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# Social inclusion and disability in the US and China: An international context for experiential learning

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## Abstract

Children with disabilities are a highly vulnerable group around the world, including China (Cheung, 2013). However, China's context differs in two notable ways: population size and *lack of systematic means of delivering community-based disabilities-services* (Fisher, Li, and Fan, 2012; UNICEF-EAPRO, 2012). A project funded through the ASIANetwork focused on the role of community-based services in China and their place in the continuum of care for persons with disabilities in the cities of Beijing, Xian, Zhengzhou, and Hong Kong. This provided the context for an experiential learning process for participating students through: engagement with non-governmental organizations; developing and implementing training sessions for parents who have children with disabilities; and engaging in social work home visiting processes, including individualized assessment and treatment planning.



After a day of spending time with kids of all abilities in an inclusive preschool, we took some time to share information about social work, group conflict, and the General Intervention Model, and answer any questions from the people shown above at Qisehua in Zhengzhou, Henan.



After a full day of training and exchange of information, we took a photo with these young men and women who helped translate throughout the day with GIFT in Zhengzhou, Henan.

## Methodology

### Andragogy (adult way of learning)

- Mentorship
- Preparation Sessions
- Pieces of Project Delegated to Students

### Trainings

- Logic Model (Parents and GIFT)
- Disabilities Inclusion in Faith Communities
- Forms of Communication
- Goal Setting and Conflict

### Professional Development

- Home Visits
- Child Assessments
- Collaboration with Translators

## Discussion

### Places Visited:

- Beijing (Fred Hollows)
- Xian (Agape)
- Zhengzhou (GIFT, Qisehua)
- Hong Kong (ICC, Mother's Choice, HOLF)

### Continuum of Care:

- Congregate/Institutional Care (orphanages)
- Community-Based Care
- Faith-Based Organizations and Churches
- Prevention (Parent Support Groups and Training)

### Products:

- Documentation form for GIFT
- Training resources for parents
- Survey for GIFT

### Culture:

- Food
- Culture shock
- Mind-set
- Social Work (Expert vs. Client-focused)

## Conclusions and Limitations

### Conclusions:

Organizations are continuing to move toward community based care as Best Practice. As they do so, us, as students, also had goals we wanted to accomplish.

- Increased social work competency
- Global citizens and social workers
- Work together to increase confidence of G.I.F.T's participants/leaders to meet their needs.
- Communicate experiences in order to develop professional skills for the future.
- Use the experience to help us realize how much we know.

### Limitations:

- Policy Change
- Article 46 prevented any non-governmental organizations (NGOs) from overseas to operate in mainland China until appropriately registered.
- We could no longer go to Jinan to observe a child welfare institute (CWI) and had to reroute our trip.
- Meaning and Concepts lost in translation
- Working through translators for both trainings and everyday conversation with locals was challenging at times.
- Culture Shock
- Frustration
- Sensory overload
- Language
- Food/Water

## Future Research (/Work)

- Continue to network with organizations, individuals, and communities to provide people with disabilities and their families in China with better resources and support.
- Continue to provide professional social work training in Zhengzhou and surrounding areas.
- Connect interested parties with organizations in China who work with individuals with disabilities and their families in China.

## References

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FIGURE 2. Experiential Andragogy Model of a Non-Traditional Experiential Learning Program

