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硕 士 学 位 论 文

职业化背景下社会工作本科实习生的职业认同研究 ——以厦门市 H 社会工作机构的暑期实习项目为例

**Research on the Professional Identity of Social Work
Undergraduate Intern in the Context of Social Work
Professionalization**

**——A Case Study of the Summer Internship Project of H Social Work
Agency in Xiamen**

沈森森

指导教师姓名: 童敏教授

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中文摘要

近年来，随着社会工作职业化的推进，民办社会工作机构（文中简称为“机构”）在数量上迅猛增加，在规模上逐年扩大，成为培养社会工作专业人才的重要阵地。随着机构服务范围的扩展，机构专业人才培养逐渐成为影响其发展的关键因素，不少机构已经将高校社会工作（文中简称为“高校”）实习作为自身人才培养的重要途径。机构实习和高校实习教育的紧密结合，使职业认同成为机构实习中的突出要求。职业认同的安排不仅影响着机构的实习安排与专业人才的培养，而且影响着社会工作人才和高校实习教育的发展。但是，目前有关职业认同对社会工作实习成效的影响的研究很少，因此，本研究希望通过跟进民办社会工作机构具体的专业实习安排，探索在社会工作职业化背景下，机构实习中职业认同的安排和成效以及高校如何调整和完善实习教育的问题。

本研究以厦门市 H 机构实习生培育项目的 12 名社会工作专业实习生（下文简称为“社工实习生”）为研究对象，从生态系统视角出发，运用个案研究法，考察民办社会工作机构对本科实习生的实习安排中职业认同的设计及其对实习成效的影响，进而总结机构专业实习教育对高校实习教育所提出的新要求，为调整高校实习教育提供改善建议。本研究发现：1.H 机构在社会工作专业实习中对职业认同的设计包括三个方面：注重岗位职责的实习工作安排、围绕项目服务的专业技能训练和依据员工守则的制度规范管理；2.这些实习安排对实习生自身专业成长的成效体现在：提升实务技能、发展专业自主、培养专业意识、促进专业成长、熟悉机构项目规范与制度和提升项目服务中的基础知识和操作要求等方面；实习生职业认同提升方面的实习成效包括：职业价值与情感认同、职业身份认同、职业能力认同和专业性认同四个方面；其中有效的实习安排经验包括：安排实习生参与项目片区团队的工作、安排实习生直接参与实务场景的服务、根据项目服务特点安排以某种社会工作手法为主的专业技能训练、安排实习生参与完整的实务流程、提出专业价值和工作规范等管理要求，以及安排专人集中培训相关技能；而实习安排中无效的措施包括：实习准备中对高校的要求无法完成、机构介绍工作坊的目标不能有效实现、实习生分配没能实现项目片区和实习生的互选、实习时间相关的管理出现问题；3.机构这种专业实习安排对高校实习教育提出的新要

求包括：（1）采用集中式实习；（2）实行团队学习训练；（3）转换教师督导职责；（4）整合专门技能训练与专业服务项目技能；（5）调整实习功课和实习汇报的要求。在以上研究的基础上，本研究提出了高校实习教育的调整建议：（1）以集中式实习形式为主，配合其他实习课程设置；（2）专业实习内容与项目能力训练相结合；（3）合作承担实习管理与督导职责。本研究的发现将有利于高校社会工作专业明确高校社会工作实习教育需要加强与机构的合作，帮助机构做好专业实习安排，进而实现机构专业人才、高校实习教育发展以及整个社会工作的专业化。由于调研时间和作者研究分析能力的限制，在研究设计的安排和研究资料的收集与分析等方面需要继续改进。

本研究共分为三大部分，第一部分包括导论和文献回顾，阐述了本研究的背景、目标和意义，确定本文的研究问题是：机构实习中关于职业认同有哪些设计、安排和成效，需要高校实习教育如何进行调整。第二部分包括理论视角和研究方法，介绍了本文的理论基础是生态系统视角，研究方法是个案研究法，资料收集方法是访谈法和观察法，研究对象是十二名社会工作专业的实习生；第三部分针对研究问题的三个层次逐一展开，从职业认同的设计、实习安排的内容和成效、对高校实习教育的新要求以及高校专业实习教育的调整建议三个层次阐述研究发现，并在总结上述内容的基础上，反思本研究的局限以及未来研究的方向。

关键词：机构专业实习；职业认同；实习教育

Abstract

In recent years, with the advancement of social work professionalization, the quantity of private social work agencies (in this paper, referred to as “agencies”, “agency”) is increasing rapidly, as well as the scale is expanding year by year, and the agencies have become the important field to cultivate professional talents. With the expansion of service scope of agencies, the cultivation of professional talents has gradually become one of the critical factors which affects the development of agencies, and many agencies have put practice education of social work college (in this paper, referred to as “college”) as an important way to cultivate professional talents. The close combination of agency internship and college practice education makes Professional Identity to be one prominent requirement of agency professional internship, which affects not only the agency practice arrangements, the cultivation of professional talents, but also the development of social work talents and the college practice education. But, at present, there is few researches about the influence of professional identity on social work practice, therefore, this research hopes to explore the problems of professional identity arrangement and its effectiveness in internship, as well as how to adjust and improve the practice education by following up the specific professional practice arrangements of the private social work agency.

The research selected 12 social work undergraduate interns (in this paper, referred to as “social worker intern” or “intern”) of the H Social Work Agency Interns Cultivating Project as the research objects. From the ecosystem perspective, this study inspects the arrangements of agency internship about professional identity, as well as its influence on the practice effect by using case study method, then sum up the new requirements of the college’s practice education which are put forward by the agency internship, then put forward suggestions for improving college’s social work practice education. The research found that: 1. The arrangements of professional identity in the professional practice of H agency is considered through: the internship arrangements focused on job responsibilities, the professional skills training centered with the actual

characteristics of the project service and management of the system standard based on the employee code; 2. The practice effectiveness on professional competence of these arrangements is reflected in: enhancing practical skills, developing professional autonomy, cultivating professional awareness, and promoting professional development, familiar with structure and system of professional social work project and the ascent of the basic knowledge, operation services and so on; The practice effectiveness on the enhance of Professional Identity is reflected in: professional value and emotional identity, professional identity, professional competence and professional identity. The effective practice arrangements experience include: arranging the interns to participate in the project area team work; arranging the interns to participate directly in practical scene service; arranging specific skills training by focusing on one kind of social work approaches according to the characteristics of services; arranging the interns to participate in the whole process of practice services; putting forward the management requirements about the professional value and work specification, and arranging the specific person for skills training; then, invalid arrangements include: preparation of the request could not be completed, the goals of agency introduction workshop cannot be effectively implemented, intern allocation failed to achieve the goal of electing between the project area and interns, management problems about internship time. New requirements of college practice education are put forward according to the agency professional internship arrangements, including: (1) to apply the form of centralized practice; (2) to implement team-learning and training; (3) to switch teacher's supervisory responsibilities; (4) to integrate the specialized skill training and professional services skills; (5) to adjust the requirements of intern work and internship report. On the basis of the above research, the research puts forward the suggestions on the improvement of college practice education: (1) With the centralized practice as the main form, cooperate with other internship curriculum; (2) To combine professional practice content and project ability training; (3) Cooperatively to undertake the internship

management and supervision responsibilities. The research findings are conducive to college to make clear that, in the context of social work professionalization, the college social work practice education needs to strengthen cooperation with agency, so as to better arrangement of agency internship, to develop the cultivation of professional talents and the college practice education, even specialization of social work. Due to the limitation of the research time and the author's ability of individual research and analysis, the arrangement of research design and the collection and analysis of the research dates need to much progress to be made.

The article includes three parts. The first part describes the background, objectives, significance and literature review, determine the research problems are: what are the design, arrangement and effect of professional identity in the agency internship, and how to adjust the colleges practice education. The second part introduces the theoretical basis is the ecological system perspective, the research method is case study method, the data collection method is the interview and observation, and the research objects are twelve social work undergraduate interns. The third part is expanded one by one according to the three levels of research problems, elaborate the research findings from those levels: the design of professional identity, the content and effectiveness of practice arrangement, the new requirements of college practice education and the adjustment of the professional practice education in colleges, and then, on the basis of summarizing the above content, the paper reflects the limitations of the research and the direction of future research.

Key Words: Agency Professional Internship; Professional Identity; Practice Education

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第一章 导论

第一节 研究背景和问题

一、研究背景

(一) 社会工作职业化背景

近十几年来，中国的社会工作职业化有较快发展，2006年，党的十六届六中全会《关于构建社会主义和谐社会若干重大问题的决定》明确提出“努力建设宏大的社会工作人才队伍”，成为社会工作职业化快速推进的标志性事件，党和国家开始重视社会工作人才队伍建设。¹2008年，民政部首次举行全国社会工作者职业水平考试，标志着社会工作职业资格认证制度的确立，我国社会工作职业化进入快速推进阶段，职业化和专业化的社会工作人才队伍开始出现。2008和2009年间，共有27259人取得了助理社会工作师的职业水平证书，8418人取得了社会工作师的职业水平证书。²

为贯彻落实党的十六届六中全会做出的建设宏大的社会工作人才队伍的重大决策，民政部先后在全国开展两次社会工作人才队伍建设试点地区和工作，第一批试点建设工作在2007年2月至2009年3月，于全国29个省（自治区、直辖市）的75个区（县、市）和90个单位中开展，第二批试点建设在2009年7月至2011年8月，推出88个试点地区和169个试点单位，且在综合评估的基础上，从中确定一批“全国社会工作人才队伍建设试点示范区”和“全国社会工作人才队伍建设试点示范单位”，进一步推进了社会工作人才培养模式、岗位

¹仲祖文.“努力建设宏大的社会工作人才队伍”http://paper.people.com.cn/rmrb/html/2006/12/18/content_12127852.htm .2006-12-18.

²首次全国社会工作者职业水平考试开考.中华人民共和国民政部
<http://www.mca.gov.cn/article/yw/shgzyzyfw/mtgz/200806/200806000176899.shtml>.2008-06-30.

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