

## A Study on the Application of Curriculum for Strengthening SWP for Adult Learners

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### [Abstract]

The purpose of this study was to apply a teaching method that fits the characteristics of learners through the improvement and application of subjects for reinforcing SWP, and to seek ways to strengthen field practice. As a result of the study, first, as a method of applying learner motivation, it is necessary to conduct discussions by inviting practitioners in the field, and to watch the progress of projects by type of social welfare site. Second, as a way to participate in learners, it is necessary to analyze excellent proposals, participate in events held at welfare sites, present various dilemma cases in the field, and try to overcome ethical dilemmas by sharing cases overcoming dilemma, and to make efforts to list practical skills required in social welfare field practice. Third, it is necessary to apply such methods as phone calls, e-campus, Kakao Talk, Zoom, and counseling techniques that are conducted in the case management process as a way to apply interaction, and discuss issues that are important in the welfare field.

▶ **Key words:** Social Welfare, Practical, Motivation, Learner Participation, Interaction

### [요 약]

본 연구의 목적은 SWP강화를 위한 교과목 개선 및 적용을 통해 학습자 특성에 맞는 수업방법을 적용하고 현장실무 강화 방안을 모색하고자 하였다. 연구결과 첫째, 학습자 동기유발 적용 방안으로 현장의 실무자 초청 토론 진행, 사회복지현장의 유형별 사업 진행 모습 시청 등이 필요하다. 둘째, 학습자 참여 방안으로 우수 프로포절 분석, 복지현장에서 진행되는 행사 참여, 현장의 다양한 딜레마 사례들을 제시, 딜레마 극복 사례 공유를 통해 윤리적 딜레마 극복 노력, 사회복지현장실습에서 요구되는 실천기술 목록화 노력이 필요하다. 셋째, 상호작용 적용 방안으로 전화, e-campus, 카카오톡, 줌(Zoom), 사례관리 과정에서 진행되는 상담기법들을 적용, 복지현장에서 중요하게 다루어지는 이슈에 대한 토론 등 적용 방안이 필요하다.

▶ **주제어:** 사회복지, 현장실무, 동기부여, 학습자 참여, 상호작용

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## I. Introduction

Social Welfare is a practical study that transforms humans by applying various specialized knowledge and skills based on love for humans[1]. Social Work Practical(SWP) aims to apply theories, skills, and values learned in school in the social welfare field, and is strengthening the capabilities of students through practical improvement. In particular, there are many adult learners from school-age students to seniors and above, and students with various social and cultural backgrounds need to provide practical skills instruction in various ways such as employment, entrepreneurship, and connection with majors in the workplace after graduation.

Social Welfare Field Practice(SWP) is a meaningful process that combines theory and practice[2] in the field of practice. It can be said that it is more important for learners to develop a sense of practice, not theory, as a process of integrating knowledge, attitudes, and skills about social welfare programs. To this end, although they are seeking career paths based on social welfare field experiences by participating in club activities or volunteer activities, efforts to improve and apply teaching methods to reinforce on-the-job guidance of instructors are needed when limitations are exposed.

Social Welfare Field Practice(SWP) requires a variety of qualities and competencies for the process of taking the knowledge of the theoretical background into practice, learning new practical skills, rethinking and convinced of one's abilities and motivations. The more areas of practical experience, the more specialized and competent practical skills that can be used, so guidance is needed in consideration of the characteristics of learners.

Through hands-on training, students practiced skills in the field, applied theories learned in college to practical reality, and were asked to verify their ability as professional experts. Field practice is a series of intentional and planned experience courses conducted in the field of practice[3]. As the

goal is to improve the ability of the trainees, the training process is applied with professional practical ability, administrative ability, knowledge and direct practice skills to achieve the goal. The educational content related to the development of ability and evaluation ability was made possible.

Therefore, it is necessary to improve and apply the teaching method to enhance the field-working competency by adopting the teaching method on their own, and by sharing their experiences and know-how with each other to check the practical applicability and supplementary matters. Through this, it is intended to apply practical teaching methods in social welfare fields that suit the characteristics of learners and seek ways to improve them.

## II. Theoretical Background

### 1. Social work practical

In addition to globalization and market liberal economicism, the poor, poor and rich, and the aging phenomenon of low fertility and the aging that Korean society is experiencing is becoming more intense due to psychological, social, and economic pressures on the underprivileged and weak in our society. It is reality. In order to solve the big problems faced by the modern society, many countries are making great efforts to realize a more desirable welfare society.

In recent social welfare, practice-oriented research and discussion, approached in terms of interdisciplinary convergence and close relations with the field, are actively unfolding. In addition, it can be said that the recent welfare trend is focusing on the universal welfare for the general public from the approach to the dimension of meeting individual basic needs, improving the quality of life, and self-realization, and selective targets.

The existing supervision is "hierarchical, democratic, participatory, and cooperation between a supervisor who is in the position of a middle manager as a

social worker with rich prior experience and knowledge for the purpose of cultivating the quality of social welfare, and a supervisor who is a frontline practitioner. Based on the three elements of empathy, trust, and consideration in a positive, open and positive supervision relationship, supervisors perform administrative and educational supportive functions and unique roles, tasks and activities for each function according to the policies and procedures of the affiliated institution.

A. It is a mandatory interaction process that directs, adjusts, improves, and evaluates the performance of the supervisor's work. It is a rather verbose concept of "professional learning service that has the principles of individualization, structuring, normalization, case-centeredness, etc." Role as a more field-oriented professional in the delivery of social welfare services that directly practice and research social welfare through a new perspective through academic convergence attempts centered on social welfare field practice based on the basic theoretical approach to supervision and existing concepts. It was attempted to help practice and play a role in realizing social welfare values.

## 2. Social work field practice

Even among social welfare education, almost everyone acknowledges that field training is the most important component in preparing social workers. Therefore, practical education becomes a very important part of social welfare education. Students practice technology in the field, apply theories learned in college to practical reality, and test their abilities as professional social workers. Experts in hands-on education say that identifying "the process by which an institution's supervisor helps students" is the first task to be studied in practical education.

Field practice requires the most time among the courses to apply theoretical knowledge and skills about social welfare to the social welfare field and to improve it[4]. Field training is the last path for

students of the Department of Social Welfare and can be said to be an opportunity to become a useful problem solver by learning the nature of social workers through practice and to take the first step toward becoming an active promoter of social welfare[5]. Field practice is a series of intentional and planned experience processes that take place in the practice field and aims to improve the skills of the trainees. To achieve this goal, the training course contains educational content related to the development of professional practical ability, administrative ability, knowledge and direct practical skill application ability, and evaluation ability.

Although the on-site training is operated differently according to the on-site situation [6], the institution or facility that takes on the field training as well as the qualifications and attitudes as a preliminary social worker utilizes the intellectual, human, and material resources of the trainee for on-site practice. Supervision should be given so that they can be reborn as professional social workers.

Having an identity for a social welfare profession means that as a professional, you can do your job with pride, improve your practical skills, and ultimately help provide effective and efficient services to clients. Therefore, strengthening the identity of the social welfare profession is very important not only for trainees, but also for improving the quality of social welfare services.

## 3. Social welfare practice skills

The reason why the realization of academic aptitude in the field of social welfare practice is more demanded is because of the fact that social workers working in the field of social welfare practice must work with clients who are struggling with problems in real life. The problems faced by social welfare clients in real life arise in a social, economic, and cultural context, and the meaning of the problems that clients appeal to can be seen as being defined socially and culturally. In addition, the complexity and depth of problems expressed by

clients differ from society to culture, and their solutions vary according to social institutions and cultures, and the knowledge and skills mobilized to solve problems vary from society to culture.

Social welfare practice technology is a compound noun created by combining social welfare, practice, and technology. The dictionary definition of skill here is the method or ability to do something or deal with something. In summary, the dictionary definition of social welfare practice skills refers to a method or ability to practice social welfare or to deal with social welfare objects.

**4. Factors influencing adult learners' continuation of learning**

It can be seen that the quality of education services is an important variable in determining the continuation of learning of adult learners. That is, when adult learners are provided with educational programs and show satisfaction with the quality of educational services, they tend to continue learning. If learners who participated in educational programs and provided educational services show high satisfaction, they tend to continue learning compared to those who do not. In addition, when learners are satisfied with teaching and interaction, one of the components of educational service quality, they tend to continue learning. In addition, it affects the interaction with the instructor, the components of the quality of education service, the mutual exchange and learning continuity.

According to the “A Study on the Types of Adult Learners on Lifelong Education” by Sang-mi Kim (2019)[7], first, it is necessary to seek an educational program that can satisfy the learning needs by providing various learning contents, learning methods, and learning opportunities for each learner type.

Second, it is necessary to establish courses related to understanding, empathy, and acceptance of others in order to understand personal and cultural differences between lifelong learners.

Third, in order to grasp various problems in lifelong learners' school life and assess their needs,

regular counseling should be conducted. Through counseling, each individual's different problems and needs should be identified and a customized one-on-one educational program should be applied.

**III. Analysis Process**

**1. Applying the curriculum to strengthen SWP**

As shown in<Table 1>, discussions were held to strengthen the first field practice as a curriculum for strengthening social welfare practice (SWP). The course application process is as shown in<Table 1>.

Table 1. 1st application of curriculum to strengthen SWP

Subject	Main Content
Discussion to strengthen the SWP	<ul style="list-style-type: none"> <li>• Meeting to reinforce on-the-job training of learners with professors and administrative teams in welfare studies</li> <li>• Individual research on reinforcing methods of field practice and seeking ways to apply</li> <li>• Discussing application when using on-site practical courses</li> <li>• Finding and discussing ways to apply non-face-to-face classes</li> </ul>

As shown in<Table 2>, as a curriculum for reinforcing social welfare practice (SWP), the 2nd learner's field practice reinforcement method was introduced and problems were reviewed. The course application process is as shown in<Table 2>.

Table 2. 2nd application of the curriculum to strengthen SWP

Subject	Main Content
Introduction of learner field practice reinforcement method and review of problems	<ul style="list-style-type: none"> <li>• Understanding of the teaching method and discussion of administrative processing</li> <li>• Exploring the use of teaching methods applied to on-the-job learners for each individual subject and discussing intervention plans</li> <li>• Review and request administrative support for the application of the on-site teaching method for each professor</li> <li>• Discussing the application of on-the-job teaching methods for non-face-to-face classes</li> </ul>

As shown in<Table 3>, as a curriculum for strengthening social welfare practice (SWP), the 3rd field practice application and teaching method guidance were prepared. The course application process is as shown in<Table 3>.

Table 3. 3rd application of curriculum to strengthen SWP

Subject	Main Content
Application of field practice and preparation of teaching methods	<ul style="list-style-type: none"> <li>• Sharing of teaching methods applied to social welfare courses</li> <li>• In face-to-face and non-face-to-face classes, present examples of application for each subject and share methods such as including lecture data</li> <li>• Use of practical equipment and administrative support for face-to-face and non-face-to-face classes</li> <li>• Mutual comments and supplements on the contents shared by professors</li> <li>• Reporting and discussion on the schedule and improvement results for future teaching methods</li> </ul>

As shown in<Table 4>, as a curriculum for reinforcing social welfare practice(SWP), the 4th learner field practice reinforcement instruction plan was prepared. The course application process is as shown in<Table 4>.

Table 4. 4th application of curriculum to strengthen SWP

Subject	Main Content
Preparing a teaching method for strengthening learners' field work	<ul style="list-style-type: none"> <li>• Prepare a teaching plan for the application of teaching methods suitable for learners, use them according to the characteristics of the subject, and present cases</li> <li>• Discussing the communication results by applying the teaching method to strengthen field practice considering the learning characteristics of learners</li> <li>• It is written so that it can be used in the practice of learners</li> <li>• Creation of guidance plans to reflect improvement plans through the teaching method of mutual learning</li> <li>• Sharing the method of writing the result report for strengthening field practice</li> <li>• Review of administrative support problems and supplements</li> </ul>

#### IV. Application of Educational Subjects

##### 1. Social welfare field practice application

As shown in <Table 5>, social welfare field practice subjects were applied to reinforce social welfare practice (SWP). The contents of the subject application are as shown in <Table 5>.

Table 5. Application of social welfare field practice subjects

Subject	Main Content
Social welfare field practice	<ul style="list-style-type: none"> <li>• Inviting seniors who are in charge of working in the field to hold a talk show focused on program development</li> <li>• Analyze and discuss what is excellent by finding excellent proposals</li> <li>• Use phone, SNS (Kakao Talk), Zoom, Webex to give and receive questions or opinions related to the curiosity of learning content or task performance</li> <li>• Analyzing the latest programs in the welfare field with students</li> </ul>

As shown in<Table 6>, the social welfare field practice course was applied to strengthen the social welfare practice (SWP). The contents of the subject application are as in<Table 6>.

Table 6. Social welfare field practice subject applied

Subject	Main Content
Social Welfare Field Practice	<ul style="list-style-type: none"> <li>• Watch the progress of business by type of social welfare site</li> <li>• Encourage participation in events held in social welfare sites</li> <li>• Discussion on issues that are only important in the social welfare field</li> <li>• Expansion of opportunities for contact with field workers</li> </ul>

As shown in<Table 7>, the social welfare practice technology subject was applied to strengthen social welfare practice (SWP). The contents of course application are as shown in <Table 7>.

Table 7. Social welfare practice technology subject applied

Subject	Main Content
Social Welfare Practice Technology Theory	<ul style="list-style-type: none"> <li>• Experience and self-understanding of social welfare field practice</li> <li>• List of practical skills required in social welfare field practice</li> <li>• Class discussion and social media discussion</li> <li>• Interaction through participation in events such as making kimchi in the social welfare field (elderly welfare center)</li> </ul>

## V. Conclusion

The field that should be dealt with importantly in the welfare field is the field of practice. In particular, social welfare practice is a process in which adult learners have a sense of identity and self-awareness as a social welfare professional, and by integrating knowledge, attitudes, and skills about social welfare projects by acquiring experiential learning through practical experience. It can be said that it is more important to develop a sense of practice, not theory, for adult learners who are far from the field due to compatibility.

Social Welfare Studies is a practical study that changes humans by applying a variety of specialized knowledge and skills based on love for humans. Adult learners majoring in social welfare studies learn practical principles, values and ethical behavior, specialized knowledge systems and skills through theoretical learning to become social workers, and apply them to social welfare fields and integrate them. Since this application process is carried out through social welfare field practice, field practice occupies an important position in the social welfare curriculum and takes the most time.

As a social worker with rich practical knowledge for the purpose of cultivating the quality of social welfare, he is a democratic, participatory, cooperative, and will perform administrative, educational,

supportive functions and unique roles, tasks and activities according to the policies and procedures of the affiliated institution. The basic theoretical approach that can be a professional learning service with the principles of individualization, structuring, case-centered, etc., and based on the existing concepts, helped to fulfill the role as a professional job centered on field practice with a new perspective from social welfare field practice.

In addition, through program development and evaluation, programs provided to similar clients with specific problems can be standardized, and efforts to increase efficiency and established goals should be effectively achieved. To this end, consideration has also been made on what can be realized with adult learners in carrying out the role of the leading edge in trying to realize social justice on the part of the socially and economically weak.

Through hands-on education, students practiced skills in the field, applied theories learned in college to practical reality, and tested their abilities as professional social workers. Field practice is a series of intentional and planned experience courses conducted in the practice field, and the goal is to improve the ability of the trainees. Therefore, the training process is evaluated in order to achieve the goal: The educational content related to the development of ability was made possible.

Through these teaching methods, the practical ability of adult learners was improved, and insight into the capabilities and limitations of learners and the identity of social welfare professions were ensured. Having an identity for a social welfare profession is judged to be able to help to perform work with pride as a professional, improve practical skills, and ultimately provide effective and efficient services to clients. Therefore, it is judged that reinforcing adult learners' fieldwork will not only strengthen their identity for social welfare professions, but further improve the quality of social welfare services.

As a result of the study, first, as a method of applying learner motivation, it is necessary to watch the project progress by type of welfare site, invite or interview workers in social welfare sites, and meet with seniors who have advanced to the welfare site. Second, as a way to participate in learners, there is a need for encouraging participation in events held at welfare sites, posting comments on welfare institution homepages or YouTube, visiting welfare sites or interviewing with practitioners. Third, as an interactive application method, if the professor briefly explains articles, essays, photos, etc. that deal with the story of the social welfare field before class, learners share their impressions with one line comment and communicate with e-campus, Kakao. It is necessary to apply measures such as discussion on issues that are important to the welfare field through talk, etc.

## Authors



Woo-Hong Cho Received the Ph.D. degrees in Social Welfare department of Chosun University, in 2007. Dr. Cho joined the faculty of the Department of Social Welfare at Seowon University, Chungbuk, Korea, in

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