A Study on the Restructuring of Social Work Course Content for People with Disabilities under the Background of the Establishment of Social Work Departments in Party Committees

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Abstract: *With the establishment of new Party Committee Social Work Departments, China's governance system and service paradigm for disability services are undergoing systemic transformation. This study, based on an in-depth analysis of the functional positioning of Party Committee Social Work Departments, systematically explores their profound impact on disability social work in terms of goal orientation, service venues, and working models. An examination of the current curriculum reveals core problems such as weak political and policy content, a lack of collaborative governance perspectives, and a scarcity of local practical cases. Based on ecosystem theory and collaborative governance theory, this study proposes the core principle of unifying political and professional aspects and integrating theory and practice. It constructs a new "four-in-one" curriculum system encompassing value theory and policy literacy, professional knowledge and core skills, government-society collaboration and resource integration, and local practice and innovative applications. Furthermore, it proposes specific implementation paths from aspects such as innovative teaching methods, construction of practice bases, and optimization of the teaching staff, providing a systematic solution for promoting the transformation of disability social work education from a "professional-centric" to a "governance-centric" approach.*

Keywords: Party Committee Social Work Department, Social Work for People with Disabilities, Curriculum Restructuring.

1. Introduction

With the deepening modernization of the national governance system and governance capacity, the establishment of social work departments of the Party committees at the central and local levels marks a new stage in the development of my country's social work cause. This major institutional innovation aims to strengthen the Party's comprehensive leadership over social work, social organizations, volunteer services, and other fields, and to build a modern social governance pattern of "Party leadership, government responsibility, departmental collaboration, social participation, and organizational operation." Under this top-level design, social work for people with disabilities, as an important field for improving people's livelihoods and promoting social fairness and justice, faces profound systemic adjustments and reconstruction in its development paradigm, service areas, and working models.

The establishment of the Party Committee's Social Work Department has fundamentally changed the institutional environment and development path of social work for people with disabilities. This transformation not only requires adjustments to practical work models but also poses entirely new demands on the training of professional personnel. However, compared to the rapid changes in the practical field, the updating of the curriculum system for social work for people with disabilities in Chinese universities has lagged significantly. The existing curriculum content is mostly based on the traditional "professional-led" model, and generally suffers from core problems such as weak political and policy content, a lack of collaborative governance perspectives, and a scarcity of local practical cases. This makes it difficult to effectively respond to the higher requirements of the new system for social work professionals in terms of political

understanding, policy implementation, and organizational coordination. This "structural disconnect" between curriculum content and practical needs makes it difficult for trained personnel to quickly and effectively play their role in the new framework of the Party Committee's Social Work Department's overall coordination.

Based on this, this study focuses on how to systematically reconstruct the content of social work courses for people with disabilities in the context of the newly established Party Committee Social Work Department. The aim is to cultivate well-rounded social work professionals who are proficient in professional methods, deeply understand China's national conditions, and are adept at providing services under the leadership of the Party. This research not only helps enrich the theoretical system of social work with Chinese characteristics and promotes the localization and contextualization of social work education, but also provides direct and feasible solutions for university curriculum reform. Furthermore, it offers theoretical basis and practical guidance for collaborative education between the Party Committee Social Work Department, the education sector, and practitioners, ultimately serving the high-quality development of my country's cause for people with disabilities.

This paper follows a logical framework of "background - driven learning — current situation review — theoretical construction — content design — pathway assurance." First, it analyzes the functions and impact of the Party Committee's social work department. Then, it examines the predicaments and causes of the current curriculum. Following this, based on theories such as collaborative governance, it constructs a new "four-in-one" curriculum system. Finally, it proposes specific implementation paths to systematically respond to the new challenges posed by the new era. Through this systematic

research, it is hoped that it can provide useful references for promoting the innovative development of social work education for people with disabilities in my country.

2. The Functional Positioning of the Newly Established Party Committee Social Work Department and Its Impact on Social Work for People with Disabilities

2.1 Core Functional Positioning of the Party Committee's Social Work Department

The establishment of the Party Committee's Social Work Department is a significant innovation in my country's social governance system, with its core function embodied in the top-level design of "overall planning and coordination among all parties." This institutional arrangement aims to address the long-standing problem of "fragmentation" in the field of services for people with disabilities. Under the traditional model, service resources are scattered across multiple departments such as civil affairs, human resources and social security, health, and the disabled persons' federation, creating a "nine dragons governing the waters" dilemma. By establishing a unified coordination mechanism, the Party Committee's Social Work Department has achieved a shift from "decentralized management" to "systematic governance," specifically undertaking three major functions: overall planning for the development of services for people with disabilities, coordinating and promoting inter-departmental collaboration, and integrating various service resources, becoming a crucial hub connecting Party and government departments with social service organizations.

2.2 Profound Impact on the Paradigm of Social Work for People with Disabilities

The establishment of the Party Committee's Social Work Department is reshaping the fundamental paradigm of social work for people with disabilities. In terms of service objectives, it represents a strategic upgrade from basic "remedial assistance" to promoting "comprehensive development and common prosperity," requiring social workers not only to guarantee basic living standards but also to help people with disabilities realize their self-worth through diversified services such as capacity building and employment support. In terms of work context, the service scope has expanded from communities and institutions to the entire field of grassroots governance led by Party building, requiring social workers to adapt to new scenarios such as grid-based management and regionalized Party building. In terms of action logic, it represents a shift from "professional individual operations" to "systematic collaborative operations," requiring social workers to coordinate various forces on the diverse platforms built by the Party Committee, integrating professional services into the overall social governance framework.

2.3 New Requirements for Professional Talents

This transformation presents entirely new demands on social work professionals specializing in disability issues. Social workers in the new era need to build a comprehensive competency system: they must master traditional skills such as casework and group work, while also possessing macro-level capabilities such as project management and resource integration; they must enhance their understanding and implementation of policies, while also skillfully identifying their professional role within the governance system; they must adhere to professional ethics, while also possessing the innovative ability to organically combine professional services with political requirements. Social workers need to achieve a multi-faceted transformation from service providers to resource connectors, policy implementers, and innovative practitioners. Cultivating such multi-skilled professionals has become crucial for promoting the high-quality development of social work for people with disabilities.

3. Review and Reflection on the Current Content of Social Work Courses for Persons with Disabilities

3.1 The Lagging Nature of Curriculum Value Concepts

There is a significant generational gap between current university courses on social work for people with disabilities and the practical requirements following the establishment of Party committees' social work departments. Course content generally tends to emphasize technical skills while neglecting practical stances, with professional ethics education remaining at the level of universal values and lacking deep integration with China's national conditions and the Party's mass line. This lag makes it difficult for students to grasp the dialectical relationship between professional autonomy and political orientation, leading to confusion in practical work about how to combine the concept of "helping people help themselves" with the development philosophy of "people-centeredness." The curriculum design also fails to adequately address key issues such as implementing the Party's mass line and reflecting political requirements in social work practice, leaving graduates often feeling lost and disoriented in their new work environment.

3.2 Imbalance in the Knowledge Structure System

The existing curriculum exhibits a structural imbalance, characterized by an overemphasis on micro-level skills and a lack of macro-level skills. Micro-level skills training, such as casework and group work, dominates, while the development of macro-level abilities, such as policy analysis, resource integration, and project management, is relatively weak. While students can memorize articles such as the "Law on the Protection of Persons with Disabilities," they lack the ability to translate these into concrete service plans; their understanding of the functional divisions among Party and government departments and mass organizations is vague; and they lack practical experience in establishing cooperation among multiple stakeholders and designing and implementing comprehensive disability assistance projects. This knowledge structure results in graduates possessing micro-level skills but lacking systemic thinking and a macro-level perspective, making it difficult for them to effectively play a role in the new framework led by the Party Committee's Social Work Department.

3.3 Deficiencies in Teaching Methods and Case Development

The teaching methods suffer from a significant "case imbalance." The case library relies excessively on standardized Western cases, reflecting a severe lack of localized practical innovations such as "Party building + disability assistance" and community-based grid-based disability assistance. This bias affects students' understanding of China's unique disability work system and weakens their adaptability and innovation in practical work. Furthermore, the teaching methods are monotonous, emphasizing theoretical instruction and lacking experiential learning methods such as scenario simulations and role-playing. This hinders students' intuitive understanding of the new work structure and restricts the development of complex problem-solving skills.

3.4 The Rigidity of the Curriculum Update Mechanism

The curriculum update mechanism lags far behind practical developments. As a field closely linked to practice, the existing curriculum lacks the necessary sensitivity and dynamism. There is a lack of regular communication between the teaching staff and newly established institutions such as the Party Committee's Social Work Department, and textbook compilation lags behind practical innovation, resulting in curriculum content that fails to reflect the latest developments in social work for people with disabilities. New models such as regionalized Party building platforms for disability assistance services and grid-based management support have not been incorporated into the teaching system in a timely manner, causing a disconnect between learning and application, which seriously affects the quality of talent cultivation.

3.5 The Actual Impact

The disconnect between curriculum and practice has had a substantial negative impact. Graduates generally report a significant gap between their acquired knowledge and the needs of employers: they excel at individual counseling but lack expertise in project proposal writing; they are skilled in group work but lack the ability to mobilize resources on Party building platforms. This separation of learning and application affects service effectiveness and wastes resources. Employers need to invest significant resources in retraining, and social workers face pressure to update their knowledge and skills. If this continues, it will be difficult to meet the needs of the development of services for people with disabilities in the new era, and it will hinder the full realization of the role of social work in social governance.

4. Theoretical Basis and Core Principles of Course Content Restructuring

4.1 Theoretical Basis for Curriculum Restructuring

The curriculum restructuring is supported by three major theoretical frameworks: ecosystem theory, collaborative governance theory, and empowerment theory. Ecosystem theory places people with disabilities within a multi-dimensional system encompassing "micro-meso-macro" dimensions, helping students understand how the Party Committee's Social Work Department reshapes the ecosystem for people with disabilities, from micro-level family and peer interactions to meso-level community organizational influence, and then to macro-level policy and cultural factors, thus establishing systemic thinking.

Collaborative governance theory provides an analytical framework for understanding new working models, explaining how multiple stakeholders can maximize public interests through collaborative mechanisms. This theory helps students grasp the new governance structure built by the Party Committee's social work department, master the ability to collaborate with different stakeholders, and provides theoretical tools for analyzing complex situations and establishing cooperative relationships.

Empowerment theory aligns with the people-centered development philosophy, emphasizing the promotion of the comprehensive development of people with disabilities by enhancing the capabilities of individuals, organizations, and communities. This theory requires social workers not only to provide professional services but also to cultivate the autonomy and participation of people with disabilities, consistent with the development direction of disability work in the new era.

4.2 Core Principles of Curriculum Restructuring

The principle of unifying political and professional aspects is essential. The course must adhere to the correct political direction, incorporating the Party's methods for mass work and policy interpretation, while also upholding its professional character and transmitting professional values and methods. These two aspects complement each other: Party leadership provides organizational guarantees and resource support, while professional competence enables the Party's care to be effectively conveyed through scientific methods. The course design needs to explore pathways for the organic integration of these two aspects.

The principle of integrating theory and practice should be upheld. The barriers between classroom and practice should be broken down to construct a two-way integrated system of theory and practice. In addition to teaching the theory of disability work with Chinese characteristics, students should deepen their understanding in practical scenarios through case analysis, field observation, and project training. Innovative practices such as "Party building + disability assistance" and community-based grid-based disability assistance should be promptly transformed into teaching resources to keep teaching content in sync with practical developments.

The principle of integrating systematicness and modularity is adopted. Knowledge, skills, and value objectives are systematically planned, while modular design enhances flexibility. A systematic architecture is constructed with "value concepts - policies and regulations - core skills - collaborative practice" as the main thread, dividing the content into relatively independent yet mutually supportive modular units. This ensures the integrity of the knowledge system while facilitating dynamic adjustments and timely responses to policy changes and practical innovations.

The unity of political and professional aspects ensures the direction of values; the integration of theory and practice determines the methodology and path; and the overall planning of systematicness and modularity influences the structural design. These three elements work together to ensure that the reconstructed curriculum not only meets the requirements of the new era but also maintains professional standards; it emphasizes both knowledge transmission and skills development; and it maintains both system integrity and flexibility.

Guided by these principles, specific curriculum design will be conducted to ensure that the restructured curriculum is grounded in China's realities, possesses professional standards, and effectively supports the goal of cultivating interdisciplinary talents. These principles also provide a basis for curriculum implementation and evaluation, guaranteeing the solid progress and effectiveness of the curriculum restructuring work.

5. Restructuring the Curriculum Content System for Social Work for Persons with Disabilities

5.1 Values and Policy Literacy Module

This module aims to cultivate students' value judgment and policy understanding in the new context and serves as the foundation of the entire curriculum. Its core content includes four levels: the integration and practice of socialist core values with social work professional ethics; a focus on exploring how to practice the concept of "helping people help themselves" under the guidance of the Party's methods of mass work; and through teaching methods such as scenario simulation and value analysis, helping students establish a value stance that is both in line with professional requirements and adapted to the Chinese context.

Teaching about the Chinese perspective on disability and its evolution should guide students to deeply understand the values of "equality, participation, and sharing" through historical comparison and case analysis, and to grasp the historical context and future direction of my country's cause for people with disabilities. This section should particularly emphasize combining Marxist theory on the all-round development of human beings with the practical work related to people with disabilities, helping students establish a correct view of disability.

In-depth interpretation of the policy and legal framework for the cause of people with disabilities, especially the new policy directions following the establishment of the Party Committee's Social Work Department. This involves a systematic review of the policy system, from the "Law on the Protection of Persons with Disabilities" to local regulations, and cultivating students' ability to translate policy provisions into concrete service plans through policy interpretation and case analysis. This section should emphasize timeliness, keeping abreast of the latest policy changes.

The course explores the international perspective and local practices of disability rights protection. Through comparative research, it helps students understand the development history and main concepts of the international disability rights movement. At the same time, it delves into the adaptation and application of these concepts in the Chinese context, cultivating students' international perspective and local concern.

5.2 Professional Knowledge and Core Skills Module

This module significantly upgrades and expands upon traditional professional knowledge, focusing on cultivating students' professional practical abilities in the new era. In addition to retaining core knowledge such as the physical and mental characteristics of people with disabilities and the fundamentals of rehabilitation medicine, it emphasizes the development of three key abilities: training in accurate assessment skills. In the new landscape, social workers need to possess the ability to conduct community-based needs assessments and individualized evaluations of people with disabilities with the support of grassroots Party organizations. This requires students to learn to use scientific assessment tools and methods, while mastering the skills of collaborating with community Party organizations to conduct research. Through practical components such as field research and data analysis, students develop their comprehensive abilities to identify problems and assess needs.

Developing holistic service capabilities. The curriculum should cover service skills throughout the entire life cycle, from early intervention and vocational rehabilitation to social integration, with a particular emphasis on organically integrating the "bio-psycho-social" assessment model with the needs of grassroots governance. Students need to master methods for providing appropriate services to people with disabilities at different stages, and understand how to leverage community resources to build sustainable support systems.

Enhancing Service Capabilities for Special Groups. Specialized course units are designed to address the service needs of special groups such as people with mental disabilities and severe disabilities, focusing on developing students' ability to provide services within multi-disciplinary teams. This section emphasizes the design of practical components, helping students accumulate real-world work experience through institutional internships and case studies.

5.3 Government-society Collaboration and Resource Integration Module

This is the most innovative module, directly addressing the competency requirements under the new governance framework, focusing on cultivating students' adaptability and resource integration abilities within the new system. The content includes an analysis of four key areas: China's disability service supply system. Through a systematic analysis of the roles and interaction mechanisms of various stakeholders, including the Party Committee, government, mass organizations, the market, and society, in disability services, it helps students develop a holistic understanding of the new working structure. This section will incorporate various methods, such as field visits and expert lectures, to enhance students' intuitive understanding.

The course focuses on learning methods for

government-society collaboration. Specifically, it covers how to establish cooperative relationships with the Party Committee's social work department, the Disabled Persons' Federation, and community Party organizations; how to participate in the work of regional Party building platforms; and how to leverage professional expertise in multi-departmental collaboration. Through scenario simulations and role-playing, students will master specific collaborative work skills in a near-realistic environment.

Developing resource integration and project management skills. The program focuses on training students to design disability assistance projects using resources such as "Party building funds" and "micro-projects for people's livelihood," encompassing the entire process from project planning and budget preparation to process management and effectiveness evaluation. Project simulations and practical training are used to enhance students' project management abilities.

Training in volunteer service management and mobilization. Students will learn how to effectively organize Party member volunteers to participate in services for people with disabilities, including volunteer recruitment, training, management, and motivation. This section should particularly emphasize its connection with grassroots Party organization work, cultivating students' ability to conduct volunteer services using Party building platforms.

5.4 Local Practice and Innovative Application Module

This module aims to address the disconnect between curriculum and practice by strengthening practical components to cultivate students' innovation and application abilities. This is achieved through three approaches: establishing a systematic local case study database, extensively collecting and organizing typical cases of innovative models such as "Party building + disability assistance," community-based grid-based disability assistance, and corporate social responsibility-based disability assistance; and using case-based teaching, discussion, and analysis to help students gain a deeper understanding of the practical wisdom of disability work with Chinese characteristics. The case study database will be dynamically updated to promptly incorporate the latest practical innovations.

The program includes seminars on cutting-edge topics. Thematic seminars and academic salons will be organized around emerging fields such as the digital divide and information accessibility, mental health social services, and disability development in rural revitalization, guiding students to pay attention to new problems and trends in practical development. Through seminar-style teaching, students' critical thinking and innovative abilities will be cultivated.

Finally, project-based learning is implemented. Students work in teams to complete the entire process from needs assessment and solution design to project application, with particular emphasis on collaboration with local Party committees' social work departments, disabled persons' federations, and outstanding social organizations assisting people with disabilities. Real projects are brought into the classroom, enabling "learning by doing." This learning approach not only enhances students' practical skills but also helps cultivate

their teamwork spirit and project management abilities.

These four modules support each other and progress step by step, forming a complete curriculum system: the values and concepts module establishes direction, the knowledge and skills module solidifies the foundation, the synergy and integration module expands pathways, and the practical innovation module enhances effectiveness. The entire design maintains the core characteristics of the social work profession while fully incorporating the practical requirements in the Chinese context, aiming to cultivate new-era social work professionals for people with disabilities who are both professionally competent and knowledgeable about the national context.

6. Implementation Path and Guarantee Mechanism for Curriculum Restructuring

6.1 Innovative Teaching Methodology System

Curriculum restructuring needs to be implemented through innovative teaching methods. It's essential to break away from the traditional "teacher lectures, student listens" model and promote case-based teaching, scenario simulations, and project-based learning. In the "Government-Community Collaboration and Resource Integration" module, a project review meeting of the Party Committee's Social Work Department can be simulated, allowing students to play roles such as department heads and community secretaries. Through immersive learning involving project presentations and negotiations, students can gain a deeper understanding of the working logic of the new system.

A dual-teacher teaching mechanism has been established, inviting cadres from the Party Committee's Social Work Department, grassroots social workers, and professional teachers to jointly deliver courses, ensuring accurate policy interpretation and the transmission of practical experience. Simultaneously, digital technology is used to build an online virtual teaching and research room, gathering innovative cases from various regions to achieve real-time sharing of teaching resources and expand the boundaries of learning.

6.2 Improve the Practical Teaching System

A three-stage progressive practical teaching system of "cognition-training-on-the-job training" is constructed. First, students are organized to participate in cognitive internships at the Party Committee's social work department and street-level Party and mass service centers to gain an intuitive understanding of the new work structure. Second, a government-society collaboration simulation laboratory is established on campus to conduct specialized training in project design, resource matching, and other areas, simulating real-world work scenarios. Finally, internship bases are established at the Party Committee's social work department, the Disabled Persons' Federation, and other disability assistance organizations to conduct on-the-job training for no less than three months.

A dual-mentor system is fully implemented, assigning both university professors and practical mentors to guide students in translating theory into practice. Students are required to

participate in and complete a full disability assistance project during their internship, and their practical performance is included in their graduation assessment to ensure the quality of practical teaching.

6.3 Optimize the Structure of the Teaching Staff

A "two-way secondment" program is implemented, selecting professional teachers to participate in 3-6 month secondments in departments such as the Party Committee's Social Work Department and the Disabled Persons' Federation, allowing them to deeply engage in policy formulation and project implementation and accumulate practical experience. Simultaneously, key personnel from the Party Committee's Social Work Department and grassroots Party affairs workers are appointed as industry professors to undertake modular teaching tasks, compensating for the lack of practical experience among teachers.

Establish a teacher development center to regularly conduct teaching workshops, helping teachers master new teaching methods such as case development and scenario simulation. Incorporate curriculum restructuring results into performance evaluations and recognize achievements such as case development and teaching innovation in professional title assessments, thereby stimulating teachers' enthusiasm for participating in reform.

6.4 Improve the Resource Guarantee Mechanism

A textbook editorial board was established, comprising university professors, experts from the Party Committee's social work department, representatives from the Disabled Persons' Federation, and service recipients. This board developed specialized textbooks such as "Interpretation of Social Work Policies for Persons with Disabilities" and "Practical Application of Government-Society Collaboration in Assisting Persons with Disabilities," filling gaps in existing textbooks. A dynamically updated case study database was also established, systematically collecting and organizing innovative practical cases from various regions to ensure that teaching content remains up-to-date.

Promote strategic cooperation between universities and the social work departments of Party committees, and through a regular cooperation mechanism, conduct in-depth cooperation in areas such as data sharing, policy research, and project development. This will transform universities into talent pools and think tanks for innovation in social work for people with disabilities, and provide a broader platform for students' practice and employment.

This set of implementation paths and guarantee mechanisms are closely linked, from teaching method innovation, practical skills training, and teacher development to teaching resource support, together forming a bridge from concept to practice in curriculum reconstruction, ensuring that the new curriculum system takes root and cultivates professional talents that meet the requirements of the new era.

7. Conclusion and Outlook

This study systematically analyzes the impact of the establishment of the Party Committee's Social Work Department on social work education for people with disabilities, and constructs a complete curriculum restructuring plan. The study delves into the functional positioning of the new department and its far-reaching impact, recognizing structural lags in the current curriculum regarding values, knowledge structure, and practical skills development. Based on ecosystem theory, collaborative governance theory, and empowerment theory, the study proposes three principles: unifying political and professional aspects, integrating theory and practice, and coordinating systematic and modular approaches. This leads to the construction of a new curriculum system comprising four modules: values and policy literacy, professional knowledge and core skills, government-society collaboration and resource integration, and local practice and innovative applications.

The innovation of this study lies in its first systematic integration of the institutional innovation of the Party Committee's social work department with curriculum reform, breaking through the traditional approach of "discussing professional matters in isolation" and establishing a new paradigm of "governance-oriented" approach. It not only emphasizes the transmission of professional knowledge but also focuses on cultivating students' adaptability and innovation capabilities within China's unique social governance system, achieving a shift from "training professional social workers" to "training professional social workers who can effectively carry out services under the leadership of the Party."

This study also has certain limitations. The effectiveness of the course needs to be tested in teaching practice, and the differences in the progress and models of social work departments of Party committees in various regions pose a challenge to the universality of the course plan. At the same time, the development of the teaching staff and the accumulation of case studies require a continuous process and cannot be achieved overnight.

Looking ahead, curriculum development faces three directions: first, establishing a dynamic adjustment mechanism to keep pace with practical developments; second, promoting digital empowerment through innovative teaching models such as virtual simulation laboratories and online case libraries; and third, deepening the "government-society collaboration" education mechanism to build a multi-party collaborative education community involving universities, Party committee social work departments, and service organizations.

By continuously deepening curriculum reform, it is hoped that more interdisciplinary talents who are "professionally knowledgeable, understand national conditions, and are good at collaboration" can be cultivated, providing talent support for the high-quality development of the cause of people with disabilities and contributing professional strength to achieving common prosperity and comprehensive development for people with disabilities. This is not only an educational issue, but also an important issue concerning social fairness and justice, requiring the joint efforts of the education and practice sectors.

Acknowledgements

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