

# Research on the Course Design of "Casework" Based on the "1+X" Certificate System

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**Abstract:** *The "1+X" certificate system is an important measure for the reform of vocational education in the new era. It cultivates compound technical and skilled talents through the integration of academic certificates and professional level certificates. Social work emphasizes theoretical learning and service practice, which is highly consistent with the connotation of the "1+X" certificate system. This study explores key issues in the integration of books and certificates, such as "what certificates and courses to choose", "how to integrate standards", and "how to teach knowledge and skills". From the perspectives of teaching objectives, teaching design, and teaching evaluation, the assessment content of the social psychological service professional skill level certificate is embedded in the case work course, in order to cultivate compound social work professionals with both theoretical literacy and practical ability.*

**Keywords:** 1+X; Social psychological services; Case work; Integration of documents and evidence.

## 1. RESEARCH BACKGROUND

With the continuous adjustment of China's economic structure and the deepening of enterprise reform, the society has put forward higher and more diverse expectations and requirements for talents' knowledge reserves, technical skills, innovative thinking and comprehensive qualities. In the 1980s, colleges and universities took the lead in proposing the topic of "applied talents" and actively practiced it, innovating the talent training model. In 1993, the "Decision on Several Issues Concerning the Establishment of a Socialist Market Economic System" proposed to formulate qualification standards and recruitment standards for various professions and implement two certificate systems for academic diplomas and professional qualifications [1]. In 2002, the Ministry of Education officially used the concept of "applied undergraduate colleges" for the first time to guide some ordinary colleges and universities to transform and develop into applied colleges and universities. In 2019, the "Pilot Plan for the Implementation of the "Academic Certificate + Several Vocational Skills Level Certificates" System in Colleges and Universities" clearly instructed that applied undergraduate colleges and universities should actively carry out the "1+X" certificate system pilot, focus on cultivating compound technical and skilled talents, and alleviate structural employment contradictions.

The "1" in the "1+X" certificate system refers to the academic certificate, which is a diploma certificate obtained by students after completing the learning tasks within the school system; "X" refers to a number of vocational skill level certificates, which are qualification certificates obtained by students after passing vocational skill training and assessment. The "1+X" certificate system promotes the integration of academic certificates and vocational skill level certificates. By deepening the integration of production and education, school-enterprise cooperation, enhancing students' practical ability, and broadening employment channels, it can improve students' job competence and improve the quality of talent training; through the reform of the curriculum system, innovation of teaching methods, establishment of interdisciplinary teaching teams, dynamic adjustment of majors and other processes, it can promote the deepening of education and teaching reforms and professional construction, and strengthen the overall school-running strength of applied universities [2]; by accurately matching industry needs, serving the local society and accelerating the transformation and application of results, it can help improve the level of social governance and economic development.

Social work is a profession, a career, and a way of helping people. It is an activity in which workers uphold the concept of helping people to help themselves [3], take scientific knowledge as guidance, and use professional methods and skills to help individuals, groups, and communities in need to prevent and solve social problems and restore and develop social functions. Social work has established a relatively complete professional qualification standard system. First, in terms of knowledge, practitioners should build a solid social work professional knowledge system and reserve interdisciplinary knowledge; second, in terms of skills, practitioners need to have a variety of skills such as communication, assessment, intervention, and document writing; third, in terms of ability, practitioners should be able to properly handle problems, organize and coordinate, and constantly learn and innovate work models in order to provide effective services to service objects and promote the specialization and

professional development of social work. It can be said that the cultivation of social work professionals is not only the imparting of professional knowledge and the description of social facts, but also the value judgment and practical intervention of social problems, focusing on the development of students' compound application ability, which is highly consistent with the connotation of the "1+X" certificate system. Therefore, actively exploring the "integration of books and certificates" of social work professional courses and professional skill level certificates, and solving [4] problems such as "what certificates and courses to choose", "how to integrate standards", and "how to teach knowledge and skills" have important research significance and practical value.

## **2. IMPLEMENTATION PATH OF “DOCUMENTARY AND EVIDENCE INTEGRATION” IN SOCIAL WORK PROFESSION**

### **2.1 Teaching Philosophy: Promoting the Organic Integration of Professional Skills and Professional Knowledge**

The core task of the integration of social work professional certificates and certificates under the "1+X" certificate system is to promote the connection and integration of professional skills and professional knowledge. First, teachers must recognize the changes in social needs and the importance of cultivating compound social work talents. With the rapid development of society, various new problems and challenges continue to emerge, especially in the context of the newly established party committee social work department. Social workers with only a single knowledge framework can no longer meet the needs of actual work. What is urgently needed now is compound talents who can solve social problems from multiple perspectives based on interdisciplinary integration such as sociology, psychology, public administration and law. The second is to solve the key issue of "what certificates and courses to choose". First, we need to clearly define the goals and graduation requirements for social work professional talent training; second, we need to thoroughly sort out the "scope of work, work tasks, key points of professional skills, normative documents" and other aspects of the professional skill level certificate; finally, we need to accurately compare the graduation requirements with the professional level certificate requirements, and screen out courses and certificates that are inherently consistent in terms of knowledge reserves, skill mastery and ability improvement, and then carry out the design and practice of integrated teaching, such as organically integrating the social psychological service certificate with the "Case Work" course, and the community governance certificate with the "Community Work" course, to enhance students' comprehensive strength.

### **2.2 Teaching Objectives: Building a Training System Based on Job Competencies**

The "1+X" certificate system aims to cultivate compound technical and skilled talents, improve students' job competence, and solve the problems of "difficult employment" for graduates and "difficult employment" for enterprises. Chinese scholars generally define the core qualities of social workers from the dimensions of knowledge, skills, values or ethics, and personal qualities, and use this to measure whether practitioners are competent for their work. Therefore, in the process of cultivating social work talents, on the one hand, we should actively carry out industry-education integration activities such as visiting enterprises to expand positions and school-local cooperation, maintain close contact with local governments, social work institutions, and charitable organizations, and gain insight into career development trends and relevant job requirements. In addition, we should design courses according to the needs of employers to achieve zero-distance connection between courses and jobs, ensure that the skills and techniques mastered by students match market requirements, and enhance students' employment adaptability and competitiveness. On the other hand, based on the competency model, we should build a knowledge training framework with competent positions as the key, a skill training system oriented towards "helping others to help themselves", a value shaping system with altruism as the core, and a career identity cultivation mechanism centered on career motivation [5] to improve students' job competence and strengthen the quality of talent training under the "1+X" certificate system.

### **2.3 Teaching Design Level: Building a Modular Course Framework**

Research and practice have proved that modular curriculum design is an important and effective path for the "1+X" certificate system. The first is to disassemble the key points of the training and assessment content of the vocational skill level certificate and the knowledge points of the professional courses; the second is to match and integrate the two one by one through the "linking the dots" method, sort out the content that can be learned through classroom teaching and the content [6] that needs to be acquired through practical teaching or auxiliary training, design highly adapted course content and practical activities with diverse forms and rich content, promote social

work students to train their professional skills while learning professional knowledge, and further reflect on and master professional knowledge, skills and values in the process of skill training, so as to realize the coordinated arrangement of the training process of vocational skill certificates and the teaching process of professional courses, improve students' learning enthusiasm and expand their employment and entrepreneurship skills.

#### **2.4 Teaching Team Level: Interdisciplinary Cooperation and Collaborative Education**

Cultivating compound social work talents inevitably requires teachers to have a comprehensive knowledge system of "social work major + related disciplines + special requirements of the position". First, select social work teachers to participate in interdisciplinary training, academic seminars and training programs to learn knowledge and skills of other disciplines and improve teaching level; second, integrate the resources of teachers from different disciplines in the school to form an interdisciplinary teaching team, and give full play to their own disciplinary advantages in all aspects of teaching to achieve the integration of knowledge transfer; third, invite experts and scholars or front-line workers with rich practical experience from outside the school to serve as part-time teachers, on the one hand, to introduce real work experience into teaching activities, and on the other hand to guide students to carry out practical and innovative activities.

#### **2.5 Teaching Method Level: Adhere to the Student-centered Innovative Teaching Methods**

The student-centered, teacher-guided teaching model can effectively drive students to actively learn, actively explore and solve problems. First, adopt a problem-oriented teaching method, based on teachers' scientific research and teaching reform projects, college students' innovation and entrepreneurship training programs and various courses to form a "learning community" of teachers and students, students and students, based on open social problems, to stimulate students' thinking and exploration. Second, adopt a case teaching method, in teaching, use interdisciplinary real cases, such as cases of social work in the field of medical health to provide nearly real practical problems, guide students to analyze and discuss cases, cultivate students' perception and thinking ability of situations, and improve students' comprehensive ability to use knowledge and skills to solve problems. Third, adopt a practical teaching method, make full use of the standardized laboratory (Social Work TPR Comprehensive Training Center) equipped with social work professional situational teaching software and practical teaching bases, let students enter community corrections, mental rehabilitation and other service scenarios, play or experience different roles of social workers, train their professional skills, and cultivate professional identity.

#### **2.6 Teaching Evaluation Level: Building a Diversified System to Implement Synchronous Evaluation**

First, the evaluation indicators are diversified, and a teaching evaluation indicator system covering multiple dimensions such as knowledge and skills, value recognition, and teamwork ability is established. For example, in the course assessment process, not only the students' mastery of social work professional knowledge and related subject knowledge is examined, but also the students' ability to solve problems, communicate, organize and coordinate in case analysis, service practice and other links is examined. Second, the assessment methods are diversified. In addition to the traditional examination form, case reports, group presentations, practical operations and other methods are adopted to comprehensively and objectively evaluate the students' learning effects. Third, a synchronous evaluation system for vocational skills certificates and professional courses is established. Determine the courses that can be recognized and exchanged for credits with vocational skills certificates, and formulate reasonable application procedures and recognition processes. On the one hand, ensure that the normal teaching order is not affected and the stability and continuity of teaching activities are maintained; on the other hand, avoid the repetitive learning of homogeneous knowledge points and skill points, reduce students' learning pressure, and allow them to have more energy to explore multiple knowledge fields, thereby improving the learning experience and promoting learning effectiveness.

### **3. INTEGRATION OF THE SOCIAL PSYCHOLOGICAL SERVICE CERTIFICATE AND THE CASEWORK COURSE**

Social Psychological Services is a psychological health service that uses psychological knowledge and skills to carry out social psychology popularization, psychological assistance, crisis intervention, etc. [7] The corresponding vocational skill qualification (intermediate) requires learners to be able to carry out popular science education work, and to be able to investigate, evaluate and intervene in individual emotions and behaviors and group mental health. Case work takes individuals and families as service objects, and uses specific knowledge and methods to help individuals mobilize internal and external resources [8] to solve problems in psychology and

emotions, interpersonal relationships, social adaptation, etc. Social psychological services and case work are essentially service activities, both of which are oriented to enhance the capabilities of service objects and are committed to solving the problems of service objects. The two show a high degree of correlation and fit in terms of the construction of theoretical knowledge, the application of practical skills, the adherence to values, and the compliance with ethical norms. Therefore, the integration of the two can promote students to master relevant vocational skills while deeply studying the knowledge of academic certificates, and cultivate compound talents with both theoretical literacy and practical ability.

### **3.1 Teaching Objectives**

**Knowledge objectives:** Master the theoretical knowledge required for the Social Psychological Service Vocational Skill Level Certificate (Intermediate), deeply understand case work theory, work processes and skills, ethical principles, etc., and clarify the unique status and role of case work in the field of social psychological services.

**Ability goals:** Have the ability to investigate, evaluate and intervene in emotional and mental health issues. First, be able to help service recipients solve psychological and social adaptation problems in social psychological service practice; second, enhance the ability to integrate social psychological service resources, provide more comprehensive support and guarantees for case services, and improve the service quality and effectiveness of case work.

**Competency goals:** Shape professional identity and professionalism, follow ethical principles such as respect, confidentiality, and self-determination, deeply understand the clients and their environment, and promote the psychological growth and social integration of service recipients through the establishment of professional relationships.

### **3.2 Instructional Design**

By developing a modular teaching plan through the method of "knowledge point disassembly - linking - reconstruction", and adopting classroom teaching or practical teaching methods, the "1+X" certificate system is implemented to improve the quality of talent training. Specifically, teaching design can be carried out from the following aspects:

The first is to explore the integration of theoretical knowledge. On the one hand, the theoretical knowledge of social psychological services is systematically embedded into the content framework of case work courses. For example, the methods and key points of problem identification and evaluation in social psychological services are introduced into the case acceptance and relationship building, data collection and problem evaluation of case work, so that students can clearly recognize the commonality and correlation between the two. On the other hand, the theory of social psychological services is interpreted and expanded from the perspective of case work. For example, when studying psychodynamic theory, it is closely combined with the exploration process of the client's childhood experience and family relationships in case work to understand the diversity and complexity of the causes of the client's problems. In this way, the organic integration and mutual complementation of the theoretical knowledge of the two are achieved.

The second is to promote the connection between practical skills. In accordance with the skill assessment points of social psychological services, corresponding training content is set in the practical teaching link of case work courses. For example, in the practice of case interviews, students are taught to use open and closed questions, emotional reflection, summary and other interview skills, and to record and analyze interviews to form standardized interview reports; when planning and intervening in case work, students are inspired by cases such as depression counseling and mental health services. At the same time, based on social psychological service standards, detailed case service plans are formulated and put into practice to ensure that the professional skills acquired by students can be directly applied to certificate assessment and future social psychological service work.

The third is to integrate ethical knowledge. Ethical principles such as confidentiality, client self-determination, and the handling of dual or multiple relationships are not only the core knowledge of casework courses, but also important ethical norms in social psychological service practice. It can be seen that the integration of ethical knowledge can be naturally promoted and realized in the teaching process. For example, when learning the principle of confidentiality, different service scenarios can be set up to discuss with students how to protect the privacy of clients and how to deal with exceptions, etc., to improve students' ability to follow ethical principles in

social psychological services and casework, and meet the requirements of certificates and courses in terms of ethical knowledge.

### 3.3 Teaching Evaluation Methods

In the integrated teaching of the social psychological service certificate and the "Casework" course, a multi-evaluation system should be constructed and synchronous evaluation should be carried out. First, after modular teaching design, the teaching content of the casework course can meet the training requirements of the social psychological service certificate, so the credit hours can be recognized and there is no need to arrange repeated training; second, the assessment results of the social psychological service certificate are used as the process assessment basis of the casework course, and the content of social psychological services such as emotional management and counseling, stress and pressure management, and mental rehabilitation management are added to the final examination questions of the casework, so as to examine the students' professional knowledge and professional skills from all aspects and angles.

## 4. CONCLUSION

At present, the pilot scope of the "1+X" certificate system is mainly higher vocational and secondary vocational schools, but relevant policies have made it clear that applied undergraduate colleges play a key role in this reform process. Therefore, applied undergraduate colleges should actively carry out pilot work, focus on serving national needs, market demand, and the essential requirements of improving students' employability, deepen reforms in education and teaching, and at the same time enhance their own school-running strength and competitiveness.

The integration of certificates and certificates is an important means to ensure the implementation of the "1+X" certificate system, and the key is to answer questions such as "what certificates and courses to choose", "how to integrate standards", and "how to teach knowledge and skills". Taking social work as an example, this study believes that the organic integration of professional skills and professional knowledge can be promoted by changing the teaching concept; clarifying the teaching objectives, anchoring the job competency to build a training system; carefully designing the teaching plan, creating a modular course framework; building a teaching team, cross-disciplinary cooperation, and collaborative education; innovating teaching methods, adhering to the student subject to strengthen teaching effectiveness; scientific evaluation of teaching, building a multi-system implementation of synchronous evaluation and other paths to solve the above problems, promote the "integration of certificates and certificates" in social work majors, and encourage students to master the knowledge of academic certificates while having multiple professional skills and grow into compound technical and skilled talents. Based on this implementation path, this study specifically explores the integration design of social psychological service certificates and the "Casework" course, formulates a modular teaching plan through the method of "knowledge point disassembly-link-reconstruction", and adopts classroom teaching or practical teaching methods to improve students' job competency and promote the smooth employment of college graduates.

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