

Exploring the Teaching Reform of Women's Social Work Course with Competency Orientation

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Abstract

In order to solve the problem of the disconnection between theory and practice in social work education, and to cultivate professionals who can effectively respond to the complex needs of the women's field, this study systematically reconstructs the Women's Social Work course. The study firstly deconstructed the course objectives into a three-dimensional competency objective of "knowledge, ability and literacy"; secondly, it designed a modularized course framework of "basic knowledge, thematic practice and comprehensive application"; thirdly, it adopted case teaching, scenario simulation and project-oriented combination of diversified and diversified courses and programs; and thirdly, it adopted a comprehensive and diversified program of "social work", which includes case teaching, scenario simulation and project-oriented program. Secondly, the modularized course framework of "basic knowledge, thematic practice and comprehensive application" is designed; thirdly, the diversified and experiential classroom teaching design combining case teaching, simulation and project orientation is adopted; finally, the comprehensive course evaluation system emphasizing on both process and result, and multiple participation of the main body is established. Although this reform provides an effective path for cultivating high-quality women's social work talents, its successful implementation still faces higher challenges in terms of teachers' comprehensive ability, students' learning habits and teaching resources, and needs to be deepened and improved in future practice.

Keywords

competency-oriented; women's social work; curriculum reform

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1. Reconstruction of Curriculum Objectives

Currently, social work education in China is in a critical period of transition from "knowledge-based" to "competency-based". The competency-oriented teaching

mode emphasizes the starting point of students' ability to meet the actual needs of professional positions after graduation, and the reverse design of course objectives and teaching content ^[1]. This transformation is particularly urgent for Women's Social Work, a highly practical

course. With the complexity of issues and the diversity of needs in the women's field, the traditional mode of knowledge inculcation can no longer meet the need to cultivate professionals who can effectively respond to the plight of women. Therefore, the first task of teaching reform is to reconstruct the learning objectives of the courses. The cultivation of social work talents in the new era should build a comprehensive competency framework that includes multiple dimensions of knowledge, ability and value ^[2]. Based on this, this study integrates the curriculum standards and lesson plans of Women's Social Work in depth, and deconstructs the learning objectives of the course into three interrelated and progressive dimensions: knowledge objectives, competence objectives, and literacy objectives, so as to cultivate students' core competencies required for professional services in the field of women.

1.1. Knowledge Objectives

The knowledge objective is to lay a solid foundation of professional knowledge for students, emphasizing the construction of a systematic and integrated knowledge system. Students need to master the fundamental theories, basic knowledge and basic skills of the women's social work profession. This specifically includes: theoretical foundations, such as the Marxist view of women, the theory of pluralistic feminism and gender mainstreaming, which are the fundamental tools for analyzing women's issues; methodological knowledge, such as the principles and modes of women's casework, group work and community work, as well as the application of practical theories, such as the empowerment and the perspective of strengths; and domain knowledge, such as the real-life dilemmas and the related policies and regulations of the contemporary women's situation in the areas of anti-domestic violence, re-employment, mobility and remaining behind, and so on. related policies and regulations. One of the major challenges in the current social work teaching is how to effectively promote the integration of theory and practice ^[3]. Therefore, the knowledge objectives of this course emphasize the "usefulness" of theories, and require students to think about the significance of theories in guiding practice, so as to internalize the knowledge into a "cognitive map" for analyzing problems and guiding actions.

1.2. Competency Objectives

The competency objectives are the core of competency-oriented teaching, directly responding to the key question of "what can students do". It includes the ability to skillfully apply women's social work practice skills and tools, and work creatively to effectively solve the social problems faced by women. In order to achieve this goal, through practical sessions such as situational drama simulation and project design, we focus on cultivating a series of specific competencies for students: first, assessment and analytical skills, the ability to assess the diversified needs and strengths of women's groups from a gender perspective; second, intervention and service skills, the ability to skillfully use the three major work methods to provide professional services such as emotional relief and resource linkage; third, project planning and management skills, through the "Women's Social Work Service Project" and the "Women's Social Work Service Project", the ability to provide professional services to women. Thirdly, project planning and management ability, through the complete writing of "women's social work service project plan", students will be trained in the comprehensive ability from needs assessment to budgeting. The cultivation of practical ability is highly dependent on experiential and inquiry-based teaching methods ^[4]. This course creates "quasi-authentic" service situations and guides students to transform their knowledge into the power of action to solve practical problems.

1.3. Literacy Objectives

The literacy goal is to guide students to internalize the core values of social work and put them into practice, requiring them to establish solid professional values of women's social work, identify with the women's social work profession and abide by the ethical norms of the profession. The achievement of this goal goes beyond the simple memorization of ethical terms, but is a clarification of values that permeates the whole teaching process. Specifically, it includes: establishing the value of gender equality as the basic premise of all work; cultivating the sensitivity of professional ethics, guiding students to identify and explore the ethical dilemmas of confidentiality and self-determination in case teaching; establishing the sense of identity of professional roles,

stimulating students' enthusiasm for the protection of women's rights and interests; fostering the sense of humanistic care and social responsibility, cultivating the students' empathy for women's plight and the sense of mission to promote social justice. Cultivate a sense of humanistic care and social responsibility, cultivate students' empathy for women's plight and a sense of mission to promote social justice. The internalization of professional values is the cornerstone of social work education^[5], which determines the direction of service and ultimate social effectiveness of professionals.

2. Curriculum framework development

Traditional curriculum design tends to follow a linear logic of knowledge transfer, and although the content between chapters is coherent, the cultivation goals of knowledge, competence and literacy are often fragmented. In order to effectively reach the reconstructed competency-oriented three-dimensional learning objectives, the curriculum framework of Women's Social Work must be systematically reorganized. Competency-oriented curriculum design emphasizes modularity and progressivity, and through the construction of teaching modules with clear logic and objectives, students are guided to complete the complete learning closed loop from theoretical cognition to practical application and then to value internalization step by step^[1]. This study reconstructs the curriculum framework into three organically connected modules: "basic cognition and method module", "thematic practice and skill deepening module", and "comprehensive practice and innovative application module". ". This design breaks the linear constraints of the original chapters and integrates related content to form learning units focusing on specific competency development. The modularized curriculum system can enhance the flexibility and purposefulness of teaching and better serve the cultivation of students' core literacy^[6]. The design of this curriculum framework is based on this concept, and seeks to make the cultivation of knowledge, ability and literacy consistent and progressive through the modularized structure.

2.1. Foundation Cognitive and Methodological Module

This module is the cornerstone of the whole program, and its main goal is to build a professional cognitive framework for students in women's social work, so that they can master the basic theories and general methods necessary for engaging in women's services. The module integrates the contents of Chapters 1 to 5 of the curriculum, focusing on the achievement of the "knowledge objectives" and laying the foundation for the realization of the "competency objectives" and "literacy objectives". Specifically, this module starts with "An Overview of Women's Social Work" to help students establish a basic understanding of the field and professional identity. Subsequently, the theoretical foundation of women's social work (including Marxist women's view, feminist theory, etc.) and the theory of women's social work practice (such as empowerment theory, participatory development theory, etc.) are systematically taught to cultivate students' theoretical thinking in analyzing problems from a gender perspective. Theoretical thinking of analyzing problems is cultivated through the "Women's Social Work Theory". Finally, through the study of "Women's Social Work Methods" and "Analysis of Women's Issues in China", students can master the general skills of the three major methods of casework, group work and community work, and understand the complexity of women's issues in the context of Chinese local situations. The whole module emphasizes the systematic nature of theories and the universality of methods, so that students can form a solid theoretical and methodological foundation.

2.2. Thematic Practice and Skills Deepening Module

After mastering basic theories and methods, this module guides students to apply general knowledge to specific women's service areas, realizing the initial transformation from "knowledge" to "ability". The module focuses on the assessment, analysis and intervention service abilities in the Competency Objectives, and integrates the practical contents of various topics in Chapters 7, 8, 10, 11 and 12 of the curriculum. This module focuses on "Anti-poverty and Rural Women", "Re-employment and Urban Women", "Migrant Women and Working Girls",

“Anti-Domestic Violence”, “Reproductive Health” and “Reproductive Health”. The course is organized around key issues facing women in contemporary China, such as “anti-poverty and rural women”, “re-employment and urban women”, “migrant women and working girls”, “anti-domestic violence”, and “reproductive health”. Each topic constitutes an independent learning unit, and the teaching mode of “theory explanation + case analysis + intervention strategy discussion” is adopted. For example, in the topic of “Anti-Domestic Violence”, students are not only required to learn the theoretical explanation of domestic violence, but also to learn and practice the specific service process of receiving a case, making an assessment, and formulating an intervention plan through real-life case studies. This problem-based learning approach has been proven to be effective in enhancing students’ intellectual reasoning and practical decision-making skills^[7]. Through the learning of this module, students are able to contextualize and apply the theories and methods of the first module, deepen their understanding of the needs of different groups of women, and initially master the core skills of carrying out services in specific areas.

2.3. Integrated Practice and Innovative Application Module

This module is the sublimation and integration stage of the curriculum, promoting students to move from the mastery of a single skill to the comprehensive application of multiple knowledge and abilities, focusing on the cultivation of project planning, management and communication and advocacy abilities in the “Competency Objectives”, and ultimately ending in the deepening and internalization of the “Literacy Objectives”. Deepening and internalization. The module integrates the highly participatory and practical teaching contents of chapters 6, 9 and 14 of the curriculum. The core of the module is ‘action-oriented’ and ‘outcome-oriented’. It consists of three major practical teaching activities: first, the “Women’s Issues Debate”, which hones students’ critical thinking, logical thinking and public advocacy skills; second, the “Women’s Social Work Scenario Drama”, which requires students to work in small groups to simulate real-life service scenarios, utilizing a combination of communication, assessment,

intervention and other skills. The second is “Women’s Social Work Scenario”, in which students are required to work in groups to simulate real service scenarios and develop their empathy and ethical decision-making skills through the comprehensive use of communication, assessment and intervention skills; and the third is “Women’s Social Work Service Project Plan”, which is the final comprehensive assessment task of this course. Students are required to work in teams to complete a complete project proposal from needs assessment, goal setting to activity design and budgeting, and present it publicly. Project-based learning can effectively stimulate students’ learning autonomy and innovative spirit, and is an important path to cultivate composite talents^[8]. Through the comprehensive training of this module, students not only integrate and export the knowledge and skills they have learned, but also deepen their understanding of the professional values and ethics of social work in the process of teamwork, project management and value reflection, and ultimately achieve the comprehensive competency goals of the course.

3. Classroom Teaching Design

In order to realize the competency-oriented learning objectives and effectively implement the aforementioned modular curriculum framework, the classroom design of Women’s Social Work must fundamentally transcend the traditional teacher-centered “full-loading” mode. The development of competence, especially the internalization of practice ability and professionalism, cannot be accomplished through the teaching of a single piece of knowledge, but must rely on a teaching environment that stimulates students’ subjectivity and promotes in-depth participation and reflection. Therefore, the teaching reform of this course advocates the use of diversified, interactive and experiential teaching methods to build a “student-centered” deep learning field. The new era of teaching reform emphasizes the deep integration of information technology and teaching, and the introduction of inquiry-based and participatory pedagogies to guide students to change from passive knowledge receivers to active knowledge constructors. . In this study, we designed an integrated classroom teaching model based on “case teaching method”, “scenario simulation

method” and “project-oriented method”, supplemented by classroom discussion, multimedia technology and other means. Classroom teaching mode. This design integrates knowledge transfer, ability training and value shaping into each teaching link, ensures that students learn by doing, think by learning and understand by thinking, and finally realizes the seamless connection between theory and practice.

3.1. Case Teaching Method

Case teaching method is the key bridge between theory and practice in social work education. By presenting real and complex practice situations, it guides students to analyze, judge and make decisions by applying the theories they have learned, so as to cultivate their clinical reasoning and problem solving abilities. In the thematic practice and skill deepening modules of the program, the case teaching method is widely used. In the teaching process of “Anti-Domestic Violence”, “Re-employment and Urban Women’s Services”, “Migrant Women and Working Women’s Services” and other topics, the teacher is no longer a mere theoretical lecturer, but a case discussion guide and organizer. Instead, they are the guides and organizers of case discussions. The specific implementation steps are as follows: First, a typical case is released before class, and students are asked to prepare and make preliminary analyses in the light of the theoretical knowledge of the topic (e.g., the theory of power control in domestic violence, gender analysis of women’s impoverishment, etc.). Secondly, group discussions will be held in class, and each group needs to deeply analyze the core problems, advantageous resources, and macro, meso, and micro system environments in which the service recipients in the case are located, and put forward preliminary ideas for intervention. Finally, group reporting and class debate will take place, with the teacher playing the role of “scaffolding” in the process, guiding students to deepen their understanding of the theory and explore the ethical implications and feasibility of different intervention strategies through follow-up questions, comments and summaries. Teaching based on localized cases can significantly enhance students’ situational awareness and cultural sensitivity^[9], therefore, the cases selected for this course are all derived from local women’s social work practice in China. For example,

“The Role of Microfinance in Capacity Building of Rural Poor Women” and “Work Plan of Laid-off Women Workers’ Group” are mentioned in the course plan, which ensures that the teaching content is closely related to the social reality in China. In this way, students not only practiced their professional skills of assessment and analysis, but also internalized professional values such as empowerment and empowerment in the process of thinking and discerning.

3.2. Scenario simulation method

If the case teaching focuses on “analysis”, the scenario simulation method focuses on “action”. It provides students with a safe and controlled “quasi-practical” environment through role-playing and simulation exercises, so that they can experience the role of social workers and practice and polish their professional service skills. In the Comprehensive Practice and Creative Application Module, the scenario simulation method is used as a core tool to cultivate students’ comprehensive abilities and professionalism. The course consists of two major scenario simulation activities: one is the “Women’s Issues Debate”. This activity requires students to debate controversial topics such as “whether women in the workplace should prioritize their families” and “whether surrogacy is a manifestation of women’s human rights”. This not only exercises students’ oral expression, logical thinking and quick reaction skills, but more importantly, it forces students to stand on different positions and think deeply about the complex value conflicts and ethical dilemmas behind women’s issues, so as to cultivate their critical thinking and initial policy advocacy skills. The second is “Women’s Social Work Drama”. This is a comprehensive exercise for students’ intervention service ability. Students are required to work in small groups to write, direct and act out a complete women’s social work service episode, such as “the first time a victim of domestic violence seeks help” and “a community integration group for migrant women”, and so on. From receiving a case, establishing a relationship, assessing and intervening in the case, to closing the case, students need to comprehensively utilize the communication skills, empathy, and knowledge of the three major approaches they have learned in the first two modules. At the end of the exercise, students are helped

to conduct in-depth professional reflection through peer assessment and teacher critique. According to experiential learning theory, effective learning occurs in the cycle of “concrete experience - reflective observation - abstract conceptualization - active practice”^[10]. Scenario simulation is the best practice of this theory, which allows students to transform abstract knowledge and skills into concrete action abilities in a highly participatory experience, and to deepen their identification of professional roles and ethics in reflection.

3.3. Project-Oriented Approach

The project-oriented method is a comprehensive teaching strategy to realize the ultimate competency goal of this course. It requires students to work in teams to complete a complete service project design around an authentic women’s social issue, which is the ultimate integration and presentation of the three-dimensional goals of knowledge, competence and literacy. The core teaching task of “Women’s Social Work Service Project Plan” is set in the final stage of the Integrated Practice and Creative Application Module of this course. The task runs through the second half of the module and requires students to go through a complete project development cycle: the first stage is problem identification and needs assessment, in which the student team needs to choose an interested group of women (e.g., single mothers, full-time mothers, elderly women, etc.), and identify their real needs by means of literature review and group interviews, etc. The second stage is project design and program writing. The team needs to define the project objectives, design the specific service content and activity flow, and set reasonable budget and evaluation indicators. The third stage is results presentation and peer review, in which teams need to give a project roadshow to the whole class and teachers, and answer questions and accept queries. Project-based learning can not only cultivate students’ project management skills such as teamwork, time management, and resource integration, but more importantly, it can stimulate students’ innovative and entrepreneurial spirit^[11]. During the design process, students are encouraged to think outside the box and creatively apply what they have learned to respond to complex social issues. For example, some groups may

design a group project that utilizes social media to provide peer support for full-time mothers, while others may plan a community economy project that provides handicraft skills training for rural left-behind women and connects them to an e-commerce platform. This process perfectly fits the requirement of “possessing innovative and entrepreneurial awareness and ability” in the curriculum standard. Through the implementation of the project-oriented approach, students are no longer consumers of knowledge, but become producers and applicators of knowledge, and their comprehensive competence is comprehensively practiced and improved in the challenge of solving real problems.

4. Reform of course evaluation

Course evaluation is a key baton to test the achievement of teaching objectives, feedback teaching effect and guide students’ learning direction. Traditional course evaluation is often based on the final examination paper, focusing on students’ memorization and theoretical knowledge, while it is difficult to effectively measure the core competencies such as practical ability, value ethics and reflective spirit, which are crucial to the social work profession^[1]. This evaluation method runs counter to the competency-oriented teaching goal, and easily leads to students focusing their learning on test-taking and neglecting the cultivation of real competencies. Therefore, to deepen the teaching reform of Women’s Social Work, it is necessary to construct a diversified evaluation system that can comprehensively, dynamically, and authentically reflect the development level of students’ competence. Modern educational evaluation theory emphasizes that the purpose of evaluation lies not only in screening and selection, but also in diagnosis and promotion. Formative evaluation is increasingly becoming the core direction of higher education evaluation reform due to its unique function of providing continuous feedback in the learning process and promoting students’ self-monitoring and active development^[12]. Based on this, this study reforms the course evaluation method into “process-oriented” and “result-oriented”, “knowledge examination”, “ability test” and “literacy test”. The study reforms the course evaluation method into a comprehensive evaluation model that emphasizes both “process-oriented” and “result-

oriented”, and “knowledge examination”, “competence test” and “literacy assessment” in a three-dimensional way. Through diversified evaluation tools and the participation of multiple subjects, the model provides an all-round dynamic assessment of students’ knowledge mastery, ability enhancement and literacy internalization in the whole learning process.

4.1. From “evaluation of learning” to “evaluation for learning”

The core concept of this curriculum assessment reform is to shift from the traditional “assessment of learning” to “assessment for learning”. The former is a kind of summative judgment, focusing on “how much students have learned”; while the latter is a kind of developmental diagnosis, paying more attention to “how to help students learn better”. This means that evaluation is no longer just a “conclusion” at the end of the semester, but a diagnostic, feedback and guidance tool throughout the entire teaching process. In the course of Women’s Social Work, every class discussion, every case analysis, every role play is both a teaching activity and an evaluation activity. Teachers keep abreast of students’ level of understanding of knowledge, application of skills and confusion of values through observation, questioning and critique, and provide targeted feedback. At the same time, students also continue to calibrate their learning direction through self-reflection and peer assessment in the process. Incorporating assessment activities into daily teaching can significantly enhance students’ motivation and metacognitive abilities and facilitate the occurrence of their deep learning^[13]. Therefore, the evaluation system of this course will focus on the process evaluation, play the diagnostic and developmental functions of evaluation, and truly serve the cultivation of students’ competence.

4.2. Organic combination of process evaluation and summative evaluation

According to the requirements of the course standard of Women’s Social Work, the total grade of this course is composed of two parts: process evaluation (40%) and summative evaluation (60%). This weight distribution not only affirms the importance of the learning process, but also ensures an effective test of the final learning outcomes, realizing a balance between formative and

summative evaluation.

4.2.1. Process Evaluation (40%)

Process evaluation dynamically tracks and evaluates the comprehensive performance of students in the learning process of “Basic Cognition and Methodology Module” and “Specialized Practice and Skill Deepening Module”, which mainly consists of the following three parts:

Class participation and interaction (10%). This part not only examines students’ attendance, but more importantly assesses the depth of their participation and the quality of their contributions in classroom discussions, case studies, group debates, etc. The evaluation criteria include: whether they can apply their knowledge and skills in classroom discussions, case studies and group debates. Evaluation criteria include: whether they can apply the theories they have learned (e.g., feminism, empowerment theory) to analyze the case logically; whether they can put forward critical and constructive views; whether they can respect and effectively respond to the opinions of others, and so on. This corresponds directly to the application of theories in the Knowledge Objectives and the communication and analytical skills in the Competency Objectives.

Thematic tasks and assignments (10%). Students are required to complete a series of mini-assignments on various topics in the Thematic Practice and Skills Deepening Module (e.g. anti-domestic violence, migrant women, etc.), such as writing a case study report, interviewing a professional woman and submitting reflective notes, etc. These assignments test the application of theoretical knowledge. These tasks test the students’ ability to apply theoretical knowledge to specific practical areas.

Mid-term practical assessment (20%). This is the core part of the process evaluation, which directly corresponds to the “Women’s Social Work Drama” teaching activity in the course. Students will work in small groups to write, direct and act out an episode of women’s social work service. The evaluation will be based on “teacher’s marking + group mutual evaluation”, focusing on: first, role performance, whether they can accurately and empathetically play the role of a social worker and show their understanding of the client’s situation; second, skill utilization, whether they can appropriately use

professional skills such as communication, relationship building and assessment; third, ethical reflection, whether the script design and performance reflect the importance of confidentiality, safety and security; and third, whether the students' performance can reflect the importance of confidentiality and privacy and the importance of the social worker's role. The third is ethical reflection, whether the script design and performance reflect the observance of professional ethics such as confidentiality, self-determination and non-discrimination. This assessment method can visually and vividly test students' comprehensive practical ability and professionalism in the simulation situation.

4.2.2. Summative Assessment (60%)

The summative assessment focuses on the "Comprehensive Practice and Innovative Application Module", which is a comprehensive test of students' learning achievements throughout the semester in the form of writing and presenting the "Women's Social Work Service Project Plan". This completely abandons the traditional closed-book written examination and shifts to an in-depth examination of students' comprehensive application and innovation ability. Currently, the concept of outcome-oriented education emphasizes evaluating students' learning effectiveness by the complex tasks they can ultimately complete^[14]. The project proposal is just such a complex and authentic professional task. The evaluation will be conducted in the following dimensions:

Project plan text (40%). Focus on assessing the scientific, logical and innovative nature of the plan. Including: whether the needs assessment is solid and the problem analysis applies a gender perspective; whether the project objectives are clear and measurable; whether the service design reflects professional concepts such as empowerment and participation, and is feasible and innovative; whether the budgeting is reasonable; and whether the evaluation plan is scientific. This comprehensively examines the students' knowledge integration, project planning and written expression skills.

Project Presentation and Defense (20%). Student teams are required to give a public project roadshow and answer questions from the instructor and classmates. This part focuses on assessing the students' oral expression ability, teamwork ability, on-the-spot adaptability and

overall grasp of the project.

4.3. Multiple Participation of Teachers, Peers and Self

In order to make the evaluation more comprehensive, objective and fair, the reform of this course introduces multiple evaluation subjects, breaking the traditional model of the teacher as the only evaluator.

Teacher evaluation. Teachers play a dominant and leading role in the whole evaluation system, responsible for formulating evaluation standards, organizing evaluation activities, and making professional and authoritative assessments of students' various performances (especially the midterm sitcom and final project).

Peer Evaluation. Peer evaluation of students is introduced in the sessions of sitcom performances and project presentations. Students are required to score and critique the performance of other groups according to the evaluation criteria. Peer evaluation not only reduces the teacher's evaluation burden, but more importantly, it prompts students to look at the professional standards from the perspective of "evaluators", thus deepening their understanding of the meaning of competence and improving their own reflective ability.

Self-evaluation. Encourage students to write a reflective journal after completing each important task to evaluate their learning process, gains and deficiencies against the learning objectives and evaluation criteria, which helps to cultivate their self-monitoring ability and lifelong learning habits.

By constructing such a comprehensive evaluation system that emphasizes both process and result, ability and literacy, and multi-participation of the main body, the assessment method of this course can form a high degree of internal unity with the competency-oriented teaching objectives, curriculum framework and classroom design, thus ensuring that the teaching reform can really take root and effectively promote the comprehensive development of students' professional competency. This ensures that the teaching reform can really take root and effectively promote the comprehensive development of students' professional competence.

5. Summary and Reflection

This study has conducted a systematic teaching reform inquiry on the course of Women's Social Work with competency orientation. By reconstructing the three-dimensional learning objectives of "knowledge-competence-literacy", designing the modularized curriculum framework of "basic cognition-thematic practice-comprehensive application", and adopting the classroom teaching method of "cases-scenarios-projects", we have developed a comprehensive and comprehensive development of professional competence in women's social work. With the design of modularized curriculum framework of "basic knowledge, thematic practice and comprehensive application", the adoption of classroom teaching method of "case-scenario-project" and the establishment of a comprehensive evaluation system of "process-result", this study aims to explore a curriculum reform path that can effectively respond to the needs of cultivating social work talents in the new era. The core contribution of this reform is that it provides a complete example of transforming the macro concept of competency training into concrete and operable program design and implementation, trying to solve the long-standing problem of the disconnection between theory and practice in social work education, and ultimately cultivate professionals who are truly competent in meeting the challenges of complex practice in the field of women.

However, while affirming the direction of the reform, we must also be soberly aware that the process of transformation from blueprint to reality is full of challenges and deserves our in-depth reflection. First of all, it puts higher demands on the comprehensive ability of teachers. The competency-based teaching model requires teachers to change their role from a single "knowledge transmitter" to a complex "learning designer, guide and facilitator"^[15]. Teachers not only need to have solid theoretical background, but also need to have rich practical experience, skillful classroom organization and the ability to develop localized teaching cases. This is a huge test of teachers' knowledge, teaching skills, and even time and energy investment, and how to establish an effective teacher development and support system is the key to the sustainability of such reforms. Secondly, it poses a new challenge to students' learning habits. In

the experiential, inquiry-based learning environment, the student's subjectivity is unprecedentedly emphasized. Students who are used to passively receiving knowledge may feel uncomfortable or even confused when facing tasks such as group debates and project design that require a high degree of autonomy, collaboration and critical thinking. How to effectively guide students to change their learning concepts and cultivate their ability of independent learning and teamwork is a difficulty that needs to be continuously paid attention to and solved in the teaching process. Again, the dependence on teaching resources has increased significantly. High-quality case teaching, scenario simulation and project practice cannot be separated from the support of rich teaching resources. This includes not only the localized case base that keeps pace with the times and the flexible and changeable teaching space, but also, more importantly, the close connection with the practice community. At present, there is a general problem of "industry-academia-research" not being closely integrated in social work education. How to establish a regular internal and external cooperation mechanism, invite front-line practice experts into the classroom or lead students into social work service organizations, and integrate real practice wisdom into teaching is an important guarantee to enhance the effectiveness of the curriculum. Finally, the refined management of the evaluation system puts forward higher requirements. Although the diversified process evaluation can reflect students' ability development more comprehensively, its implementation process is far more complicated than standardized tests. How to ensure the objectivity and fairness of peer evaluation, and how to scientifically design and apply evaluation criteria to assess unstructured outcomes such as scenarios and project reports require teachers to invest a lot of energy in fine-tuning the design and management to ensure the credibility and validity of the evaluation^[16].

In summary, the competency-oriented reform of the Women's Social Work curriculum is a systematic project, which is not only a revolution of teaching content and methods, but also a deep change of educational concepts, teachers' and students' roles and evaluation culture. In the future, while deepening the concept of "student-centeredness", we should make efforts to strengthen the construction of faculty, explore the in-depth integration

with practice, and optimize the teaching and evaluation process by means of educational technology, so as to continuously improve this teaching mode and send more professionals with a high sense of social responsibility and excellent professional competence to the society.

The teaching model will be continuously improved, so as to deliver more women social work professionals with a high sense of social responsibility and excellent professional competence.

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