ feelings of powerlessness and to have teachers who have practical field experience teaching social work courses rather than those who have degrees in sociology or psychology and no experience in the field.

17 Liu, M., Sun, F., & Anderson, S. G. (2013). Challenges in Social Work Field Education in China: Lessons from the Western Experience. <i>Social Work Education</i>, 32 (2), 179-196. doi:10.1080/02615479.2012.723682	<i>Social work education has been a growing field in Mainland China in the last two decades, accompanying economic reforms and the reintroduction of social sciences into the curriculum in higher education. The rapid increase of social work programs has also generated concerns and discussion. This study examines one of the most important educational concerns—the nature and challenges of field education. After briefly introducing the development of Chinese social work education, we describe critical features of field education in the United States. We then examine how such educational features may present similar and different challenges in China, drawing on a purposive survey of 15 Chinese universities with an MSW program. The survey content focuses on three specific aspects of field education, including field education curriculum design, features of field agencies, and challenges encountered in implementing field education. Content analysis is conducted to identify key themes and issues in these emerging programs. We find that the lack of faculty supervisors, inadequate field agencies for placement, and few qualified social workers at field agencies are among the most frequently reported challenges. We then provide specific recommendations for addressing the challenges and assisting the development of social work field education in China.</i>	<u>Review, Analysis and Recommendations</u> This article is the first empirical study to examine the challenges arising for China's social work field education. By surveying 15 MSW programs using a purposive sampling method to maximize variation of school features, the authors could acknowledge the problems associated with field work in China and to propose recommendations on how to establish a professionalized social work program. This study determined there was a lack of adequate field supervision and insufficient field placement collaborators as evidenced in the fact that a small proportion of university teachers have prior social work training and there are not enough qualified field supervisors with social work training to mentor students in their placements. This study also determined that there is an underdevelopment of social work as a profession in China which leads to a limited connection between internships and future careers, a lack of awareness of social work agencies, poor undergraduate training and a lack of social work faculty in higher education. The authors note that in some schools, the rate of graduates who do not remain in the social services sector may be as high as 70%. Other field issues that this study came across are student related, such as being underprepared due to insufficient training and they lacked motivation due to a gap between the student's desire and what the agencies can provide. Based on the survey's results, the authors recommend setting realistic goals for students which would include the following: -Students should be educated to focus on the learning experience of their placements rather than seeing it as a possible future job. -Students should understand their school requirements and the underlying rationale for these requirements such as the number of field hours they must complete. -Agencies need to let the students know their expectations for field work -Schools should play an active role in what is acceptable in field agencies and assist students troubleshooting any areas of concern. -There is a need to develop and sign learning contracts to detail student objectives and associated specific tasks at the agency. -Enhancing student competences and providing a supportive environment such as designating field liaisons.
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11 Liu, Z. (2009). Evaluation of the Teaching Standards at Institutions of Higher Education Looks Forward to "Five Changes". <i>Chinese Education & Society</i>, 42(2), 30-38. doi:10.2753/ CED1061- 1932420203	<i>The article discusses the implications and evaluation of the teaching standards carried out by higher educational institutions in China. The author stresses that five changes are expected to be created in higher educational institutions who undergone the program for the promotion of sustained and healthy teaching development to attain a long-term normative nature. The changes in higher educational institution include the integration of intermediary bodies, stimulate proactive development, innovation of teaching practice into reliant and comprehensive information. It also cites the advantages and disadvantages of the evaluation system which could help optimize academic strengths among staff, students and administrators and the availability to provide social service.</i>	<u>Conceptual/Analysis of Present Program and Recommendations</u> In lieu of the first round of evaluations for undergraduate work at institutions of higher education, this author concluded that five changes should gradually be brought about for these evaluations: 1. Mechanisms: “change teaching evaluations from a specific item of work to a permanent system of a normative nature.” This author believes evaluations should become a permanent system so that higher education can achieve the objectives of a healthy and sustainable development 2. Structural terms: “change teaching evaluations from simple acts of government to an evaluation network with intermediary bodies as the president element.” Rather than having the government be the president element determining the evaluations, there should be professional accreditation committees. This would allow higher education institutions to exercise their own initiatives and creativeness on what would be best for them. It would create a buffer role between government and the institution of higher education and have an intermediary body carry out accreditation and evaluation in a more neutral and objective manner. 3. Objectives: “change teaching evaluations form those where institutions passively fulfill targets to evaluations that encourage institutions to proactively seek development.” There should be a bottom-up evaluation where accreditation and evaluation are reflective of the higher education institution. Evaluation should be of a developmental and formative nature rather than having the government determine the plan for evaluation and set the standards of operation and teaching quality thus resulting in a top-down evaluation. 4. Content: “change teaching evaluation from a simple evaluation of teaching work into a comprehensive evaluation of an institution’s work.” There is need to evaluate nonteaching work such as research, administration

		and services because it will benefit the overall coordination and orderliness of all aspects of work at higher education institutions. 5. Evaluation: “change teaching evaluation from reliance on investigation by outside experts to stimulating concerns on the part of the institutions for comprehensive analysis of data and information.” Currently, evaluations are relatively meager and are incapable of serving as a means of obtaining an all-around and systematic comprehension of the actual situation of the higher education institution. Evaluations should possess the functions of evaluations, review and verification, diagnosis and consultancy.
21 Lou, V. W., Pearson, V., & Wong, Y. C. (2012). Humanitarian welfare values in a changing social environment: A survey of social work undergraduat e students in Beijing and Shanghai. <i>Journal of Social Work</i>, 12(1), 65- 83. doi:10.11 77/14680173 10380294	<i>Summary: Internationally accepted social work values are based on ideas about rights, social justice and equitable resource distribution. Does social work education in China embody similar values? Are these values influenced by culture and the current political/economic environment? The research posed three questions. Do social work students studying in metropolitan China support humanitarian welfare values? Are values affected by demographic backgrounds? Does social work education enhance humanitarian values? A self-administered, standardized questionnaire was distributed in 26 classes of social work students studying in seven universities in Beijing and Shanghai (n = 1328). • Findings: Students do not support humanitarian welfare values strongly; and a decrease in these values was observed in senior students. Significant differences in values were found based on gender and on rural/urban origins. Female students were more likely to agree with humanitarian value statements; rural and</i>	<u>Quantitative Research Study</u> This article stresses the importance to examine the degree to which social work students in China share international professional perspectives on humanitarian welfare values. Since humanitarian values is one of the three pillars of the social work profession, these authors wanted to explore how students of social work in Beijing and Shanghai conceive the idea of humanitarianism because those who are less committed to this ideal are less likely to seek social work jobs. Only about 30% of social work graduates occupied a social work position 5 years after graduation, which is largely contributed to students’ lack of professional loyalty and an emphasis on economic returns, such as salary and self-interests. China’s education about humanitarian welfare values is embedded in the following three contextual forces: 1. Traditional values and their current normative forms: In China, there is an emphasis on obligation rather than rights, family rather than individual and hierarchy rather than equality therefore conceiving humanitarian values as not a dominate forces in Chinese culture. 2. Social welfare regime and its recent reforms: Social work students are of a new generation that are not willing to accept society’s obligation to care for the weak and vulnerable because the funding would come through them in the form of taxes. 3. Teaching and learning experiences of the students: In China, the authoritarian teacher-student relationship is the norm so it is doubtful how much teachers emphasize modeling humanitarian values theory.

	<i>urban students tended to agree more with values from which they had potential to benefit. •</i> <i>Applications: Social work knowledge and skills rather than values maybe more immediately relevant to Chinese society. However, independent professional practitioners need a solid foundation of professional values to inform practice and standardize the social work role. There needs to be an ongoing debate in China involving social work educators and practitioners about values and their relation to Chinese society, the ways in which they are influenced by non-Chinese cultures; and how to infuse these consistently into social work curricula in Chinese universities.</i>	Because China's education is embedded within these contextual forces, the authors set out to examine whether social work students could develop and maintain humanitarian values. But the results of the survey determined that social work students did not demonstrate a strong commitment to humanitarian welfare values. Socio-demographic variables such as gender and rural versus urban origins were found to be associated with some values but the influence of social work education in nurturing humanitarian values was not supported and in fact was found that there were more negative responses in senior than junior students.
32 Lou Vivian W., Q. (2009). Enhancing Personal Growth for Social Work Students: Using the Satir Model. <i>Satir Journal</i>, 3(2), 5-21.	<i>Use of self is one of the most important factors impacting the effectiveness of therapy. Self-understanding and growth of the therapist are foundations of use of self during therapy sessions. According to the Satir Model, self-understanding and growth can be achieved via various kinds of training. This paper explores the context of social work education and practice in Hong Kong and highlights the significance of self-exploration and self-growth in generalist Bachelor of Social Work professional training. It then discusses the Satir Model specifically with regard to its therapeutic beliefs and meta-goals in the role of enhancing personal growth. Applications of</i>	<u>Discussion of Practice Concepts in Social Work Education in Hong Kong</u> This article explores how the Satir Transformational Systemic Therapy can be applied not only to facilitate change among clients but to enhance personal growth in training social workers. Per this model, "every person has life growth and unique strengths and internal resources." People can learn to respect each other and create a positive growth-oriented belief towards human beings, which is imperative to social work training. Being closely associated with humanistic values, the Satir Model emphasizes a systemic approach that implies self-awareness to help students understand their internal self. The author introduced this model into first year Bachelor social work courses. The course was 20 hours in length for the semester, which consisted of small group teaching with 10-14 students, small group discussions, individual meetings between course instructor and student, and student presentations. Using the principles of the Satir Model, students were encouraged to understand the internal elements of human beings such as coping behaviors, feelings, perceptions, expectations, yearning and the self. They were then

	<i>principles, concepts and strategies of the Satir Model in helping students to enhance their personal growth are then illustrated.</i>	helped to further explore the dynamics of these elements and how the observed behaviors help the person cope with life stress. Since the courses were geared toward beginner social work training, students were encouraged to explore and examine life challenges that relate to their developmental stages with the intent that they could transfer what they have experienced and learned to understand client needs and to plan intervention strategies.
33 Ma, A. (2009). Examining the Curricula for Entry- Level Social Workers in Aging- Related Fields. <i>Journ al of Gerontologic al Social Work</i> , 52(3), 315-329. doi:10.1080/0 16343708026 09189	<i>The rapidly growing older population necessitates the provision of more gerontological social workers. This study evaluates the social work programs that are offered by a university in Hong Kong, based on separate surveys of alumni and employers. It also examines the effects of alumni background characteristics on perceived training adequacy. The training is found to be moderately adequate in preparing the alumni for practice in aging-related jobs, but there is a need to improve the existing curricula. Implications for the improvement of the curricula and suggestions for further studies are also discussed</i>	<u>Study of Gerontology- Focused Social Work Programs and Graduates in Hong Kong</u> This article describes a study that evaluated the Bachelor of Social Work and Master of Social Work programs offered at the University of Hong Kong in relation to gerontology content of the generalist program. The study determined that the training was “somewhat adequate” in preparing alumni for social work practice in aging-related jobs.
39 Miu-chung, Y., & Ming- sum, T. (2007). The quest for western social work knowledge.	<i>Despite the fast development of social work education, scholars in China are eager to import and adapt western social work knowledge which is portrayed as a monolithic entity. Using a case study of American social work literature, we question the existence of a monolithic system of western knowledge.</i>	<u>Case Study, Comparative Discussion</u> The magnitude of the development of 200 social work programs in colleges and universities throughout China can be problematic. The authors’ reasoning emphasizes the lack of experienced professionals teaching social work at universities, leading to students not receiving a standard fieldwork practice component in most programs. To overcome these deficiencies, scholars have tried to upgrade their qualifications by enrolling in graduate programs in Hong Kong as well as establishing a standardized set of textbooks and scholarly works. Most material in these textbooks is based on Western

<i>International Social Work</i>, 50(5), 641-653. doi:10.1177/0020872807079924		research, and raises the issue of how to indigenize social work practice in China's unique political and social context. The authors note: "indigenization has become a major concern of social work academic in China." The China Association of Social Work Education defines social work in China as "a profession that possesses Chinese socialist characteristics, is guided by altruism, adopts a set of values based on scientific knowledge and relies on professional skills to help people to help themselves." The authors note that social work scholars "deliberately use western knowledge to distinguish their teachings from the policies of certain government departments." But the authors question whether there is a monolithic body of social work knowledge that can be applied internationally. They utilized a case study from the USA to explore this notion of a monolithic body of knowledge as it relates to the western social work practice of the person-in-environment perspective. Through their research, they conclude that the body of western social work knowledge is not monolithic since diverse perspectives are contested, and this has implications for development of the Chinese social work profession: 1. US social work profession has been inclusive where intellectuals from other disciplines can share their perspectives. Therefore, in China, social work must also maintain a high level of inclusiveness that should extend the boundaries of the profession to provide knowledge from existing and newly emerging human service practitioners. 2. Social work knowledge is acquired in various ways, which places an emphasis on practice wisdom. Therefore, social work advocates in China "must systematically articulate and conceptualize the existing methods of practice -both knowing and doing – in the local context of China." For indigenization to take place, social workers in China would have to acknowledge indigenous knowledge and integrate that with a foreign knowledge base. 3. Social work in China should focus on its political purpose of social stability and economic prosperity. It should therefore focus on both individual change and social change in that the profession should pursue a changing focus of the community while performing its assigned social roles and ensuring the well-being of individuals. The authors conclude with a need for China to have a more inclusive approach to social work since it would allow for a maximization of the use of
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		indigenous knowledge and allows social work scholars to work with existing practitioners to conceptualize their knowledge and practice.
57 Miu Chung Y, A. Ka Tat T. A. (2005). Snapshot on the Development of Social Work Education in China: A Delphi Study. <i>Social Work Education</i> [serial online]. December 2005, 24 (8):883-901. doi:10.1080/02615470500342314	<i>Social work education in China has now been reinstated for almost two decades, after it was discontinued in the early 1950s. Due to various reasons, so far, there has not been a standardised social work curriculum in China. This article reports on the first empirical study finished in late 2001. Employing a Delphi technique, 47 social work scholars were invited to provide their opinions on the nature of social work in China, the requirements of social work graduates and the social work curriculum at the undergraduate level. The findings indicate that despite the influence of the Western model induced mainly by social work scholars in Hong Kong, social work education in China is moving towards an indigenised model within its unique social-political-cultural context. Respondents tended to adopt an expert model and the 'helping people to help themselves' principle. Social work is understood as being instrumental to enhancing the rapid economic changes by employing scientific knowledge and skills to resolve social and personal problems, stabilise society, and enhance social participation. To nurture its graduates with the competence to fulfil these social assignments, a broad-base of social science knowledge,</i>	<u>Delphi Study on Curriculum Development</u> This is a report on the findings of the first systematic study done among social work educators in China. It considers their views on the nature of social work as a discipline and a profession. The authors have identified six factors that should be considered in designing the social work curriculum in China. • Only a small proportion of Chinese universities and colleges offer a full range of social work training that would include theoretical knowledge, professional values, direct training in practice and research. • Social work programs are sometimes offered in universities and colleges that have unique mandates that often are often superimposed on the social work curriculum. • The Communist political ideology is a mandatory constituent in the social work curriculum. • To manage the political mandate imposed by the government on the social work profession, Chinese social work scholars are advocating for professionalization. • Indigenization of social work has been strongly felt and unequivocally articulated both as strategy for resisting Western cultural dominance and for building local identity. • Social work educators in China feel the need to access the knowledge and experience accumulated in the West and to obtain recognition and support from the international social work community while trying to define their own identity and unique characteristics. These factors hinder the development of a standardized and indigenous social work curriculum. This study was designed to explore Chinese social work educators understanding of the meaning and function of social work to provide a useful reference for future curriculum development. The study determined that social work in China has an explicit political mandate and is still framed within the political parameters set up by the Chinese Communist

	<i>generic social work skills, special personal qualities and political sensitivity is included in the curriculum.</i>	Party. But social work educators have also introduced a range of elements from social work traditions in the West such as trying to shape social work profession by referencing the knowledge system in the West, adopting humanistic values and incorporating major methods of professional practice. The authors conclude by suggesting that this report is just a snapshot of a stage of development and that future studies are needed to document the continuous emergence of social work as a profession in China.
19 Ng, G. T. (2012). Disaster Work in China: Tasks and Competences for Social Workers. <i>Soci al Work Education</i> , 31 (5), 538-556 doi:10.1080/0 2615479.201 1.581277	<i>This paper presents the results of a survey on the social work tasks and competences required in disaster management in China. The survey questionnaire was administered at two training workshops held in Sichuan in July and September 2010. The number of survey respondents was 67. The results of tasks analysis indicated perceptions of a division of labor among government officials, social workers, and other disaster responders. The survey results also showed that identifying and addressing the special needs of vulnerable populations required moderate to high levels of competency. Overall, the results should be seen as preliminary and used as the basis for ongoing dialogue with social work educators and social workers about what is required in disaster training.</i>	<u>Survey Research</u> This article presents a study that intends to explore and clarify what the tasks and competencies are that is required of social workers in disaster work because there are no disaster management courses offered in China's social work programs. Results of this study found that social workers in mainland China lack competence to deal with disasters and showed that there is a division of labor among government officials, social workers and other disaster responders. The author believes that the current social work core curriculum does not put much emphasis on counseling which explains why many social workers were engaged in group activities such as organizing social/ recreational activity or community work rather than counseling in the disaster relief phase. Based on this study, the author believes it is imperative for disaster intervention to be incorporated into the core curriculum at universities as well as be offered as a specialist job training program. It would as be important to develop specific learning objectives, culturally relevant course content and assessment of objectives for the courses being offered, which in response to disaster need, top civil servant identified treatment of psychological trauma should be top priority.
70 Ngai, N. (1996). Revival of social work education in China.	<i>This article presents information regarding the revival of social education in China. This study is based on two individual interviews and one small-group discussion with several Chinese scholars, a literature review, and attendance at a conference on "Development of Social Work Education in Chinese Societies" held at Beijing University in 1994.</i>	<u>Mixed Method Study and Narratives</u> The open-door policy and economic reforms has given rise to the demand for a wide variety of social work services, social work qualification and education. With its unique cultural, political, social and economic background, China has been developing a "so-called socialist social work or social work with Chinese characteristics." Ngai notes though that due to specific circumstances in China, there is an uncertainty that can hinder any future development of social work training. Since the revival of social work

<i>International Social Work</i>, 39(3), 289.	<i>The author reviews the development of Chinese social work education from a historical perspective and discuss the association between social change and the revival of social work education. The obstacles and issues related to the present and future development of social work education and the implications for the international social work community are considered.</i>	as a profession due to social transformation, China has faced a series of significant social changes, which are as followed: 1.A shift in focus from political indoctrination, state planned economy and collective responsibilities to economic prosperity, market economy and individual achievement 2.The loosening of social control and the liberalization of society 3.The weakening of traditional family functions 4.The emergence of diverse deviant youth subcultures 5. Economic disparity between urban and rural people and the influx of a “floating population” of migrant laborers from inland regions to the coastal cities. Because of these social changes, there is a demand for the development of social welfare enterprises that requires competent social workers who could deliver their services efficiently. These changes have also been accompanied by social problem such as crime, juvenile delinquency, drug abuse, prostitution, gambling, suicide, family breakdown, unemployment, poverty, child abuse, low sense of social responsibilities, value confusion, school dropouts and illiteracy. Per Ngai, “these problems have hampered the development both of individuals and of the whole society.” To find solutions to these problems, many professionals believe it should come “concurrently from scientific exploration, objective assessment and professional treatment.” Ngai discusses the need for social work educators to develop social work knowledge and a social work curriculum that would train personnel how to work effectively with the nation’s socialist mission that changes societal demands and the levels of individual needs. The author continues by stating that social work training institutions have to (1) assess the influence of sociological, economical, and political conditions on the development of a professional social work; (2) identify the areas where social work can help to remedy social problems and promote the fulfilment of human potential; (3) design a curriculum that incorporates indigenous Chinese culture with professional knowledge and skills; (4) determine the emphasis of the undergraduate program content – macro, micro or both; (5) plan the post graduate curriculum; (6) explore job opportunities for social work graduates in the government and non-government sectors.
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		Ngai concludes by noting that the Chinese are willing to use external resources to help in modernization, which is vital for social work education. There is a possibility that China may seek to develop formal relations with international social work organizations such as the International Association of Schools of Social Work (IASSW), the International Counsel on Social Welfare (ICSW) and the International Federation of Social Workers (IFSW) to offer professional support.
44 Pearson, V., Wong, D. P., Kit-mui, H., & Yu- Cheung, W. (2007). Problem Based Learning in an MSW Programme: A Study of Learning Outcomes. <i>Social Work Education</i>, 26 (6), 616-631. doi:10.1080/0 26154707014 56533	<i>This article reports research undertaken as part of the curriculum development of a Master of Social Work programme at the University of Hong Kong. It was decided to switch four out of five core subjects to a problem based method of teaching and learning. Two student self-assessment measures were used to track learning skills acquisition and professional knowledge acquisition. The Problem Based Skills Learning Inventory covered problem solving, interpersonal and group skills, self-directed learning skills, self-assessment and knowledge building. The Competence and Aptitude in Social Work Scale included knowledge, social awareness, communication skills, leadership and self-concept. Results indicated that for most students there were significant gains over the course of the academic year in most areas. Serendipitous findings throw light on the issue of students' response to pure and hybrid PBL methods and the acceptability of this more active approach to learning to Chinese students.</i>	<u>Research on Curriculum Development in Hong Kong</u> The University of Hong Kong adopted the problem based learning (PBL) format for many their MSW core courses. The PBL is “an instructional format characterized by small group teaching, using tutorials rather than lectures, and self-study around real life cases that embody diverse subjects.” The idea behind this learning practice is for students to acknowledge that they do not always have a solution for every problem and so life-long learning is a necessity. At the University of Hong Kong, Human Behavior and the Social Environment, Social Science Theory, Theory and Practice of Social Work and Social Policy were switched over to the PBL format. The students learning outcomes were examined to see how it relates to the application of PBL in a MSW program for students in an Asian context by measuring their perception of their learning outcomes in terms of social work competency and aptitude in the beginning and end of the academic year. Though the use of a questionnaire, the authors determined that PBL produces positive learning outcomes and increased professional competency in beginning level social workers. Although the study did not specifically investigate issues with Chinese culture and how it affects learning, the authors note that the results of this study indicate that Chinese learners can thrive in a PBL context. This study found that social work students showed positive gains in four out of five areas: knowledge, social awareness, communication skills, leadership skills and self-concept. The only area where there was not significant change was that of values. In conclusion, PBL is a viable method of learning and has had a positive effect on Chinese students enrolled in an MSW program.

2 Qiuling, A., & Chapman, M. V. (2014). The Early Professional Experience of a New Social Worker in China. <i>Journal of Social Work Education</i>, 50 (2), 322-333. doi:10.1080/10437797.2014.885266	<i>Social work is emerging as a rapidly developing profession in mainland China, a unique context that affects how these new social workers view themselves, their professional identity, and their work. Few studies explore the lived experiences of these new social workers as they enter agencies and begin working with clients while interacting with larger systems that influence clients and social workers alike. This case study highlights the experience of one of the first professionally educated social workers in Shanghai and describes the challenges and achievements of her first 5 years of professional practice. This case highlights the professional experiences and feelings of many social workers in China. We give recommendations for social work education and training.</i>	<u>Research Study: Narrative Case Study of One Early Social Worker</u> This article highlights the gaps in the Social work education in China between the practice skills learnt in class and the reality of the client's needs. The practice models taught in the classroom have not been tested or adapted for the Chinese context. They lack empirical support or cultural relevance. Social work professionals also feel unwelcome in society because of the lack of knowledge in the public about the profession. Thus, highlighting the limitations of applying the western models to the Chinese context. Western models evolved historically out of large citizen participation therefore there are several challenges of adopting those practice models for a less participatory society. And the difference between the ideal job imagined by the social work students while in school and the real work is disappointing in terms of the pay as well as recognition. The lack of respect for the profession by the public primarily due to the lack of understanding and the lay social workers (who have been doing the job of social workers in society without any professional training) is very disappointing for the social work professionals. At the same time, the dependence on building relationships with the administrative systems like the neighborhood committee is very significant to help and understand the clients. To develop a relationship with the client, the social worker should adopt a direct approach of providing the assistance to build a concrete trust in that relationship. This strategy of "starting where the client is" is an adopted approach by the social worker in the Chinese context.
26 Reese, D. J., Chan, C. W., Chan, W. H., & Wiersgalla, D. (2010). A Cross-National Comparison of Hong Kong & U.S.	<i>In this mixed methods study, the authors explored differences and similarities in beliefs about death and dying as well as end-of-life care preferences among social work students in Hong Kong and the United States. A convenience sample of 176 social work students from Hong Kong and 58 from the United States was recruited to complete a quantitative questionnaire with three open-ended questions. Findings revealed differences as well as similarities in</i>	<u>Mixed Method, Cross National Research, Hong Kong & US</u> Although one of the guiding principles in hospice care is promoting respect for patients and their right to self-determination, it is imperative to keep in mind that not everyone adheres to this same hospice philosophy, especially those from diverse cultures. For an example, Hong Kong patients in hospice care with traditional beliefs may prefer to avoid discussions of death and may rely on elders in the family to make end-of- life care decisions for them. For this study, the authors intended to compare the differences and similarities between social work students in Hong Kong and the United States to provide insight into social work education in hospice care to develop recommendations for culturally sensitive practice. The results from this study

Student Beliefs and Preferences in End-of-Life Care: Implications for Social Work Education and Hospice Practice. <i>Journal of Social Work in End-Of-Life & Palliative Care</i>, 6(3/4), 205-235. doi:10.1080/15524256.2010.529021	<i>beliefs about death and dying and that a larger proportion of Hong Kong students as compared to U.S. students preferred curative rather than palliative care. Implications for social work education and hospice practice in both countries include the need for social work student and practitioner self-awareness in order to prepare for culturally competent practice and policies that are relevant across cultures.</i>	found that even though many Hong Kong students did not adhere to traditional religions, they did indicate a preferred method of curative care as opposed to their American counterparts with palliative care. Furthermore, the study found that students in Hong Kong recommended the use of cognitive therapy while U.S. students recommended providing the opportunity for the client to share/ventilate feelings. The authors note that this difference may reflect the practice models taught in their respective social work courses or the cultural differences in emotional expressiveness. Regardless of the reasoning behind this difference, the authors could determine that hospice is not meeting the needs of all patients, which would require culturally specific concerns to be addressed while developing hospice services. Students in both Hong Kong and the United States expressed a need for improved preparation for providing end-of-life care by suggesting that social work curriculum should include courses on death and dying, aging and spirituality and include content on cultural competence and physical aspects of death. Students also need to develop self-awareness when exposed to a different belief system than their own so that they can tailor hospice services to honor clients' beliefs and preferences. In doing so, students should be prepared to understand traditional cultural beliefs but to also not stereotype clients. In conclusion, the authors emphasize that social workers need to prepare to ask questions rather than assume to know a client's view because the traditional belief systems in Hong Kong and the United States are constantly changing.
60 Reese, D. J., Chan, C. W., Perry, D. C., Wiersgalla, D., & Schlinger, J. M. (2005). Beliefs, Death Anxiety, Denial, and	<i>This study examined cultural and religious beliefs, death anxiety, denial, and medical treatment preferences in end-of-life care in a sample of social work students, community residents, and medical students in a mid-western city of 49,000. Results indicated that most social work students, community residents, and medical students preferred palliative as opposed to life-prolonging care during terminal illness. The three groups differed in cultural and religious beliefs and all three reported a moderate amount of</i>	<u>Quantitative Research on End of Life Care by Social Work & Medical Students, and Community Residents</u> This article examines the cultural and religious beliefs, death anxiety, denial and medical preferences in end-of-life care in a small sample of social work students, medical students and community residents in a mid-Western city. This study was part of a larger cross-national comparison study of Chinese, Israeli and U.S. respondents. The authors concluded that professional education should include content about the awareness of one's own cultural and religious beliefs and to prepare students for the use of practice techniques and policies that are sensitive to client's end of life choices.

Treatment Preferences in End-of-Life Care: A Comparison of Social Work Students, Community Residents, and Medical Students. <i>Journal of Social Work in End-Of-Life & Palliative Care</i>, 1(1), 23-47. doi:10.1300/J457v01n01p03	<i>death anxiety. Students reported less denial of terminality than community residents. Implications for personal and professional preparation to provide end-of-life care are discussed.</i>	
71 Rowan, D., Järkestig-Berggren, U., Cambridge, I., McAuliffe, D., Fung, A., & Moore, M. (2015). The 6 Continents Project: A method for linking social	<i>To develop social work students' understanding of the global context of social work, an asynchronous video uploading project was constructed to link social work classrooms on six continents. Students in social work classrooms around the world video-recorded their responses to prompting questions and uploaded them to a project webpage, to which all classrooms had access. Asynchronous uploading allowed students to view and then respond via video to other students without concern for time</i>	<u>International Study of Students' Views of Social Work</u> Although social work is a global profession, many students have very little understanding of the varied social, political and cultural realities affecting social work practice in other countries. Students should be prepared for a world of global interdependence which is why increasing the intercultural competency should be part of a student's social work education. The authors note that it is imperative for social workers to avoid the treat of ethnocentrism and an imperialistic worldview of social work education and practice when working internationally. Based on the Intercultural Competence Framework, the 6 Continents Project is intended to reduce these threats and to diversify students' exposure to social work in different countries. The desired outcome for this framework is for students to be able to (1) gain cultural self-awareness; (2) have a deep understanding of the role and impact of others'

work classrooms for intercultural exchange through asynchronous video sharing. <i>International Social Work</i> , 58(4), 484-494. doi:10.1177/0020872813497384	<i>zone synchronization. This pedagogical approach was designed and implemented to broaden students' intercultural competence, perspectives on international social work, and awareness of global social problems.</i>	cultures and worldviews; (3) access culture-specific information; (4) formulate a sociolinguistic awareness; and (5) listen, observe, interpret, evaluate, relate, self-reflect and communicate within the context of the other culture. An analysis of all locations showed that social work values such as self-determination, human dignity and social justice were shared by students. Diversity arose when the students discussed regional social problems that are prevalent in their areas. In Hong Kong, a student discussed the difference between working with clients from Mainland China and other ethnic Southeast Asian cultures and their different values in regards to gender roles and terminal illness. Other social problems that arose for Hong Kong students were drug use and criminal activity among the youth, social withdrawal of young people (urban hermits), spousal battery, housing shortage and limited property ownership. The authors conclude that this study enabled students to develop cross-cultural relationships, which can broaden students' awareness of social problems around the world and the role social workers take when addressing them.
9 Sha, W., Wong, Y., Lou, V. Q., Pearson, V., & Gu, D. (2012). Career Preferences of Social Work Students in Beijing and Shanghai. <i>Social Work Education</i> , 31(1), 4-21. doi:10.1080/0	<i>Professional social work is a recent development in China. This article reports the results of a survey of social work students (n = 1331) in Beijing and Shanghai concerning their career preferences, the work they intend to be doing in five-year time and their views about the training that they were receiving. The sample included students from sub-degree, Bachelor and Master's degree levels in all years. Results indicated that social work is strongly linked with individual counselling and psychotherapy which is preferred over work with families and groups. Community work and resource mobilization were relatively less popular despite being the most appropriate modality for the social problems that Beijing and Shanghai face. Students show a marked preference for working in government or</i>	<u>Research – Quantitative Study of Students</u> In this article the writer emphasizes the current position of social work in China considering the career choices of the social work students. Due to a dearth of social work literature and the ever changing and rapidly developing economies, political systems and cultures in China, the career preferences for the social work students after graduation pose a much more cultural and individual challenge. Present day challenges for the profession are: --Lack of professional standards for Social work --Lack of understanding of the nature of work of a professional social worker by the mainstream public --Lack of funding that leads to a very unfavorable environment for the NGOs to be able to function. Per the study social work students preferred to work as counsellors and psychotherapists with traditional client groups. They also showed a strong interest in design and development and administration. The study also showed less interest in areas of practice with couples, families and groups. At the same time, considering the ratio of the general population and the social workers in China, community based practice involving extensive

2615479.201 0.538672	<i>other large organizations. After graduation, those in degree programmes hoped to move into administration and management. Fewer students were interested in grassroots work. Many of those studying at Master's level intended to become university based social work teachers. Limitations of the research included the cross-sectional nature of the design, lack of information about the levels of motivation of social work students, and limitations to the generalizability of the findings as Shanghai and Beijing are not necessarily representative of China.</i>	mobilization of local resources and volunteers seems to be the most viable approach towards the present-day problem facing Chinese society. Students also preferred to work as government employees in direct frontline practice because of more favorable salaries. In short, the article highlights the need of more efforts geared towards developing appropriate practice approaches and service opportunities, involving the mobilization of resources and support from the local public, volunteers, business companies, the media and government departments.
75 Sim, T. & Lau, V. C. Y. (2017). The emergence of social work practice research in the People's Republic of China: A literature review. <i>Research on Social Work Practice</i> 27(1), 8-18. doi: 10.1177/1049731516646455	<i>In China where social work is a fledgling profession, practice research is still a novelty. This article aims to provide an overview of the development of social work practice research in mainland China. Methods: this review analyzes the content of 206 Chinese journal articles published in the Peoples' Republic of China since 1915 using the China National Knowledge Infrastructure database, with a focus on the question "who published what?" Results: The first social work practice research was published in 1999 and it has been increasing in recent years in China. They are predominately conducted by academics and the collaboration between academics and practitioners is rare and can be further promoted. Conclusions: Practice research could be stepped up to build a distinctive professional knowledge base for social work in China considering its unique</i>	<u>Overview of the development of social work practice research</u> In this article, the authors intend to explore social work practice research development in China and address pertinent issues in regards to social work practice research. Their study purposes to answer the following questions to identify current trends and future directions of social work practice research in China: (1) What is the volume of social work practice research in mainland China and where were they published? (2) Who contributed to social work practice research in mainland China? (3) What are the major areas of focus of social work practice research in mainland China? And (4) What are the social work practice research methods used in mainland China? In answering these questions, the authors found that a considerable number of practice research studies in China are inadequate in their literature review and research design. Furthermore, the amount of research directly conducted by practitioners is extremely low as well as there is little collaboration between academics and practitioners. The authors offer recommendations to help rectify the lack of organizational resources and expertise by "setting up social work practice research special interest groups, practice research networks, and establishment of social work practice research seminars drawn from different fields and domains such as children, youths, women, community, and disaster may be a viable option." Social work practice research in China has the potential in helping to develop indigenous practice and local theories.

	<i>geographical, cultural, socioeconomic, and political contexts.</i>	Therefore, the authors conclude with the necessity for practitioners and academics to collaborate and for different disciplines to learn from one another.
50 Siu-Wai, L., & Shek, D. L. (2007). Application of Social Constructionist Principles in Field Practice Teaching in a Chinese Context. <i>Social Work Education</i> , 26 (4), 359-375. doi:10.1080/02615470601081670	<i>This paper describes a project in which social constructionist principles were applied to the fieldwork supervision of five students. The principles applied included cultivation of skeptical attitudes to knowledge, understanding of the assumptions of any form of understanding, strengthening of critical thinking power, understanding of the importance of reflexivity in human beings, cultivation of the awareness of value and historical and cultural relativity, appreciation of the collaborative venture between supervisor and supervisees, development of the awareness of the strengths of clients, and promotion of the tolerance of uncertainty and ambiguity in the learning process. Qualitative evaluation utilizing information collected via individual supervision, group supervision, in-depth interviews, and written materials (including pre- and post-placement journals, weekly diaries and letters) showed that the students showed positive changes with respect to the objectives of the fieldwork</i>	<u>Qualitative Study of Students in Hong Kong</u> Social constructionism “asserts that understanding can only be achieved because of careful analysis of the cultural and historical contexts of social life.” As this concept is becoming more popular with social science, many social work educators have realized the importance of social work students adopting a critical and reflexive posture when applying knowledge from mainstream scientific research. After a thorough review of the literature in social constructionism and its application to teaching and learning in the social work context, the authors derived the following eight principles that can be applied to field instruction. • Cultivation of skeptical attitudes to knowledge: Fieldwork supervisors should encourage students to question the value and assumptions of the theory used and its applicability. • Understanding of the assumptions of any way of understanding: Students would participate in the dialogue with the client through interviewing, which would be aimed at generating experience and exploring the client’s interpretation of the meaning of the situation. • Cultivation of a critical view and to enhance the critical thinking power of the supervisees: Students are encouraged to critique the larger social systems their clients are a part of and to question the knowledge that is readily accepted and available to them. • Emphasis on the importance of reflexivity in human beings: Students should begin to question their habitual ways of thinking and doing and be open to new alternatives.

	<i>project. The study demonstrates the applicability of utilizing social constructionist principles in fieldwork supervision of Chinese social work students.</i>	• Awareness of value and historical and cultural relativity: Field instructors should advise students to be aware of the effects of historical and cultural factors especially as it relates to behaviors. • Emphasis on collaborative venture: Student and supervisor are on a more equal basis in the sense that supervisors are also learners in the supervision process. • To tap into the strengths of the students and clients: Students should be able to appreciate their own potential and strengths. • To promote the tolerance of ‘Not understanding’ and ‘Uncertainty’: Field supervisors should be supportive and advise students in the learning process. There is an emphasis placed on the idea that “the more you learn, the less you know.” These eight principles of social constructionism are confined to Western context and are nearly non-existent with Hong Kong’s social work training institutions. Therefore, the authors attempt to analyze the fieldwork project of five social work students who were supervised using the principle of social constructionism. Using tape recorded supervision sessions as well as in-depth interviews once the study was complete, the authors found that adopting social constructionist principles in field practice had a positive effect on the student’s learning process. As evident in the article, students adopted various levels of change within each of the eight principles of social constructionism. The authors acknowledge the contributions social constructionism has within field practice and believe this study should be further developed. They state that results of this study “can be regarded as stimulating findings because fieldwork supervision approaches adopted in Hong Kong are primarily dominated by the ‘modernist’ approach.”
36 Sung-Chan, P., & Yuen-Tsang, A. (2008). Bridging the Theory-Practice Gap	<i>Social work educators often ask what kinds of pedagogy can help develop students' competence in addressing the widening gap between theory and practice. The authors conducted an action experiment in Beijing, exploring the extent to which Schön's reciprocal-reflection theory inhibited or facilitated post-graduate students' learning</i>	<u>Review and Action Research</u> This article discusses an action experience conducted in Beijing that uses the reciprocal-reflection theory as the guiding framework. Action research has been recognized as a viable approach to dealing with the theory-practice gap because it allows human service professions to integrate existing theories with practice and to generate new knowledge from direct practice. The authors of this study adopted Schön’s reciprocal-reflection theory, which is “an alternative way to understand and explain the process through which a

in Social Work Education: A Reflection on an Action Research in China. <i>Social Work Education</i>, 27 (1), 51-69. doi:10.1080/02615470601141383	<i>of the art of synthesizing Western social work theories and local knowledge. Schön's theory postulates that the reciprocal-reflection that occurs between teacher and learner determines the latter's ability to integrate theory with practice. This paper first presents the challenges facing social work practitioners on the Chinese Mainland. Second, it discusses how the students employed reciprocal-reflection to guide them in making a shift from their applied model approach to a collaborative approach based on action research philosophy. Third, it highlights the lessons learnt from the experimentation of providing the Chinese students with a Western approach to learning and teaching.</i>	novice develops professional scholarship to integrate theory and practice” to develop a social work practicum for master’s level social work students in Beijing. The authors assume that “reciprocity between the educator and the learner contributes to successful teaching and learning and that the reciprocal-reflection process promote positive change in the educational process.” The steps the authors utilized to form their experiment are as followed: 1.) Mapping of existing practice approach: Collaborating with students, the teacher identified the strengths and weaknesses of the existing practice approaches already employed and developed a learning community to engage in a mutual learning process. The reciprocal-reflection process helped the teacher and student to develop jointly an understanding of the local needs and existing problems. 2.) Construction of a practice framework: Students worked collaboratively with their teacher, local cadres and service users to construct a capacity-building community-based networking model. 3.) Experimentation with the practice framework on concrete problem: The construction of the networking model was practiced. During this stage, students identified any barriers to integrating their chosen framework with real-life practice. 4.) Reflecting on the experimentation and further revision of the framework: This final stage is a reflection on the reflection in action and it also conceptualizes the concrete actions that were used in solving the problem. By using Schön’s theory in their experiment, the authors could provide guidance to social work educators in teaching students to learn a new approach to integrating theory and practice. Although the students had their own way of learning that was entirely different from the reflective approach, the reciprocal-reflection allowed them to understand that their previous mode of learning emphasized the expert/teacher as the key actor in disseminating knowledge to the learner. The students met with challenges in trying to cope with this paradigm shift as the teacher also being the learner, but the authors could conclude that the students’ ability to reflect on their professional development and to integrate theory and practice were greatly enhanced. Overall, the authors are convinced that the “reciprocal-reflective theory is extremely useful in developing students’ competence in bridging the theory-
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		practice gap and in enhancing the indigenization of social work practice in the local socio-cultural milieu.
43 Sung-Chan, P. (2007). Generating Practice Knowledge for Social Work Education: A Teacher's Experience in <u>Hong Kong</u>. <i>Social Work Education</i>, 26 (6), 601-615. doi:10.1080/02615470701456442	<i>An under-explored area in social work is the development of theories of social work education. The author has made use of her own teaching practice in Hong Kong, systematically experimenting with some of the experiential learning theories developed since the early 1990s, to generate practice knowledge. This paper presents two major findings of one of the author's action research experiences that shed light on the process by which learners who are experts in a particular approach to practice gain new practice knowledge. The first finding contributes to the theoretical understanding of one of the factors that can prevent learners from acquiring substantive knowledge. In particular, the distinct frames that both teachers and learners bring to their teaching-learning experience determine how well learners gain new substantive knowledge. The second finding contributes to the development of practice knowledge, revealing how ineffective teaching and learning can change so that learners can adopt new, more effective frames.</i>	<u>Action Research in Development of Theories in Social Work Education in Hong Kong</u> This article represents a personal reflection from a social work educator's perspective on generating practice knowledge. The author explores, via her own experiences as an educator, possible roles teachers can have in order to contribute to knowledge development in social work education.

54 Tak-yan, L. (2007). The Use of Information Technology to Enhance the Quality of Teaching and Learning in Social Work Practicum: An Example from the City University of Hong Kong. <i>Journal of Technology in Human Services</i>, 25(1/2), 123-126. doi:10.1300/J017v25n01-08. doi:10.1300/J017v25n01-08	<i>One of the thorny issues in social work practicum training is how to maintain fairness in assessment. To address this issue, a grade moderation system was set up. Digital practicum portfolios and on-line assessment were used through the Web CT platform. Two amendments were made: (1) password control to protect access rights and privacy; (2) assessment data transfer through Common Gateway Interface (CGI) to conduct automatic descriptive statistical analysis for monitoring possible deviations from the grading standard. A feedback system was built to enhance the quality of teaching using students' survey data. To promote the quality of learning in this individualized teaching mode, the Social Work Practice Teaching, Learning, and Research site was constructed.</i>	<u>Educational Innovation and Evaluation in Hong Kong</u> To address the issue of maintaining fairness in assessment in social work practicum training, a Practice Board was established. The Practice Board monitored the quality of learning and moderated individual instructors' grading profile to look for any deviation from the communal norm. By submitting a digital practicum portfolio that comprised of reflections and recordings of all practice assignments and incidental learning, the students were graded on four assessment areas: (1) Integration of Knowledge with Practices; (2) Professional Practice and Service Delivery; (3) Performance in the Staff/Professional Roles in the Placement Agency; (4) Fieldwork Learning and Professional Development. Using the Web CT, the instructors' grades for these assessment areas are reviewed by the Practice Board and if this second marker did not agree with the grades given by the instructor, a third marker would be involved. Students were also required to fill out an online questionnaire concerning their learning experience before, mid, and end of the practicum so that the secretary of the Practice Board could monitor the teaching and learning process. Reports were generated on the data collected from the questionnaires and given to individual instructors at the end of the practicum.
37 Tasse, A. (2008). Social work education in China: Development	<i>A personal narrative is presented which explores the author's experience of discussing social work education in China.</i>	<u>Personal Reflection</u> This article is a personal reflection about an invitation from the China Social Science Academy to discuss social work education in China. Questions were raised about the kind of social work education and practice that is needed in China as well as the kind of models that should be adopted or adapted in relation to Chinese society as it is developing. The author notes that China is "currently preparing to engage in a new policy on the mandate of social

and perspectives. <i>International Social Work</i>, 51(1), 123-124. doi:10.1177/0020872807083922		workers and it is expected that the articulation of a new type of social work education will share the internationally accepted principles of social work education and practice.” The article concluded by stating that more than 25 schools of social work education have joined IASSW and it is assumed that there will be more joining in the future.
51 Terry Tse Fong, L., Ching Man, L., & Hung, W. (2007). Repositioning Risk in Social Work Education: Reflections Arising from the Threat of SARS to Social Work Students in Hong Kong during their Field Practicum. <i>Social Work Education</i>, 26(4), 389-398. doi:10.1080/02615470601081704	<i>The social work profession has always been involved in dealing with uncertainty and risk in the life politics of clients. However, it is not easy for young social work students to translate this philosophical disposition into their real life practice with clients. In spring 2003, when the SARS epidemic broke out in Hong Kong, a group of social work students from the Chinese University of Hong Kong were doing their fieldwork practicum. Suddenly confronted by a collective sense of risk in their role as social workers, the students went through a period of unrest, as performing their helping duties brought with it a simultaneous exposure to personal risk. This paper is based on four focus group interviews with these social work students, to understand how they processed their experience of risk during their exposure to the SARS crisis, and how they connected the experience to their social work practice with clients. It is found that the predicament arising from the exposure to personal risk brought about by the SARS crisis during the students' field placement engendered the reflective process that enabled a renewed</i>	<u>Research on Social Work Students in Hong Kong</u> Being confronted with the SARS crisis, social work students in field practice began to discuss amongst themselves issues such as student versus staff and personal safety versus professional responsibility. Students were faced with a psychological and emotional event that espoused ongoing exploration as to the meaning of professionalism and existential issues surrounding death and value. This article attempts to “explore what the students’ experiences tell us about professional social work principles, values and ethics, and to use this information for a critical appraisal of the merits and drawbacks of the current curriculum.” Using four focus group interviews with 23 research participants, the authors found that students made more reference to their personal risk with the SARS epidemic than to the risk that their clients are facing. The personal sense of risk stemming from fear and anxiety engendered a reflection on the role of social work and stimulated a rethinking of the students’ personal commitment to the profession. This personal experience of risk led students to conceptualize a new professionalism is social work practice that is embedded in humanistic values rather than in instrumentality or academic order---“They conceived of professionalism in social work as a personal commitment and manifestation of courage, embracing humanistic values and empathic appreciation of clients’ feelings.” As for the implication for social work curriculum development, the authors note that the experience of risk has the potential to unleash hidden resources of creativity by engendering an in-depth reflective process. This study also reflects the need of educators to trust students’ ability to search and obtain new knowledge as well as to be critically aware of their learning process.

	<i>and personalized meaning of professionalism. The results provide a basis for reflection among social work educators on the role of risk in the training of prospective social workers, and on how social work education can better prepare students for practice in a high-risk environment.</i>	
15 Tie'er, S. (2013). Explorations in Social Work Education. <i>Chinese Education & Society</i>, 46(6), 50-55. Doi:10.2753/CED1061-1932460606	<i>Social work education leans toward the applied approach emphasizing the practical and experiential. At present, many schools still offer social work education in the traditional academic model emphasizing textual learning. This approach is not suitable to the knowledge, student or teacher orientation in social work, and its pedagogy. To develop social work and train qualified personnel, social work education should change the current orientation and model, and be creative.</i>	<u>Discussion</u> This author discusses a need to change the traditional disciplinary approach of social work education that relied on structure, standards and text to one that encourages active participation from the students. The traditional method encouraged passive learning where instructors inculcated the information the students need to know rather than having them think creatively. This is detrimental to the quality of social work education. Referring to John Dewey's theory of experimental naturalism where experience is an active interaction between people and environment, this author emphasizes the ideal for learning to be intermeshed with hands-on experience. The author believes that the role of the student is more important than the teacher teaching and therefore brought about a curriculum model reform which entails the following: 1. Reforming the curriculum model: there should be 3 days of classes and 2 days of internship. 2. Setting up internship bases: students can choose from a broad selection of internship options based on their needs and interest. 3. Developing a hidden curriculum: creating an informal curriculum not planned or anticipated by the school which would give students room for self-exploration. This curriculum is in the form of student groups where the student body has complete control over the happenings of the group. 4. Reforming teaching methodology: promote students as the center of the classroom. The instructor should be a facilitator, discussant and guide. 5. Video instruction: can have a positive role in values and philosophy training as an entertaining teaching tool.

46 Tong, M. (2007). Reflection on Social Work Field Education in Mainland China: A Journey to Become a Professional Social Work Educator. <i>Social Work Education</i>, 26 (6), 645-648. doi:10.1080/02615470701456608	<i>This article summarizes the main challenges facing social work field educators in Mainland China from an insider's view, rooted in personal experience. These include the experience of expanding social work field education to social work service delivery and to social work field research, and the experience of a dialogue between Western social work intervention models and local Chinese culture.</i>	<u>Personal Reflection and Recommendations</u> This article is a reflection on social work field experiences and the challenges that educators face in Mainland China. Tong became aware of these challenges while providing services with a primary school in Kangle. The first noted challenge is the role of social work field education, which aims to develop social work services in the field as well as sharpen students' intervention skills. As seen within Kangle, social work is not official recognized since the term social work is unheard of. This creates a need to transform Western professional social work skills into a more "natural" way so that recipients of services do not see it as treatment but as "daily communication." Since the field of social work is unheard of, clients do not know to turn to social workers for help. Therefore, there is a need to link the client's experience of daily troubles with social work but to do so in a seemingly volunteer way by being friendly and natural. The second challenge that educators face is the indigenization of social work theories and methods that are based on and rooted in Western society and culture. As an educator, Tong believes in the need to sharpen students' intervention models to fit the social and cultural conditions of mainland China. There is also a need to expand social work services through field education. The author emphasizes how social work practices should be viewed as a cultural event and process and therefore needs to be seen from a cultural perspective. Tong concludes by recommending the need for expanding social work field education to be applicable to social work delivery, to expand social work field education to social work field research and to indigenize Western social work intervention models to apply to the local Chinese culture.
56 Tsang, N. M. (2006). Dialectics—The Arts of Teaching and Learning in Social Work Education.	<i>This paper starts with an introduction to the concept of dialectics in the West and East, followed with a review of its use in social work and social work education. The complexities and contradictions embedded in the teaching and learning process are pointed out, and a dialectical approach is proposed as a compatible tool for its understanding. Drawing on the works</i>	<u>Discussion of Eastern and Western Orientations to Social Work and Social Work Education</u> In this article, the author posits that dialects can be relevant and pertinent to social work education and argues that "the concept is essential in examining the intricate dynamics in the pedagogical acts of the social work educator." Dialectics is a method of learning that relies on counter-arguments and contradictions to produce new knowledge. Within Chinese society, the concept of dialects and contradictions is embodied in the folk wisdom of their culture, which has a significant impact on the Chinese cognition. Such impact

<i>Social Work Education</i>, 25 (3), 265-278.	<i>of Elbow (1986), Palmer (1998), Jarvis (1993), Van Manen (1991) and Moore (1998), discussion is made on the following pairs of opposites such as 'teaching and assessing', 'familiarity and novelty', 'participative and non-participative', 'intellect and emotion' etc. with a dialectical stance. Attention is called to the co-existence of these opposites. It is argued that complementarity, confrontation, interplay, connectedness and alternation between these opposites may bring greater understanding, transformation and enhancement of the quality of teaching. It is hoped that the discussion of these dialectical forces at work in teaching and learning would bring meaningful challenges and promising direction for further development in social work education</i>	is related to the Chinese being more tolerant and comfortable with inconsistency and co-existence of opposites as compared to their American counterparts who are more influenced by formal logic in their reasoning. As it pertains to social work, contradictions are often prevalent in the work they do, which is why Tsang argues for the use of dialectics in social work practice. The author highlights various manifestations of dialects in the teaching and learning process that relates to social work, which entails the following: • Dialectics in Teaching and Learning: There is a dialectical tension with the role of the teacher in the teaching process. They are the credit-giver as well as the expert with the knowledge. Therefore, the author encourages teachers to accept the duality of their roles using the "both-and" approach. Also, the author notes that it is important to recognize the two modes of 'participative' and 'non-participative' experiences. Another duality emerges as the participative experiences interact with the non-participative views. This would create a more holistic and integrative perception of that experience. Another duality is formed with intellect and emotion. Being able to shift between intellect and emotion as a teacher and to use them connectedly enhances the quality of a competent teacher. • Teaching from the Heart: Teaching has the dual functions of nourishing, which would be helping students to integrate theory and practice, and replenishing which would be creating an atmosphere in which students feel free to discuss mistakes, failure and their successes. • Reciprocity: Teachers should be learning from the students and should allow themselves to be transformed in the teaching and learning process. Social work educators are faced with the dual role of teaching and assessing their students and by being able to shift between the polarities listed above, would enable teachers to further the development of social work education.
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69 Tsang, N. M. (1997). Examining the cultural dimension of social work practice: the experience of teaching students on a social work course in <u>Hong Kong</u>. <i>International Social Work</i>, 40(2), 133-144.	<i>The article examines the cultural dimension of social work practice through teaching a social work course to students in Hong Kong, China. There is a growing awareness that social work theories and knowledge have been mostly developed within a particular socio-cultural and historical context of the western countries. As such, they embody values, assumptions and beliefs that may not be shared in societies of different culture. As a result, the call for cultural sensitivity and adaptation in using western social work theories becomes prevalent in social work textbooks. The article emphasizes this through the Hong Kong model. With rapid societal and economic changes, the government and the non-governmental organizations incessantly strive to deal with various social needs and problems in housing, education, health and welfare. Untrained welfare workers were first employed to carry out the work in these welfare programs. Universities began to provide formal social work education to equip these workers with the knowledge and skills required to carry out the increasingly more demanding and complex tasks. However, all these followed the western pattern, and therefore, were not as much effective. Therefore, the need is to carefully observe and study the cultural definition of human and social problems, and the existing form of help and problem solving within that culture. The western social work theories and knowledge should be used as references</i>	<u>Discussion of Culture Dimensions in Social Work Education in Hong Kong</u> Tsang gives a brief history of the foundation of social work education in Hong Kong and how its development followed a similar trend to that in other Third World countries. Early social work educators were either British, American or local Chinese who were sent to either of these two countries for their social work education, therefore applying westernize theory to Hong Kong's practice. Today the Hong Kong Polytechnic University is one of the five universities providing social work education that qualifies for employment and professional membership to the Hong Kong Social Workers Association. Through core modules, students receive advanced practice competence in either mental health, social service administration or family-centered social work practice. They are asked to examine the cultural dimensions of social work practice and to become acclimated to Chinese culture in a contemporary context. Students are responsible for studying more specific issues of Chinese conception of social work practice in which the key issues are as followed: 1.) Clients and the social networks: Chinese culture is unique in regards to interpersonal social networks, where the self is a relational being defined in terms of roles occupied in a network of relationships. Therefore, social workers in Hong Kong must create ties among themselves and amongst the clients in a community setting, which would eventually form a social network for a working relationship. 2.) Receiving help from a social worker: Social workers in Chinese culture have a dual role. They are outsiders of the principle relationships and can therefore provide a "safety zone" for one to express their emotions that would otherwise be repressed do to the hierarchical relationship systems. Yet they are also seen as caring, respectful and understanding, which can put them as insiders with clients as a familial relationship. 3.) Linguistic dimension: In Hong Kong, naming seems to be a volitional act, where social workers choose to be called in such a way as to project a desired image of their career. The author concludes that the cultural dimensions of social work practice should not be equated with adopting western social work theories in different cultures. Tsang suggest "starting where the culture is" by determining what the cultural definition of human and social problems are and what are the
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	<i>instead of norms in building up indigenous practice theories considering the cultural assets and barriers of a society.</i>	existing form of help and problem-solving is currently available to that culture.
74 Wang, Y. & Chui, E. (2017). Development and validation of the perceived social work scale in China. <i>Research on Social Work Practice</i>, 27(1), 91-102. doi: 10.1177/1049731516631119	<i>This article reports a study that developed and validated the Perceived Social Work Competence Scale (PSWCS) for assessing social work students' competence in Mainland China. Method: The indicators were generated by a broad empirical review of recent literature, confirmed by experts, and indigenized by means of two focus groups of students. Exploratory factor analyses and reliability tests were conducted on a cross-validation sample (n1=291) of social work students. Confirmatory factor analyses and tests of predictive validity were conducted on the second sample (n2=300). Results: The 48-indicator PSWCS (including nine subscales) demonstrated excellent internal consistency, acceptable test-retest reliability, satisfactory factorial validity, and positive correlation with the students' grade point average and their satisfaction with their field experience. Conclusions: The PSWCS is important for enabling students to assess their competence and for enabling educators to improve field education.</i>	<u>Studies to validate reliability of the Perceived Social Work Competence Scale</u> The primary focus of this study is a systematic and scientific instrument to evaluate students' perceived social work competence and to "heuristically explore the reliability and validity of this scale in the Chinese context." Referencing shortcomings affecting the development of social work education in China, such as the inadequate curricula, lack of experienced social work educators in training, and the underdevelopment of social service agencies providing placement opportunities for students, the authors note that social work graduates are ill-equipped to begin working in the social service sector. Moreover, the authors state this sentiment is two-fold; there have been increasing complaints from service agencies about the difficulty in recruiting qualified social work graduates who can confidently provide social services, as well as students increasingly declaring they have not received adequate field instruction which is causing their lack of confidence in delivering social services. After conducting a systematic review of the literature, the authors developed the Perceived Social Work Competence Scale (PSWCS) by using various social work competence-related scales to form an indicator pool that might be appropriate for assessing students' social work competence in fieldwork. This was then translated into Chinese where an expert panel evaluated its cultural relevance and content validity. After collecting data from two student samples, the authors concluded the PSWCS has a reliable and valid structure that indicates the idea that perceived competence in social work practice consists of various dimensions and "appears to be a complex, interrelated and dynamic grouping of various behavioral skills and aptitudes." Furthermore, PSWCS could be used to assess effectiveness of social work education, since the results show correlation between students' GPA and satisfaction with field education, with how they perceive their competency level.

24 Witt, H., Poulin, J., Ingersoll, T., & Deng, R. (2011). Older Chinese Adults' Fear of Intimacy with Helping Professionals. <i>Journal of Cross-Cultural Gerontology</i>, 26(1), 71-83. doi:10.1007/s10823-010-9132-8	<i>The purpose of this study is to explore the attitudes older Chinese adults have about engaging in counseling-based services as measured by a fear of intimacy with helping professionals scale. Data were collected from 150 older adults living in Chongqing, China. Information from this study will be helpful in developing effective strategies for the provision of social work services in China. In contrast with previous research, attitudes about intimacy with helping professionals varied and were normally distributed. Significant predictors of fear of intimacy were level of trust, mental health stigma, family support and friend support. Surprisingly, family and friend support had opposite associations with fear of intimacy. Family support was related to higher fear and friend support to lower fear. The cultural implications of these findings for researchers and social workers working with elderly Chinese clients are discussed.</i>	<u>Research Study of Older Chinese Adults</u> This study uses an exploratory approach to determine Chinese elderly persons' fear of intimacy with helping professionals. The article intends to "describe elderly Chinese persons' attitudes about sharing personal information with helping professionals and to examine factors that are related to engaging in a professional helping process." The authors believe that the information they gathered from this study can assist in developing effective strategies for social work practice in China. With the Chinese government's recognition of the increase in the elderly population, which is predicted that by 2050, 22.4% of the Chinese population will be aged 65 or older, interest in social work and social work services has increased dramatically. Due to the "one child" policy and China's shift to a market economy, there is a growing elderly population that requires care and services but there is a prevailing assumption that elderly individuals have a fear of intimacy when seeking helping with professionals. The results of this study found that there are differences in the attitudes about engaging in a professional helping relationships among elderly Chinese respondents, which goes against the assumption that Chinese elderly are culturally predisposed not to have an intimate relationship with a professional. The study reveals that fear of intimacy is not related to age, gender, marital status, length of time in the community or health status. Rather, it is determined that "trust, mental health stigma, family support and friend support are all significant predictors of fear of intimacy with helping professionals." Therefore, the greater an individual's trust, the less fearful of a helping relationship. The stronger the family support and the more stigmatization given to mental health, the more an individual fears intimacy with a helping relationship. It is also important to note that the greater the friend support, the less fear there is for intimacy with professionals. The authors note, some implications from this study is the need to educate the Chinese population on mental health to reduce the stigmatization associated with mental health services. Also, social workers need to assess both family and friend supports to better understand how to provide services to elderly clients and to promote social groups so that individuals can build a strong friend support system.
48	<i>This study examines the reliability and validity of a measure of 'social orientation'</i>	<u>Methodological Research Testing of Reliability and Validity Measure of Students in Hong Kong</u>

Wong, R. C., & Tsang, S. M. (2007). Evaluating a Measure of 'Social Orientation' of Chinese Students in Social Work: Developing its Reliability and Validity. <i>Social Work Education</i>, 26 (5), 458-480. doi:10.1080/02615470601118613	<i>indigenously developed from Chinese students of social work in Hong Kong. By administering two tests with Chinese social work students (n = 293 and n = 304) at associate degree level, the measure achieves strong internal consistency with $r > 0.75$ and test-retest consistency with $r > 0.63$. The instrument also has strong validity by attempting factor analysis of items generated from qualitative data in in-depth interviews. The development of this indigenous measure of 'social orientation' will contribute to an understanding of the authoritarian, relationship and 'other' orientation of Chinese social work students. The authors propose that this will be a crucial factor in influencing the response of Chinese students towards different teaching and learning approaches in social work education.</i>	Since Chinese societies are said to be strongly influenced by Confucianism, Wong and Tsang attempt to explore how the ideology of familism and social relationships affect social work education and practice. This study aims to develop a culturally sensitive instrument to measure the values of Chinese towards authority, social relationships and other individuals in the teaching/ learning context as it relates to the concept of social orientation. Social orientation is defined as “a behavior tendency that influences obedience to others, reduces tendencies to be offensive to others, produces satisfying social norms and expectations and increases worrying about others’ opinions,” all with the intention to maintain a harmonious relationship, avoid embarrassment and conflict and to have others accept you. There are four major types of orientation that influence the social behaviors of Chinese individuals: (1) familistic orientation; (2) relationship orientation; (3) authoritarian orientation; and (4) “other” orientation. To determine if these Chinese traditional values can have an impact on social work practice and education, the authors conducted a research on the development of an indigenous instrument for understanding social orientation of Chinese students in the context of teaching and learning social work. The development of the indigenous instrument of social orientation was carried out in three phases: Phase One: In depth interviews concerning the subjective meaning of authoritarian, relationship and “other” orientations in the teaching and learning context. From this analysis, the indigenous meanings of the students were derived for constructing items and indicators for the instrument. Phase Two: The preliminary construction of the instrument was put on trial to establish content validity and after a pilot test, 37 items of social orientation were finalized for further validation. Phase Three: The instrument was administered twice with an interval of two to three weeks in between to different social work schools in Hong Kong. The authors could conclude that the measure of social orientation constructed in this study can serve as a reliable and valid assessment of the values of Chinese social work students in teaching and learning. They believe this instrument will contribute as a useful reference for social work education in developing a curriculum that will provide professional training that is culturally sensitive to the Chinese community.
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22 Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. <i>System</i>, 39(4), 510-522. <i>Academic Search Complete</i>, EBSCOhost (accessed July 21, 2015).	<i>Abstract: This article describes a research project into the self-efficacy and anxiety of college English students at four universities in China. A total of 738 participants completed a questionnaire measuring self-efficacy and anxiety in writing in English. This was immediately followed by a writing task. The questionnaire used a seven point Likert type scale to measure self-efficacy and anxiety in writing. The questionnaire also included open ended questions concerning student perceptions of effort, actual effort and parental pressure. The quantitative data relating to self-efficacy and anxiety were analysed using structural modelling techniques. In the first instance, confirmatory factor analysis provided evidence for the validity of constructs. Subsequently a full structural model was hypothesised and tested. The hypothesized model indicated that both anxiety and self-efficacy predicted writing performance. However, in a re-specified model a better fit was achieved. The final model indicated that the relationship between writing performance and anxiety was mediated by self-efficacy. This supports social cognitive theory of learning that perceptions of affect can influence self-efficacy beliefs. From the open-ended data, the results indicated that anxious students were more likely to experience parental pressure, have low effort perceptions and low actual effort; those students with high efficacy were more likely to have high effort perceptions, were less</i>	<u>Quantitative Research Study</u> Because of the importance of learning English as a second language in China, Woodrow set about conducting a survey to understand the relationship between English writing self-efficacy and anxiety. The results of this study determined that self-efficacy has a powerful role in language learning and that there is a correlation between anxiety and self-efficacy. Anxiety can influence self-judgements and lead to lower self-efficacy due to thoughts of possible failure. Therefore, self-efficacy is not fixed and can be manipulated in the classroom. This manipulation can be done by guiding learners towards greater autonomy by removing teacher support and having student gain mastery of the subject. Also, one can manipulate the self-efficacy of a learner by taking them through a task to desensitize them of the process and to promote a positive and encouraging attitude. Parental pressure was also seen to have an impact on self-efficacy, where anxious learners who did not perform will experienced more parental pressures than confident students.
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	likely to experience parental pressure and were likely to spend longer studying English. [Copyright &y& Elsevier]	
65 Xia, X., & Guo, J. (2002). Historical development and characteristics of social work in today's China. <i>International Journal of Social Welfare</i>, 11(3), 254-262.	<i>Social work education has experienced three stages since its introduction to China in the 1920s: introduction, abolishment and reinstatement. Theoretically, there are four types of social work in China: official-educational, official-practical, voluntary-educational and voluntary-practical. In practice, all four types of social work have not necessarily been embodied in each developmental stage, and the order of their historical development is not the same as the order of their logical development; i.e. some types are lacking in some of the stages. Each type of social work has its own characteristics, which are integrated into each development stage. Today, Chinese social work faces two major interrelated tasks: the professionalisation and the institutionalisation of social work. The former refers to the development of standardisation in Chinese social work; the latter has to do with the development of the social welfare institution in general and the development of institutional welfare in particular. In general, the dramatic development in Chinese social work largely depends on the accomplishment of the two tasks.</i>	<u>Conceptual Analysis/Paradigm and Recommendations</u> This article discusses the historical development and main characteristics of social work in China by focusing on three stages; 1) social work's introduction in China; 2) the 36-year period when social work education was abolished; and 3) social works reinstatement in today's China. During the introductory stage of social work in China, the authors noted that there were four types of social work that emerged, which are as followed: 1. Voluntary-educational social work: This refers to social work education as it developed in private institutions. Yenching University became one of the first universities to offer classes that encompassed the discipline of social work with the establishment of their Department of Sociology and Social Service Administration in 1925. This department contributed to the promotion of professionalism of social work education in China. 2. Voluntary-practical social work: This refers to private institutions and other philanthropic agencies. Yenching University also contributed to this type on social work by establishing the Village Services and Fieldwork Base at Ch'ing Ho town. The purpose was for faculty and students to engage in volunteer work with a large component focused on fieldwork training. 3. Official-educational social work: This refers to state-sponsored universities that offered courses in social work. Although public universities enrollment for the social work education programs was small, its influence on private social work education is paramount since it helped to shape a unified theory and practice of social work and to help spread social work values. 4. Official-practical social work: Refers to the policies and support that the Guomindong government and the Communist Party government issued for social administration. The second stage of social work development is seen with the abolishment of sociology, and therefore social work, in universities throughout China in 1952. This abolishment was enforced for several reasons: a) China blindly followed the leadership of the Soviet Union, who

		abolished sociology since it was regarded as a “bourgeois pseudo-science.” b). China held the belief that historical materialism could replace sociology and resolve all kind of social problems. c). There was a misconception that there were no problems in a socialist society which rendered social work obsolete. d). Many scholars confused social work with sociology. Although social work education was abolished in the University, it continued to be practiced at the institutional level and voluntary level. The state and “units” became the main body of social work but because of the lack of professional education and supervision, social work practice was of an empirical kind, outdated and insensitive in its methods. Finally, in the third stage of development, the recovery and reconstruction of sociology in China’s universities in the late 1980’s had reinstated social work education. There has been an emergence of professional identification among traditional social work groups who share the values and ideas of social work and seek professional knowledge and skills to improve their practice. The formation of the Chinese Association of Social Workers and the Chinese Association of Social Work Education has led to the establishment of norms of behavior for social workers and is striding towards the globalization of social work practice in China. The authors conclude that the development of social work in China has followed a “positive-negative-integrative pattern.” Chinese social work is still in its elementary development stage but the authors are optimistic about an increase in professionalization and institutionalization by mid-century.
31 Xiong, Yuegen. (2009). "Indicators of Social Development: Hong Kong." <i>Social Work</i>	<i>This article reviews the book "Indicators of Social Development: Hong Kong," edited by Lau Siu-Kai, Lee Ming-Kwan, Wan Po-San, and Wong Siu-Lun.</i>	<u>Book Review regarding ongoing study of Social Development in Hong Kong</u> This was a book review on <i>Indicators of Social Development: Hong Kong 2004</i>, the latest in a series of reports on the findings of eight consecutives biennially in Hong Kong since 1988. This book is comprised of eleven articles that discuss the social development in Hong Kong which range in topics such as issues of democracy in post-colonial Hong Kong, issues of job security and flexible employment, issues of public attitudes and social anticipation, and issues of well-being and social ethos. Per Xiong, this book is a catalyst of social development that can greatly benefit the helping profession of social work. The book is the research of a multidisciplinary

Education 28, no. 5: 577-578. <i>Academic Search Complete</i>, EBSCOhost (accessed June 17, 2015). doi:10.1080/02615470802020956		collaboration that reflects the perceptions and understandings of social development in Hong Kong from different perspectives of sociology, social work, political science, statistics and communication. This book could aide social workers in response to the emerging social problems by increasing social equality and maintaining social justice.
6 Yan, M. C., Gao, J. G., & Lam, C. M. (2013). The Dawn is Too Distant: The Experience of 28 Social Work Graduates Entering the Social Work Field in China. <i>Social Work Education</i>, 32(4), 538-551. doi:10.1080/02615479.2012.688097	<i>Nurturing new, competent social work professionals requires multilevel preparation extending from school to the workplace. However, not much has been done to understand this school-to-work transition process in countries where the social work profession is still in an early stage of development. This paper reports the findings of an exploratory qualitative study of 28 new social workers in China, where social work is an emerging profession, on how they entered the field and what challenges they encountered. Their stories indicate that what they learned in school did form a foundation for the establishment of their professional identity in the workplace. However, due to workplace politics and to the lack of recognition of their professional status, they experienced an unsettling induction process. Coupled with the challenges of inadequate financial compensation, the careers of these new social workers may face an early end despite the great future for the profession</i>	<u>Exploratory, Qualitative Study</u> In this article, the writer emphasizes a disconnection between the social work education and social work practice in China. Social work practice is a new social phenomenon ----largely unknown to the public. ----low recognition of a professional status ----No set professional mandate in the welfare service system ----Low salaries for the newly hired Social Workers The study in the article found that there is ----a lack of practice elements in classroom teaching and in fieldwork, both imperative to the professional training of social workers. ----pre-job training is basic and unsystematic. Lack of focus and inadequate as well as irrelevant ----rigid institutional barriers prevented the novice social workers to go through a normal induction process. They perceived themselves as unwelcome and the work units were unprepared to accommodate professionally trained social workers. There needs to be a close collaboration between the social work educators and service providers to have a successful transition of social work graduates into the field. Also, there is a dire need for new measures to encourage and promote competent social workers and to connect classroom teaching and workplace reality in the current social scene in China.

	<i>promised by the government. Implications of this study for social work education in China are also discussed</i>	
30 Yan, M. C., Ge, Z., Cheng, S., & Ka Tat Tsang, A. (2009). Imagining Social Work: A Qualitative Study of Students' Perspectives on Social Work in China. <i>Social Work Education</i> , 28 (5), 528-543. doi:10.1080/0 26154708023 68959	<i>Social work education in China has expanded rapidly since it was reintroduced in 1988. This has led to a growing body of English language literature on the development of social work education in China. However, thus far, this literature lacks an empirical foundation and little research on students' perspectives has been done. To fill this gap, this paper reports on a qualitative study of a group of graduating social work students (n = 32) from four social work programmes in Jinan, the provincial capital of the Shandong Province. Three major findings are reported. Firstly, the students liken their social work learning experience to a roller coaster ride with many ups and downs. Secondly, the cultural compatibility of western social work in China has not yet been conclusively established, while an 'indigenized' social work needs to be compatible with Chinese family values, referred to as 'familism' in direct Chinese to English translation, and with the dominant socialist political ideology. Thirdly, the future of social work is bright given increasing government support for its development.</i>	<u>Qualitative Research Study</u> With the reemergence of social work practice in China within the past two decades, several issues have risen that drew the attention of the authors of this study. The first set of issues “relates to the cultural and political compatibility of Western social work” and whether the individualistic values of the West is compatible with traditional Chinese culture. The second set of issues questions the “way in which the democratic and social justice principles of Western social work might be understood in the Chinese political reality.” Per the authors, this set of issues reflects the existing limitations of social work education in China. Lastly, “questions are raised as to the role that social work could or should play in China given that the political agenda is overwhelmingly focused on social stability and economic prosperity.” The authors conducted a qualitative study to provide empirical data on the development of social work in China and to provide another perspective to understanding the development of social work education in China. Thirty-two graduating BSW students were interviewed to understand how social work educators were shaping student’s professional identity and what job opportunities are available to them. The interview questions were designed to gather information from students on three key areas: “(i) their experience of studying social work; (ii) their perceptions of the function and purpose of social work in China, the cultural compatibility of social work with Chinese culture, prevailing political ideology, the commonsense of everyday people and their personal beliefs in helping; (iii) their vision of the future of social work in China.” The results of the interviews found that social work education is not a smooth experience and is often referred to as a roller coaster ride. There is an overwhelming sense of being ignorant of social work that is replaced by a passion from the profession which in turn creates a feeling of disenchantment by the prospects of the profession. It also determined that social work must be culturally compatible with Chinese traditional culture and should incorporate unique Chinese characteristics such as family values. Lastly, this study could determine that social work students are optimistic

		about the future of social work in China since they believe the fallout from future economic development would provide opportunities for the profession.
8 Yingsheng, L., Wen-Jui, H., & Chien-Chung, H. (2012). Development of social work education in China: Background, current status, and prospects. <i>Journal of Social Work Education</i>, 48(4), 635-653. doi:10.5175/J SWE.2012.201100049	<i>China's social work education dates back to the 1920s, but the profession disappeared for 36 years after the establishment of the People's Republic of China. Not until the late 1980s was social work education in China revived. At the turn of the new century, the Central Committee of the Chinese Communist Party and the State Council supported the urgent need for social work professionals to solve serious social problems to build what the government called a harmonious society. Since then, China's social work education has gone through rapid development. We examine the characteristics of China's social work education development since the economic reform of 1978 and present the challenges, opportunities, and future prospects for the profession.</i>	<u>Historical Review, Analysis & Recommendations</u> This article briefly reviews the history of social work in China, emphasizing how government directly handled social work administration, focusing more on equal distributions of goods and services within the socialist society. Over the past twenty years, China as seen a quick development of social work education which the authors contribute to several factors. With a rapid social and economic transition, the urgent needs of the most vulnerable populations became apparent. This is mostly seen with the societal discrepancies between agricultural and nonagricultural regions. An increase in social work education also came about due to the call for professionalism in the civil service which needs more trained social workers. Recent reforms to the higher education system, shifting from an elite education paradigm to a mass education model to meet the need of an ever-expanding labor force, led to needs for more educational programs for professionals such as social work. Finally, the shift in China's government paradigm from "versatile government" to "small government, big society," has accelerated the development of civil social services and has indirectly promoted social work education because of the need for society to handle social issues. The authors list numerous challenges that the social work profession faces, such as poor quality of social work education; use of a Western model for training; lack of trained and knowledgeable scholars and faculty at universities; lack of diversity in social work education where all the programs throughout China are uniform and do not address the diversity of social issues in different geographic region; disparity across the nation where social work education is imbalanced among regions with an uneven concentration of social work programs on the eastern coastal regions or metropolitan areas; licensing structure is not mandatory for every social work practitioner and there is no consensus regarding the knowledge and skill set needed to become a licensed

		social worker; social work is not seen as a profession, but rather volunteer work that anyone could, therefore rendering it with low prestige, low pay and limited employment opportunities. Although there are numerous challenges the authors are hopeful with the future of social work in China due to the support it has from the central government, the development of the social work talent troop that developed more government agencies to help train this troop, the fact that social work in China is multidimensional in that it's social service delivery and practice (case work, group work) community organization and social policy have been developing in tandem with the rise of social work as a profession to handle, and lastly, social work programs are beginning to incorporate lessons learned from recent natural disasters and industrial incident in China within their curricular. The authors conclude that in order from China to have a professionalized social work position, the way society views social work need to change. Social work should be given more prestige by raising the salaries to give the profession a higher status. Social work should become its own discipline in universities rather than a sub-discipline of sociology.
52 Yu-cheung, W., & Pearson, V. (2007). Mission Possible; Building Social Work Professional Identity through Fieldwork Placements in China. <i>Social Work Education</i>, 26 (3), 292-	<i>Social work training programmes in China have increased rapidly in the last decade. Their growth mirrors the increase in social problems that China faces as its economy develops and the disparities between rich and poor multiply. There is little recognition either by the government or citizens of the profession of social work and so no clear idea of what it might achieve. Thus the development of social work in China faces many difficulties among which is a dearth of professionally qualified social workers to teach, and to supervise fieldwork placements. This paper discusses a collaborative MSW programme between the University of Hong Kong and Fudan University in Shanghai. It analyses the</i>	<u>Qualitative Study of Collaborating Hong Kong/Shanghai Social Work Education Students</u> This article examines how the students who enrolled in a program offered by the Department of Social Work and Social Administration, the University of Hong Kong in collaboration with Fudan University in Shanghai, reflected on their knowledge, practice skills and the development of their vision and mission as social workers in China. This program was an intensive three-month fieldwork experience because fieldwork placement has been an issue with the growth in social work programs in China. This issue is due to the lack of a standardized approach for conducting fieldwork, no clear requirement for the selection of placement agencies, a severe shortage of professional social work service agencies, no clear assessment of performance, no professional qualification of supervisors, few professional role models for students and little funding available to pay for placements. Therefore, this collaborative program aims to train professional social workers in China to an internationally recognizable standard that requires each student to complete 900 hours of supervised fieldwork practice in two placements. After three months of fieldwork, the authors could identify

310. doi:10.1080/02615470601049883	<i>growth in professional identity of nine students in the programme undertaking their first supervised fieldwork placement in Shanghai. They were asked to write 500-word statements before and after their placement about their understanding of the role of social workers and their sense of professional identity. An analysis of these statements forms the basis of this article. The article addresses the issue of whether the construction of a professional identity will rest with members of the embryonic profession or with government bureaucrats largely concerned with the maintenance of stability and the management of social change.</i>	common themes from the nine students who wrote a 500-word statement on what social work means to them, which are as follows: • Identity issues: Who are we and how should we introduce ourselves to clients? Many residents had no idea who social workers are and many students were wary about using a title that linked them directly with the local government. The students compromised to use the title “Placement Social Workers of the Street Office,” and stressed to the clients that they were students from Fudan University to build rapport. As their work progressed, the students began to explain the function and role of social workers to their clients. • Need for social work practice in China: Prior to their fieldwork, the students had little contact with disadvantaged groups such as people living in poverty, people with a mental illness and unemployed workers at the grassroots level. Without the fieldwork placement, these students would not have had any experience working with a disadvantaged populace since this was something they would not have witnessed where they lived and attended school. • Social work knowledge- issues of applicability: There is little teaching material that had been developed specifically for Shanghai that was based on the local cultural, political and economic context. Language was also a problem since the University of Hong Kong teaches in English. The materials that were available in Chinese were either translations of international literature or written in Hong Kong and therefore reflect a very different political economy. • Social work values in China- relevance and potential conflict: Students discovered that contrary to common beliefs about disclosing information to a stranger, Chinese clients considered that discussing their problems with a professional was more secure than sharing with a friend or relative due to their nonjudgmental attitude and respect for confidentiality. Also found was that social work values related to respecting the dignity of individuals were important in the helping process. • Issues of indigenization: During this placement, the students found that there were very few occasions when the theories and approaches of social work were not applicable to their clients. There was also a
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		strong emphasis on families playing a significant role in the decision-making process. By assessing the students' reactions to social work before and after their intensive field placement, the authors could discern issues related to the relationship between the micro, meso and macro levels of intervention, the concern about creating dependence, the relationship between poverty and personal difficulties. Furthermore, the authors note that since the placement took place in one small area, social work has "yet to be demonstrated to the government that [it] can offer effective solutions for problems at a wider level or that the profession is functional at solving the mounting social problem." A dilemma arises with the social work profession to gain the support and trust of the various levels of government in a way that also maintains a certain amount of autonomy for it to gain trust among the public. Six out of 9 students experienced growth in the profession during the intensive placement period and thought that social work has an important role to play in China. They experienced a strong support amongst each other and their sense of being in a community pursuing professional growth all had a strong impact in strengthening their commitment to the profession. The authors conclude that the development of social work as a profession in China will rely on the following issues: • Its ability to demonstrate its effectiveness in solving mounting social problems and to solicit political and financial support from the government. • The need for a vibrant non-governmental welfare sector in China • University based training programs should be able to cultivate a strong commitment to social work among students.
41 Yuegen, X., & Sabin, W. (2007). Development of Social Work Education in	<i>Social work education in China has experienced a very rapid expansion in recent years. Top Chinese leaders have advocated strongly for social work and in 2006, the government launched a series of new social policy initiatives aimed at professionalizing social work. This has provided an opportunity for researchers and</i>	<u>Review and Recommendations</u> In recognizing social work as a profession, the Ministry of Civil Affairs and the Ministry of Personnel issued "The Regulations on Evaluation of Social Work Professional Levels" which provided an opportunity for social work schools to develop their training programs. Although social work has been recognized by the government as a profession, social service jobs remained inadequate. The lack of professional jobs led to the "Spring of Social Work" with the publication of a document that focused on developing a powerful

China in the Context of New Policy Initiatives: Issues and Challenges. <i>Social Work Education</i>, 26 (6), 560-572. doi:10.1080/02615470701456210	<i>educators to think about the possible impact and future challenges confronting the civil affairs sector and social work educators. In this paper, the authors will provide an analysis of the recent development of social work education in China, and also highlight the major challenges that social work educators and the social services sectors will encounter in the context of the professionalization of social work.</i>	group of social work professionals. The author notes that “this new policy has fueled a heated discussion about the development of the social work profession and has also become a driving force to speed up its growth.” In this article, the author posits that the development of social work education in China is connected to a series of new policy initiatives implemented by the government. Since the 1980’s, social work education has had a rapid growth rate in China, which can be associated with two factors; i) economic growth and social transitions generated a need for professional social services; and ii) “The Policy Agenda of Promoting Education in China: Towards the 21st Century” implemented by the Ministry of Education has promoted the development of higher education at the provincial level. As social work develops as a profession, it continues to be impacted by economic and social policies in China. In the past two decades, there has been a bureaucratic shift where the Chinese government is no longer the controller of everything but is now considered the main regulator of economic activities and social policy decision-maker. New policy initiatives aimed at professionalizing social work encourages social work schools to strengthen their training programs. The main objectives are to improve the quality of social work teaching, enhance scientific research based on evidence of social work practice in China and strengthen the quality of field practice. The authors note that social work education in China will be confronted with a series of challenges in the future such as: • To respond to the requirements for professionalization in social work schools, there is a challenge as to how to merge academic qualities and professional needs while developing relevant theories for social work practice. • The Ministry of Education and the Ministry of Civil Affairs need to coordinate and collaborate in sharing responsibility for the quality of social services. Each government sector has a different understanding of the standards and classifications of social work training at different levels.\ • To define the roles of the professional organizations such as the China Association of Social Workers and the China Association for Social Work Education, there should be a response to the emerging needs of professional training and for social services.
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40 Yuen, A. K., & Ho, D. L. (2007). Social Work Education in <u>Hong Kong</u> at the Crossroads: Challenges and Opportunities amidst Marketization and Managerialism. <i>Social Work Education</i> , 26 (6), 546-559. doi:10.1080/02615470701456194	<i>Social work education in Hong Kong has undergone unprecedented transitions during the past decade as a result of the challenges presented by the global tides of marketization and managerialism. It has been suggested that these changes have not only negatively affected the quality of education, but have also given rise to rising consumerism as well as intense institutional competition, and, worst of all, have diluted the sense of purpose and commitment of social workers towards their social ideals. But despite the many cautions raised, the advent of marketization and managerialism has provided many positive opportunities for the development of social work education in Hong Kong. The authors will use some of their experiences encountered in Hong Kong as illustrations to show the ways in which threats and crises in social work education could be turned into positive opportunities for development. From a positive perspective, marketization and managerialism could increase opportunities and choices for motivated learners; increase efficiency and enhance performance; generate additional resources for experimentation and innovation; and</i>	<u>Review, Discussion and Position Paper about Social Work Education in Hong Kong</u> With the introduction of the Higher Education Reform and the Welfare Reform by the Hong Kong government, social work education has undergone drastic changes which were triggered by the global trends towards marketization and managerialism. Certain factors that changed social work education in Hong Kong include, an increase emphasis on efficiency and effectiveness in the delivery of social services and in tertiary education; the prominence of quality assurance control mechanisms; the diversification of educational financing and keen competitors for the educational market. The authors note that although these factors tend to negatively affect the morale and commitment of social workers, they argue it can also have positive attributes such as providing opportunities, flexibility and additional resources for innovation and development. During the late 1990's, Hong Kong underwent a drastic political and economic change as the transfer of sovereignty from the UK to the People's Republic of China took place. Hong Kong was dragged into the Asian Financial Crisis, which provided the impetus of the government to introduce policies and measures that supported marketization and managerialism. In relation to education, marketization "denotes a process whereby education becomes a commodity provided by competitive suppliers, educational services are priced and access to them depends on consumer calculations and ability to pay." Marketization has caused severe competition among social work education institutions which led to many undesirable consequences such as an excessive duplication of similar programs, the lowering of admission standards and the development of market-driven curricula and programs to attract "consumers." As for managerialism, it refers to the "application of management concepts, techniques and practice of commercial organization in private sector to public

	<i>revitalize social work education by making the curricula more responsive to contemporary issues and needs. We suggest that while we must be cautious about the negative impacts of marketization and managerialism, we should conceive of this situation as an opportunity to strengthen the organizational capacities of social work education, to revitalize the core values of social work, and to strive for social justice and social betterment.</i>	sector,” which in higher education is evident through policies that ensure the quality of academic programs, research outputs and the government and management structure of the university. Social work education is constantly assessed against measurable performance standards and indicators laid down by respective universities, advisory boards and the professional body but there is less emphasis on values and ethnical dimensions of practice. Some scholars are critical about marketization and managerialism as it pertains to program quality, intuitional competition and challenges to the central core of social work education and the purpose of this profession. But the authors argue that there are positive developments with marketization and managerialism since social work educators have devoted their efforts to turn threats into strengths. Some of the positive attributes are seen with the following: • The opportunities for entry has been expanded and the waiting period to get into a social work program has shortened. • There is an increase opportunity for public choice and enable the tighter control of public and education practice. The need for best practice has improved efficiency and effectiveness of social work education. • Self-financed programs have generated additional resources in social work departments for experimentation and innovative projects. • Marketization and managerialism has provided opportunities for the revitalization of social work education by forcing social work educators to critically reflect on their previous patterns and to search for new directions. In conclusion, the authors not that one needs to be cautious of the negative impact marketization and managerialism can have on social work education but it is important to be able to recognize the positive effects as well and to regard them as opportunities to strengthen the organizational capacity of social work education.
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62 Yu Cheung, W., & Schoech, D. (2005). A Tale of Three Cities: Teaching Online to Students in Shanghai from Hong Kong and Texas. <i>Journal of Technology in Human Services</i>, 23(1/2), 121-145. doi:10.1300/J017v023n01_08	<i>The University of Hong Kong collaborated with the Fudan University in Shanghai to offer a Master of Social Service Management (MSSM) part-time degree for students in Shanghai. While most courses of the program were taught by instructors sent from Hong Kong and other overseas countries on weekends and holidays, the "Information and Communication Technology in Social Service Organizations" course was offered online and supplemented by several face-to-face sessions. Instructors in Texas and Hong Kong collaborated and offered the course to the students in Shanghai. Teaching and learning online was a completely new experience for the students. Technical, social, cultural, and linguistic issues arose throughout the four months during which the course was offered. This paper shares the teaching experience and reflection of the instructors as well as the learning outcome and evaluation of the students.</i>	<u>Educational Development Report</u> This article reflects on the experience of the online course "Information and Communication Technology for Human Services Organization" that was offered to students in Shanghai. The course was set up that would require students to adopt a mixed pedagogical strategy of self-study, classroom sessions and student sharing via chat session and presentations. This course was taught by two instructors, one in Hong Kong and the other in Texas, who developed all the course material for the students in China. "The overall goal of the course was to enable students to view human services as a data / information/ knowledge based profession and to investigate the computer and telecommunication tools available to work with the data/ information/ knowledge necessary to support human service practice." No examination was required, rather the course assessment was in the form of portfolios that included class participation and the following assignments; (i) preparation of a personal webpage to compensate for the impersonality of online learning, (ii) reviewing several computer applications, (iii) writing systems analyses paper about a social or organizational problem or situation, and (iv) writing and presenting a paper focusing on the IT options available to address the system analysis. At the completion of the course, a face-to-face evaluation was conducted where students were asked to complete a questionnaire regarding their opinions about course content, course delivery tools and technology, learning environment, overall experience and learning, and basic IT knowledge and attitudes. From these evaluations, the authors could find that web-based teaching by non-resident instructors was readily accepted by students in China but it also suggested that it was a challenge for both students and teachers to address social, cultural and linguistic issues throughout the course. As encouraging as the online course was, the authors recommend appointing an instructor from the local institution to work on course development and delivery. They also suggest linguistics need to be taken into consideration. Some students had more constraints than others with the English language which suggest that either a more stringent requirement of English proficiency is needed or a better assessment and accommodation of linguistics should be considered. In conclusion, the authors believe that web-based teaching can enhance international collaboration in courses offered to
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		students around the world. Overall, they felt this experience has a positive outcome with some issues that would need to be rectified in future studies.
23 Yuen-Tsang, A. (2011). News and Views...from IASSW: Capacity Building Programme for Social Work Educators in China: An IASSW Global Initiative to Support Emerging Social Work Programmes. <i>International Social Work</i>, 54(2), 290-293. doi:10.1177/0020872811398746	<i>This article presents news and views concerning the International Association of Schools of Social Work (IASSW). The IASSW developed a program, called Capacity Building Programme for Social Work Educators in China, which includes a series of intensive national training workshops for Chinese social work educators. Information on the IASSW April 2010 and December 2010 workshops is included.</i>	<u>News Report and Announcement of Program</u> With the initiation of the Open-door Economic Policy in 1979, China has experienced an increase in social problems that created a demand in the need for social workers. However, the development of the social work profession has been slow to formalize which is why in 2006, the Chinese government announced a national directive to construct a harmonious society by issuing a new policy that would establish a grand team of social work professionals. This directive quickened the professional process of social work and shifted the trajectory of social work development. In 2010, the Ministry of Education gave permission to 58 university and institution to launch professional Master in social work programs. But to satisfy the increase in social work programs in China, the International Association of Schools of Social Work (IASSW) has developed a ‘Capacity Building Programme for Social Work Educators in China’ that promotes intensive national training workshops for Chinese social work educators on curriculum development. These workshops are intended to offer mentorship programs on specialized topics as well as visit/attachment programs for Chinese social work educators in oversee universities. Two workshops in Beijing and Shanghai have received excellent feedback from participants who found the workshops to be useful in preparation for their MSW Programs.

66 Yuen-Tsang, A. W., & Sabin, W. (2002). Tensions confronting the development of social work education in China. <i>International Social Work</i>, 45(3), 375-389.	<i>Social work education was first developed in China in the early 1920s in the most prestigious universities, and the social work curricula of these schools were largely modeled on those of the West, especially those of North America. The result is a unique pattern of social work education which, though still in its formative stage, is reflective of and congruent with the social and cultural milieu of contemporary Chinese society. Social work in China, in the form of philanthropy, dates back to much earlier times. It has included all kinds of social relief and social services provided by governments and private and religious organizations and had a strong flavor paternalism. However, shortly after the founding of the People's Republic of China (PRC), all sociology and social work-related courses were eliminated from the universities during the restructuring of institutions of higher learning' in 1952. When social work was reintroduced to the universities in the late 1980s, China had neither the professional expertise nor the experience to develop this newly introduced discipline and had to search for its own direction through trial and error. In the 1990s, social work education in China was confronted with a host of issues and problems, and social work educators in China had to constantly struggle to find their positioning in the midst of conflicting options.</i>	<u>Historical & Conceptual Review, and Recommendations</u> The authors begin their article with a brief history of social work development, emphasizing how most social work programs were housed in the sociology departments, which therefore reflects how social work was strongly influenced by the sociological traditions of China. The sociological tradition focused on social inquiry, field research and on knowledge development. When social work was reinstated in the universities, social work educators were confronted with critical issues of having little experience in curriculum planning, little teaching material and resources to draw from as well as many educators having no prior experience with social work. Although social work in China is starting to flourish, tensions are mounting as scholars are trying to learn from the international social work community while integrating these theories and practices into the realities of Chinese society. The authors divided the mounting tensions into the following features: 1. Tensions relating to the mission of social work education: individual treatment versus social reform: With the reintroduction of social work in China, educators are contemplating whether to social work curricula should focus on individualized practice or to emphasize social change at a macro-level. Many scholars see individual practice as not being able to solve China's immense urban and rural problems. 2. Tensions relating to curriculum design: standardization versus contextualization: Many social work educators advocated for the adoption of a national curriculum for social work education that would be modelled after the curriculum policy statement developed by the Council of Social Work Education of America. These educators wanted to adopt a universal set of standards of social work practice but some rejected this idea because China developed its own unique system for providing welfare to its citizens. Those who rejected a universal standardized curriculum felt that it would limit China's ability to practice social work. 3. Tension relating to professionalization: professionalization versus populism: There is a dichotomy of professionalization as it relates to the purpose of social work education. Some argue social work education should reflect a high level of professionalism that emphasizes the training of specialist with exclusive knowledge and expertise that is not easily accessible
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		to those who do not belong to the profession. On the other hand, there are those who believe the mission of social work is social development and social betterment which therefore views social work for being meaningful only as it relates to the desire of the people and the community it serves. The authors conclude that, while social work education in China is faced with certain tensions, there has been a general mediating stance whereby the universal norm and standards of international social work practice has been integrated with the indigenous concerns of Chinese society. This has been achieved through the commitment to community development and social integration, a partnership with the government in education and service development and finally with the commitment to the indigenization of theory and practice in social work education in the Chinese context.
73 Zeng, S., Cheung, M., Leung, P., & He, X. (2016). Voices from social work graduates in China: reasons for not choosing social work as a career. <i>Social Work</i> 61(1), 69-78. Doi:10.1093/s w/swvo51	<i>Although previous studies have addressed turnover issues after being a social worker, this study identifies factors that may block initial entry to the profession. Using a semistructural interview method with 20 BSW graduates, the researchers transcribed the reasons for BSW graduates not entering a career in social work. Through element-centered content analysis, 76 reasons were sorted into nine categories: (1) income insufficient for basic needs, (2) unclear future, (3) no commitment to social work, (4) social work jobs could be taken by other professionals, (5) difficulties in actualizing proclaimed value, (6) personally unable to apply skills, (7) social exclusion due to nonresident status, (8) hard/stressful work, and (9) not supported by peers and family. Through person-centered content analysis, most respondents (90 percent) reported multiple reasons (M = 3.8) supporting their decision, offering their rational thought processes culminating in the decision not to</i>	<u>Qualitative Research</u> Per this study, social work is among the top 10 professions with the highest mismatch rates among 606 majors offered in China. In a 2011 study of 31 cities, it was determined that major-to-occupation matching rate for social work graduates is only 30.3%. Based on this matching rate, the authors wanted to do a study as to why graduates are not entering the profession and to explore students' intent to give up social work after graduation. The following is what the authors determined were the reasons for BSW graduates to not continue with a career in social work: Reason 1. Income insufficient for basic needs: 95% felt that social work is an extremely low paying profession and that they would not be able to be financially independent. Reason 2. Unclear future: 65% were concerned with national policy (government rules that would limit social work development), agency support (lack of funding) and individual perceptions (no promotion opportunities). Reason 3. No commitment to social work: 55% of participants selected social work as a major as a last resort. They wanted to get accepted into a university and felt it would be easiest to declare social work because of the demand for professionals. Reason 4: Social work jobs could be taken by other professionals: 40% believed that anyone could perform as a social worker since it does not require a high level of technique.

	<i>enter social work. Recommendations for developing a national survey, engaging social workers in preparing BSW students for graduation, and modifying student admissions strategies are discussed</i>	Reason 5: Difficulties in actualizing proclaimed value: 35% of participants believed social work practice did not provide respondents the fulfillment they had expected from the profession. Reason 6: Personally, unable to apply skills: 30% of the participants said they were unable to effectively apply skills during their practicum training which left them feeling frustrated and distant from social work. Reason 7: Social exclusion due to nonresident status: 20% felt that being a nonresident of Shanghai hindered their sense of belonging in social work. These participants felt disadvantaged and discriminated against when trying to apply for job benefits. Reason 8: Hard and stressful work: 20% of participants felt that social work was too difficult because of a full and busy schedule which caused physical and psychological distress daily. Reason 9: Not supported by peers and family: 20% of the participants said their family disapproved of their career choice which led them to feel discouraged and belittled. The authors recommend the need to advocate for a professional identity that would promote the professionalism of this work as well as starting social workers with a good financial base when hiring. They also recommend universities to set up an admission-counseling with input from faculty and social workers so that students entering the program will find meaning in social work as a future profession. The authors believe that a future goal that should be taken from this study is to examine faculty's role in preparing graduates for realistic job expectations.
27 Zeng, Q. (2010). Social Policy in China: Development and Well- being. <i>Social Work</i>	<i>The article presents a review of the book "Social Policy in China: Development and Well-Being," by Chak Kwan Chan, King Lun Ngok and David Phillips.</i>	<u>Book Review</u> This article reviews the book <i>Social Policy in China: Development and Well-Being</i>. The book illustrates five key policy areas in China; social security, labor, health, education and housing. The authors of the book discuss the Basic Urban Resident Medical Insurance Scheme (BURMI) for nonworking urban residents, the impact of Chinese social policy on citizens' well-being bases upon a modified human dignity framework, and how the Shanghai Municipal government provides special social programs for disadvantaged groups through the social security system which includes supplementary

<i>Education</i>, 29 (3), 332-333. doi:10.1080/02615470902808409		income for senior citizens without pensions and comprehensive insurance for migrant workers. Per this review, the book fails to fully acknowledge the social welfare services for special groups, especially the elderly and disabled both of whom are major targeted groups in Chinese welfare system. Finally, the book argues that Chinese welfare provision is urban-oriented as indicated in part by low-rent public housing schemes being offered exclusively to urban residents.
14 Zhanghua, W., & Lique, H. (2013). Exploring Models for Indigenizing Social Work Education in China. <i>Chinese Education & Society</i>, 46 (6), 42-49. doi:10.2753/CED1061-1932460605	<i>The article examines the theories of indigenization and examines the problems facing China's social work education. It shows that the quality of social work education and teaching staff is low. The curriculum emphasizes theory and overlooks practical training. "Using as is," not modifying Western theories, has remained strong. The authors call for the indigenization of social work education.</i>	<u>Theoretical Analysis and Application</u> As developing countries began experiencing social problems resulting from an increase in industrialization, westernized social work was introduced in three stages; transmissions, indigenization and authentication. The fifth United Nations international social work training survey of 1971 first introduced the concept of the indigenization stage to social work integration in developing countries since it realized the importance of countries to focus on their own needs and values. China has now surpassed the transmission stage and is moving into the indigenization state that would integrate social work functions with the actual needs of its society. But there are some problems in China's social work education and per this author, the rapid development of social work education in China "reflects a certain overzealousness," which is seen by the vague understanding of the nature and goals of social work. Some of the problems are as follows: 1. Low Quality of Education: there is a lack of resources for social work education and a discrepancy between social work education and field practice where social work education is growing at a quicker speed than field practice. This results in students trained in social work education having no field practice and social workers trained and experienced in field having no formal education in theory. 2. Weak Faculty Resources: the level of specialization and professionalism tends to be low; social work remains a sub-discipline under sociology or another social science in many institutions with instructors not having any educational background in social work (survey found that 26.9% of higher education institutions had no instructor with a social work degree). 3. Curriculum Heavy on Theory and

		Light on Practice: skills education and internship and supervision are lacking 4. Too Much “Using as Is” and Not Enough Indigenization: most of China’s present social work theory, values and ethics rely on Western social work methods and there has not been much progress for indigenization. The author concludes that it is imperative for the content and format of social work education to reflect China’s social problems and culture for indigenization to occur. Social work education and the indigenization of social work coexist and depend on each other to either succeed or fail. The author believes it is fundamental to integrate general theory education with indigenized social work practice within higher education. Practicum should be chosen in the context of China’s actual reality by focusing on local conditions and resources.
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